

Georges River College Peakhurst Campus

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Georges River College Peakhurst Campus 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.

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School background

School vision statement

The school learning community is supportive and committed to fostering students and staff in being engaged learners for life. The educational environment provides dynamic, inspiring and innovative learning opportunities for students and staff to enhance their skills in becoming life-long learners.

The goal is to continuously deliver diverse and flexible learning experiences within an inclusive, collaborative and harmonious school community. There is a commitment to nurture, guide, inspire and challenge students to continually strive towards enhancing their capacity to further develop their skills and understanding within a rapidly changing world.

All learners are empowered to become increasingly informed and broadminded self-motivated learners, critical and creative thinkers with the personal attributes to be compassionate and act with integrity in their pursuit for future success and wellbeing.

School context

Georges River College Peakhurst Campus is the co-educational middle school campus of Georges River College which caters for students from Year 7 to Year 10.

The school has an enrolment of 675 students and includes a Support Unit for students with moderate intellectual and physical disabilities. The student body consists of 55% of students from a Language Background Other Than English and 4% of students from an Indigenous background. Quality Teaching is a central platform of the School Plan.

The College fosters cross campus teaching opportunities which enable staff to work in both middle and senior school settings.

GRC Peakhurst Campus provides a transition between middle school and senior high school. The school provides an educational environment and learning atmosphere that is appropriate to the personal and social developmental needs of young adolescents.

It fosters a positive learning relationship between staff and students and the encouragement of respect for everyone. High expectations are placed on student achievement in both academic and extra-curricular pursuits.

Georges River College Peakhurst Campus has an established reputation for success in sport and the performing arts, including the college band, dance and aerobic programs.

GRC Peakhurst Campus delivers a middle school secondary education with diverse and flexible learning programs within an inclusive and harmonious educational environment. The school actively promotes the concept of Learning for Life and provides students with the skills to become life-long learners.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

Learning

Learning Culture:

At GRC Peakhurst, all teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both areas of learning. There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities. This has been achieved through year group specific assessment guides being distributed to each student at the commencement of the school year, faculties contributing to the monthly school newsletter (PEAK), regular communication updates on the Isaac Street school sign and a comprehensive and regularly updated school website and school app. Staff 'action teams' continued to drive whole school projects including Super Six Reading and Comprehension Strategies, Project Based Learning, BYOD and Positive Behaviour for Learning (PBL). Parents were provided with a comprehensive outline of their child's progress through the parent/teacher interview evenings, the Year 7 transition report and student academic reports. Staff continued to engage in reciprocal classroom observations.

Positive and respectful relationships are evident among students and staff promoting student wellbeing and ensuring ideal conditions for student learning. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings within GRC Peakhurst Campus. In 2016, PBL lessons were embedded into the curriculum for Yr 7 and 8 students and explicitly taught during dedicated lessons on a fortnightly basis. Additional PBL lessons were provided to Year 7–10 during roll call classes twice a term. A focus on the high visibility of PBL values and expectations led to additional PBL school signage, the PBL values and matrix being included in the school diary and the merit and rewards systems being linked to the PBL values of respect, responsibility and excellence. An active and dedicated Wellbeing Team consisting of the Year Advisors, SRC Coordinator, Girls Supervisor, Careers Advisor, School Counsellor, Learning and Support Teacher and the senior executive met fortnightly to discuss and proactively promote student wellbeing through numerous initiatives and programs. Individual students and student year groups were monitored and case managed.

At GRC Peakhurst, well developed programs and processes identify, address and monitor the learning needs of specific student groups. The Learning Enhancement Team actively engages with parents to conduct Individual Education Plan Meetings for students with disabilities and additional learning needs. Learning and Support Teachers consult and collaborate with teaching staff to identify and provide teaching strategies and adjustments for students with learning support needs. The annual collection of NCCD data highlighted the diverse range of adjustments and strategies being implemented by the Learning Enhancement Team and teaching staff. The learning and engagement of Aboriginal Students continues to be a priority at GRC Peakhurst Campus. Aboriginal students are supported by a dedicated Aboriginal Education Coordinator who is responsible for engaging with individual students and their parents to create Aboriginal Personalised Learning Plans. These plans are distributed to teaching staff to address and monitor student learning needs. EAL/D students are identified and monitored through processes conducted by the EAL/D teaching staff. Identified students are specifically grouped to receive intensive EAL/D assistance in class or through withdrawal.

Positive student attendance is closely aligned to engagement and progress. Attendance rates at GRC Peakhurst are regularly monitored and action is taken promptly to address issues with individual students. Year Advisors and Deputy Principals monitor student attendance on a fortnightly basis, keeping accurate records on SENTRAL, advising parents of extended unexplained absences and involving the Home School Liaison Officer when serious attendance issues arise.

Wellbeing:

GRC Peakhurst consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. The School Wellbeing Framework is aligned to GRC Peakhurst wellbeing programs through the cognitive, emotional, social, physical and spiritual domains. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings within GRC Peakhurst Campus. In 2016, The Staff PBL Team and Student Wellbeing Committee contributed to continuing the

success of PBL at GRC Peakhurst. As outlined previously, PBL lessons were embedded into the curriculum for Year 7 and 8 students and explicitly taught during dedicated lessons on a fortnightly basis. Additional PBL lessons were provided to Year 7 –10 during roll call classes twice a term. A focus on the high visibility of PBL values and expectations led to additional PBL school signage, the PBL values and matrix being included in the school diary and the merit and rewards systems being linked to the PBL values of respect, responsibility and excellence. Students were provided with reward morning teas and reward excursions for demonstrating positive behaviours and engaging effectively in all domains. Student success and the associated rewards system is accurately documented on SENTRAL. The Student Representative Council were instrumental as the 'student voice' and were proactive in implementing a range of initiatives and activities promoting the wellbeing of students.

At GRC Peakhurst, individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision making and planning. Extensive Wellbeing Programs have been implemented using the expertise of school staff and external wellbeing organisations. In 2016, Student Advisors continued 'Year Advisor' (YAP) programs to highlight issues associated with bullying, cyberbullying, suicide awareness and domestic violence. Community Partnerships were continued with 3 Bridges Community, Georges River Life Care and Menai Youth Project to implement the 'Switch', 'Strength' and 'Shine' programs to promote engagement, positive relationships and positive choice.

Through representation in the Student Wellbeing Team and the Student Representative Council, students are provided with opportunity to be self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live. In 2016, students in the groups outlined above have promoted wellbeing across GRC Peakhurst through formal school assemblies and special assemblies such as the White Ribbon Assembly. Students have contributed to numerous charities, sponsored a child and promoted awareness days such as Harmony Day and Shave for a Cure.

GRC Peakhurst encourages students to recognise and respect cultural identity and diversity through Aboriginal Education initiatives including Campfire, NAIDOC Week Activities, Speak Up, the Great Debate and Sorry Day.

School Staff maintain currency of knowledge about requirements to meet the obligations of the Keeping the Safe Legislation through mandatory Working with Children Checks and Child Protection Training.

Curriculum and Learning:

Curriculum provision at GRC Peakhurst is enhanced by learning alliances with other schools / campus' and organisations. In particular, an alliance with the other campus' of Georges River College provided staff with ongoing opportunities to collaboratively develop college initiatives and faculty programs. In 2016, a continuation of regular college faculty teams meetings, executive college meetings and college staff development days contributed to enhanced curriculum provision. Maintaining these active partnerships and working collaboratively to ensure the continuity of learning continues to improve student outcomes at GRC Peakhurst.

In 2016, GRC Peakhurst actively collected and used information to support all Year 6 students' to successfully transition from our local primary schools and all Year 10 students to successfully transition to our senior campus. This was achieved through specific transition meetings at all primary schools transitioning students to GRC Peakhurst and GRC Oatley Campus. Information on individual students transitioning to and from GRC Peakhurst was individually collated, discussed and electronically transferred to the relevant stakeholder. Students transitioning from Primary Schools deemed at risk of a successful transition were identified by the primary school and provided with an opportunity to participate in the Pathfinders Program – an intensive transition program designed to reduce anxiety and familiarise students with a new high school environment. Additional transition meetings were held for students with disabilities and/or additional learning needs or for students requiring special placement in Schools for Specific Purposes.

Staff at GRC Peakhurst involve parents in planning to support students through a range of review meetings and Personalised Learning Plan and Individual Education Plan meetings. Parents are encouraged to attend Parent Information Evenings and Parent Teacher Conferences. The P&C actively advertises and encourages parents to attend monthly meetings, school working bees and P&C Supported school events. In 2016, significant extra-curricular learning opportunities which support student development were strongly aligned with the school's vision, values and priorities. Students had opportunities to participate in band / instrument and vocal tutoring, premiers reading and sport challenges, dance/aerobics, debating/public speaking, Duke of Edinburgh Award, SRC Leadership Programs, Media/Tech Crew, Student Wellbeing Team, Knock out Sporting Competitions and a Sensory/Games room for students with additional support needs.

In 2016, student learning needs at GRC Peakhurst continued to be identified and addressed by a range of systematic policies, programs and processes. Students requiring referral to the Learning Enhancement Team, Learning and Support Teacher or EAL/D teacher were identified by parents, staff or external agencies. Individual students are case managed, relevant stakeholders consulted and personalised learning plans developed to cater for individual needs. Discussion and action taken by the Learning Support Team / Learning and Support Teacher or EAL/D teacher is minuted and or recorded in the student case management plan. Adjustments/differentiation to curriculum delivery is embedded into all faculty

programs. Differentiation of curriculum to cater for individual students is managed by classroom teachers and supported by a Learning and Support Teacher. Differentiation / adjustments for individual students are highlighted in the Students Individual Education Plan.

Assessment and Reporting:

GRC Peakhurst has developed explicit processes to collect, analyse and report internal and external student and school performance data. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. In 2016, all staff participated in professional learning whilst analysing the 2016 NAPLAN data. Staff analysed specific components of the numeracy, spelling, reading, writing and grammar & punctuation data to identify value added improvement, performance trends, areas of excellence and areas in need of improvement. Senior Executive analysed Stage 5 RoSA data to identify school performance and achievement trends.

Grade Point Average (GPA) results were included on Semester 1 and 2 reports as a means to identify and analyse individual progress throughout the year. Executive staff analysed specific school plan milestones at the end of every term to determine and direct future planning and progress.

Student reports at GRC Peakhurst contain detailed information about individual student learning achievement and areas for growth. Year 7 parents received a report in early March outlining how their child was transitioning from Primary to High School. All parents then received an academic report for Semester 1 and 2, outlining detailed course outcome descriptors, a personal learning profile and a grade for each subject along with a Grade Point Average for the semester. Parents were then able to use this information as a basis for Parent / Teacher conferences at the end of Semester 1. Parents also had opportunities to participate in informal discussions with teaching staff and executive through pre arranged phone interviews and conferences mid semester to discuss identified learning or behavioural difficulties.

GRC Peakhurst provided all students with an assessment guide in February 2016, summarising the assessment tasks required to be completed throughout the year. The assessment guide was also placed on the school website. Specific assessment task rubrics were then provided to each student via a hard copy and on the school website at least 2 weeks prior to the task being due. The assessment task rubrics provided a detailed outline of the task and included detailed marking criteria. Students were able to use the assessment and reporting processes to reflect on their learning. Teacher feedback, verbally and in written form was an essential part of this process.

Student Performance Measures

At GRC Peakhurst, the school achieves value added results:

Expected growth rates of student learning (Value – added in student learning). Analysis of the percentage of students exceeding the expected growth rates when mapped from Year 7 in 2014 to Year 9 in 2016 resulted in:

- Reading– an increase in 10% of students.
- Spelling– an increase in 5% of students.
- Grammar– an increase in 3% of students

Expected growth rates of student learning (Value – added in student learning). Analysis of the percentage of students exceeding the expected growth rates when mapped from Year 7 in 2014 to Year 9 in 2016 **for Reading** resulted in a:

- 7%increase for boys
- 14%increase for girls
- 18%increase for students from a Language Background Other Than English (LBOTE)

Analysis of the 2016 NAPLAN results (when compared to the 2015 results) for Year 9 students clearly indicated student growth and improvement in:

- Reading: a 3% decrease in the number of students achieving Band 5 (below National Minimum Standards) and a 4% increase in the number of students achieving Bands 9 &10 (proficiency level).
- Writing: a 7% decrease in the number of students achieving Band 5 (below National Minimum Standards)

Teaching

Effective Classroom Practices

The teaching staff constantly reviews and revises all teaching and learning programs. Teachers routinely review previous content taught in the classroom and preview the learning planned for students. The classrooms are well managed and students are provided with opportunities to proactively engage in learning productively at all times.

Teachers regularly use student performance data, from internal sources (school assessments) and external sources (NAPLAN &VALID), to effectively evaluate their individual teaching practices. Similarly, explicit, specific and timely formative feedback is provided to students to assist them in improving their understanding and learning within the

classroom.

The school leadership team continues to demonstrate instructional leadership by promoting and modelling effective evidence based practices through a multitude of professional learning sessions throughout the year.

Data Skills and Use

The school leadership team designs and presents ongoing professional learning for the teaching staff to build their skills in the analysis, interpretation and effective use of student performance data. Data analysis informs and drives the school's learning goals and monitors progress towards continuous improvement. Data is regularly used by the school leadership team and project action teams to inform and drive key decision making within and beyond the school. Student data is regularly used to monitor student learning progress and identify skill gaps for improvement and further support.

Collaborative Practice

Teams of teaching staff regularly review the curriculum and revise teaching and learning programs within respective Key Learning Areas. Teachers work together to improve teaching and learning by providing and receiving planned constructive feedback from peers, school leaders and students to improve their teaching practices. Processes and systems are in place to provide formal mentoring, coaching and shadowing to assist in supporting teachers to improve teaching and leadership practices. The school identifies expertise within the teaching staff to build and further develop the professional community.

Learning and Development

Staff participate in professional learning targeted to school priorities and specific individual needs. There is a provision within the school for effective professional learning around teacher induction, teacher, quality, leadership preparation and leadership development. The school provides targeted support for beginning and early-career teachers. All teachers actively share learning from targeted professional development with peers. There is a particular school focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building understandings of effective teaching strategies in these areas. Opportunities are made available for teachers to actively engage in planning their own professional development to improve their respective teaching practices within the classroom.

Professional Standards

Staff attainment of professional learning goals are an integral component of the school's performance and development processes. At all times, teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Teachers constantly work beyond the classroom to actively contribute to the broader school programs.

Leading

Leadership

All stakeholders within the school community are given the opportunity to engage in all school-related activities. The school community is very positive about educational provision and very committed to the development of leadership skills in staff and students. Numerous links exist with communities of schools, at both secondary and primary level, other educational providers and external agencies that support the schools' teaching, wellbeing, social, musical, sport and leadership programs. The school has productive learning relationships with external agencies and community organisations that assist in improving educational opportunities for students. The school leadership team makes deliberate and strategic use of these partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student learning outcomes.

