Granville State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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From the Principal

School overview

Granville State School is a school with a proud history and an exciting future. Since 1875, our school has provided outstanding opportunities for thousands of young Australians. Granville is a school which prides itself on offering the best possible social, academic, cultural and sporting opportunities for our students. We have a futures focus for our students, as we understand that when current students complete their schooling they will require the knowledge and flexible thinking which prepares them for the future with the skills to contribute to our everchanging society. Our school offers multiple opportunities for our students to reach their full potential. These include a commitment to ensure all students have high level numeracy and literacy skills and highly professional teachers with a commitment to quality learning. The Curriculum is designed to engage learners in real life experiences with specialist Intervention Programs that assist students needing support or extension with their learning. We have a strong commitment to providing a safe and supportive learning environment for our students. Granville State School is well placed to fulfil its purpose of achieving quality educational outcomes for all our students.

At Granville State School our vision is to have confident and achieving students, working with dynamic and nurturing staff, in a safe and happy community.

School progress towards its goals in 2018

Improved English Results	⬇ Provided professional development to all staff to further enhance best practice English pedagogy ⬇ Implement a consistent whole school approach to phonics using the "Get Reading Right Program." ⬇ Conduct regular moderation of English results both internally and as a cluster ⬇ Further enhance staff knowledge of the Australian Curriculum – English ⬇ Conduct regular data conversations between the leadership team and teachers to establish high yield teaching strategies that will create success for each student ⬇ Increasing the number of students who receive an A-C rating in English
Improved Numeracy Results	⬇ Built teacher capacity to recognise and remediate key misconceptions through NCR diagnostics/ Show Me Tasks ⬇ Identified and recruited school based mathematics cohort leaders to foster best practice mathematics pedagogy amongst staff
Early Years Program	⬇ Establish a weekly playgroup at the school that provides a stimulating, safe and supportive learning environment for pre Prep students and their parents

The implementation of the above strategies lead to an improvement in the A-C data in both English and Mathematics for the 2018 year. The "Get Reading Right" program will be extended into the Year 2 area in 2019. This program is embedding in the lower school and we expect to see further improvements in student results as the program matures.

A playgroup was established that ran every Tuesday morning and averaged 30 students with parents/carers attending. This was very well received by the community and will be further refined in 2019.

Future outlook

Reading:

Reading will be the key focus for 2019. The mastery of this skill is essential to learning. The ability to read fluently and comprehend accurately will provide our students with the best possible opportunities for success in all academic areas and indeed, life. To ensure this occurs we will:

- Align Staff DPPs to the improvement priority of Reading
- Collaboratively review and amend the Granville State School Reading Framework to develop a shared understanding and commitment to best practice pedagogy and processes relating to Reading with reference to the Literacy Continuum in the Australian Curriculum and across all Key Learning Areas
- Timetable human resources to maximise staff in classrooms for the delivery of reading pedagogy in the literacy block
- Use observation, feedback and differentiated coaching to share best practice and improve teaching practice
- Continue to train teacher aides in the delivery of a targeted Daily Rapid Reading program based on Reading Links and comprehension strategies to all students from Prep to Year 5.
- Analyse student data to monitor progress, guide professional practice and transitions, and prompt early intervention
- Monitor and review attendance & behaviour data in an endeavour to maximise students' learning all day, every day at school.
- Provide challenging learning experiences that further develop reading through critical and creative thinking capabilities across the curriculum.
- Ensure all students achieve a year's growth in reading for a year's teaching and learning input

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	290	272	277
Girls	126	126	133
Boys	164	146	144
Indigenous	35	34	32
Enrolment continuity (Feb. – Nov.)	91%	88%	93%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Students attending Granville come from a cross-section of the community. Our parents are supportive of our school and their child's education. Approximately 10% of our school population come from coastal and farming communities and utilise the bus services to travel to and from school.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	21	24
Year 4 – Year 6	24	27	23
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

At Granville, we have an unrelenting focus on literacy and numeracy. All students engage in daily literacy and numeracy programs that are designed to provide students with a strong core understanding of concepts and skills that they will use to be successful in all areas of their learning. Teachers use a range of strategies to support students' learning including regular, extensive data analysis to pinpoint where each student is in their learning journey and subsequent planning to move them forward. The skills and knowledge of the intervention teachers are also utilized to ensure extension or consolidation of concepts is catered for.

- Each teacher is supported in their classroom by quality teacher aides to ensure individual student needs are met.

- The National Curriculum is delivered in all years in the KLAs of English, Mathematics, Science and HASS. Our Prep students have timetabled support focused on oral language and vocabulary development. These programs focus on letter and sound recognition, vocabulary and sight words and phonemic awareness programs.

