

Granville South Public School

2019 Annual Report



2066

Introduction

The Annual Report for 2019 is provided to the community of Granville South Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Granville South Public School

Woodville Rd

Guildford, 2161

www.granvilles-p.schools.nsw.edu.au

granvilles-p.school@det.nsw.edu.au

9632 9388

Message from the principal

The Annual Report for **2019** is provided to the community of **Granville South Public School** as an account of the school's operations and achievements throughout the year. It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Karen Macphail

Principal

School background

School vision statement

Our purpose is to provide an inclusive, respectful and stimulating learning environment where every child is known, valued and cared for. We empower all children to embrace learning, fulfil their potential and build social, emotional and physical wellbeing in order to make positive contributions to the community.

School context

Granville South PS has been located on bustling Woodville Road with a rich history of change and reinvention since 1889. We serve a very diverse community of privately owned residential and rental housing. The population of the school is 334 students and growing. More than ninety per cent of students come from a non-English speaking background with a very small number of Aboriginal and Torres Strait Islander students. We acknowledge and celebrate everyone equally.

Granville South Public School is committed to continuous improvement and quality service to our families and community. Highly qualified, dedicated and caring staff provide a range of excellent educational programs that meet the academic, cultural, physical, emotional and social needs of students. A comprehensive curriculum complements our core values and is characterised by a strong focus in literacy, numeracy, technology, sport and the performing arts. Proactive wellbeing programs such as Positive Behaviour for Learning provide an inclusive environment and focus on building respect, resilience and social responsibility along with the desire to excel.

The opportunity for students to have a voice in decision making takes place through our student representative council, which includes students from Year 1 to Year 6. Parents, community members and our local schools play a vital role in the life of the school.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Student Wellbeing

Purpose

Our aim is to:

Improve student wellbeing through the provision of an inclusive environment that supports the learning and social and emotional needs of all students.

Enhance the ability of every student to demonstrate resilience, acceptance and independence in order to achieve their potential as lifelong learners, leaders and informed global citizens.

Implement evidence based strategies to ensure the wellbeing of all students to connect, succeed, thrive and learn.

Improvement Measures

A 75% improvement (from 2017 data) in playground behaviour as outlined in Sentral data.

A 90% improvement (from 2017) data in classroom behaviour as outlined in Sentral data.

100% of students identified in the National Consistent Collection Data have learning effectively differentiated.

100% of teachers explicitly teach and engage students in wellbeing programs including lifeskills, PBL, social and emotional learning and Bounce Back

An increase in Principal Awards

An increase in attendance of students at Star Kids Day

Progress towards achieving improvement measures

Process 1: Professional learning and external agency support around social and emotional skills and strategies.

Evaluation	Funds Expended (Resources)
Many staff implementing Berry St Model (trauma informed practices) strategies that assist our students to self regulate their emotions. Staff are better skilled in working with students from a trauma background.	Professional Learning – cost for three teachers to attend a four day learning conference around trauma informed practice.

Process 2: A focus on strengthening our PBL system.

Evaluation	Funds Expended (Resources)
Our Star Kids Day held once a term is a highlight for our students. Students who have consistently been safe, respectful and a learner are invited to attend. There has been a significant increase in the number of students attending since the inaugural Star Kids Day.	Equity funding used to fund four Star Kid Days (one per term).

Process 3: Learning and Support Teacher to ensure that effective differentiation strategies are in place and reviewed for all identified students.

Evaluation	Funds Expended (Resources)
All teachers met with students who required significant differentiation / support. This allowed for a seamless transition for students when going into their new 2020 classes. All students felt comfortable and supported when moving into their new class.	Funding was utilised to enable each 2020 classroom teacher to spend time with identified students at the end of 2019 in order to reduce the anxiety for the students.

Progress towards achieving improvement measures

All students with identified needs were discussed in Learning and Support to ensure that no child 'fell through the cracks'.