School Planning, Implementation and Reporting

All stakeholders within the school community are provided with opportunities to participate and contribute to the development of the school's vision, values and purpose for the school. The school articulates a commitment to equity and high expectations for learning for each student. Planning and implementation includes defined processes for resource allocation, professional learning, performance monitoring and reporting. The school acknowledges and celebrates a wide diversity of student, staff and community achievements at all times. There is a broad understanding and support of school expectations and aspirations for improving student learning across the school community. Clear processes with accompanying timelines and milestones direct school activities towards the effective implementation of the 2015–2017 School Plan.

School Resources

School staffing and planning supports curriculum provision and the recruitment of high quality staff. Strategic financial management is used to gain efficiencies and to maximise resources available to support student learning. Physical learning spaces are used flexibly and creatively to meet the broad range of student learning needs and interest. Technology is widely accessible to all staff and students.

Management Practices and Processes

The school leadership team clearly communicates the school priorities and practices to all the stakeholders. Accountability practices are aligned to school development and include transparent reporting to the school community. The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively at all times. Opportunities exist for students and the community to provide constructive feedback on school practices and procedures. Parental engagement is strengthened through streamlined and flexible processes that regularly deliver information about student and school activities.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Engaging and developing 21st Century Learners in a dynamic learning environment

Purpose

To develop ethical, productive and socially responsible citizens who are literate, numerate lifelong learners and who have the confidence to learn independently, collaboratively and problem solve creatively.

Overall summary of progress

Following extensive Professional Development in December 2015, a school wide focus on improving reading comprehension skills through embedding the Super 6 Reading strategies into classroom practise gathered pace throughout 2016. A Super 6 Reading committee represented by members of each faculty was formed to professionally develop staff in continuing to embed Super 6 reading strategies into faculty programs and implement strategies into classroom practise. Selected year groups were pre and post tested, providing valuable data on the successful implementation and effectiveness of the project. In Semester 2 2016, the EAL/D teacher worked with each faculty to create a range of Super 6 resources applicable for implementation into their subject areas. These resources were embedded into classroom practise in late 2016.

Following a successful review of infrastructure, an ICT Audit, construction of a draft policy and a phase trial in late 2015, Year 7–10 students were provided with a BYOD/ICT policy in early 2016 and participated in Wi-Fi Connectivity Sessions. Students who had completed and signed the BYOD/ICT Policy were permitted to bring their own devices to school and connect in a classroom setting under instruction from their teacher. Staff continued to develop and embed ICT components to all faculty programs and effectively implemented them into classroom practise.

In 2016, the Project Based Learning project focussed on the collection of sample resources, professional development of teaching staff and the development of project based units within some faculties. These units were then successfully trialed in classrooms, generating encouraging levels of student participation and engagement.

A re launch of PBL was undertaken in early 2016. PBL lessons were embedded into the curriculum for all Year 7 and 8 students and taught on a fortnightly basis throughout the year. Whole school PBL lessons were taught to Years 7 –10 during roll call sessions twice a term to reinforce school values and expectations. The school PBL team worked collaboratively at a college and regional level to evaluate progress and identify areas for future development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Increased number of students exceeding expected growth rates in Yr 9 NAPLAN literacy and numeracy compared to Yr 7 results.Representation of Aboriginal and LBOTE student results similar to total school results.To enhance student capacity to further develop their skills and understanding within a rapidly changing world.	<p>At GRC Peakhurst, the school achieves value added results:</p> <p>Expected growth rates of student learning (Value – added in student learning). Analysis of the percentage of students exceeding the expected growth rates when mapped from Year 7 in 2014 to Year 9 in 2016 resulted in:</p> <p>Reading– an increase in 10% of students.</p> <p>Spelling– an increase in 5% of students.</p> <p>Grammar– an increase in 3% of students</p> <p>Expected growth rates of student learning (Value – added in student learning). Analysis of the percentage of students exceeding the expected growth rates when mapped from Year 7 in 2014 to Year 9 in 2016 for Reading resulted in a:</p> <p>7%increase for boys</p>	\$ 30 000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> Increased number of students exceeding expected growth rates in Yr 9 NAPLAN literacy and numeracy compared to Yr 7 results. Representation of Aboriginal and LBOTE student results similar to total school results. To enhance student capacity to further develop their skills and understanding within a rapidly changing world. 	<p>14% increase for girls</p> <p>18% increase for students from a Language Background Other Than English (LBOTE)</p> <p>Analysis of the 2016 NAPLAN results (when compared to the 2015 results) for Year 9 students clearly indicated student growth and improvement in:</p> <p>Reading: a 3% decrease in the number of students achieving Band 5 (below National Minimum Standards) and a 4% increase in the number of students achieving Bands 9 & 10 (proficiency level).</p> <p>Writing: a 7% decrease in the number of students achieving Band 5 (below National Minimum Standards)</p> <p>Our Aboriginal student cohort achieved very encouraging results in the 2016 NAPLAN assessment. Results included:</p> <p>72% of students achieving Band 7 and above in Numeracy.</p> <p>72% of students achieving Band 7 and above in Reading.</p> <p>100% of students achieving Band 7 and above in writing.</p> <p>100% of students achieving Band 7 and above in Spelling.</p> <p>100% of students achieving Band 7 and above in Grammar and Punctuation.</p> <p>Our LBOTE student cohort achieved very encouraging results in the 2016 NAPLAN Assessment. Results Included:</p> <p>72% of students achieving Band 7 and above. in Numeracy.</p> <p>63% of students achieving Band 7 and above in Reading.</p> <p>51% of students achieving Band 7 and above in Writing.</p> <p>73% of students achieving Band 7 and above in Spelling.</p> <p>65% of students achieving Band 7 and above in Grammar and Punctuation.</p> <p>Student capacity to further develop and enhance their skills and understanding within a rapidly changing world was achieved through the school</p>	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • Increased number of students exceeding expected growth rates in Yr 9 NAPLAN literacy and numeracy compared to Yr 7 results. • Representation of Aboriginal and LBOTE student results similar to total school results. • To enhance student capacity to further develop their skills and understanding within a rapidly changing world. 	<p>and individual faculties implementing specific and targeted wellbeing and curriculum based programs and learning opportunities that were enhanced through the purchase of additional resources. Specific faculties purchased additional resources to compliment the implementation of the New Australian Curriculum.</p> <p>All faculties enhanced curriculum and program delivery through targeted development of existing resources and the purchase of additional classroom resources. Literacy and numeracy priorities were resourced through the purchase of additional and updated homereaders, e-readers and textbooks. Classroom technology was enhanced through the purchase of additional iPads, Interactive whiteboards, data projectors, desktop computers and software.</p> <p>Every School Every Student programs and initiatives providing additional facility to differentiate curriculum for gifted and talented students, students with additional learning needs and or disabilities were enhanced through the purchase of additional resources and programs – enabling staff to provide rich and explicit learning experiences. These resources were used to establish the school learning enhancement centre which provided facilities and resources to support and enhance student learning in all key learning areas.</p> <p>Student Wellbeing programs were enhanced through the purchase and implementation of additional peer support and mental health resources promoting student resilience. Additional PBL resources were embedded in classrooms promoting respect, responsibility and excellence.</p>	

Next Steps

- Continue implementing Super 6 Reading strategies into classroom practice. Continue to implement pre / post test processes to determine effectiveness of embedded Super 6 Programming strategies.
- Survey of whole school BYOD practices in early 2017. Implementation of digital literacy modules mid 2017.
- Continued implementation of thematic project based units across faculties.
- Continuation of curriculum embedded PBL Lessons for Year 7 students. Evaluation of current signage and purchase of additional signage for corridors, bathrooms, canteen, playground, entry/exit gates, stairs.

Strategic Direction 2

Building capacity of teaching and support staff within a quality learning environment

Purpose

To build a culture where all staff engage in individualised and shared professional learning and development to ensure best practice in becoming leaders and role models in learning.

Overall summary of progress

All teaching staff developed individual Professional Development Plans (PDP) comprising of at least one whole school goal from the 2015–2017 School Plan, at least one faculty goal from the 2016 Faculty Plan and any number of individual professional goals based on the Australian Professional Teaching Standards. The whole school goal for all teaching staff was the implementation of the Super Six reading strategies in all classrooms in every key learning area.

The teaching staff worked collaboratively with respective executive teachers to achieve their goals through consultations, conferencing and high impact evidence gathering.

All teaching staff proactively participated in reciprocal classroom observations which involved collaboratively working closely in pairs to establish and negotiate respective goals for the classroom observations.

Conferencing and reflective feedback during and after classroom observations resulted in 86% of staff indicating that classroom observations had led to individual professional growth, improved teaching practices and enhanced student learning outcomes.

The teaching staff has developed confidence in their ability to use a variety of data sources to inform their teaching practices and target student learning that requires additional support.

The data gained from internal (school assessment) and external (NAPLAN & VALID) sources have helped staff to cater for the individual learning needs of students through the implementation of strategies involving lesson differentiation and personalising the learning for students to further support their development.

Growth in teacher capacity has become evident in the way staff work collaboratively, share teaching practices and reflect on their individual teaching practices within an open, honest, trusting and professional forum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Performance and Development Professional Learning Plans reflect improved teaching skills and career development.• Teaching practices are shared and promoted through quality professional learning experiences.• An increase in Grade Point Average (GPA) for mandatory subjects in all years.	<p>All teaching staff underwent professional training in best practice on how to establish highly effective individual PDP goals for 2016. The emphasis was on the provision of high-impact evidence to support their progress towards respective goals within the PDP.</p> <p>Throughout the year, planned conferences were undertaken by teachers with executive teachers and executive teachers with the senior executive team. An electronic data base has been proposed to be developed in 2017 for the storage of PDPs and all associated evidence.</p> <p>The teaching staff participated in a review of the classroom observation process early in the year. As a result of the review, the teaching staff were very keen to continue engaging in reciprocal faculty-based and cross-faculty lesson</p>	\$ 40 000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • Performance and Development Professional Learning Plans reflect improved teaching skills and career development. • Teaching practices are shared and promoted through quality professional learning experiences. • An increase in Grade Point Average (GPA) for mandatory subjects in all years. 	<p>throughout 2016.</p> <p>The agreed areas of focus for the classroom observations included the implementation of Super 6 Reading strategies, student feedback, formative assessment practices, student engagement strategies and classroom management practices.</p> <p>The classroom lesson observation feedback and reflections conferencing formed was used as evidence for PDP self assessment and review meetings.</p> <p>The establishment of a school assessment team provided select staff with opportunities to participate in several Professional Learning courses with a focus on formative assessment practices. Members of the assessment team worked collaboratively on embedding formative assessment across the school. A catalogue of classroom lessons, demonstrating formative assessment practices, were developed and recorded for use in Professional Learning sessions for all staff in 2017.</p> <p>This action team conducted an assessment audit during Semester 1. The findings of the audit were reported to the executive team. The focus of the audit was on best practices in assessment, variation within assessment tasks and procedural consistency across the school. Formative assessment is scheduled to be a school PDP goal in 2017 and the focus area in the first round of reciprocal classroom observations.</p> <p>Numerous professional learning sessions were delivered throughout the year to up-skill staff in the effective use of student data to guide teaching practices within the classroom.</p> <p>Grade Point Average scores for students were collected for all years based on individual student semester reports. This system that will continue into 2017 to provide comparative data on individual student progress.</p> <p>Data from the TellThem From Me survey was analysed with the results being reported to the executive team and then shared within the respective faculties.</p> <p>Effective analysis of NAPLAN data continues to be a focus area at all times for all teaching staff.</p>	

Next Steps

- The school will continue to focus on the development and growth of individual staff Professional Development Plans. After extensive consultation, it has been recommended for each member of staff to have either four or five

goals in their Professional Development Plans.

- Classroom observations will be strengthened with four observations being conducted throughout the academic year. Reciprocal observations will be conducted in each faculty based on the implementation of Super Six reading strategies and formative assessment practices. Reciprocal classroom observations will be undertaken by all teaching staff from a pre-determined pool of staff members. These groups will consist of cross faculty staff and include teaching staff with a wide range of teaching experiences.
- Staff will continue to engage in professional learning based on formative assessment practices. Teachers will individually and collaboratively plan to differentiate the variety and type of assessment tasks undertaken within the respective classrooms.
- Staff will continue to deepen their understanding on using a variety of student performance data to inform and guide their teaching practices within the classroom.

Strategic Direction 3

Quality community partnerships through inclusive practice

Purpose

To build strong, beneficial, positive relationships with all stake holders to enhance educational outcomes for all students.

Overall summary of progress

Quality community partnerships have continued to be established and extended in 2016. The school has engaged parents to be active participants in their child's education by providing opportunities for parents to meet, share their expertise and skills and contribute to a number of activities and productions throughout 2016. Parents and the local community were deliberately targeted to share in the celebration of student learning through the Lion King Production, Peakview, Peakform and the Film Night. GRC Peakhurst was the proud host of the 2016 Education Week Launch. This was a highly valuable opportunity to highlight the strengths of GRC Peakhurst as a centre of well rounded learning.

Staff and students have continued to have numerous opportunities to work collaboratively with members of our community of schools, Georges River College, to enhance learning and social opportunities. Staff continued to work together through faculty teams, the college PBL Committee and various executive planning initiatives. Students have worked together as members of the College Student PBL Committee and the College Band. Aboriginal Students continued to participate in 'Çampfire' meetings to participate in activities to celebrate their history, culture and achievements.

A specific 2016 focus was to pursue the staffing, resourcing and establishment of specific support class for students with Autism at the Peakhurst Campus. This class was successfully established, staffed and resourced throughout the year.

GRC Peakhurst partnerships with local primary schools continued to positively impact on enrolment numbers..Student enrolments in 2016 increased by 52 students.

Partnerships with local feeder primary schools continued to grow in 2016 following evaluation of the 2015 program early in the year. Positive feedback data led to the establishment and delivery of specialist classes and learning opportunities for primary school students. Additional 'Taster' and 'specialist' classes were offered to students throughout 2016. Classes continued to meet the needs and interests of participating schools. An additional increase in enrolments in Year 7 2017 can be partly contributed to this successful program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Increase co-operation and participation levels in cross campus college activities.• Increase in student enrolments from local feeder primary school.• Active parent and community participation with the school.	<p>Staff and students were provided with increased facility to work collaboratively with our community of schools (Georges River College) to enhance learning and social opportunity. Faculty Teams were provided with increased cross college opportunities to collaboratively develop subject specific curriculum and program initiatives. The college staff and student PBL committee's regularly met to further develop and promote college PBL initiatives resulting in a consistent Positive Behaviour for Learning message across the college and an increase in positive behaviours. Initiatives including Year 10–11 Transition, the college band and Aboriginal Students participating in 'Çampfire' Meetings to celebrate cultural identity, history and school achievements continued to provide increased opportunities for students to enhance learning and develop social connections across the college.</p> <p>Student enrolments increased in 2016 by a total of 52 students. There was an increase of 27 boys and 25 girls in 2016.</p>	\$ 20 000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Increase co-operation and participation levels in cross campus college activities.• Increase in student enrolments from local feeder primary school.• Active parent and community participation with the school.	Parents and members of the community were deliberately targeted to share in the celebration of student learning. They also actively participated in, promoted and enhanced whole school programs and activities including the Yr 7 Lion King production, Peakview, Peakform and the Film Night. The Department of Education 'Education Week Launch' highlighted to parents and community members across NSW the strengths of GRC Peakhurst as a centre for well-rounded learning. An active P&C continued to support the school in events previously outlined as well as at a number of additional school/parent/community events.	

