

Granville State School
Queensland State School Reporting
2014 School Annual Report



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Principal's foreword

Introduction

Queensland state schools annually publish meaningful information to parents about student and school performance. This document contains important information about our school's journey in 2014. 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 by email jrobi134@eq.edu.au.

School progress towards its goals in 2014

| | |
|---|--|
| Reading Comprehension & Vocab Development | <ul style="list-style-type: none"> To continue to improve literacy and numeracy outcomes for all students through the implementation of a quality curriculum, additional teacher aide resourcing, improved teacher pedagogy, timely and differentiated assessments and the analysis of data to make informed decisions. Employment of Speech Language Pathologist to embed STRIVE program (Vocabulary Development) |
|---|--|

| | |
|---|---|
| Development of Positive Learning Communities based on the work of Dr Anthony Muhammad | <ul style="list-style-type: none"> • Positive Learning Communities were implemented, roles and responsibilities developed and improvement targets generated. • Teachers undertook GROWTH coaching to support their visits to colleagues' classrooms and to have clear targeted discussions with students on their learning goals for each term. |
| Continue development of ASOT Framework. | <ul style="list-style-type: none"> • Rules and routines (DQ6&7) are firmly embedded within the classroom. • Learning goals was introduced and will be further embedded in reading and maths in 2015. |

Future outlook

- Priorities for 2015 include:
- Continue the embedding of Reading Process into all classrooms and with community
- Improve numeracy results through the explicit focus on warm up activities.
- Explicit programming and pedagogy for student in the U2B
- Moving our attendance from 92% to 96%
- Continuing the development of best practice network in the school through classroom planning, moderation, observations and feedback.

Our school at a glance

School Profile**Coeducational or single sex:** Coeducational**Year levels offered in 2014:** Prep Year - Year 6**Total student enrolments for this school:**

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|--|
| 2012 | 336 | 174 | 162 | 93% |
| 2013 | 333 | 178 | 155 | 94% |
| 2014 | 324 | 162 | 162 | 92% |

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

Characteristics of the student body:

- Our school continued to experience a decline in numbers. Our 2014 student enrolment was 324.
- 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. 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 | | |
|----------------------------|--------------------|------|------|
| | 2012 | 2013 | 2014 |
| Prep – Year 3 | 19 | 23 | 18 |
| Year 4 – Year 7 Primary | 26 | 27 | 27 |
| Year 7 Secondary – Year 10 | | | |
| Year 11 – Year 12 | | | |

School Disciplinary Absences

| | Count of Incidents | | |
|---------------------------------|--------------------|------|-------|
| | 2012 | 2013 | 2014* |
| Disciplinary Absences | | | |
| Short Suspensions - 1 to 5 days | 10 | 17 | 4 |
| Long Suspensions - 6 to 20 days | 0 | 2 | 1 |
| Exclusions [#] | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Curriculum offerings

Our distinctive curriculum offerings

- At Granville we have an unrelenting focus on literacy and numeracy. All students engage in daily literacy and numeracy programs that are designed to meet student needs. Teachers use a range of strategies to support students' learning including clear and transparent planning for U2Bands utilising the skills and knowledge of the intervention teachers. Teachers are supported in the classroom by trained school funded teacher aides who cater to individual needs within the classrooms.
- The National Curriculum is taught in all years in the KLAs of English, Maths, Science and History. Our Prep students have timetabled support focussed on oracy and vocabulary development. These programs focus on letter and sound recognition, vocabulary and sight words and phonemic awareness programs.
- Students in Yr. 6&7 study German twice a week. Our Yr. 6 and 7 students also engage with the high school for specialist lessons in art and science as well as building a platform for transition.
- Our computer labs are well used and 2013 saw the school begin making explicit linkage to the units of work being delivered in the classroom. Interactive whiteboards are installed in every classroom enabling teachers to use modern technology to enhance curriculum delivery.
- Our POCKETS program for our student entering prep the following year, continues to grow in number and reputation. Children attending this program are confident and resilient when they commence school and show great learning skills from their first day at school.

