



# Granville State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

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Department of Education and Training



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## School Overview

Granville State School is a school with a varied past 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 educational 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 society. Our school offers a number of opportunities for students to reach their full potential. These include a commitment to ensure all students have 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.

## Principal's Foreword

### Introduction

Welcome to the Granville State School Annual Report for 2016. This report is a celebration of the achievements of our students, staff and entire school community. As 2016 was a very successful year I am very proud to present to you an overview of the wonderful accomplishments of our school. This document can be accessed on our school website: [www.granvillss.eq.edu.au](http://www.granvillss.eq.edu.au) or in a hard copy version at the school office.

I hope you enjoy the contents of the report and if you have any queries please direct them in person to the office or via email to [principal@granvillss.eq.edu.au](mailto:principal@granvillss.eq.edu.au)

### **School Progress towards its goals in 2016**

<b>Improved Reading Results</b>	<ul style="list-style-type: none"> <li>✚ Employment of a literacy coach to build capacity in staff</li> <li>✚ Embed a balanced reading program across all year levels</li> <li>✚ Reading targets explicitly set, shared and published</li> <li>✚ Focus on a common language used in teacher instruction of reading</li> <li>✚ Broaden and deepen students' vocabulary</li> <li>✚ Implement the "Daily Rapid Reading" program from Prep to Year 5</li> </ul>
<b>Upper 2 Bands</b>	<ul style="list-style-type: none"> <li>✚ Increase the percentage of students in the Upper 2 Bands in Reading and Numeracy for NAPLAN.</li> <li>✚ Early identification and extension of our more capable students</li> <li>✚ Align with local High Schools to offer Upper 2 Band students the opportunity to engage with like-minded students in extension programs</li> </ul>
<b>Attendance</b>	<ul style="list-style-type: none"> <li>✚ Monitoring of both individual and class data sets to identify patterns of attendance</li> <li>✚ Recognition of students with high attendance through celebration days</li> <li>✚ Proactively work with families to ensure attendance levels are maximised</li> </ul>

## **Future Outlook**

### **Reading:**

Reading will continue to be a key focus as it is essential to learning. The ability to read fluently and comprehend accurately will set our students up for success in all academic areas and indeed life. To ensure this occurs we will:

- ✚ Implement focussed Professional Learning Communities on implementing a Balanced Reading Program (includes Gradual Release Model) Emphasis on Reading Aloud to Students for enjoyment and literacy appreciation on a daily basis
- ✚ Provide opportunities for teachers to engage with observation and feedback processes to sharpen consistency of practice
- ✚ Use I4S funding to support teacher pedagogy in reading. Deliver the DRR and Reading Link program through the employment of additional teacher aide time
- ✚ Closely triangulate data and enhance teacher pedagogy to maximise the number of students receiving an A-C rating for English

### **Numeracy:**

- ✚ Seek support of Region for HOD-RS service to lead local school cluster focused on developing best practice mathematics pedagogy.
- ✚ Build teacher capacity to recognise and remediate key misconceptions through NCR Diagnostics/Show Me papers pre and post testing.
- ✚ Analyse data at an individual and cohort level to monitor performance and inform practice through teacher planning meetings

### **Social and Emotional Learning:**

- ✚ Work within the cluster to deliver the "Reboot" social and emotional program to all staff
- ✚ Implement the "Reboot" program across the school to enhance student engagement and behaviour management

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	324	162	162	22	92%
<b>2015*</b>	325	161	164	25	92%
<b>2016</b>	290	126	164	35	91%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

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

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	18	23	24
Year 4 – Year 7	27	24	24
Year 8 – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## 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 meet student needs. Teachers use a range of strategies to support students' learning including clear and transparent planning for U2Bands utilizing 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, Mathematics, Science and History. 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 school for specialist lessons in art and science as well as building a platform for transition.
- Our computer labs are well used and 2015 saw the school continue to make explicit linkage to the units of work being delivered in classrooms. Interactive whiteboards are installed in every classroom enabling teachers to use modern technology to enhance curriculum delivery.
- Our POCKETS program for our students entering prep the following year continues to grow in numbers 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.

### **Co-curricular Activities**

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

- Extension programs at MSHS including English, Mathematics and Science
- Students in Prep to 3 participate in the Premier's Reading Challenge
- Students in Yr 3-6 are invited to be involved with the instrumental music program. These students 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 students 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
- 2016 saw our students enter the Solar Boat Challenge as well as the Smiley Pushcart Challenge in the Maryborough HPV where they were very successful
- Our school leaders organize a number of parade items as well as school discos at the end of the terms
- Friendship Club is organized to support students who wish to be involved in quieter activities during the lunch time
- A technology club is run by our system technician for those students who wish to attend

### **How Information and Communication Technologies are used to Assist Learning**

- The school has a number of iPads for student use and these are regularly booked out. 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. 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.
- The school has two computer labs that are regularly used by each class
- Coding lessons are taught in each year level