Next Steps

- Opportunities for parents to meet and be actively involved in their children's school life will be extended.
- Opportunities for staff and students within our community of schools will be maintained and extended in 2017.
- The establishment of a comprehensive and effective transition program for students in Support Classes and students with additional learning needs will be implemented and evaluated in 2017.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	The development of Personalised Learning Plans (\$2,000) for Indigenous students. Students participating in projects and programs (\$4,000) highlighting Aboriginal culture and strengthening identity connections. Examples of such programs include: Speak Up, Great Debate, Stronger Smarter Leadership course, Koori Art, Sista Speak, NAIDOC assembly, Beanie Day, Zoo Cultural excursion and Campfire meetings. Additional projects include the design and construction of the Bush Tucker Garden (\$3,000), the installation of flagpoles for the Aboriginal flags (\$ 3,000) and the purchase of Possum Skin Cloaks (\$1,000)	\$13 003 Gonski Funding
English language proficiency	Teachers to support Teaching and Learning programs (\$ 163 233) in all Key Learning Areas and to support the learning needs of English as an Additional Language / Dialect students (EAL/D). Collaborating with staff in the differentiation of classroom lessons and assessments. Professional learning for staff (\$4,000) to increase their capacity and understanding about English as an Additional Language/Dialect (EAL/D) pedagogy and practice. Administrative support (\$3,000) to map English as a Second Language (ESL) scales with progression phases in identifying student language needs. Development of teaching units, for each faculty, integrating EALD teaching strategies in the implementation of reading comprehension skills. This provided professional development (\$6,000) for respective teachers from each faculty.	\$ 176 739 \$ 13 506 (Flexible Funding) Gonski Funding
Low level adjustment for disability	<p>Key Initiatives:</p> <ul style="list-style-type: none"> • School Learning Enhancement Team • School Learning Support Officers (SLSO's) • Personalised Learning Plans for students • Differentiation of the curriculum <p>Teachers ensuring specialised provisions and support in classrooms for students with identified learning needs (\$172,700). Professional learning for staff to make appropriate accommodations in lessons to support students with additional learning needs and enable equal access for students in all classrooms. Provision for flexible staffing of Student Learning Support Officers (\$77,000) to assist in increased levels of student participation and engagement in learning by identifying and supporting specific learning needs of students. Professional development of staff in using specific modifications and accommodations to ensure every student has access to the curriculum at all times.</p> <p>Impact Achieved:</p> <p>Individual students, parents, classroom teachers and relevant stakeholders are consulted in the development of Personalised</p>	<p>\$ 250 446</p> <p>\$ 77 011 (Flexible Funding)</p> <p>Gonski Funding</p>

Low level adjustment for disability	<p>Learning Plans. All students requiring adjustments and modifications are catered for within the classroom through a collaborative approach between classroom teachers, Learning Support Teachers (LaST's) and School Learning Support Officers (SLSO's) Following modifications/adjustments being made to curriculum, student engagement is increased and anxiety is decreased. Higher completion of modified assessment tasks noted. Attendance rates increased for supported students. Higher GPA for supported students.</p> <p>Staff capacity continues to be increased through professional learning in strategies used to differentiate curriculum and create accommodations for specific student learning needs. Staff have identified higher levels of engagement of all students. Increase in GPA across all student groups.</p>	<p>\$ 250 446</p> <p>\$ 77 011 (Flexible Funding)</p> <p>Gonski Funding</p>
Socio-economic background	<p>Key Initiatives:</p> <ul style="list-style-type: none"> • Wellbeing Committee • Learning Support Teams • Supporting Disadvantaged Students • Resourcing Faculties to 'Close the Gap' in Student Learning <p>Impact Achieved:</p> <p>Continued collaboration between the Wellbeing Team and the Learning Enhancement Team to identify and provide relevant support programs to identified students.</p> <p>Funds were provided for students to attend camps, excursions and purchase additional resources.</p> <p>Individual Faculties purchased a wide variety of resources such as INSERT HERE to assist with the provision of challenging and rich learning experiences that increased student participation and engagement.</p> <p>Student learning was periodically monitored to ensure progress across all Key Learning Areas.</p>	<p>\$51 166</p> <p>Gonski Funding</p>
Support for beginning teachers	<p>Key Initiatives:</p> <ul style="list-style-type: none"> • Mentoring • Coaching • Professional Learning • Adjusted Teaching Load • School-Based Beginning Teacher Network <p>Impact Achieved:</p> <p>Beginning Teachers have reduced teaching loads to support the development of their skills and practice.</p> <p>Beginning teachers have been allocated a mentor. Mentors are allocated release time to engage in supportive, structured and collaborative conversations to further develop and strengthen teaching practices.</p>	<p>\$ 16 000</p>

Support for beginning teachers	<p>The school conducts two school network meetings per term for Beginning Teachers. Numerous educational, school and performance issues are discussed during these meetings.</p> <p>Beginning Teachers are encouraged to participate in professional learning that focuses on classroom management, student engagement strategies and productive learning relationships with all school stakeholders.</p>	<p>\$ 16 000</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	406	396	432	459
Girls	205	215	190	215

Enrolments in 2016 were 674 students. Between 2012 – 2015, the school maintained consistency in student enrolments. In 2016, enrolments increased by an additional 52 students. That comprised of an increase of 27 boys and 25 girls.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	94.1	93.8	93.7	94.1
8	91.6	92.8	89.5	92.4
9	91.1	91.1	91	90.8
10	89.8	91.1	88.6	91.6
All Years	91.6	92.2	90.8	92.3
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Overall student attendances were 2.6% above state average attendance rates for 2016. School student attendances were greater than state DoE averages in Year 7 (+1.3%), Year 8 (+1.9%) Year 9 (+1.7%) and year 10 (+4%).

School attendance rates increased by 1.5% from 2015 to 2016.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			
Employment	1		
TAFE entry	1		
University Entry			
Other	98		
Unknown			

The vast majority of students (98%) successfully transition into senior study pathways at our Georges River College Oatley Senior Campus. Student retention is a key priority focus area within our school. Strategies used to enhance student retention are the implementation of Quality Teaching & Learning (QTL) programs, a variety of student mentoring programs and personalized tailoring of senior study patterns that are geared towards individual and attainable career pathways.

Year 12 students undertaking vocational or trade training

Year 12 students undertaking vocational or trade training has been reported within the GRC Oatley Campus Annual School Report.

Year 12 students attaining HSC or equivalent vocational education qualification

Year 12 students attaining HSC or equivalent vocational education qualifications have been reported within the GRC Oatley Campus Annual School Report.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1.6
Head Teacher(s)	9
Classroom Teacher(s)	31.1
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher of ESL	1.6
School Counsellor	1
School Administration & Support Staff	13.28
Other Positions	4.45

*Full Time Equivalent

The school staff comprises of two teachers with an indigenous background.

Workforce retention

Staffing at the school has increased due to an increase in student enrolments.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

All teachers and administrative staff have the opportunity for professional learning. Professional Learning is linked with our School Development Targets for each year and are concentrated on immersing staff with the data, information and professional development to realise our school targets. The staff is given the opportunity for personal development in professional learning opportunities in programs covering Literacy (Super 6 Reading), Numeracy, Technology, Student Engagement and Management, new syllabus implementation and Beginning Teachers. All teaching staff participated in professional learning activities through the three school development days and during four 3 hour twilight professional learning sessions instead of attending school in the last two days of the year. In addition, staff participated in individual activities for their own development and reported back to faculty and whole staff forums. This included curriculum areas of all KLA's and technology in classroom practice. All staff also undertook a variety of professional learning courses as cross college faculty teams that meet every term and focus on applying strategies to work towards meeting our college and school targets. Professional Learning Funding for 2016 was \$42 139. This funding was used to support and enable implementation and evaluation of school and faculty goals.

All staff were provided with specific and individualised Professional Development funding (\$32, 000) to support their respective individual goals within their Professional Development Plans.

Professional Learning undertaken by the staff included:

- Literacy – Super 6 Reading Strategies
- School Plan 2015–2017
- Positive Behaviour for Learning (PBL)
 - Bring Your Own Device (BYOD)
 - Integrating ICT in the classroom / school
 - Project Based Learning
 - Classroom Observations
 - CPR / Anaphylaxis / Emergency Care
 - Child Protection
 - Student Wellbeing
 - Data Analysis
 - Formative Assessment
 - Student Reporting
 - Curriculum Differentiation
 - Classroom Management

- Student Engagement
- Explicit Teaching
- Gifted and Talented Education
- Student Support in the Classroom
- Student Learning Accommodations in the Classroom
- Student Wellbeing
 - Staff Wellbeing
 - Teacher Accreditation
 - School Administration and Student Management ICT Platform for staff use (SENTRAL)
 - Visible Learning in the Classroom
 - NCCD & Learning Enhancement
 - Workplace Health and Safety

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	-414 917.56
Revenue	8 245 038.88
(2a) Appropriation	7 825 652.79
(2b) Sale of Goods and Services	65 060.58
(2c) Grants and Contributions	352 576.42
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 749.09
Expenses	-7 458 426.30
Recurrent Expenses	-7 458 426.30
(3a) Employee Related	-6 609 590.76
(3b) Operating Expenses	-848 835.54
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	786 612.58
Balance Carried Forward	371 695.02

The school's financial management processes and governance structures comply and meet financial policy requirements

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	5 376 357.51
Base Per Capita	41 563.93
Base Location	0.00
Other Base	5 334 793.57
Equity Total	491 354.17
Equity Aboriginal	13 003.25
Equity Socio economic	51 165.74
Equity Language	176 739.09
Equity Disability	250 446.08
Targeted Total	897 898.12
Other Total	428 268.64
Grand Total	7 193 878.43

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 4 to Band 9 and Band 5 to Band 10 respectively. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7) with Bands 6, 7, 8 & 9 achieving above national minimum standards and Bands 8 & 9 achieving proficiency levels. Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9) with Bands 7, 8, 9 & 10 achieving above national minimum standards and Bands 9 & 10 achieving proficiency levels.

Literacy:

Expected growth rates of student learning (Value – added in student learning). An analysis of the percentage of students exceeding the expected growth rates when mapped from Year 7 in 2014 to Year 9 in 2016 resulted in:

- Reading– an increase in 10% of students.
- Spelling– an increase in 5% of students.
- Grammar– an increase in 3% of students

Expected growth rates of student learning (Value – added in student learning). Analysis of the percentage of students exceeding the expected growth rates when mapped from Year 7 in 2014 to Year 9 in 2016 for **Reading** resulted in a:

- 7% increase for boys

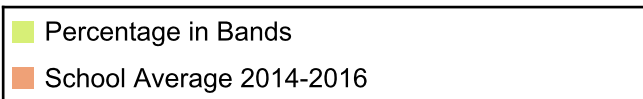
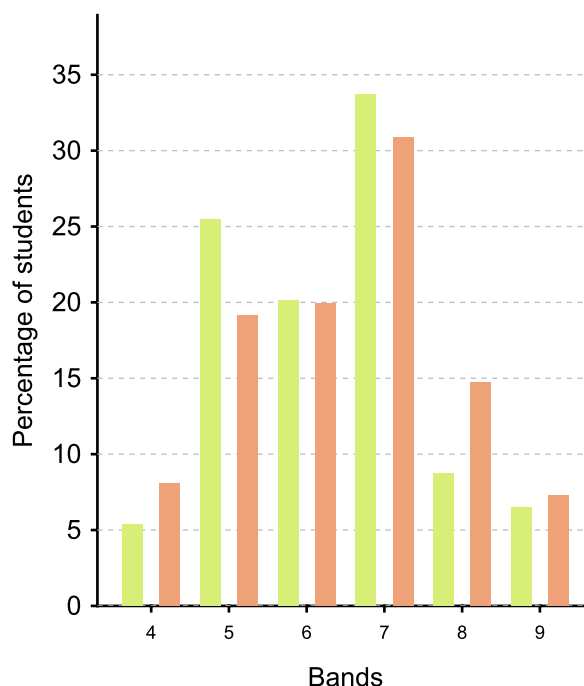
- 14% increase for girls
- 18% increase for students from a Language Background Other Than English (LBOTE)

Analysis of the 2016 NAPLAN results (when compared to the 2015 results) for Year 9 students clearly indicated student growth and improvement in:

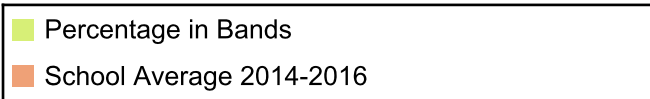
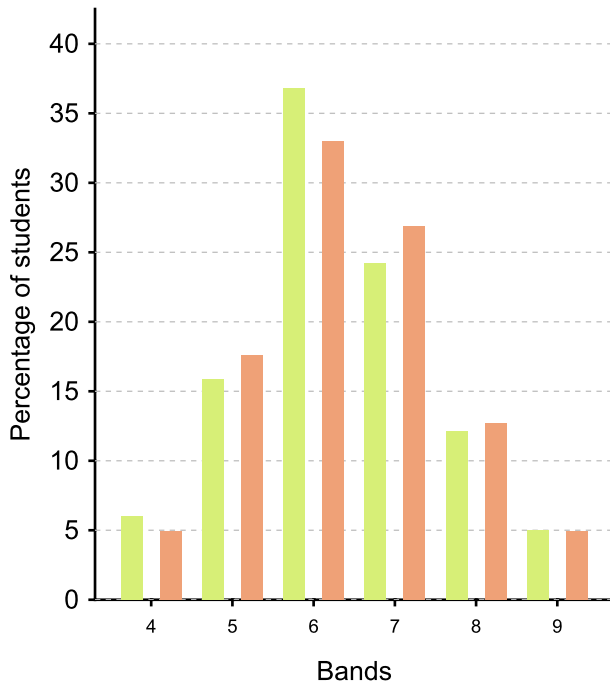
Reading: a 3% decrease in the number of students achieving Band 5 (below National Minimum Standards) and a 4% increase in the number of students achieving Bands 9 & 10 (proficiency level).

