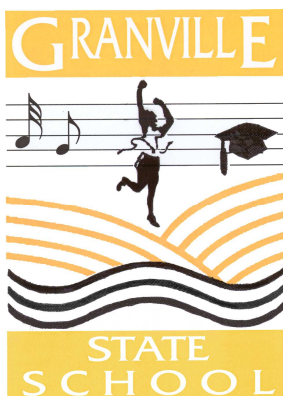
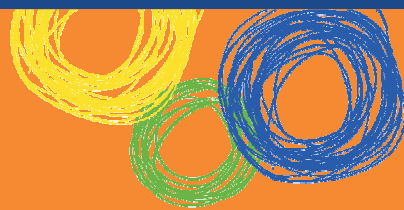


Granville State School (0193)

Queensland State School Reporting

2012 School Annual Report



| | |
|----------------|---|
| Postal address | Cambridge Street Granville Maryborough 4650 |
| Phone | (07) 4120 9888 |
| Fax | (07) 4120 9800 |
| Email | the.principal@granvillss.eq.edu.au |
| Webpages | Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website. |
| Contact Person | Judy Robinson Principal |

Principal's foreword

Introduction

Queensland schools annually publish meaningful information to parents about student and school performance. This document contains important information about our school's journey in 2012. It is designed to provide a summary of the progress made at Granville State School during 2012. It also contains information about what makes our school unique – the exciting and engaging teaching and learning, the social and emotional skills, and Pathways to Peace programs, and the dedication and commitment of all staff.

I am very proud of the work of students and staff at Granville State School and have pleasure in providing this report to you.

The document can be accessed on the school website (www.granvillss.eq.edu.au) or in a hard copy version at the office. It would be appreciated if you would take the time to read this report and if you have any queries, to direct them to me on 07 41209888 or by email the.principal@granvillss.eq.edu.au

School progress towards its goals in 2012

2012 saw the first full year of the National Partnership Funding for Low Socio Economic Schools. Focus areas included:

- Implementation of **quality curriculum** programs that are **well resourced** that **meet the diverse needs** of the community of Granville.
- Implement a sequential **reading** program
- Teacher capability development in the areas of **Data Literacy, Differentiation Pedagogy** and establishing a culture of performance through the **Developing Performance Framework**.

We are pleased to report that there has been significant improvement in the identified agendas for 2012.

Queensland State School Reporting 2012 School Annual Report



Consolidation and growth will be a focus for 2013 as we embed these priorities.

Future outlook

- With 2012 being the implementation of the Australian Curriculum English, Maths and Science, the school will continue to refine our school based documents to ensure consistency of planning, assessment and moderation across the school and broaden our knowledge on C2C.
- As we build on this focus, our focus will turn to ensuring the pedagogy within the rooms is diverse and meets the needs of the students within the learning environment.
- The school will begin to prepare staff and community on the implementation of History.
- Embed data analysis as the catalyst for differentiation and an improvement in student learning outcomes.
- Further embed our school culture of high expectations – of ‘every child learning in every classroom, every day’
- Continue to implement the Developing Performance Framework for all staff.
- Continue to build on engaging our community in our school and prompting Granville SS as the school of choice in the Granville and wider community.

Our school at a glance

School Profile

Granville State School opened in 1875. Currently our enrolment is 336 students.

Over time the school has developed strong community relationships. This proud history is still evident today as we re-engage our school community to foster an even stronger environment where students, parents and staff work together to achieve the very best for our children.

There is significant community participation in both decision-making and support processes at the school. Our school community believes in the development of the whole child. Our students' social, emotional and academic development is considered in the development and implementation of school programs.

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school: 336

Our school at a glance

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2010 | 354 | 184 | 170 | 91% |
| 2011 | 334 | 170 | 164 | 93% |
| 2012 | 336 | 174 | 162 | 93% |

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

- Our school has experienced a decline in numbers over the last 5 years which is predicted to continue until 2013 and then be impacted on by the transition to high school of Yr. 7 in 2015. As of July 2012 our student enrolment was 336.
- Students attending Granville come from a cross-section of the community. The majority of parents are supportive of the school and their child's education.
- Attendance is reasonable with an annual rate of 93%
- Approximately 10% of our school population come from coastal and farming community and are dependant of the bus service for their transport to and from school.
- With a small percentage of indigenous students, our community liaises with the Elder of Granville, who is willing share her time discussing indigenous culture.