Extra curricula activities

- In addition to our regular curriculum students also have the opportunity to participate in the following programs.
- Extension programs at MSHS including English, Maths and Science
- Students in Prep to 3 participate in the Premier's Reading Challenge.
- At the end of each 8 week period, student who have achieve a gold or silver are invited to attend their reward which may include, movies, BBQ, morning tea or swimming.
- Students in Yr 3-6 are invited to be involved with the instrumental music program. These student attend workshops for beginners and band where they receive additional tuition and perform with other schools at a parent presentation.
- Our choir performs at many community events and are well received at the MADD concert developed by Maryborough State High.
- Teams of student compete in the Station Square Spelling Bee. Our school always performs to a high standard.
- During Reconciliation Week our indigenous students invite a friend to attend a Maryborough Cluster celebration.
- 2014 saw our students enter the Solar Boat Challenge as well as the Smiley Pushcart Challenge in the Maryborough HPV.
- Our school leaders organise a number of parade items as well as school discos at the end of the terms.
- Friendship Club is organised to support students who wish to be involved in quieter activities during the lunch time.
- Mrs McShane and Mrs Davidson ran the Environmental Club every Monday and have been the recipients of many community awards.

How Information and Communication Technologies are used to assist learning

- The school has a number if iPads for student use and are regularly booked out. With all classrooms having interactive whiteboards, teachers have the opportunity to engage students in an interactive manner.
- ICT skills are integrated in units of work, planned by the teachers. The school has an overview of the technology expectations for each year of schooling. Included in the packs issued to teachers are digital cameras, recording and magnifying devices.
- A range of Apps have been purchased and are installed on iPads for groups of students to access. These apps are used across all KLAs.

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

| Performance measure | | | |
|--|------|------|------|
| Percentage of parent/caregivers who agree [#] that: | 2012 | 2013 | 2014 |
| their child is getting a good education at school (S2016) | 97% | 98% | 93% |
| this is a good school (S2035) | 94% | 95% | 97% |
| their child likes being at this school* (S2001) | 100% | 100% | 100% |
| their child feels safe at this school* (S2002) | 97% | 100% | 100% |
| their child's learning needs are being met at this school* (S2003) | 94% | 92% | 97% |
| their child is making good progress at this school* (S2004) | 97% | 93% | 100% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 97% | 95% | 96% |
| teachers at this school motivate their child to learn* (S2007) | 97% | 95% | 100% |
| teachers at this school treat students fairly* (S2008) | 97% | 97% | 93% |
| they can talk to their child's teachers about their concerns* (S2009) | 97% | 98% | 100% |
| this school works with them to support their child's learning* (S2010) | 94% | 98% | 96% |
| this school takes parents' opinions seriously* (S2011) | 94% | 95% | 86% |
| student behaviour is well managed at this school* (S2012) | 89% | 98% | 97% |
| this school looks for ways to improve* (S2013) | 97% | 97% | 93% |

Performance measure

| Percentage of parent/caregivers who agree [#] that: | 2012 | 2013 | 2014 |
|--|------|------|------|
| this school is well maintained* (S2014) | 94% | 98% | 100% |

Performance measure

| Percentage of students who agree [#] that: | 2012 | 2013 | 2014 |
|---|------|------|------|
| they are getting a good education at school (S2048) | 96% | 99% | 98% |
| they like being at their school* (S2036) | 99% | 94% | 90% |
| they feel safe at their school* (S2037) | 97% | 97% | 93% |
| their teachers motivate them to learn* (S2038) | 96% | 97% | 96% |
| their teachers expect them to do their best* (S2039) | 100% | 100% | 99% |
| their teachers provide them with useful feedback about their school work* (S2040) | 94% | 96% | 98% |
| teachers treat students fairly at their school* (S2041) | 90% | 96% | 93% |
| they can talk to their teachers about their concerns* (S2042) | 96% | 87% | 95% |
| their school takes students' opinions seriously* (S2043) | 94% | 91% | 95% |
| student behaviour is well managed at their school* (S2044) | 87% | 93% | 89% |
| their school looks for ways to improve* (S2045) | 100% | 100% | 97% |
| their school is well maintained* (S2046) | 99% | 94% | 89% |
| their school gives them opportunities to do interesting things* (S2047) | 99% | 99% | 96% |