Writing: a 7% decrease in the number of students achieving Band 5 (below National Minimum Standards)

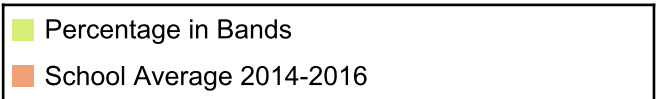
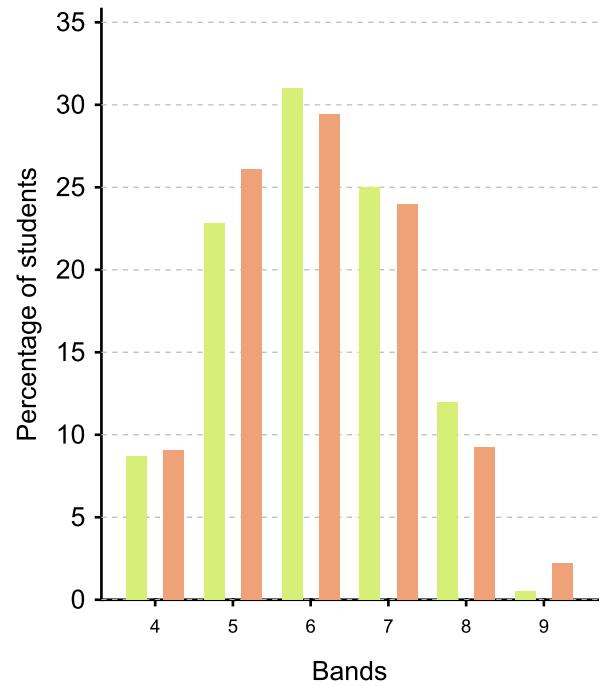
Percentage in bands:
Year 7 Grammar & Punctuation



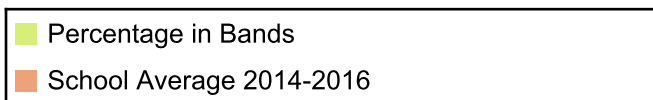
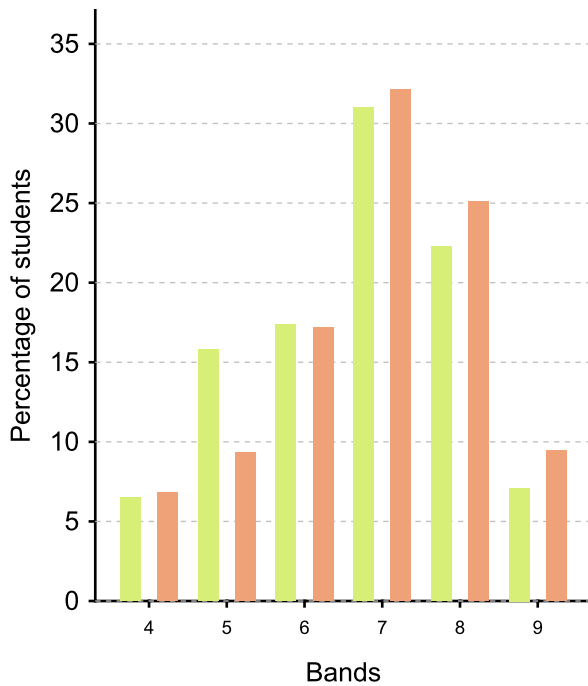
Percentage in bands:
Year 7 Reading



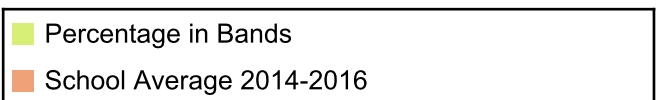
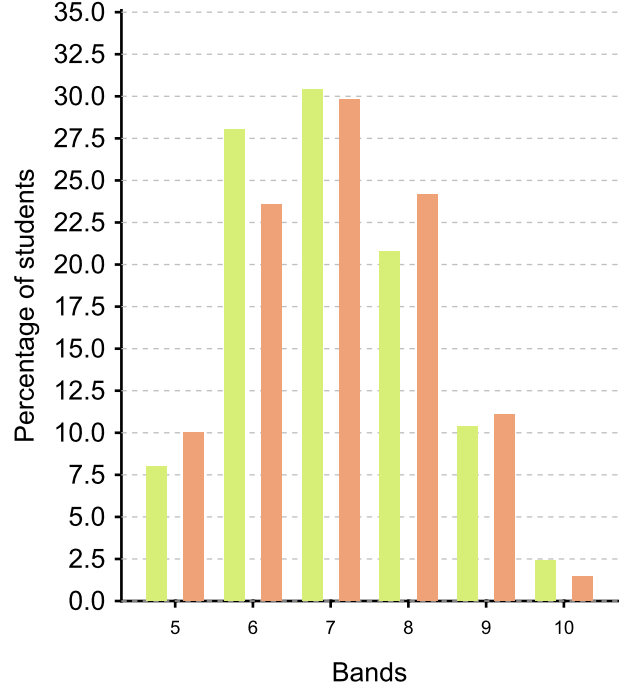
Percentage in bands:
Year 7 Writing



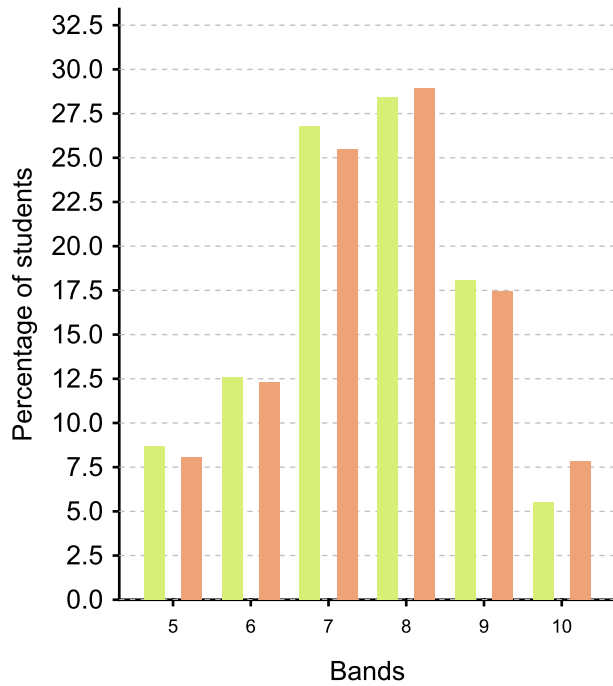
Percentage in bands:
Year 7 Spelling



Percentage in bands:
Year 9 Reading

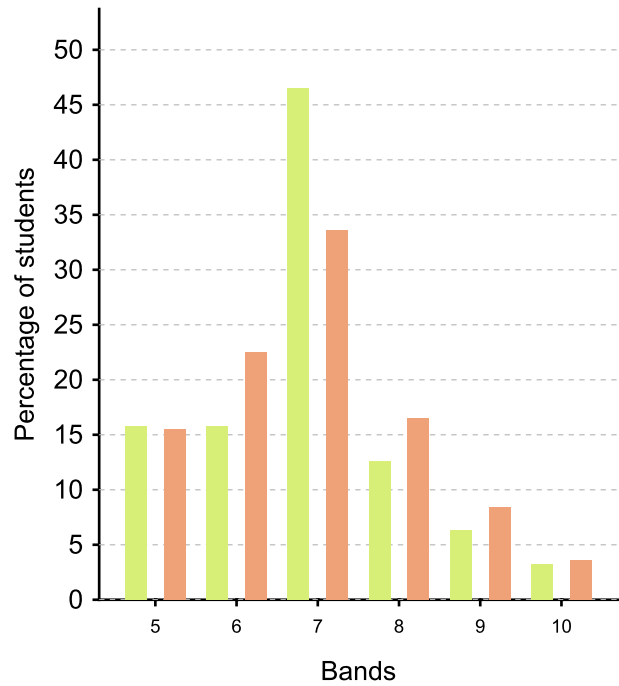


Percentage in bands:
Year 9 Spelling



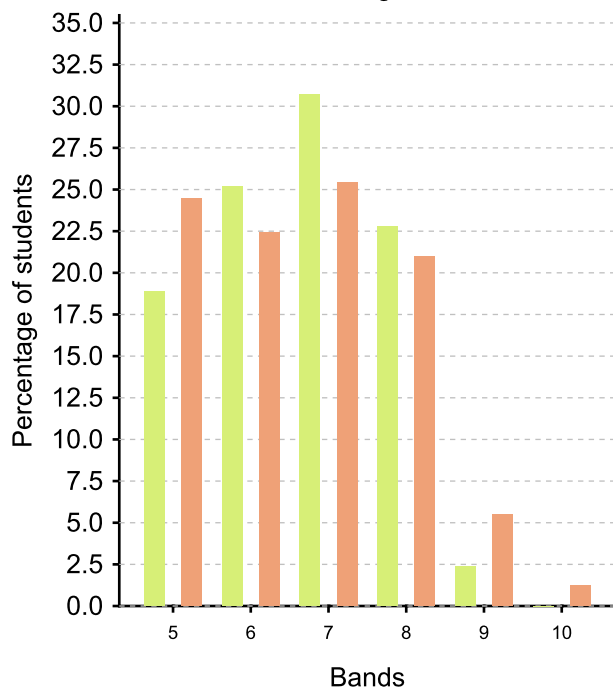
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2014-2016

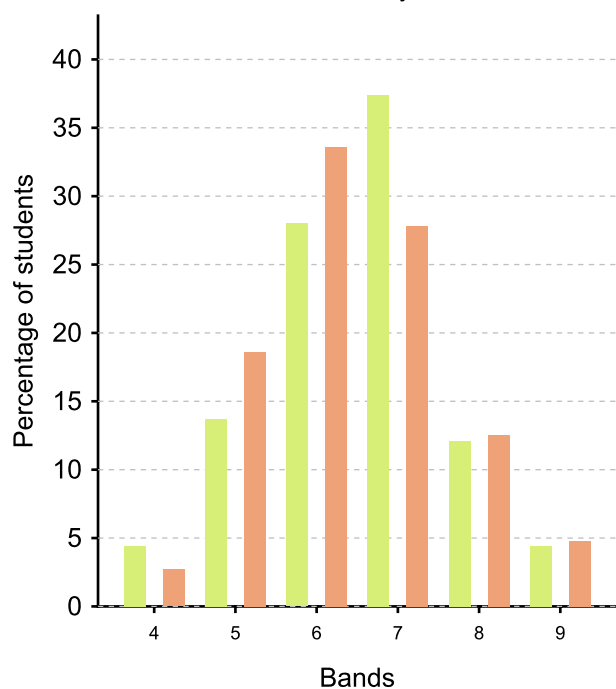
Numeracy:

Analysis of the 2016 NAPLAN results in Numeracy identified the need to implement a specific Numeracy supplementary program aimed at closing the gap in students knowledge and improving the application of fundamental Numeracy skills.

Results in Numeracy included:

- 71% of students achieved Band 7 and above.
- 26% of students achieved at National Minimum Standards of Band 6.

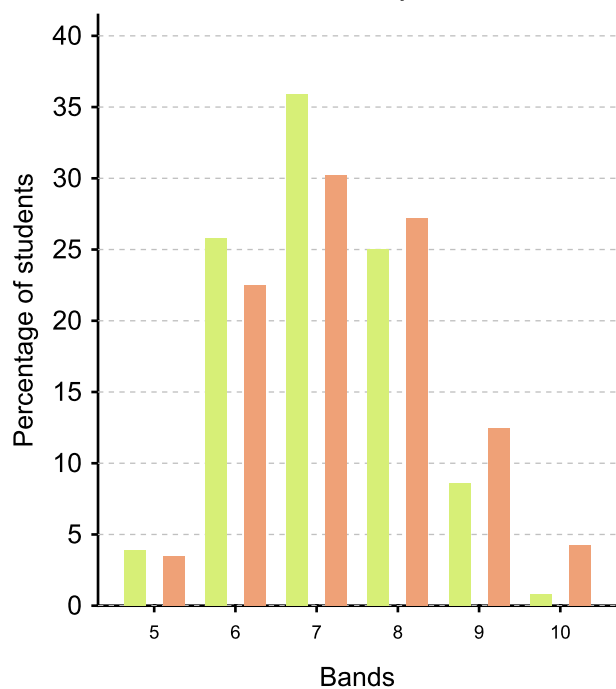
Percentage in bands:
Year 7 Numeracy



Higher School Certificate (HSC)

HSC Reporting is included in the GRC Oatley Campus School Report.

Percentage in bands:
Year 9 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. It is important for schools to foster positive relations between all stakeholders. GRC Peakhurst strives to foster excellent communication with parents, encouraging parental involvement and enlisting parents to volunteer at the school and participate in school governance and events. This supports and promotes student learning and positive behavior within a safe and inclusive environment. Students feel that what they learn is important and worthwhile and that they are acquiring skills that will help them in life. In particular, they feel that they can do well enough to be successful and achieve a high standard. More importantly, students believe that they have the opportunity to realise their personal goals. The Year 7 reviews completed at the end of first term showed a strong agreement that their child had settled in well, was enjoying their subjects and had made new friends. There were no negative responses to the school. Information from all of the school self-evaluation tools suggests that within the school community there is a high level of appreciation for the value of learning and a strong commitment to the continued improvement of student learning outcomes. Parent survey results for GRC Peakhurst Campus indicated that parents feel the school supports positive behavior and student learning. The strongly agree that they are well informed and feel welcome at all times. Parents also feel that the school is very inclusive of all and provides a safe learning environment at all times. There is a consensus among staff and parents that the school provides a holistic education so that, in addition to academic pursuits, students are able to excel in the performing arts, sport and a variety of social and cultural learning experiences.

Policy requirements

Aboriginal education

Aboriginal education is a mandatory component of all KLAs in developing awareness and tolerance of Aboriginal heritage and culture and Aboriginal Australian issues continue to be addressed through programming. Students study the theme of Australian Identity, read Aboriginal myths, legends and stories, analysing how these stories are represented in Aboriginal art, oral retellings and written texts and they prepare their own retelling of an Aboriginal story. Students also study a variety of poetry including poems by Aboriginal poets. Students consider, discuss and write about issues raised by these poems and how the ideas in the poems are communicated by the poets. Aboriginal music, both traditional and contemporary, is studied and students use the music to investigate issues of cultural difference and respect for the diversity of Aboriginal music. School leaders observed Reconciliation Week with an assembly devoted to celebrating Aboriginal heritage. The students acknowledged the traditional owners of the land and focused on the awareness of tolerance and

between different cultures that make up Australian contemporary society.

Multicultural and anti-racism education

Multicultural Education

Students from backgrounds other than English have been supported across the school by a specialist (EAL/D) English Additional Language/Dialect teacher. In an organised program, co-organised by the English Head Teacher, the EAL/D specialist teacher, supported the students in team teaching and withdrawal situations and provided EAL/D support across the range of different subjects.

Year 7 students were assessed at the beginning of the year to identify students who needed EAL/D support. Students were placed in classes according to EAL/D progression phases and academic ability. The EAL/D teacher was assigned to team teach in the targeted Year 7 EAL/D class. Appropriate EAL/D teaching resources were developed; trialled and implemented across all KLA'S to improve students' literacy outcomes. An Annual EAL/D Survey was completed to determine teachers' allocations to school and the needs of all EAL/D learners. All student levels were updated and entered in the new ERN system. The new quarterly arrival surveys were also completed on line and students visas and sub-visas were checked. Harmony Day celebration in Term – 1 was to promote acceptance of all, irrespective of their ethnicity, colour or financial status. Students through their performances and sporting events brought the whole school together. We proudly support Harmony Day with additional orange hair spray to be in the colour of orange: the official Harmony Day colour. Harmony Day is a day of cultural respect for everyone who calls Australia home – from the traditional owners of this land to those who have come from many countries around the world. By participating in Harmony Day activities, we learn and understand how all Australians from diverse backgrounds equally belong to this nation and enrich it.

Multicultural Day is to celebrate the different cultures at our school. Through these activities students become familiar about other cultures and also develop acceptance of the differences amongst others. Students actively take part in fund raising activities and look forward to them throughout the year.

The EAL/D Teacher continues to be responsible for monitoring EAL/D and International Students' learning. EAL/D teacher checks and updates attendance and contact details of International students twice per term; monitoring of International Students' welfare is conducted on a regular basis, with all information kept electronically on a database. New policies and procedures are regularly updated through network meetings and International Student Coordinator training days.