- Students in Years 5 & 6 study Japanese once a week. Our Year 5 & 6 students also engage with the high schools for a range of experiences to ensure a smooth transition to secondary schooling.

- Our computer labs are well used and 2018 saw the school continue to use technology to enhance the delivery of the units of work being learnt. Interactive whiteboards are in every classroom to enhance curriculum delivery.

Co-curricular activities

In addition to our regular curriculum, students also have the opportunity to participate in the following programs:

- Extension programs at MSHS to cater for Higher Order Thinking Skills

- Students are involved in a variety of excursions to support their classroom learning and to further broaden their life experiences

- Students in Year 3-6 are invited to be involved with the Instrumental Music Program. These students are provided with weekly tuition from our Instrumental Music teachers for Strings and Band. Multiple opportunities are provided for these students to showcase their talents in a variety of performances throughout the year

- During Reconciliation Week our indigenous students invite a friend to attend a Maryborough Cluster celebration

- 2018 saw our students enter the Solar Boat Challenge as well as the Smiley Pushcart Challenge in the Maryborough Human Powered Vehicle event where they experienced considerable success

- Our school leaders organize a number of parade items as well as school discos throughout the year

- Students in Years 5 and 6 are involved in Inter-School sport

- Over the course of a term, Our Year 5 students were involved in a Community Project wherein they volunteered in a variety of activities within the school and greater community including a local Kindy and Wildlife Centre

- Students are involved in both the Junior and Senior Reading Cup Challenges

- Year 6 Student Council organized fund raising activities throughout the year which involved all students

- Our Chaplain runs a number of personal development programs for our students

How information and communication technologies are used to assist learning

- The school has a number of iPads for student use and these are regularly utilised. With all classrooms having interactive whiteboards, teachers have the opportunity to engage students in an interactive manner

- ITC skills are integrated in units of work, planned by the teachers.

- A range of Apps have been purchased and are installed on iPads for groups of students to access. These apps are used across all Key Learning Areas.

- The school has two computer labs that are regularly used by each class to enhance their learning

Social climate

Overview

- The school places a high priority on staff and student wellbeing and has processes in place to address individual needs

- All teachers are striving to create supportive and safe learning environments by building positive relationships with students and involving parents as important partners in their child's learning

- There has been a determined effort to maximize learning time through literacy and numeracy blocks and the reorganization of the specialist timetable

- Staff morale is high

- Each classroom has collaboratively developed their own classroom behavior plan that aligns to the school Responsible Behaviour Plan

- The school works closely with the Parents and Citizens' Association in the development of policies relating to student behaviour and the expectations in place for Granville State School

- Continued implementation of the Reboot program assists in maintaining consistent behavior expectations across the school and enhances 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

- Positive student behaviour is regularly and publicly recognised on parades and in the newsletter

- A positive relationship exists with external agencies who, when required, can provide targeted assistance to our families

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	88%	95%	92%
their child likes being at this school* (S2001)	88%	100%	92%
their child feels safe at this school* (S2002)	100%	100%	92%
their child's learning needs are being met at this school* (S2003)	100%	95%	100%
their child is making good progress at this school* (S2004)	100%	89%	92%
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)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	88%	100%	92%
they can talk to their child's teachers about their concerns* (S2009)	88%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	95%	92%
this school takes parents' opinions seriously* (S2011)	88%	89%	83%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• student behaviour is well managed at this school* (S2012)	88%	84%	75%
• this school looks for ways to improve* (S2013)	88%	94%	83%
• this school is well maintained* (S2014)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	94%	99%
• they like being at their school* (S2036)	97%	97%	93%
• they feel safe at their school* (S2037)	95%	94%	93%
• their teachers motivate them to learn* (S2038)	100%	98%	95%
• their teachers expect them to do their best* (S2039)	100%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	96%	96%
• teachers treat students fairly at their school* (S2041)	89%	92%	91%
• they can talk to their teachers about their concerns* (S2042)	90%	88%	84%
• their school takes students' opinions seriously* (S2043)	90%	94%	91%
• student behaviour is well managed at their school* (S2044)	98%	92%	86%
• their school looks for ways to improve* (S2045)	97%	98%	96%
• their school is well maintained* (S2046)	98%	98%	98%
• their school gives them opportunities to do interesting things* (S2047)	100%	99%	96%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	96%	95%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	97%	68%	79%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	94%	92%
• students are encouraged to do their best at their school (S2072)	100%	96%	100%
• students are treated fairly at their school (S2073)	100%	92%	100%
• student behaviour is well managed at their school (S2074)	90%	61%	84%
• staff are well supported at their school (S2075)	97%	68%	74%
• their school takes staff opinions seriously (S2076)	100%	80%	74%
• their school looks for ways to improve (S2077)	100%	87%	95%
• their school is well maintained (S2078)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things (S2079)	100%	76%	89%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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 decision making and that we are inclusive in how we approach and acknowledge community involvement.