Performance measure

| Percentage of school staff who agree [#] that: | 2012 | 2013 | 2014 |
|--|------|------|------|
| they enjoy working at their school (S2069) | | 100% | 100% |
| they feel that their school is a safe place in which to work (S2070) | | 100% | 100% |
| they receive useful feedback about their work at their school (S2071) | | 88% | 87% |
| students are encouraged to do their best at their school (S2072) | | 100% | 100% |
| students are treated fairly at their school (S2073) | | 100% | 100% |
| student behaviour is well managed at their school (S2074) | | 100% | 97% |
| staff are well supported at their school (S2075) | | 82% | 94% |
| their school takes staff opinions seriously (S2076) | | 89% | 94% |
| their school looks for ways to improve (S2077) | | 100% | 100% |
| their school is well maintained (S2078) | | 100% | 100% |
| their school gives them opportunities to do interesting things (S2079) | | 88% | 97% |

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Granville State School has a strong and productive relationship with the families of the school and the community in which we are located – both Granville and Maryborough. As a community we believe it is essential to ensure that these productive relationships are at the fore of the decision making and that we are inclusive in how we approach and acknowledge community involvement.

A small but dedicated band of parents and grandparents support the school on daily basis in the classroom. A much larger group of parents are involved in school events that are held as evidenced by the fete, the athletics days and the showcasing of student work.

The P&C meets regularly and is committed to be a body that represents the wider community. They are extremely supportive of the school, its direction and the achievements of our students and staff.

Within the community our school is held in very high regard. We are the centre of this community. With this acknowledgement goes the responsibility to ensure we nurture and strive at all times to foster this very positive relationship.

Our focus for the next 12 months is to engage parents in the curriculum offered at the school and the strategies that parents can use to support our students. Facebook will be the medium by which we will trial new approaches and forms of communication.

Reducing the school's environmental footprint

With an aging campus, it is difficult for us to reduce our environmental footprint.

We are very proud of the Granville Environmental Club, under the stewardship of Mrs. McShane and Mrs. Davidson. This club teaches about sustainable practices and student s from prep to yr. 6 work with these teachers on making our school more attractive and inviting. Activities undertaken in 2014 included, mulching gardens, maintaining our herb garden, tidying up the environmental areas, transplanting cuttings, watering gardens and feeding the worm farm.

IN 2014 we completed our installation programs for air-condition so every room is fully airconditioned. This has seen a spike in our electricity consumption.

| Years | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2011-2012 | 114,320 | 2,367 |
| 2012-2013 | 115,748 | 3,135 |
| 2013-2014 | 116,050 | 5,011 |

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

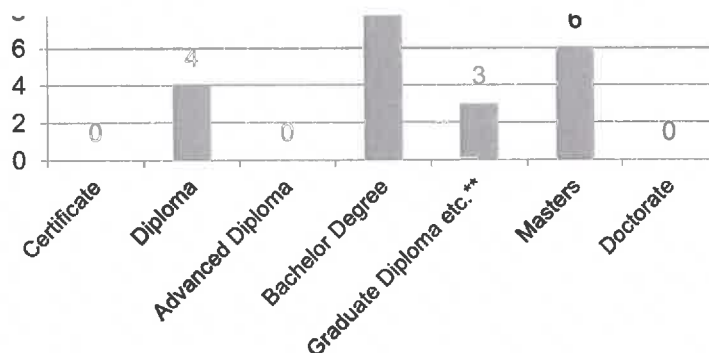
Our staff profile

Staff composition, including Indigenous staff

| 2014 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 31 | 27 | 0 |
| Full-time equivalents | 27 | 17 | 0 |

Qualification of all teachers

| | |
|-------------------------|-----------|
| Bachelor Degree | 18 |
| Graduate Diploma etc.** | 3 |
| Masters | 6 |
| Doctorate | 0 |
| Total | 31 |



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were 61 946.