Anti-Racism Officers

This role is being undertaken by Mr Haydar and Ms

Seinor who are trained contact officers for any issues relating to anti-racism within the school. Their role is to support the education and understanding of issues surrounding anti-racism.

Other school programs

English Faculty

The English Faculty focuses on offering a differentiated curriculum which meets the needs of the diverse students in the school. The differentiated course content is supported in most topics with differentiated assessment tasks which offer all students the opportunity to access the content and demonstrate effective learning at different levels of cognitive and literacy development.

In Year 7, topics begin with, 'Me, Myself and I', which provides students with the opportunity write about their personal experiences, and then move onto a study of text types, poetry, novel, short stories, film and drama. The classwork is supported by a well-structured program of Home Reading and Homework. All Year 7 classes are timetabled in the Library for a wide reading lesson every fortnight which provides students with direct access to the dedicated Year 7 literature that is located in the Library. Students are expected to read at home for at least five nights per week for a minimum of thirty minutes and they are required to record their responses to the reading in the Home Reading Diary. Students also work through the Homework book at their teacher's direction which usually involves the completion of one chapter every fortnight.

In Year 8, student conceptual understanding and literacy skills are extended through close study of a diverse range of literature and media. Topics studied in Year 8 include the study of Myths and Legends as well as Australian Poetry which focuses on indigenous voices, sustainability issues and the exploration of culture and identity through traditional ballads.

In Year 9, Stage 5 concepts are introduced and extended upon in Year 10. In Year 10, the focus is on completing Stage 5 work but also on preparing students for Preliminary and HSC studies in English with topics ranging from Study of Australian Poets, Short Stories, Novel, Media and Area of Study, Power.

Students leaving our school for study at the Oatley Campus are well represented in all senior English courses which include Advanced, Extension, Standard as well as English Studies. Former GRC Peakhurst students have achieved impressive results in all of these courses.

The English Faculty will continue to promote literacy through wide reading and will in 2017 embark on a significant purchase of new novels targeted at Years 8 to 10. New modern and relevant texts will be purchased and accessed directly by students in those years to broaden their knowledge of contemporary issues, increase reading and comprehension skills and hopefully develop a passion for reading that the student have for life.

To enhance literacy and learning in a digital age, the English faculty is currently examining its options in purchasing either tablets or mini laptops for use in English. This will further assist students in researching and most significantly in editing and developing a range of extended responses. This will also offer students access to some of the latest apps such as Audible.

The faculty offers Debating and Public Speaking as extra-curricular activities. The teachers responsible for selecting, training and managing these teams are Ms L. Osmond and Mr P. Fisher. In recent years, the school has achieved great success in debating, highlighted by the success of the Senior team in 2015 and the immense achievement of the Junior team in 2016 which competed in the Sydney Regional Final for the Premier's Debating Challenge. This success is a credit to the effort of all students involved in the debating and public speaking team which meets regularly for training and coaching by Ms Osmond and Mr Fisher.

Mathematics and Computing Faculty

Throughout 2016, the Mathematics and Computing Faculty continued to adopt and implement a number of initiatives and interventions geared towards improving student engagement and the achievement of syllabus outcomes.

These strategies included:

- Setting clear and achievable student expectations.
- Promoting classroom discussion and debate.
- Establishing multiple feedback avenues for students to steer their own learning.
- Promoting peer collaboration.
- Incorporating a greater number of practical tasks.
- Developing differentiated remedial and enrichment activities.

By engaging students with Mathematics and guiding and encouraging them towards self-directed learning, our priority was to instil the skills required for students to interact meaningfully with their environment and appreciate the relevance, breadth and impact of these developed numeracy skills.

Details of these initiatives are outlined below.

Curriculum Newsletters

Curriculum newsletters, sent home each term, were introduced to keep parents informed of the initiatives the Mathematics Faculty had planned and implemented. Included were helpful study tips and topic overviews for each term to support student learning outside of the classroom and to allow parents to help their children to plan ahead for upcoming assessment tasks. The newsletters continue to provide a great opportunity to be involved in, and drive, students' progress, and are available on the school website.

Alternative Assessment Tasks and Sample Student Work

In 2016, each year group was assigned a unique assessment task as an alternative mode of assessment to traditional pen and paper examinations. These tasks offered students an opportunity to demonstrate their understanding and potential through real life practical examples of Mathematics in the world around us.

The tasks were designed to support students to make meaningful connections with the content being taught in class and showcased the practical application of Mathematics in society whilst improving student engagement during lessons. Tasks were linked to the General Capabilities and encompassed the knowledge, skills, behaviours and dispositions that, together with the curriculum content, provides students with the necessary exposure needed to live and work successfully in the 21st century.

Assessment task notifications were uploaded to the school website and push notification alerts were sent via the school's Skoolbag app (which is still available for download from the Apple App Store, Google Play Store and Windows Store).

Task details are outlined below:

- Year 7 students were required to design a Mathematics board game and explore the use of mathematical operations and concepts such as directed numbers, decimals, fractions and percentages.
- Year 8 students were assigned a famous Mathematician to research and investigate and were required to produce a presentation to celebrate mathematical discoveries and the people behind them. Well done to Najee for scripting his very own Isaac Newton Rap and performing it in front of the whole school during our Pi Day whole-school assembly.
- Year 9 students were required to develop a classroom innovation based around a mathematical model utilising spreadsheets and financial mathematics and then present their innovation to their class, similar to how newly developed businesses may present their company to prospective investors.
- Year 10 students were assigned a task to investigate how Mathematics is integral to all careers in some capacity and present a case study identifying specific examples.

Students embraced this assessment task and rose to the challenge, working outside their comfort zone and producing commendable and innovative tasks and working solutions.

Practical Units

A number of practical hands-on 'Maths Lab' activities were especially developed to extend the learning and understanding of mathematical concepts beyond the classroom. Students were challenged by thinking outside the box and developed their independent

learning and critical thinking skills whilst making meaningful connections between both the theoretical mathematical content and its practical applications.

These activities included:

- Practical units involving Time, Probability and Measurement.
- Investigations involving Fibonacci and Algebra in Practice.
- Use of concrete materials and hands-on resources including a Conversion Wheel.

ICT and BYOD

With the availability of interactive electronic whiteboards in every classroom and the recent implementation of BYOD at GRC Peakhurst Campus, the use of technological resources in both Mathematics and Computer classroom settings has continued to expand. Lesson delivery and revision which aimed to increase student engagement comprised:

- Calculator simulators to further improve skills and understanding of scientific calculator navigation and usage.
- BoardWorks, animated PowerPoint presentations and relevant YouTube clips for more engaging content delivery.
- Kahoot quizzes and Jeopardy games for competitive class revision.
- Apps (including Mathletics) on faculty iPads and personal devices for targeted revision.

Mathletics

Mathletics (an interactive online computer resource which includes activities, support lessons and sample tests) remained an integral component of our lessons in 2016. Mathletics was incorporated into teaching, homework and assessment programs and helped students:

- Consolidate content taught during lessons.
- Revise in preparation for examinations at home.
- Receive assistance at any time, using the support button, when struggling with specific concepts.

Students without the Internet at home were permitted to use the school library during recess and lunch or arrange a time with their class teacher to use one of our computer rooms. Students also utilised the Homework Centre to seek additional assistance.

Primary Links

We were very pleased to be able to link with primary school students to assist in shaping their development of mathematical thinking and prime them for further study in high school. A number of practical classes,

designed to peak student interest in Mathematics and engage them in the further development of core mathematical skills needed to establish a good foundation for further study in the subject, were offered. These units included:

- **Mathematical Biometrics:** This task investigated whether there were any links with the number of push-ups students could do and their height.
- **Mathematics in Bodybuilding:** This task investigated the mathematics behind exercise. The results were also used to determine students' powerlifting potential.
- **Maths in Fitness:** This task investigated the result of regular exercise on heart rate and used the results to determine individual fitness levels as compared to athletes.

Pi Day

Pi Day is celebrated biannually at GRC Peakhurst Campus. Traditionally, Pi Day is celebrated on March 14 (3.14) all over the world, while Pi Approximation Day is celebrated on 22nd July (22/7). Pi Day can also be celebrated on the 17th June (1706) which is the first time William Jones used the symbol Pi to represent the ratio of the circumference of a circle to its diameter or on November 10th which is the 314th day of a non-leap year.

On March 14 (3.14), Peakhurst recognised National Pi Day (3.14159...) which also coincides with Albert Einstein's birthday. The day was celebrated with a Prize Wheel Challenge, including a tug-o-war with the Birthday Boy himself, a pie eating contest, a Pi Hunt and, of course, Pi recitals!

Three students worthy of mention for their impressive recollection of Pi are:

- Thomas Cheah (255 decimal places)
- Jeremy Hockings (180 decimal places)
- Eleftheria Papadopoulos (100 decimal places)

On 22 July (22/7), we celebrated Pi Approximation Day with Year 8. It is a day devoted to the irrational constant Pi and is filled with Pi (and pie) related activities across all subject areas, including mandalas, making pizzas and a sporting carnival. Students were also treated with a large scale Tower of Hanoi puzzle built on site. The entire Mathematics faculty, as well as members of staff across all KLAS, were instrumental in making the day a success for the Year 8 participants.

External Competitions and National Assessments

ICAS Competitions

The ICAS Digital Technologies (formerly Computer Skills) Competition was held on Tuesday 17th May 2016 while the ICAS Mathematics Competition was held on Tuesday 16th August 2016. The competitions were made compulsory for all GAT classes, however, all other students were encouraged to participate, with

many students achieving some commendable distinction and credit results. Congratulations to all participants for challenging themselves in this national competition.

NAPLAN

The Mathematics Faculty have adopted numerous strategies to both raise the bar and close the gaps in numeracy levels across all stages, including the provision of remedial, revision and extension units, greater exposure to NAPLAN-style questions, intensive drill and practice sessions by going back to basics, and Mathletics-assisted practice.

GRC Peakhurst gathered some informative results in NAPLAN in 2016. A detailed analysis of our NAPLAN results is provided elsewhere in this report. It was encouraging to see that, on the whole, results highlighted the value-added to student progress and overall performance. It is anticipated that students will continue to make significant progress and we look forward to monitoring these students' successes over the coming years.

Students Worthy of Mention

There are two students worthy of special mention in Mathematics for 2016. Congratulations to both Amy Trieu and Caleb Round for achieving above 90% in every assessment task. Their hard work, diligent effort, sheer dedication and consistent approach to their studies, has afforded them this outstanding overall achievement.

Digital Media and Robotics

Digital Media and Robotics are two of the IST (Information and Software Technology) option topics offered in 2016 where students focus on the importance of learning about and integrating new technologies.

Year 9 IST students had the opportunity to partake in a hands-on project to create their own custom animation. Students were required to design their own storyboard, construct their specialised characters from clay, slowly animate their models by capturing images using an SLR camera, frame by frame, and compose their final animation using the latest movie editing software and post production tools. Students thoroughly enjoyed and appreciated the effort and detail required to turn over 3 hours of positioning and photography into a 30 second animation! Congratulations to the Year 9 IST class for producing quality work, some of which is showcased below, as well as to our staff who created an animation of their own, to farewell Year 10.

Robotics is another highly engaging and popular option topic in IST that covers skills found in most 21st Century careers. Students explore how to build, design and program their own robots using the Lego Mindstorms NXT and EV3 software, utilising the various sensors to build their robots to navigate paths, lift and sort objects, transport goods and interact with other robots! Students are highly encouraged to register their interest at the IST elective at open night, to ensure they do not miss out on this invaluable opportunity.

Parents wishing to take advantage of the numerous worthwhile initiatives outlined or seek more information about any of the valuable interventions available, are encouraged to contact the Mathematics and Computing Faculty, so as to maximise and support their child's individual learning needs.

Science Faculty

For the Science Faculty, 2016 was another busy year of providing students in each of years 7 – 10 with a broad range of experiences to maximise their engagement and learning in Science.

Teaching programs focussed on providing a wide range of activities including hands-on practical work, independent work, group work, use of computer technology, communication skills, literacy skills and numeracy skills. For added depth, guest speakers were brought in for a number of special presentations. Ruben Meerman, the 'Surfing Scientist', showed a variety of interesting Science activities to Year 7, Year 8 students participated in a performance style activity called STEMania and the renowned environmentalist Tim Silverwood gave a presentation on waste and its impact on the natural environment to Year 9 students. Year 10 students from the Selected Enrichment Class attended a day of workshops at the Australian Museum during Science week.

Achievement in external competitions was high. An outstanding 104 students entered into the ICAS Science Competition in 2016, with 9 students achieving Merit results, 24 students achieving Credit results and 3 students achieving Distinction results.

The Year 7 Selected Enrichment Class entered 15 crystals grown in class into the RACI Crystal Growing competition, NSW division. All of these made it to the final round of judging, with 7 crystals placing in the Highly Commended category.

2016 VALID results for Year 8 showed a growth in the total number of students achieving in the top 2 bands (Levels 5 and 6). Trend data shows a growth in girls' achievement, with overall results for the school higher than the state average result for girls. This was particularly strong in the areas of Knowledge and understanding and Problem solving and communicating.

In the student survey of their attitudes to science, in many areas our students scored above the state average in their positive responses to science in their lives. They indicated that they know about many careers that are based on science, that science helps them to make decisions about things in their lives, that protecting the environment for the future is their responsibility, that science provides information about today's important issues and that science helps them to understand the world around them.

HSIE Faculty

Throughout 2016, the HSIE faculty engaged in a number of activities and learning opportunities to help

our students understand the relevance of our subjects and to develop their interest in the areas of Mandatory History, Mandatory Geography, Elective History and Commerce.

In term one, Geography teachers organised an excursion for all of year 10 to the Bate Bay coastal area in the Sutherland Shire to help students to understand their current topic area on Coastal Management. This excursion was designed to give Year 10 the chance to see firsthand the impacts of erosion on Australia's coastlines. This excursion also helped students to have real life examples to refer to in their first assessment task for Geography. Year 9 Elective History students also had the opportunity to attend an excursion on Archaeology at the Rocks, one of Australia's first colonial sites. Here they learned what is involved in a dig and had the chance to experience the daily tasks an archaeologist performs in the hunt for evidence of the past. Our class activities for term one included learning about the Ancient Egyptian process of mummification by mummifying a tomato with year 7 History. Year 9 History also developed their empathy through completing a virtual site study of the first day ANZAC's landed at Gallipoli on 25 April 1915.

In Term two, our year 10 Commerce students had the opportunity to attend an excursion to the Police and Justice Museum and State Parliament. This excursion supported two units of work that they had completed in class and exposed them to a range of politicians who are responsible for creating and maintaining laws in NSW.

As part of our Gifted and Talented program in HSIE, year 8, 9 and 10 students in the GAT Geography classes competed in the NSW Geography Competition. Some excellent results were achieved with nine students receiving a High Distinction, ten receiving a Distinction and twenty-five receiving a Credit award.

In term three, year 10 History students amalgamated their understanding of the Vietnam War through viewing a performance called 'Vietnam– Dusted Off' by actor and musician Brett Hunt, whose father is a veteran of the war.