A small but dedicated bank of parents and grandparents support the school on a daily basis in the classroom. Much larger groups of parents are involved in school events that are held as evidenced by the fete, sporting events and the showcasing of student work.

The P&C meets regularly and is committed to being 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. It is the centre of the Granville 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 continue to be a medium by which we will continue to communicate with our community along with our recently established emailed newsletter and electronic school sign.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The school actively develops students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. This knowledge is embedded in the curriculum from Prep through to Year 6. A Supervised Play program was established this year to proactively provide the skills for positive play and interaction for students.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	29	32	50
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

We have a large campus and we are always implementing new ideas and strategies to reduce our environmental footprint. Students are exposed to programs that promote being water wise, recycling and minimizing the use of electricity.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)		20,196	118,138
Water (kL)		2,481	

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
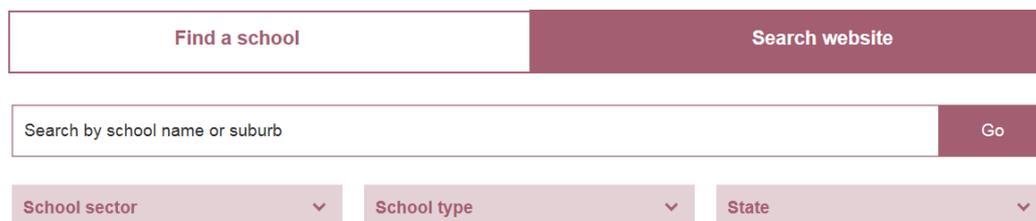
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	27	21	<5
Full-time equivalents	24	16	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	10
Bachelor degree	11
Diploma	6
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 was $25 000.

The major professional development initiatives are as follows:

- Reading Link In-service
- Reboot Social Emotional Learning
- North Coast Region Numeracy Project
- Moderation with Cluster schools
- Peer observation and feedback release times
- First Aid Training
- Collaborative Planning sessions each term with a focus on English
- Peer learning circles
- Wellbeing training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	91%	91%
Attendance rate for Indigenous** students at this school	88%	86%	89%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

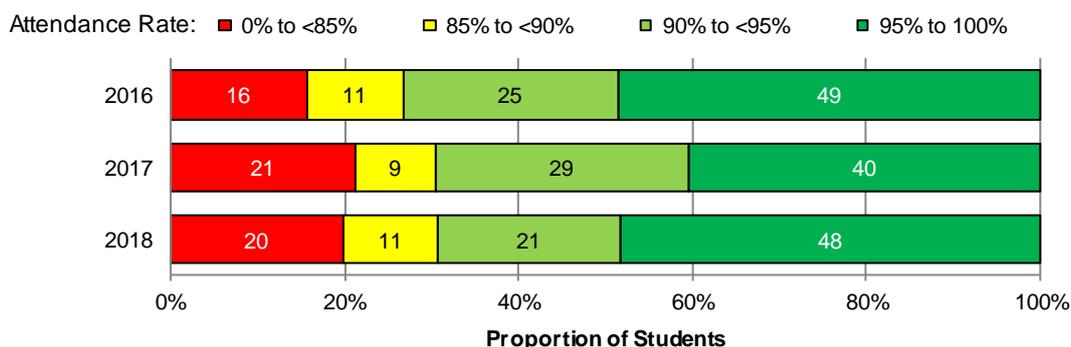Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	93%	92%	89%	Year 7			
Year 1	92%	90%	92%	Year 8			
Year 2	92%	92%	93%	Year 9			
Year 3	92%	91%	90%	Year 10			
Year 4	94%	92%	90%	Year 11			
Year 5	92%	92%	92%	Year 12			
Year 6	93%	91%	91%				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	16	11	25	49
2017	21	9	29	40
2018	20	11	21	48

Proportion of Students (0% to 100%)

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *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, parades and Facebook page about the link between student learning outcomes and attendance. Attendance data trends are spoken about regularly on parade and published in the school newsletter.

School attendance rolls are marked electronically using One School. Rolls are marked twice daily by the classroom teacher.

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 Administration team or the Guidance Officer.

Granville State School uses a same day absence notification system where an SMS is sent to the parents of any student who has an unexplained absence. 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 strong relationships with parents to help develop effective strategies to reduce school refusal.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.