Process 4: Actively plan for student transitions to high school and clearly communicate the transition activities to the school community.

Evaluation	Funds Expended (Resources)
In 2019 our school received a grant to help fund an external company 'Creating Chances' to provide support to our Year 6 students with a focus on transitioning to high school. All students found the series of sessions to be extremely valuable and equipped with the skills and confidence to move into high school.	\$6000 grant from Club Merrylands.

Next Steps

Continue on with professional learning around trauma informed practices.

Increased visibility of PBL and School Values.

Changes to playground roster to increase visibility in certain areas of the playground.

Review of Learning and Support referrals.

Individual Education Plans to be completed on Sentral.

Focus for attendance is being on time 'at 5 to 9'.

Strategic Direction 2

Quality Teaching and Learning

Purpose

Our aim is to:

Enhance effective teaching methods using evidence-based teaching strategies to meet the needs of every student.

Enhance the use of school-wide assessment data to identify student achievement and progress in order to inform future directions for every student.

Enhance professional learning and its impact on the quality of teaching and student learning outcomes for every student.

Enhance staff responsibility in maintaining and developing their professional standards in order to meet the needs of every student.

Improvement Measures

Increase the number of students achieving expected growth in NAPLAN.

Reduce the number of students in the bottom two bands in NAPLAN.

Quality data driven programs used by teachers embedding Department of Education Literacy and Numeracy Progressions to increase the number of students achieving expected growth.

Classroom walkthroughs and observation data indicates embedding of evidenced based professional learning.

Progress towards achieving improvement measures

Process 1: Data – Implement department documents including the Syllabus and the Learning Progressions to inform quality teaching and learning.

Evaluation	Funds Expended (Resources)
<p>Data includes: Progression data, instructional reading levels, familiar read lists, work samples, anecdotal notes, observation notes</p> <p>Data Chats: problem of practice identified or student goals set, weekly meetings including practice analysis conversations, identifying progression indicators and syllabus outcomes to differentiate learning for students, shoulder to shoulder teaching and collaborative programming to ensure students progress effectively through learning, reflective evaluation of pedagogy including setting new goals for students</p> <p>End 2019:</p> <p><i>KINDERGARTEN</i></p> <p>56% at or above expected growth; 24% just below expected growth; 19% below expected growth</p> <p><i>YEAR 1</i></p> <p>58% at or above expected growth; 8% just below expected growth; 33% below expected growth (64% at the beginning of 2019)</p> <p><i>YEAR 2</i></p> <p>73% at or above expected growth; 4% just below expected growth; 23% below expected growth</p>	<p>Equity funding to employ an Instructional Leader four days a week.</p> <p>Funding to increase staffing to ensure each class teacher attends weekly data chats with their grade colleagues to discuss student work and how and where to move students next in their learning in order to ensure progression of learning.</p>

Progress towards achieving improvement measures

Process 2: Differentiation –targeted intervention programs to ensure all students are catered for.

Evaluation	Funds Expended (Resources)
<p>Interventionists– Interventionists trained in procedures to differentiate and successfully implemented programs that catered for every student so that they could connect, succeed and thrive in their learning.</p> <p>Guided reading– expectations matrix was developed and shared with exec and all staff for implementation in 2020.</p> <p>Number Talks– Classroom teachers are implementing number talks although professional development will be ongoing in 2020 to deepen their knowledge and understanding.</p> <p>Scope and Sequence: Staff gave feedback on the 2019 scope and sequence and appropriate adjustments will be made for 2020.</p>	<p>L3 training for K–2 teachers.</p> <p>The purchase of quality texts and literacy resources.</p> <p>Extra staffing to enable weekly data chats in order to discuss how to further implement literacy and numeracy strategies (Instructional leaders).</p> <p>Big Ideas training (Numeracy) with Dianne Siemon executive members of staff.</p>

Process 3: Professional Learning – Draw on solid research to develop and implement high quality professional learning in Literacy and Numeracy practices.