Term four, saw our teachers spend some time developing new programs for Geography to align our teaching with the new syllabus that will be in place in 2017 for years 7 and 9, and 2018 for year 8 and 10.

Teachers also had the opportunity to develop professionally by reflecting on our current strategies for teaching literacy and developing new activities that focus on students improving their skills in reading and writing.

In 2017, HSIE has some exciting new excursions planned for students in year 7 and 8 History, year 10 History and 9 and 10 Elective History which will aid students understanding of the topics they are studying and give them interesting and relevant experiences.

PDHPE / Sport Faculty

The PDHPE staff have been extensively involved in

sport for the benefit of students at GRC Peakhurst. Students have been supported in competing in School, St George Zone, Sydney East (Regional), and Combined High School (CHS), State Knockout tournaments for numerous sports; and Junior Gala days. Each year our sport programme seems to go from strength to strength, and this year is no different. Our fine crop of Peakhurst athletes have represented the school, zone, district and region with pride and professionalism and have displayed our core values excellently. In the St George Zone competition we had five teams dominating the other local schools who managed to take out premiership titles. In the annual competitions, we were successful in the boys competition in Rugby League 14's, and 15's Soccer. The girls had a great showing this year, being successful in Oztag 15's and 14's, in addition to Opens Soccer.

Our school carnivals were once again vibrant and enthusiastic sporting showcases. This year saw the house competition enter its second year, and the enthusiasm from the inaugural year had definitely carried over. The students once again displayed an enormous and infectious amount of school and house pride, with the new breed of house captains rising to the challenge of motivating and leading their houses to success in the sporting arena.

Congratulations to the following students who were named 2016 House Captains

Beachley:– Anastasia Gaskell, Annaleise Mitreska, Rashid Bushara, Brooklyn Wu

Goodes:– Ashlee Day, Violet Craven–Miller, Ali Kansou, Ashley Totten

Freeman:– Caitlin Hale, Angelica Esdaile–Watts, Peter Christoulakis, Jordan Spasevski, Omerhan Turk

McGrath:– Tammy Van Steen, Thomas Cheah, Murray Bushby, Joshua Ahn

Our swimming carnival was once again at Roselands Pool and we were lucky enough to have bright sunshine beating down on us. The whole school was awash with house colours making for a very colourful carnival with the overall winners being Freeman in the house championship. 41 students progressed to the Zone carnival, and of those, a huge 25 of them progressed onto the regional competition at Sydney Olympic Park.

Laps of Gannons Park were the order of the day again for the cross–country carnival, and the weather was a little bit more unpredictable. McGrath were the house victors and we managed to send 58 students through to zone level. 16 of our athletes were successful in gaining a top 10 spot in their age groups and managed to progress to regional level. A special note to the 16's boys age group where we managed to have 5 of the 10 places going to Peakhurst athletes making us champion school in that age group. The weather gods were smiling down on us for the athletics carnival this year, unlike last year's washout. We were blessed with bright sunshine all day and again the students effort,

participation and behaviour was outstanding and a credit to our school.

The Freeman house were victors in the house championship with some outstanding performances across the many events throughout the day. Overall house champions for 2016 were Freeman. Once again the reaction from the students when this presentation was made at the sports assembly at the end of the year further cemented the success and popularity of the house system. A sense of school identity and togetherness coupled with pride and competitiveness were clearly evident when the trophy was presented to the house captains.

Throughout the year GRC Peakhurst have entered many gala days and knockout tournaments, and each time we announce for students to participate, we are inundated with entries, again, showing the enthusiasm and drive that our students show towards sport. A number of students successfully trialed and played for Sydney East Teams in the CHS championships throughout the year:

Manaaki Baker – 15's CHS Rugby League

Casey Stanley – CHS Athletics & Swimming

Bienne Terita – CHS Athletics

Overall it was an extremely positive year for school sport at Peakhurst with the number of students going on to compete above the zone level increasing once again. This demonstrates an exceptionally high level of talent and ability to progress through to this high standard of competition.

Our sports people of the year this year were Casey Stanley and Floyd Te Paiho–Murray. Casey is an outstanding all round athlete who achieved age champion status at zone level for both swimming and athletics this year. She also went on to represent Sydney East at the CHS championships in both disciplines in a number of events. She is competitive and driven and I'm sure, will be battling out for this title each year she is at GRC Peakhurst. Floyd is another excellent all–round athlete. He competed at both zone athletics and swimming. He also won a St George grade sport competition where he played a pivotal role in the 14's rugby league team, and also contributed to his teams success in the Jason Nightingale rugby league 9's win. Floyd is an excellent rugby league player who will progress further in the game as he matures further.

Year 7 swim school saw all students in Year 7 complete a learn–to–swim and water safety program throughout Wednesday afternoon sport. Students improved in personal ability in the water and survival and rescue techniques. The PDHPE department would like to thank our outstanding Year 9 and 10 PASS students who assisted throughout the year with not only our school carnivals but also our local primary school carnivals and PSSA Friday sport afternoons. Their dedication and enthusiasm allowed for the smooth running of all events. Once again, the students' achievements and efforts in the sporting arena are a

testament to their unfaltering commitment to our school values of Respect, Responsibility and Excellence.

TAS Faculty

In 2016 the TAS department implemented a number of activities that challenged and engaged students. Two MasterChef food challenge competitions were offered for students. The stage 5 winner was Joanne Troung from Year 10 and Stage 4 team challenge winners were Katerina Pegios and, Tayanytah Iverach from Year 7.

A Hospitality crew, consisting of students in Year 10 Food Technology was established in 2016. Students are given the opportunity to plan and cater for large and small school events. For instance, the hospitality crew catered for all of Year 7 and many parents for the 7 Lion King Performance Day. Such projects provided students with real life experiences and saw them liaise and negotiate with other key stakeholders involved in the event.

In 2016 student desks in the food laboratories were replaced with stainless steel food preparation benches. The same equipment used in cafes, restaurants and other food catering ventures. These have given students more work space and the opportunity to familiarise themselves with standards required by the hospitality industry, which is the largest employer of teenagers in the country.

The TAS department collaborated with the careers advisor to offer students a barista course. After a rigorous day of lectures and practical work, all our students were competent in the practical and written assessments to attain national recognised Certificate by the registered training provider.

The TAS department collaborated with the school welfare team to organise the Karitane organisation to present their "Talking Realities program. They aim to educate young people about the impact young parenthood has on their lives.

Other excursions to Sydney Tower Dining and to local child care centres and play grounds provided students in elective Food Technology and Child Studies the opportunity connect classwork to real life.

As an extension activity, students in Wood Technology, painted a mural in the timber workshop. Their efforts on this design project saw the school logo and values painted on the back wall of D4.

2016 also saw Industrial Technology Electronics being introduced as a new elective and D5 converted into an electronic room.

CAPA Faculty

2016 was a wonderful year for the CAPA department at Georges River College Peakhurst. The faculty not only ran its Music Tutors Concert, Performing Arts Day, Peakform and PeakView, but also spearheaded the running of GRC Peakhurst's first outdoor Movie Night. In addition, the faculty participated strongly in Open Night and the exciting Launch of New South Wales

Education Week at our school.

Education Week Launch: Entertainment was provided by our talented students, singing and dancing for the Governor, the Premier, the Minister for Education and many honored guests, all of whom commented favorably on our student's performances.

Year 7 Performing Arts – 'Lion King'

In Second term the faculty held an annual Performing Arts Day where the students performed the Lion King with drama, song, dance and Props that they had made in the CAPA creative art rooms. The parent turnout was very gratifying and the TAS department were outstanding in their contribution to the catering for the Lion King Picnic. Parents also helped bring food and drinks and assisted with setting up and make-up / hair and other tasks. It was wonderful happy and inclusive event.

2016 Photography:

- A major excursion to the Sculpture by the sea for othe elective photography and visual art students.
- A wonderful photographic excursion to the city.

Ceramics

9 Elective Year Ceramics completed many assessment tasks based on producing creative and technically accomplished works. Students gained skills in the hand building techniques of Pinch, Slab and coil constructions based on many themes. The class was able to record, organise and present ideas and processes over time. Every class member was able to exhibit their work in our annual art exhibition Peakview in Term 3. We were very lucky to be successful in our application in applying for a P&C grant in which we were able to purchase resources to be used in 2017. These included over 60 slip casting molds, underglazes and glazes and two slip casting tables. We look forward in the expansion of the Ceramics program with these wonderful resources engaging all students from Year 7–10.

Music

2016 was an action packed year with many musical events taking place. To start the year, our Year 7 students attended the Meet the Music program run by the Sydney Symphony Orchestra, performing with the Australian Jazz icon James Morrison. NSW Education week launch was a resounding success with students from our school performing for a variety of dignitaries including the then premier of NSW, Mike Baird.

The GRC cross campus concert band is reaching new heights, winning Gold at the Engadine Concert Band Festival, adding to their already fantastic array of awards. Finally Peakform was a resounding success, with a fantastic showcase of the amazing talent coming through GRC Peakhurst. They saw students perform a range of Australian classics, with numbers by the Bee Gees, John Butler, Powderfinger and AC/DC as well as the great compositions created by students at GRC

Peakhurst.

2017 is shaping up to be an even greater year than 2016, with the return of Mr. Reidy, Year 8 students to program 2SSR, 99.7FM Radio Station, Year 9 and 10 entering a songwriting contest where the winner will have their song recorded by the class at a professional recording studio and the ever amazing Peakform conclusion.

It has been an inspiring time to be a part of the vibrant community that is the CAPA department and community of Peakhurst Campus with its many creative and performing arts activities.

The number of other events that the creative arts and performing arts team were involved in was so extensive that a review of the year shows that there were only six weeks in which an extra curricula activity of some kind was not assisted or promoted or indeed created by the hard-working team in the CAPA department.

Dance

Our Dance programs at GRC Peakhurst Campus continued to excel over 2016, with our extra-curricular Dance and Aerobics groups competing and performing at several competitions and events.

Over the course of the year, our athletes and dancers have represented us proudly at several events including the 2016 Schools Spectacular, the Ultimo Public Schools Dance Festival Series, the Sydney Eisteddfod, NSW School Aerobics Championships, NSW Dance Star Championships and our annual performing arts evening, Peakform.

Our competitive Fitness Aerobics team won a gold medal at the School Aerobics State Championships, ranking them first in NSW. They went on to compete at the National Championships where they were ranked in the top 10 schools in the country.

Our Fitness Aerobics team trained throughout the year, during Wednesdays sport and 7:00am of a Friday morning, plus additional training independently to work on cardiovascular fitness and strength.

Our Dance Ensemble did equally well with receiving first in the state in their respective section and went on to receive a bronze medal at the Dance Star National Championships, ranking them third in Australia.

Our dancers also competed in the highly competitive Sydney Eisteddfod, competing against some of the top ranking state and private schools across Australia and New Zealand. In addition to this, we were selected to perform at the Ultimo Public Schools Dance Festival Series, showcasing the talents of students and teachers in dance and choreography in primary and secondary public schools. Our dancers trained one afternoon a week, in addition to lunchtime and before school rehearsals.

In 2016 we offered a scholarship to a Year 6 student who has enrolled at Peakhurst Campus, from our past gifted and talented dance program entitled PeakAbility.

This student was Lauren Vizzy, who has displayed remarkable talent, commitment and enthusiasm and is the proud recipient of our Peakhurst Campus Dance Scholarship for 2016. This \$500.00 Scholarship has been awarded to Lauren for her commitment and performance in the PeakAbility program during 2015. We look forward to our Dance programs continuing to thrive in 2017.

Special Education Faculty

2016 saw many milestones for Special Education here at GRC Peakhurst, both within the Support Unit and Learning Enhancement Team. We welcomed new staff and new students.

The Learning Enhancement Team was also very busy supporting many students in the classroom as well as withdrawal groups for assistance across all KLA's, homework and assessment tasks by our fantastic team of LaST and Learning Support Officers. Our alternative learning space, the Learning Enhancement Room edged closer to completion and is now fully operational. Many students frequent this room as well as the sensory room during recess and lunch. A detailed Learning Enhancement Team Report follows at the conclusion of this report.

The Support Unit gained a new IO/Autism class and had a Year 7 enrolment of 10 students. The renovations included an extra classroom and also included painting throughout all four classrooms, the addition of a smartboard and new display boards and furniture. We were also fortunate to have had financial assistance from the school P&C to purchase air conditioning units for our existing classrooms.

We were successful in establishing our own Enclave site for the Work Experience program at Coles, Hurstville Westfield. Thankyou to the staff, in particular their assistant manager. Our target group of Year 10 students from the Support Unit and mainstream setting attended work experience every Thursday for a semester and were supported by our fabulous Transition Support teacher, Mr Hayes. This program was supported by LINK funding.

Our annual camp was a success, taking students from Peakhurst, Hurstville and Oatley campuses. We ventured to Richmond, Lutanda Yarramundi campsite via Featherdale Wildlife Park. Thank you to our very generous community supporters for your donations. The Lionesses donation pays for our coach transport and the donations from all our local clubs help us to subsidise the overall camp price for each student. This year, we had a number of students who were 'day campers' and experienced camp for the day. They travelled on the bus to Featherdale Wildlife Park and their parents collected them in the afternoon. It was a great opportunity to experience camp and engage with our senior students. I know the students and staff are looking forward to camp in 2017.

2016 also saw some Support Unit students taking on whole school roles and responsibilities. We had two SRC representatives and two students joined the Chair Crew. Well done and congratulations! We are

extremely proud of you.

At our Annual Thank You Morning Tea we had the opportunity to invite many people who support us throughout the year, including of course, our parents. But also in attendance were the Georges River Lionesses, members of the community who have assisted us in our Friday Sport program and senior executive staff from school.

Lastly, in Term 4, we had Year 10 Transition to Oatley in preparation for Year 11 and 12 for 2017. This program runs annually and coincides with the mainstream program. It provides our students with the opportunity to experience the day in the life of a senior student as well as orientating themselves with the changes they face as they leave the junior campus and enter into their last two years of schooling. They are supported by the GRC Oatley Support Unit staff as well as an LSO from Peakhurst.

Learning Enhancement Team

2016 Learning Support identified a total of 132 students who needed classroom adjustments to help them access the curriculum on the same terms as their peers. There were 4 students receiving integration funding and the remainder of the students were covered under flexible funding. We had a LaST allocation of 1.7 teachers and six part-time School Learning Support Officers, totalling 10 Days per week. We funded an additional LaST for one day per cycle. 100% of the allocated funds were used on SLSO and teacher employment.

PROGRAMS OFFERED:

Morning Reading Roll Call – We started the year with 18 students. 9 of who had reading levels below benchmark. The students were assisted by our Year 10 peer tutors. The number of students decreased throughout the year as students graduated off the program.

Learning Enhancement Centre/Games room – This room was open nearly every recess and lunch for all students in the school. This was run and supervised by a Learning and Support Teacher (LaST) at all times. The room offers academic games that students can play in a social situation. Students from all years attended.

The Learning Enhancement centre was developed and completed at the beginning of term 3. The room also has a sensory section. This is accessed by students who need time out throughout the day. This was supervised by a LaST.