## Social Climate

### Overview

- 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
- 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 generally high
- Each classroom has collaboratively developed their own classroom behavior plan
- There are high levels of trust between the Parents and Citizens' Association and the school leadership team
- Continued implementation of elements of the Pathways to Peace 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 to successful learning in a safe and supportive environment
- Positive student behavior is regularly publicly recognised on parades and in the newsletter

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
<b>Percentage of parents/caregivers who agree# that:</b>			
their child is getting a good education at school (S2016)	93%	96%	100%
this is a good school (S2035)	97%	96%	88%
their child likes being at this school* (S2001)	100%	91%	88%
their child feels safe at this school* (S2002)	100%	96%	100%
their child's learning needs are being met at this school* (S2003)	97%	96%	100%
their child is making good progress at this school* (S2004)	100%	96%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	91%	100%
teachers at this school motivate their child to learn* (S2007)	100%	91%	100%
teachers at this school treat students fairly* (S2008)	93%	87%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	95%	88%
this school works with them to support their child's learning* (S2010)	96%	96%	100%
this school takes parents' opinions seriously* (S2011)	86%	91%	88%
student behaviour is well managed at this school* (S2012)	97%	87%	88%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school looks for ways to improve* (S2013)	93%	91%	88%
this school is well maintained* (S2014)	100%	95%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	98%	95%
they like being at their school* (S2036)	90%	96%	97%
they feel safe at their school* (S2037)	93%	91%	95%
their teachers motivate them to learn* (S2038)	96%	95%	100%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	95%	100%
teachers treat students fairly at their school* (S2041)	93%	87%	89%
they can talk to their teachers about their concerns* (S2042)	95%	87%	90%
their school takes students' opinions seriously* (S2043)	95%	88%	90%
student behaviour is well managed at their school* (S2044)	89%	91%	98%
their school looks for ways to improve* (S2045)	97%	99%	97%
their school is well maintained* (S2046)	89%	99%	98%
their school gives them opportunities to do interesting things* (S2047)	96%	93%	100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	97%
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)	87%	87%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	95%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	97%	100%	90%
staff are well supported at their school (S2075)	94%	90%	97%
their school takes staff opinions seriously (S2076)	94%	90%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	97%	100%
their school gives them opportunities to do interesting things (S2079)	97%	90%	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.

## 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 the 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, 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. 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 continue to be a medium by which we will continue to communicate with our community.

## Respectful relationships 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.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	4	35	29
Long Suspensions – 6 to 20 days	1	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

With an aging campus, it is difficult for us to reduce our environmental footprint. However, students are exposed to programs that promote being water wise, recycling and minimizing the use of electricity.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	116,050	5,011
2014-2015	121,274	1,080
2015-2016		

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.

## 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 <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

Sector:  
 Government  
 Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	28	28	<5
Full-time Equivalent	24	18	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	4
Graduate Diploma etc.**	4

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	20
Diploma	2
Certificate	

\*Teaching staff includes School Leaders

\*\*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 2016 were \$20 000.

The major professional development initiatives are as follows:

- Understanding Poverty training
- Dr Carol Christensen reading link in-service
- First aid Training
- Coding and robotics
- Problem solving in numeracy
- Sheena Cameron Reading Comprehension training
- Teacher release to view best practice reading pedagogy at other schools
- Moderation sessions with District Schools
- Peer observation and feedback sessions
- Collaborative planning and assessment sessions

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2016.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	86%	88%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

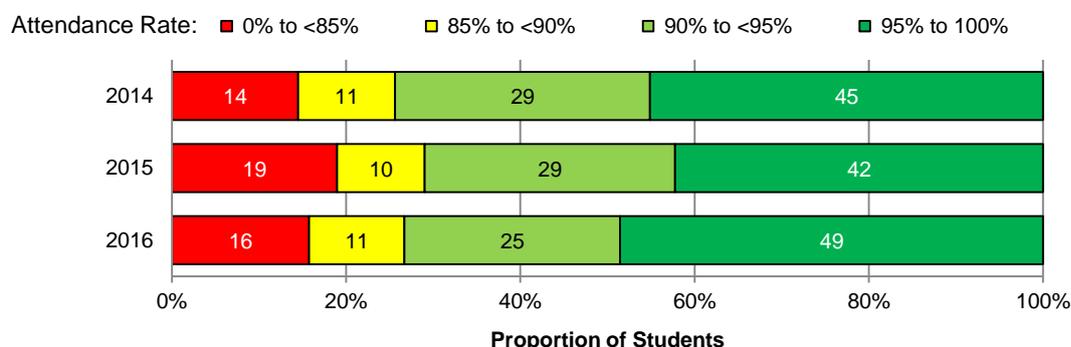
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	93%	92%	94%	92%	92%	92%	91%					
2015	91%	92%	92%	92%	92%	92%	92%						
2016	93%	92%	92%	92%	94%	92%	93%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

Non-attendance is managed in state schools in line with the DET 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 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**.

### Find a school

The form consists of the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.