Evaluation	Funds Expended (Resources)
<p>Professional learning was undertaken and delivered to staff by instructional leaders around literacy and numeracy best practice. Teachers are continuing to deepen their understanding of effective literacy and numeracy practices and this professional learning will continue in 2020.</p>	<p>Cost for teachers to attend L3 training.</p> <p>Cost for teachers to work with literacy consultant, Kerry Walker.</p> <p>Costs to employ literacy specialist, Jann Farmer Hailey, to work with executive members of staff.</p> <p>Funding to employ an Instructional Leader four days a week.</p>

Next Steps

Continue working with Jann Farmer Hailey in order to upskill executive members in the areas of assessment and data analysis.

Continue to fund an Instructional Leader four days a week.

Refining pedagogy in the classroom through targeted professional learning.

Our new Stage 1 teachers being trained in L3.

Continue to employ two off class Assistant Principals working alongside teachers in order to continue to improve student learning outcomes.

Strategic Direction 3

Enhancing Community Partnerships

Purpose

Our aim is to:

Increase community engagement within the school.

To strengthen our interconnected learning community that values and fosters strong connections within and beyond the school for the purpose of improving outcomes for students.

Improvement Measures

Increased use of Seesaw, website interaction and communication through our school app.

Increase intervals at which the website is updated and maintains consistency.

Increased attendance data at parent events.

Increased parental participation in school run and external surveys.

Progress towards achieving improvement measures

Process 1: Provide increased opportunities for parent participation.

Evaluation	Funds Expended (Resources)
Gather and Sip Cafe was not overly successful, we will review and look at how we can improve for 2020	Equity funding used to purchase supplies for our cafe;.
Introduction of Monday morning Mingle for parents – an average of 2 or 3 parents attended	Funding to hire buses to and from our Annual Presentation venue.
Woodville Alliance running groups on Monday afternoons with a focus eg cyber bullying, screen time etc – an average of 1 parent attending.	
Annual Presentation Day held at Merrylands East PS school hall. Parents and teachers both liked the more formal setting of a school hall, a successful event that will hopefully continue in 2020.	

Process 2: Provide effective communication strategy between home and school.

Evaluation	Funds Expended (Resources)
The school reverted back to printing the school newsletter as feedback with just an online newsletter was that it was not being widely read.	Equity funding
Ceased using the Sentral portal for parent communication due to difficulties and introduced a new school app 'School Stream'.	
Our face book page being updated weekly has increased the number of followers.	

Process 3: Continue to work with our School as Community Centre (SACC) to increase parent participation and engagement in our school .

Evaluation	Funds Expended (Resources)
We have a high number of parents engaged with our community centre, with	SACC utilises its own funding source

Progress towards achieving improvement measures

playgroups being full as well as other programs such as speech and music therapy.

Parents / carers love attending events such as assemblies, open days, Father Day's breakfasts etc, however, we are still working on parent engagement when it comes to parent forums or parent interviews.

to purchase all equipment and resources.

Funding used to run Father's Day breakfast.

Next Steps

Translation of notes going home to enable our non English speaking parents to have access to important information.

Ensure that our facebook page and school websites are updated regularly.

Review our 'meet the teacher' with our P&C in order to run an event that increase parent attendance.

Introduction of a Mother's Day breakfast.