Assignment Assistance – The LaSTs offered assignment and class work assistance during recess and lunch in the Enhancement Centre. Daily Dose organization involved the printing and distribution of all the Year 7 and Year 8 Literacy material for the Roll Call Reading Program, also the compilation and updating of Answer Folders.

STUDENT SUPPORT:

Assignment help – This was available to all students in the school. Student Learning and Support Officers (SLSO's) and LaSTs would withdraw a student or a group of students from class to work on assignments. The requests for help were made by class teachers and/or students. Assignment help was also offered during both recess and lunch in the games room as stated above. Help was in the form of re-writing assignments in a simplified form, making scaffolds and explaining assignment requirements to the students and helping them to research information.

SLSO in-class support – SLSOs worked from a timetable of 5 periods per day. This timetable changed regularly depending on student and class teacher need. SLSOs attended to targeted students and also helped the class teacher in any area required.

Special Provisions – For all assessment tasks and exams, eligible students are provided with the special provisions of either/or a reader, a writer, separate supervision, time to rest and time to process, and the use of a word processing device. Students are assisted by either a LaST or SLSO.

Support Unit Sport – The LaST has significant involvement with the Support classes including taking the whole Unit for sport on Wednesday afternoons. At times, students required escorting; supervising or settling or when an additional pair of hands was required.

Year 10 Special Transition–This program identifies Year 10 students who would benefit from additional transition visits to GRC–Oatley. It allows these students to have a more personalised orientation of their new school. We had a total of 7 students participating in this transition program.

Year 6–7 Pathfinders program – Pathfinders provided a program for those students in our Year 6 feeder schools who would struggle to transition smoothly to secondary schooling. These students were identified by their primary teachers as likely to experience difficulty in the transition due to lack of maturity, poor social skills, low academic ability and poor behaviour, or a combination of some or all of the above. The goals of the program were for students to understand the routine of high school, understand and experience the structure of GRC – Peakhurst, develop positive attitude/feelings to high school and review or learn subject skills needed for Year 7. There were 21 students participating in this program for 2016.

STAFF SUPPORT Team Teaching – Classroom teachers are offered the service of team teaching. In 2016 we assisted teachers by withdrawing small groups of students on a regular weekly basis, and on a short term basis. The LaSTs also team taught in regular classes on both a long term and short term basis. Support was given upon teacher request. This year LaST support was provided in Math, Science, English and HSIE.

Curriculum Support – LaSTs worked with classroom teachers upon request and advice is given regarding

adjustments in the classroom. The LaSTs also adjusted classroom work, created worksheets and booklets and adjusted exams in all KLAS throughout the year.

In-servicing of staff. In-services were provided on:

- Making adjustments in the classroom.
- Students identified by Support in 2016.
- Collaborative meetings were also held periodically regarding students who may need additional help throughout the year.
- Life Skills and Modified programming

PARENT SUPPORT

Consultation with parents is offered on an ongoing basis. Parents are encouraged to speak with the LaST and Support Head Teacher whenever they feel the need. Email and phone support is provided for parents who struggle with assisting their child with school work. Parents are able to email their concerns at any time to the LaSTs and the Support Staff will attend to the student needs the next school day. Communicating with home – We worked on an email system to replace the fortnightly monitoring of students as this was proving disruptive to classes and embarrassing to some students. The email process will be up and running for 2017. It involves sending home regular emails to parents and Support students to ask if they are having any problems and in need of support assistance. It is hoped we will be able to contact every child identified by Support, twice a term, to ensure they are coping with school workload and assignments.

ADMINISTRATION

Personalised Learning Plan (PLP) – Each student identified by the Learning Support Team and placed on the NCCD register is given a PLP which has been developed through a collaborative approach between parents, class teachers and any other interested parties. These PLPs are available to all staff members and sent home for parent information.

Collation and dissemination of information – This happens on a regular basis whenever new information is provided on students under Support care. This can be from parents or other outside agencies or other classroom teachers.

All Support staff maintained a running record of help offered to students. Any problems which arose was communicated to the LaST and dealt with ASAP.

Review meetings – Students on integration funding, and students with high Support needs have a review meeting with all interested parties in term 3 to ensure appropriate support is provided.

Transition meetings – Transition meetings happen between teachers from other schools and/or outside agencies. Transition meetings happen between students in Year 6 moving to Year 7, and students in Year 10 moving into Year 11 on a regular yearly basis.

Other meetings occur throughout the year when new students are enrolling in our school.

The Transition of Year 10–11 students included subject selection, Oatley Course Selection Information Evening and the attendance of meetings with Oatley staff to review classification of students and possible course selection.

Staff also worked with our careers adviser to interview all students in our care to ensure appropriate subject selections were made for the senior years. Transition meetings are also done with TAFE institutions where our support students have elected to study TAFE courses in Years 11 & 12.

NCCD –Through teacher surveys information was collated on students and 77 NCCD entries were made this year. The results of the surveys are used to update student PLPs.

Access Requests–Access requests are made each year for students requiring funding, additional funding or placement at another school. This year we have completed access requests for 3 students requiring new placements for 2017.

Timetable for SLSOs – The LaST monitors where the SLSOs are needed and the requests for help as made by classroom teachers. This is an ongoing process and changes are made regularly throughout the year depending on need.

Support Budget – Integration and flexible funding is budgeted by the Learning Support Team and allocation of SLSOs is organised according.

Additional Assessment –Acer testing for prospective Year 6/7 Students was conducted, marked and reviewed. New students were given this test on entering our school. The results allowed us to check GAT class placements.

Boys Sports Roll Call – This year we introduced a boy's physical roll call. This was developed with the P.E department. It involves boys within our school who are having behavioural problems, participating in a physical sports program during morning roll–call. It is hoped that they will expel any pent up energy and be able to concentrate more in class. Results will be assessed in 2017.

External Agencies –Liaised with outside therapists including the Cerebral Palsy Alliance, St George Therapy Centre Physiotherapists and autism specialists to implement their recommendations and organise adjustments in the classroom to supplement those agreed by the Learning Support Team.

INSERVICES – Learning Enhancement Team Members participated at:

1. Regional LaST meetings
2. Attended the Tuesday afternoon Wellbeing Meetings (Wk A) and the Tuesday afternoon Learning Enhancement Team meetings(Wk B)

Student Wellbeing Team

GRC Peakhurst Wellbeing Team

Georges River College Peakhurst Campus is committed to the well-being of all students in the school by providing a positive and nurturing learning environment where all students are valued. Student well-being underpins all teaching and learning programs in an atmosphere of care and concern.

Georges River College Peakhurst Campus not only caters for the academic needs of the child but ensures that its students are given a diverse curriculum and a breadth of extra-curricular opportunities to meet the social and emotional needs of young people. It is our focus to equip students with the important life skills they need to be leaders and responsible participants in a rapidly changing world.

The Wellbeing Team consists of the Principal, Deputy Principals, 4 Year Advisors, School Counsellors, Student Wellbeing Committee Co-ordinator, SRC Co-coordinator, Girls Supervisor and Careers Teacher. As a group, the Wellbeing Team meet regularly to discuss students, review strategies and proactively plan strategies and programs in which to better support student wellbeing in all areas. The Student Wellbeing Team is responsible, along with all members of staff, to ensure that student wellbeing is a high priority within Georges River College Peakhurst Campus.

The Student Wellbeing Team proactively engages with all students individually, in small groups or in year groups to actively promote cognitive, emotional, social, physical and spiritual wellbeing. Students may work with the Year Advisor, the Deputy Principal, the school counselor or other agencies where appropriate.

The Deputy Principals regularly meet with Year Advisors to coordinate a range of age appropriate wellbeing programs for all students at Georges River College Peakhurst Campus.

The Student Advisors' work tirelessly to provide support to all the students in their year group. They also organise many activities and workshops for the students to attend that often involve current issues that are pertinent to their well-being. These have included the 'Wired' Production, 'Verbal Combat' Production, 'Cheap Thrills' Production 'Cyberbully' Production, guest speakers from the Black Dog Institute, White Ribbon Foundation, community representatives from Headspace along with many other organisations. These activities inform and provide students with a platform of information to assist them in dealing with being a teenager in the 21st Century.

Initiatives and activities in 2016 – The GRC Peakhurst Wellbeing Team was involved throughout 2016 in creating and delivering exciting programs and initiatives that provided students opportunities in leadership, mentoring, public speaking, increasing their self-esteem and many other self-awareness activities. These included programs such as:

- The Strength Programs
- The Shine Program
- The Switch Program
- The Menai Youth Project
- The Pathfinders Program (Year 6 Transition)
- Peer Support
- Peer Tutoring
- The Student Eye Care Program
- Suicide Awareness Program
- Domestic Violence Prevention and Awareness Program
- Talk about it Program
- Headspace Program
- Fundraising for Stewart House
- Primary Transition Pathfinders Program
- Year 10 Orientation Program
- White Ribbon Day
- Harmony Day
- PBL (Positive Behaviour for Learning) Student Forum
- Student Wellbeing Committee
- YAP Days (Year Advisor Program Days)
- Year Assemblies
- Rewards Morning Teas
- Rewards excursions

PBL – 2016 saw the continuation of PBL (Positive Behaviour for Learning), which is a systems based approach for establishing the social culture and individualised behaviour and academic supports needed for schools to be effective learning environments for all students. Two teams were continued, one being a staff PBL team and the second a student PBL team. We, as a school, continue to empower students to participate in the decision-making processes of PBL through actively promoting a student forum committee. We as a school continue to work with students to support the school's implementation efforts, through input into: developing and reviewing the school-wide expectations and values. Lessons were run in all Year groups during roll call time to explicitly explain and teach our students what Positive Behaviors look like in different settings around the school such as the playground, classroom, canteen, corridors and in public spaces etc.

The PBL student Committee has been instrumental in actively engaging and contributing to our School matrix and the continuation of the program. This will continue throughout 2017.

Student Wellbeing committee – This committee was actively involved in the promotion of Anti –Bullying / Anti Racism – adding a more positive approach on our schools policy. A selected group of students regularly spoke at our formal assemblies and wrote articles that were published in our schools newsletters. This group was also responsible for activities to promote anti violence against women for White Ribbon day. These students made posters, sold ribbons, made a video and ran a whole school assembly to support this cause.

School Partnerships – during 2016 Georges River Life Care ran many student based programs including the Shine Program and Strength Program across Years 7–9.

Shine Program – Was an 8 week program for female students in Years 7 and 8 held at the school each Thursday afternoon. The benefits of the program included: building on student strengths, looking at respect for themselves and others, personal appearance, health, resilience, managing emotions and making students aware of cyber bullying. These activities provided our students with the positive tools for success in the future.

Strength Program – Was a 7 week Program for male students in Year 9, facilitated by Tom Ayres from Georges River Life Care and two other Youth Workers. Students benefited from the program in the following ways: building on student strengths and respect for self and others, resilience, partying safe, valuing and respecting women and planning for school studies.

These activities helped empower students with the positive tools for success in the future. Students also had opportunities to engage with each other, listen to some inspiring guest speakers to gain knowledge and to place value on themselves and others.

Georges River College Peakhurst Campus also continued our successful partnership with 3 Bridges Community Hurstville through running the Switch Program for Boys in Yrs 8 & 9. The Switch program allowed participants to explore and challenge themselves to be leaders in their own lives. The program empowered students to take responsibility for their behaviours, life choices, life circumstances and provided opportunities for them to become leaders.

Pathfinders Program – This program offered our Year 6 primary school students some extra time in their transition to high school. On the day Year 6 students were greeted by several Year 7 students who gave wonderful insight as to what GRC Peakhurst can offer them. We also took a tour of the school, went through the school diary, played some ice-breaker games, and did some sessions on stress management, healthy relationships, bullying and cyberbullying. These students later on in the week attended classes to get a taste of what high school is like.

Rewards Excursions – during 2016, the Wellbeing Team organised two Rewards excursions, celebrating student achievements and the positive movements in our Welfare Point System. In Term 2, students who achieved Gold, Silver Bronze or Level +3 were taken to King Pin Laser Skirmish and Bowling – Darling Harbour. Over 60 students were in attendance. In Term 4, students who achieved Gold, Silver Bronze or Level +3 were provided with an opportunity to attend Jamberoo Recreation Park. Over 100 students were in attendance.

Rewards Morning Teas – the Wellbeing team congratulated the achievement of students for doing school service in a variety of ways. Each student received a special letter to take home to their parents and was rewarded for being involved in:

- Peer Support
- Media, light, chair, sound and stage crew
- PBL student forum committee
- Aerobics and Dance Teams
- Wellbeing Student committee

It gives us great pleasure to reward students for all their successes, whether it is academic, sporting, school citizenship and many other school involvements, which allow for students to do their best. We are looking forward to seeing how many more students will be rewarded in 2017.

Gifted and Talented Program

Georges River College – Peakhurst Campus is an educational setting that celebrates the diversity of its student cohort and provides meaningful opportunities for all students to maximise their academic potential throughout everyday learning activities. This process is clearly outlined by the school's Selected Enrichment Class program, which offers students the opportunity to benefit from a differentiated curriculum that caters to their unique educational needs through a continued focus on higher order thinking skills.

In 2016, a Selected Enrichment Class ran in Years 7 and 8 for identified Gifted and Talented Students, with 29 students in the Year 7 class and 30 students in the Year 8 class. Selection for the Year 7 class is based on literacy and numeracy testing coupled with other supporting evidence. Placement in the Year 8 class is based on demonstrated academic achievement in the core subjects of English, Mathematics, Science and HSIE. Students are also obliged to participate in relevant extra-curricular activities that facilitate their ongoing social and academic development in different contexts. Positions in the class are monitored throughout the year.

In addition, Selected Enrichment Classes ran in Years 9 and 10. Separate classes were offered for English, Geography, History, Mathematics and Science for students with demonstrated academic achievement in those subjects. Students in all classes benefit from

activities specifically catered to their ability levels, a differentiated curriculum and a sustained emphasis on critical analysis skills.

Georges River College – Peakhurst Campus recognises that academic development occurs both inside and outside of the classroom. As a result, numerous extension and enrichment activities are offered throughout the school that foster the development of students' oral communication, teamwork and evaluative thinking skills.

One such extension activity offered is the Premier's Debating Challenge, which provides interested students with the opportunity to participate in a state-wide debating competition. This competition encourages them to consider pertinent social and cultural issues in a regulated forum. The Year 7 A team was successful in being awarded the title of Sydney Region Runners-Up, ensuring they were the highest placed non-selective school in the state. Furthermore, the school ran various literacy and numeracy initiatives designed to celebrate student achievements outside of the classroom.

Students from all year groups were encouraged to enter a school-wide short story competition, designed to showcase creativity and sustained writing skills.

Finally, the members of the Selected Enrichment Class are asked to participate in the ICAS Competitions each year in order to gauge their academic achievement against students from across the state and provide teachers with important diagnostic information that is used to inform future programming.

Student Leadership

The 2016 SRC has had an exceptionally busy, productive and rewarding year, organising a diverse range of activities that benefit the entire school, providing forums for students to meaningfully engage with issues that impact the entire community. They have developed outstanding leadership skills that have enabled them to support within and out of school initiatives, mentor younger students and foster a culture of mutual support within our school.