The major professional development initiatives are as follows:

Attendance at ASOT – Dr Mazarno

Teachers undertook training with Nick Burnette on GROWTH coaching focussing on setting goals.

Teacher release for classroom visits on reading, supported by the PEAC Reading and Literacy Coach.

Teacher aide training in reading, question starters and understanding guided, shared, modelled and independent reading.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

| Average staff attendance | 2012 | 2013 | 2014 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 97% | 96% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2014 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

Search by suburb, town or postcode

Sector ☒ Government
☒ Non-government

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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. 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

| Student attendance | 2012 | 2013 | 2014 |
|--------------------|------|------|------|
|--------------------|------|------|------|

The overall attendance rate for the students at this school (shown as a percentage).

93% 94% 92%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)

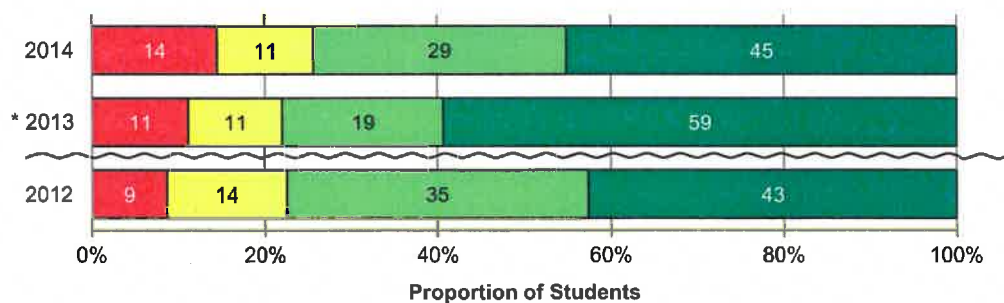
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2012 | 92% | 93% | 93% | 93% | 95% | 93% | 92% | | | | | |
| 2013 | 94% | 95% | 95% | 93% | 93% | 94% | 93% | | | | | |
| 2014 | 93% | 92% | 94% | 92% | 92% | 92% | 91% | | | | | |

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Granville parents are reminded regularly through the school newsletter and Facebook page about the link between student attendance and learning outcomes. Attendance data trends are published in our newsletter to share with our community our concern.

Where teachers notice absence patterns emerging, contact is made with the parent to determine any particular reason or concern. If further support is needed, the absenteeism is referred to the admin team or guidance officer.

In addition weekly phone calls are made to parents in an attempt to reduce unexplained absences. Formal absence letters are sent to parents as the need arises and if proactive strategies have not been successful in reducing absenteeism. Home visits are also undertaken in an effort to build good communication with parents and to develop effective strategies to reduce school refusal.

In 2014, school attendance rolls were marked electronically using OneSchool. Rolls are marked twice daily by the classroom teacher.

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.

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Achievement – Closing the Gap

The attendance of Indigenous students at Granville in 2014 was 85% compared with 91.7% attendance for non-indigenous students. This is a reduction from 2013 where we had 88% attendance for our Indigenous students.

In terms of performance the gap between Indigenous and Non Indigenous reading achievements as measured by NAPLAN reading test Year 3 (mean scale score) was 143 points in 2014. This is an increase from 46 points difference in 2013.

The gap in year five reading between Indigenous and Non indigenous reading as assessed by NAPLAN reading test in 2014 was 64 points and cannot be compared to 2013 data as Granville had no Indigenous student in Yr. 5 in 2013 at the time of testing.