Average Class sizes

| Phase | Average Class Size | | |
|------------------|--------------------|------|------|
| | 2010 | 2011 | 2012 |
| Prep – Year 3 | 23 | 21 | 19 |
| Year 4 – Year 10 | 26 | 26 | 26 |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|------|
| | 2010 | 2011 | 2012 |
| Short Suspensions - 1 to 5 days | 18 | 27 | 10 |
| Long Suspensions - 6 to 20 days | 1 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Curriculum offerings

Our distinctive curriculum offerings

- Granville State School delivers curriculum in accordance with the Australian Curriculum for English, Mathematics and Science. All other Key Learning Areas are using the Essential Learnings as per the Roadmap for P-10, curriculum, teaching, assessment and reporting.
- Students engage in units of work that align with the Curriculum to Classroom materials.
- There is a strong emphasis on students being literate and numerate.
- Literacy and Numeracy data has influenced the pedagogy and focus on specific learning areas of improvement.
- Information Technology integration is being supported in classrooms but further enhancements need to be made to increase usage
- Formal student progress reports are given to parents at the end of each semester. Informal parent interviews are given at the request of parents or teachers throughout the year.
- The Flying Start Agenda will continue to influence curriculum changes in the school, especially as students transition to start high school in Year 6
-

Extra curricula activities

- POCKETS (Preparing our Community Kids Effectively to Succeed) is designed to engage children ready to enter prep the following year with the skills and knowledge to achieve when entering our school. Funded through NP monies, our qualified teacher Mrs Butler works with the students and their parents to broaden general knowledge, routines and readiness for school and gives mums and dads an idea of what is available in our community free to engage children and to support them in their readiness for school.
- Environmental management Program – this program develops students awareness of their ecological footprint and has strong partnerships with the Fraser Coast Regional Council and Bunnings
- Junior Choir, Senior Choir
- Instrumental Music Program – Strings and Woodwind
- Interschool Sport for students in Year 6/7
- Technology Club linked to the Tech Challenge

How Information and Communication Technologies are used to assist learning

- The school's ICTs environment is continuing to evolve. It is strongly supported by appropriate hardware and is continually being enhanced. Plans are in place to further enhance the ICTs provision through a complete revision and renewal of appropriate software that will support the school's learning engagement program.
- A technician is employed to support the program 2 days per week.

Our school at a glance

- Currently 1 staff member has an ICT Pedagogical Licence and is our Accredited Facilitator. 5 teachers have commenced the coaching program in 2012 to obtain their ICT Pedagogical Licence.
- School leader engaged in the eLeaders ICT Framework to develop strategic plans to support the development of ICT in the curriculum.
- After school sessions are planned for staff to improve and embed ICTs
- All staff are encouraged to work on their ICT Certificate or Licence.
- School communication and internal planners are all electronic and staff are quite adept at managing this system.

Social climate

- The school places a high priority on staff and student wellbeing and has processes in place to address individual needs for example through the school chaplaincy program.
- Most teachers are striving to create supportive and safe learning environments by building positive relationships with students and to involve parents as important partners in their child's learning.
- There has been a determined effort to maximise learning time through literacy and numeracy blocks and the reorganisation of the specialist timetable.
- Staff morale is generally high.
- Each classroom has collaboratively developed their own classroom behaviour plan.
- There are high levels of trust between the Parents and Citizens' Association and the school leadership team.
- Continue to implement the elements of Pathways to Peace program which will assist in maintaining consistent behaviour expectations across the school and enhance the understanding of the related social skills with students from a wide range of backgrounds.
- The explicit improvement agenda is used to promote to the community that the school is driven by the belief that every student is capable of successful learning in a safe and supportive environment.

Parent, student and staff satisfaction with the school

Granville State School enjoys a strong positive reputation within the Maryborough community and parents are generally satisfied that their children are receiving a good education.

In 2012, the percentage of parents and children satisfied with the standard of education provided increased, although staff were less satisfied with the professional development opportunities.

Our school at a glance

Staff morale increased slightly in 2012 with this being a continued focus for 2013.

| Performance measure (Nationally agreed items shown*) | |
|--|-------------------|
| Percentage of parents/caregivers who agree that: | 2012 [#] |
| their child is getting a good education at school | 97.2% |
| this is a good school | 94.4% |
| their child likes being at this school* | 100.0% |
| their child feels safe at this school* | 97.2% |
| their child's learning needs are being met at this school* | 94.4% |
| their child is making good progress at this school* | 97.2% |
| teachers at this school expect their child to do his or her best* | 100.0% |
| teachers at this school provide their child with useful feedback about his or her school work* | 97.1% |
| teachers at this school motivate their child to learn* | 97.2% |
| teachers at this school treat students fairly* | 97.2% |
| they can talk to their child's teachers about their concerns* | 97.2% |
| this school works with them to support their child's learning* | 94.4% |
| this school takes parents' opinions seriously* | 94.3% |
| student behaviour is well managed at this school* | 88.9% |
| this school looks for ways to improve* | 97.2% |
| this school is well maintained* | 94.4% |

| Performance measure (Nationally agreed items shown*) | |
|---|-------------------|
| Percentage of students who agree that: | 2012 [#] |
| they are getting a good education at school | 95.5% |
| they like being at their school* | 98.5% |
| they feel safe at their school* | 97.1% |
| their teachers motivate them to learn* | 95.6% |
| their teachers expect them to do their best* | 100.0% |
| their teachers provide them with useful feedback about their school work* | 94.1% |
| teachers treat students fairly at their school* | 89.7% |
| they can talk to their teachers about their concerns* | 95.5% |

Our school at a glance

| | |
|---|--------|
| their school takes students' opinions seriously* | 94.0% |
| student behaviour is well managed at their school* | 86.8% |
| their school looks for ways to improve* | 100.0% |
| their school is well maintained* | 98.5% |
| their school gives them opportunities to do interesting things* | 98.5% |

Performance measure (Nationally agreed items shown*)

| | |
|--|-------------------|
| Percentage of school staff who agree: | 2012 [#] |
| that they have good access to quality professional development | 82.4% |
| with the individual staff morale items | 84.8% |

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

At Granville State school, we welcome positive interaction from parents and family members and have a good relationship with our P&C. Family members assist in a range of ways from supporting in classrooms, in the tuckshop, P&C Association support and targeted fundraising- our annual Mothers' Day Fete and Spell-a-thon.