In Term One, the SRC supported the Leukaemia Foundation through its participation in the annual Crazy Hair Day. This is an incredible event that illustrates the social conscience that is at the forefront of our school community. Due to incredible acts of generosity from students and parents, we were able to raise over \$1600, which will assist in treatment and research as well as support for affected families. Special mention must go to our students who raised hundreds of dollars by volunteering to shave their heads. Mr Fisher and Murray Bushby of Year 10 also kindly donated their leg hair to be waxed by fellow students and teachers to raise even more money than in previous years. These acts highlight how every individual can positively influence their surrounding community through acts of generosity and kindness. A special thank you to all of those teachers and students who volunteered to have their hair coloured and legs waxed in support of the cause as well as Ms Leeke for being our hairdresser

again on the day.

Throughout the year, there have been countless everyday initiatives that have provided students with the opportunity to take an active role in shaping the development of their school community.

Leadership and critical thinking skills have been cultivated through the SRC Training and Planning Day, School Open Night, Year 7 Meet The Teacher, Year 10 Peer Support, Harmony Day Assembly, speaking passionately and empathetically at our Anzac Day assembly, Year 10 delivering engaging, stimulating and educational training sessions at Leadership Camp, representation at Peakview and Peakform, chairing and running formal assemblies and year meetings, actioning and campaigning for events such as White Ribbon Day, Mufti Days, RU OK? Day, as well as community representation by our Captains and Vice Captains in Remembrance Day events.

It must be noted that our school leadership is not exclusively limited to our SRC members; rather, it is a trait that runs through our entire student cohort. A special thank you must go to the numerous additional helpers on Open Night, Movie Night, Peakview, Peakform, Year 6 Orientation and the Surf and Sun Awareness Day, as this has enabled us to double in our efforts and embed an acute sense of social justice within our shared identity.

In Term Two, the SRC was successful in achieving our term focus by raising \$715.50 for the Picton Relief Fund. Together as a school, we were able to assist many flood victims who lost their homes in recent floods in Sydney by running a mufti-day where all students were asked to wear high-visibility clothing, outlining our solidarity with the various workers who maintain our safety in turbulent times and prioritise the safety of others above all else. This event outlined how our students endeavour to remain aware and considerate of current events that are shaping our country.

In Term Three, GRC Peakhurst was given the amazing opportunity to launch Educational Week here at our school. Our school leaders were able to display their unique skill-set to a state-wide audience, as demonstrated by our School Captain Caleb Round and Vice-Captain Erica O'Brien MC'ing the event, Tallis Brown reading the Acknowledgement to Country, Tamara Reynolds our School Captain and many more dancers performing in the event, and over 45 dedicated helpers guiding our esteemed guests around the school. Ultimately, this day communicated our school's values of "Respect, Responsibility and Excellence" to the entire educational community.

Leadership Camp provided SRC members and other school leaders an opportunity to participate in a three day course designed to develop student decision making skills, increase the ability to take initiative and effectively communicate with others. Karaoke brought out our best and worst singers amongst both teachers and students. Students must be commended on their enthusiasm to participate in new and challenging tasks, get to know new people and step out of their comfort zone in order to increase their effectiveness as student

leaders. This growing sense of passion has been brought back school, as many younger students have applied for positions in the 2017 SRC.

As previously mentioned, our school fosters leadership skills amongst all students rather than limiting it to a particular few. This process is best highlighted by the passion and commitment demonstrated by one of our Year 10 students, Erin DeFraine–Murphy, as she spearheaded our school's first foray into child–sponsorship. Erin is a student with a keen sense of social justice and a passion for equality. She identified child sponsorship through World Vision as her primary aim for her final year at GRC Peakhurst, hoping to introduce an ongoing program to support a child in need to gain access to the everyday items we so often take for granted. Despite a range of administrative setbacks within the company, Erin's perseverance and enthusiasm for the cause never wavered and she was able to change a multi–national corporation's payment options in order to suit our school's financial needs. Congratulations Erin!

In Term Four, GRC Peakhurst's SRC held a Surf and Sun Awareness Day designed to strengthen all students' knowledge of easy, everyday strategies that can minimise the potential risks associated with the sun–filled, active lifestyle that is so important to our Australian culture. An idea originating with Year 10 student Lauren Manners, SRC members presented sun safe preventative strategies to their peers in classrooms around the school, ran a slushie stall and allowed them to vent a year's worth of frustrations by throwing sponges at some of their teachers. I don't think any student will forget the sight of their teachers returning to Period 5 dripping wet any time soon.

Ultimately, all SRC members and student leaders are to be congratulated on the truly inspiring efforts they have made this year to constantly improve our school community and ensure all students have a voice that is heard throughout our wonderful school. These students embody our school's values in your everyday interactions and provide a constant reminder of the countless ways each and every one can create change in the world if we have the passion and commitment to make our hopes and aspirations a reality.

Beginning Teachers Program

Georges River College – Peakhurst Campus recognises that the development of vocational skills is an ongoing process that continues following tertiary graduation and requires continued support and meaningful professional development. Early career teachers need formalised support networks to enhance their pedagogical effectiveness and reflective thinking skills to facilitate sustained student development.

In 2016, all beginning teachers at Georges River College Peakhurst Campus participated in a structured program designed to help them meet administrative and legislative requirements and provide a professional support network built on collaboration.

NSW Professional Standards for Teachers describe the knowledge, skills and understanding expected of

competent and effective teachers. All teachers need to demonstrate their ability to meet these standards throughout their everyday practice. This is achieved through the formal accreditation of teachers through the submission of a portfolio that highlights their ability to meet all vocational requirements.

To assist teachers to meet these standards, Georges River College Peakhurst Campus developed eight beginning teachers through a range of networking and mentoring experiences. Each teacher participated in regular meetings designed to explicitly outline the requirements of the accreditation process, provide opportunities to analyse relevant samples and reflect on their teaching experiences, thereby fostering meaningful growth.

Beginning teachers were provided with an allocation of professional learning days to develop their professional standards in line with the NSW Professional Teaching Standards. These professional learning days were recorded as evidence for accreditation in conjunction with professional mentoring / dialogue.

In 2016, four beginning teachers were accredited at a proficient level with the remaining beginning teachers working towards being accredited at this level.

Georges River College Peakhurst Campus is committed to ensuring the Australian Professional Standards for Teachers is an integral part of our quality teaching and learning.

EAL/D and International Students Program

In 2016, Georges River College Peakhurst Campus continued to provide a comprehensive support structure for students who enrolled with English as an Additional Language and/or Dialect.

The 2016 EAL/D Annual Survey indicated that GRC Peakhurst had a total of 392 (57.8%) LBOTE students (an increase of 40 students from 2015) with 230 students requiring EAL/D support including 5 international students.

The school has also received a 1.6 EAL/D allocation, an increase of 0.4 from 2015, to allow an extra EAL/D teacher to be appointed to provide further support to EAL/D students

.In 2016, most EAL/D students at GRC Peakhurst were clustered in targeted EAL/D classes.

The school's EAL/D program was delivered through various modes including: Direct teaching: targeting stage 5 with approximately 25 students receiving intensive support in a small group setting for 11 periods per week; Collaborative teaching: where the EAL/D teacher worked collaboratively in a team teaching environment targeting stages 4&5 including approximately 120 students over 25 hours per week and Resource: the EAL/D teacher worked closely with classroom teachers to provide or modify resources to cater for the EAL/D students' needs. This covered stages 4&5 and targeted over 110 students.

Students' progressions were initially updated on ERN after completion of their first assessment task or based on their exit reports upon arrival from the IEC and on a regular basis throughout the year.

Due to the presence of an extra EAL/D teacher in the classroom, EAL/D students received immediate formative feedback to enhance their literacy skills in their subjects.

The EAL/D teacher also provided provisional support through Roll Call: targeting less capable year 10 EAL/D students with their class-work, assignments and assessment tasks. Reading, writing and listening programs were also delivered during this time through an EAL/D 'help station'.

EAL/D general support was provided before school, during recess and lunch every day. This was available to year 7–10 EAL/D students who required assistance with their school work in all KLA's. The provision of pastoral care support was also provided to students before and after school, during recess and lunch.

In 2016, Gonski funding allowed the school to complete a class set of laptops for the EAL/D students to be used in class to cater for their learning needs as the Government Laptop Program had phased out.

The Gonski funding also provided an opportunity for the EAL/D teacher to spend one professional development writing day with each faculty to develop a unit booklet using Super Six and EAL/D strategies to be used in classes across the school in 2017 to enhance students' literacy.

The EAL/D Teacher continues to be responsible for monitoring EAL/D and International Students' progress and learning. The EAL/D teacher checks and updates attendance and contact details of International students twice per term. Monitoring of International Students' welfare was conducted on a regular basis, with all information are kept electronically on a database. New policies and procedures are regularly updated through network meetings and International Students Coordinator training days.

Aboriginal Education

We respectfully acknowledge the past, present and future custodians of the land on which Georges River College is situated. We pay our respects to the leaders of the traditional custodians of this land and together we acknowledge the contributions of Aboriginal and non-Aboriginal educators have made to the Aboriginal children in the school and on the land we share together.

Georges River College Peakhurst Campus is committed to improving the educational achievements of Aboriginal students in our school and provides opportunities through community collaboration with families, culture and tradition to connect, succeed, and thrive in an enabling school environment (DEC, 2015) in line with the Peakhurst Campus school plan and the Department of Education's key strategic directions for Aboriginal Education (DET, 2015). More

information can be accessed at:

https://www.det.nsw.edu.au/media/downloads/about-us/how-we-operate/strategies-and-plans/corporate-plans/Strategic_Directions.pdf

This report provides an overview of our commitment to Aboriginal Education implemented through continual professional development, cultural programs and ongoing student learning opportunities.

Georges River College Peakhurst Campus has continued to develop ongoing partnerships with the local community and important services and agencies.

1. Partnerships: Ongoing development with various agencies within the Peakhurst area inclusive of: Australian Electoral Commission, Local member for Parliament, Hurstville Council, Hurstville Regional Gallery, Greater Sydney Local Land Service, Local AECG, junior AECG within the GRC College, Aboriginal Education consultant and community groups, elders groups, parents and families along with sister primary schools.

2. School and Child Readiness: Transition programs that include pathfinders and primary links for years 4–6 students. Orientation for students from 10 – 11 with all Personal Learning Pathways documentation forwarded to relevant higher education bodies. Connection with mentors and leaders to guide and support new enrolments and maintain cultural and traditional connections.

3. Literacy and Numeracy: Key KLA'S are implementing required curriculum changes to enhance literacy and numeracy skills.

- Morning roll call literacy and numeracy activities.
- Learning support assistance (in class support teacher's assistance) where required and agreed.
- Assessment tasks are modified according to individual students learning needs/understanding, the opportunity to be involved in homework centres and one to one mentoring in a culturally safe environment.
- Homework centre
- Personal Learning Pathways
- Extra support availed through resources purchased from 2014 and 2015 RAM funding has availed the implementation of a Koori Room resulting in a dramatic improvement in NAPLAN results for our Aboriginal student population.

4. Culture and Identity: During 2016, the Aboriginal education coordinator has continued to work to develop trusting relationships with parents, community, staff and students within GRC Peakhurst Campus and across the college.

During this process, Personal Learning Pathways for students have continued to evolve aimed at establishing better communication strategies with and

between our local community, students and families. The implementation of PLP's is organised through meetings with parents and students. In 2015, a generic PLP framework for all of the 4 campuses was established to ensure consistency and address the school's and the student's diverse learning needs and current goals. This framework has been adapted and utilised throughout 2016.

In 2017, teachers from all KLAs will be requested to produce a basic report highlighting students learning needs, areas of strengths and abilities. Information provided will be utilised to develop a portfolio for individual students to take with them when they graduate.

As a school, we are constantly working to maintain engagement and community connection, our PLP meetings provide an opportunity to engage with the parents and the students at an individual level. These sessions are also important when providing information relating to attendance, engagement, identity, skills and future goals. Through these meetings common themes/requests that emerged included:

- Access to cultural activities/events within the school to engage identity.
- Access to community organisations to support families and students.
- Access to community organisations to support school.

Outcome: Developing the PLPs continues to provide schools with a better understanding of the students' cultural and educational needs along with aspirations and goals from both the family and student perspectives. Along with information that may assist in addressing a more positive approach to learning and attendance.

The Future Aboriginal community involvement at the school level will be maintained and increased through our growing partnerships and activities within the school environment, strategies that are currently in place include:

- Campfire meeting on a monthly basis.
- Community/parent involvement in developing cultural activities within the school (mural, garden).
- Personal Learning Pathways.
- Invitation to parents and community members.
- Celebrating special events.
- Purchase of new flag poles
- Sista Speak program.
- Stronger smarter initiative.

Future direction is aimed at a connection with local meeting groups and the development of a partnership with the local AECG group, university and AVID.

For more information

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/connected-communities>.

5. Attendance and Retention: Attendance for Aboriginal Students at GRC has at times been a concern however the executive and staff are vigilant and follow up long term absences with assistance from outside agencies.

Strategy: As a team we work with families and students to develop a stronger relationship and to ensure they understand that attendance is a mandatory obligation. Informing families and students of the repercussions associated with poor/ non-attendance. Highlighting the obligations parent's and student's have in reference to regular attendance along with the importance of attending school during specified hours. Working with families to support attendance and welfare policies and provide information and resources that focus on events and programs that build cultural identity and pride.

Outcome: Community Action Plan is an idea that will be considered, adopted from the Community Festivals Engagement program (part of DEEWR funding initiative) targets events which encourage ATSI students to attend school and lead healthy lifestyles. GRC Peakhurst will also start to implement stronger smarter ideals to engage students in the importance of being stronger and smarter attending school, learning and growing as individual and productive members of their community.

GRC Peakhurst is also outsourcing local community agencies to engage programs with the students' to encourage better attendance inclusive of AIME mentoring. Further discussions on the implementation of these programs are to be engaged through consultation with school/parent /students.

6. Leadership, Quality Teaching and Workforce Development: GRC Peakhurst is constantly working to ensure all staff have access to specific professional Learning opportunities linked to cultural awareness training. The Aboriginal Education Co-ordinator attended the Stronger Smarter leadership program implemented by Professor Chris Sarra.

7. Post School Options: Issue: To ensure that all students are provided with the same employment opportunities when circumstances prevent students from completing year 12.

Strategy: Working with relevant staff to ensure all information regarding post school options is distributed among students, inclusive of:

- Community mentors and tutors (Aboriginal)
- Pathways to further educational opportunities.
- Apprenticeship, cadetship and traineeship opportunities.
- Career service support for families and students to assist with making the right career choices

• University summer and winter schools.

• Opera House work experience Program.

Outcome: Discussions and information sessions are current options which are being considered for further development, ideas include:

• The possibility of parent/student information sessions.

• Community events that highlight career opportunities for Aboriginal students (trade fair days).

• Resources, programs and opportunities are sent on a regular basis to the relevant contact persons at the schools mentioned.

• Information is distributed to students and parents.

The students at GRC Peakhurst have had many Educational opportunities and participated in a variety of events with the generous support of the community, families' staff and government agencies. These are inclusive of

• Aboriginal Student of the year recipient – Tallis Brown

• Deadly Kids doing well award –Tallis Brown

• Opera House Trainee – Violet Craven Miller

• Community Service Award– Tallis Brown