Continuation of assembly items, which are popular with parents.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal funding	<p>PLPs implemented across the school.</p> <p>Increased cultural awareness through our NAIDOC week events</p> <p>Increased participation in events for Aboriginal and Torres Strait Islander students.</p>
English language proficiency	Flexible funding was used to employ a teacher, three days a week, adding to the already existing EAL/D staffing allocation. This allowed for smaller groups and more students to be targeted for intervention.	Targeted intervention was implemented in order to support EAL/D learners K–2
Low level adjustment for disability	Flexible funding was used to meet goals in our strategic directions.	<p>All Kindergarten students screened by our occupational therapist and speech therapist. Recommendations were passed on to teachers and parents (where appropriate).</p> <p>Increased areas of play in the playground has decreased negative incidences.</p> <p>Artwork displayed around the school fence has received many compliments from parents and community members.</p> <p>Building a new sport shed has reduced safety issues and increased visibility of sporting resources.</p>
Quality Teaching, Successful Students (QTSS)	Funding was utilised to enable an executive member of staff to be off class for 3 days to oversee student wellbeing.	<p>Increased communication between home and school with regards to attendance.</p> <p>Students who were on an attendance improvement plan increased their attendance and met their set goals.</p> <p>Increased visibility and communication between staff.</p>
Socio-economic background	<p>Socio-economic funding.</p> <p>Socio-economic teacher allocation.</p>	<p>Executive in classrooms 80% of the week, supporting teachers and students.</p> <p>Increased teacher capacity and improved pedagogy observed in the classrooms.</p> <p>A teacher survey outlined an increase in teacher wellbeing due to feeling supported.</p> <p>Increased number of 'at risk' students being targeted with their learning.</p> <p>An increase in number of students attending school excursions / extra curricular events.</p>
Support for beginning teachers	<p>Beginning Teacher Funding</p> <p>School funded Instructional Leader</p>	<p>Our two beginning teachers in 2019 were both supported by the following:</p> <ul style="list-style-type: none"> • Either an extra hour a week / or a day a term to work with their mentor. • Both started L3 professional learning. • Instructional leader working side by side in the classroom.

Support for beginning teachers	Beginning Teacher Funding School funded Instructional Leader	<ul style="list-style-type: none"> Beginning teachers given time off class to observe an expert teacher.
Targeted student support for refugees and new arrivals	NAP funding Equity funding	<p>All NAP students attended an excursion to Featherdale Wildlife Park. This culminated in an increase of oral language / vocabulary and writing skills.</p> <p>Our NAP teacher rewrote our enrolment procedures for NAP students, enabling better and a deeper understanding of our families and their needs. This culminated in the NAP teacher presenting this at a regional meeting.</p> <p>Our students from a refugee background attend 'Refugee Camp in my Neighbourhood' with the NAP teacher with them to offer support.</p> <p>All NAP students presented a readers theatre to our K–2 Assembly which increased their confidence in speaking in front of a group.</p>
Schools as a Community Centre	SACC funding	<p>During 2019, Granville South SaCC Project continued to support the community of Granville South PS and the surrounding area. The project supported 223 families (279 children) through programs such as Facilitated Supported Playgroups; Jump Start Getting Ready for School Program; Kindergarten Transition to School Program; Speech and Language Therapy Program; Vision and Hearing Screening; Music Therapy; Early Literacy Programs; Home Borrowing Library and Parent information sessions.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	159	166	161	171
Girls	147	157	168	165

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.6	89.5	91.7	88.4
1	91.9	88.5	89.7	88.9
2	93.8	86.4	88.7	89.8
3	93.4	87.1	88.1	88.3
4	92	89.9	87.9	88.4
5	91.8	89.7	93.7	91.3
6	90.3	90.4	87.5	91.8
All Years	92.2	88.7	89.4	89.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.03
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
Teacher ESL	1
School Counsellor	0.6
School Administration and Support Staff	2.87
Other Positions	0.8

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	531,618
Revenue	4,234,093
Appropriation	4,108,564
Sale of Goods and Services	6,524
Grants and contributions	113,444
Investment income	2,262
Other revenue	3,300
Expenses	-4,498,284
Employee related	-3,649,535
Operating expenses	-848,749
Surplus / deficit for the year	-264,191

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	24,824
Equity Total	850,788
Equity - Aboriginal	4,291
Equity - Socio-economic	463,250
Equity - Language	151,993
Equity - Disability	231,254
Base Total	2,439,272
Base - Per Capita	77,196
Base - Location	0
Base - Other	2,362,076
Other Total	672,997
Grand Total	3,987,880