We value the success our students have when there is a joint approach to student development and their learning and education. Our weekly newsletter is issued on Tuesdays and includes general information for families, upcoming events, parent and general community notices and items from classes.

Our P&C meets on the third Wednesday of each month, currently at 7:00 pm.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Throughout 2011 the school investigated many projects to support the reduction of the school's environmental footprint. Many of the projects are based around the development and approval of the schools SEMF plan which will come into action in 2013

Our school at a glance

| | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2009-2010 | 109,593 | 6,588 |
| 2010-2011 | 102,050 | 4,163 |
| 2011-2012 | 114,320 | 2,367 |

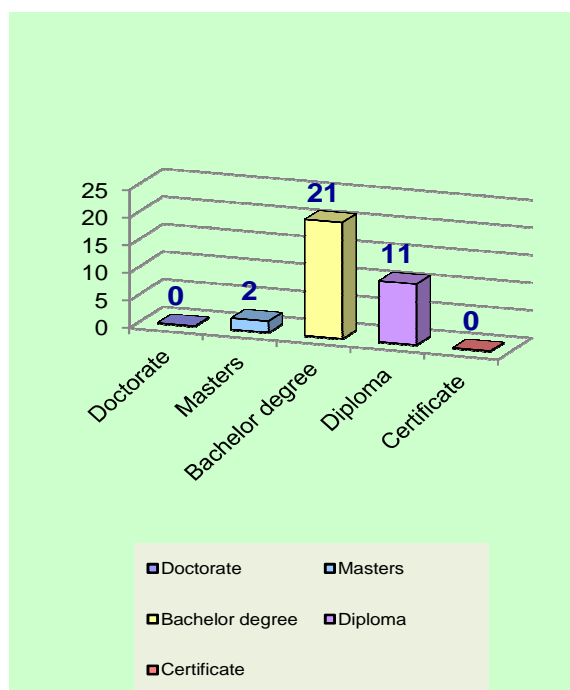
Our staff profile

Staff composition, including Indigenous staff

| 2012 Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|----------------------------|----------------|--------------------|------------------|
| Headcounts | 32 | 25 | 0 |
| Full-time equivalents | 29.1 | 15.9 | 0 |

Qualifications of all teachers

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate | 0 |
| Masters | 2 |
| Bachelor degree | 21 |
| Diploma | 11 |
| Certificate | 0 |



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$25000.

The major professional development initiatives are as follows:

Major focus of Professional Development in 2012 was on:

- Ruby Payne's Poverty Framework
- Unpacking National Curriculum

Our staff profile

- Granville Planning Documents – making links to National Curriculum
- Differentiation
- Data Analysis and planning.
- Improving Technology within the classrooms.

The proportion of the teaching staff involved in professional development activities during 2012 was 95%.

| Average staff attendance | 2010 | 2011 | 2012 |
|--|-------|-------|-------|
| Staff attendance for permanent and temporary staff and school leaders. | 95.3% | 95.2% | 95.5% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 95.2% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

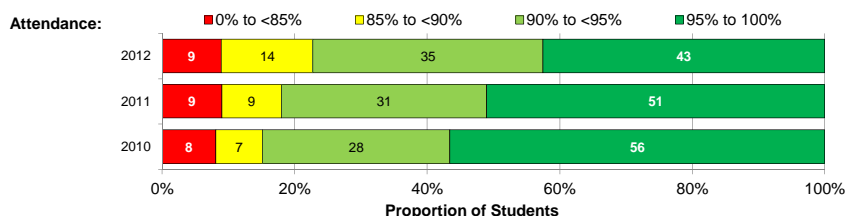
Key student outcomes

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|------|--------|--------|--------|--------|--------|--------|--------|
| 2010 | 93% | 93% | 96% | 94% | 95% | 96% | 92% |
| 2011 | 93% | 94% | 93% | 96% | 94% | 93% | 94% |
| 2012 | 92% | 93% | 93% | 93% | 95% | 93% | 92% |

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Granville State School requires a note or a phone call stating the reason for any absence or late arrival that occurs during school hours. When the school is not advised that a child is absent for legitimate reasons, the child's absence will be marked on the roll as "Unexplained." Parents will then be contacted in writing about this absence from school. If a satisfactory reason is stated, the

Principal will ring to discuss any issues that maybe impacting on the student's ability to attend school.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Performance of our students

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN result

Achievement – Closing the Gap

Indigenous students at this school continue to remain working at or above their peers. Attendance is a strength within our indigenous community. The school employed a fractional teacher to work with our indigenous students on their literacy and numeracy.