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

PARENT FEEDBACK:

In our 2019 Tell Them for Me Survey we had 10 parents respond. Whilst this is not enough to represent the whole community the following trends were found:

- Parents feel welcome in the school: GSPS scored 8.3 which was higher than the NSW Government Norm which was 7.4. A strength in this area is that parents welcome when I visit the school. The lowest performing area was that parent activities are scheduled at times when I can attend.
- Parents are informed: GSPS scored an average of 8.1 compared to the NSW Government Norm which was 6.6. A strength in this area was reports on my child's progress are written in terms I understand. An area for improvement is parents being informed about opportunities concerning their child's future.
- Parents support learning at home: GSPS scored an average of 7.3 compared to the NSW Government Norm which was 6.3. An area of strength was that teachers encourage the children to do well at school.
- School supports learning: GSPS scored an average of 8.2 compared to the NSW Government Norm which was 7.3. An area of strength was that teachers have high expectations for my child to succeed.
- School supports positive behaviour: GSPS scored an average of 8.6 compared to the NSW Government Norm which was 7.7. An area of strength is that parents agreed that their child is clear about the rules for school behaviour.
- Safety at school: GSPS scored an average of 8.5 compared to the NSW Government Norm which was 7.4. An area of strength was that parents agreed that behaviour issues are dealt with in a timely manner.
- Inclusive school: GSPS scored an average of 8.6 compared to the NSW Government Norm which was 6.7. An area of strength was that parents agreed that teachers help students who need extra support.

STUDENT FEEDBACK:

In our 2019 Tell Them for Me Survey we had 105 students complete the Tell Them From Me Survey between 25 Sep 2019 and 18 Oct 2019. The following trends were found:

- Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects: 47% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Government norm for this category is 53%.
- Students are confident of their skills in English and Maths: 32% of students were confident of their skills but did not find classes challenging. The NSW Government norm for this category is 26%.
- Students participate in sports at school: Student participation in school sports scored 91% which was higher than the NSW Government Norm which was 83%. Students who are 'socially' engaged are actively involved in the life of the school; their friends. They are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. Students at Granville South Public School were more socially engaged compared with NSW Government norms for students at the year levels assessed in this school.
- Students with positive behaviour at school: 77% of students feel that they do not get in trouble at school for disruptive or inappropriate behaviour.
- Students with a positive sense of belonging: 72% of students and Granville South Public School have a positive sense of belonging.
- Students with positive relationships: 73% of students and Granville South Public School have friends at school they can trust and who encourage them to make positive choices.
- Students that value schooling outcomes: 89% of students and Granville South Public believe that schooling is useful in their everyday life and will have a strong bearing on their future.

TEACHER FEEDBACK

In our 2019 Tell Them for Me Survey we had 27 teachers complete the Tell Them From Me Survey between 25 Sep 2019 and 18 Oct 2019. The following trends were found:

- In the area of Leaders, teachers agree that school leaders have provided guidance for monitoring student progress, however, improvement is needed in school leaders supporting teachers during stressful times.
- In the area of Collaboration teachers agree that they talk with other teachers about strategies that increase student engagement and that they work with other teachers in developing cross-curricular or common learning opportunities.
- In the area of Learning Culture teachers agree that they monitor progress of individual students and that students become fully engaged in class activities.
- In the area of Data Informs Practice teachers agree that they use formal assessment tasks to help students set challenging goals and that they regularly use data from formal assessment tasks to decide whether a concept should be taught another way.
- In the area of Inclusive Schools, teachers agree that clear expectations of behaviour are established and that they strive to understand the learning needs of student with special learning needs.

- The one area identified by teachers as needing further improvement is with Technology. The NSW Government Norm was 6.7, and Granville South averaged 6.0. This was in regards to both teachers using technology themselves as well as student use of technology.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.