

Granville South Creative and Performing Arts High School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Granville South Creative and Performing Arts High School** as an account of the school's operations and achievements throughout the year.

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

Mrs Melissa Johnston

Principal

School contact details

Granville South Creative and Performing Arts High School

Granville South High School

Guildford, 2161

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

granvilles-h.School@det.nsw.edu.au

9892 2654

Message from the Principal

2016 was a very exciting year of celebration for Granville South Creative and Performing Arts High School. The school celebrated 50 years of Public Education, welcoming past students and staff and involving current staff, students and parents in the many events. We were able to recognise success in academic, sport, creative and performing arts and community service.

A Flash Mob at Parramatta in term 1 was a Multicultural NSW funded and Arab Council Australia managed project led by Ms Anastasia Tsaloukas. This project reflected our schools love of the performing arts and more specifically, the connections our students of many cultures, beliefs, and ages share. It was featured in the Daily Telegraph and there were thousands of online viewings of the video within days of the performance.

Our year 11 music class with Ms Collins wrote and recorded 2 unique School Songs about our community, with the support of Granville Youth and Community Centre and funding from Parramatta Council. The team workshoped, composed, and refined their ideas in order to produce the two songs, with live performances at 50th Anniversary events and two video clips to accompany the Official School Song and the Hip Hop Remix. Both videos can be viewed via YouTube and our school's Facebook Page. These also had thousands of views.

The Creative and Performing Arts faculty also led the design and construction of a 50th anniversary mural which brought staff and students together. This mural now brings life to the formerly dull entry at the front of the school.

As part of education week celebrations we hosted a 50th anniversary dinner supported by past students and teachers as well as special guests and current staff. Former students included the original year 7 class of 1966 and the first school captain. The following weekend we held an open day for former staff and students, supported by current staff, students and parents.

We all learnt about the history of our school, with five decade assemblies featuring former graduates as guest speakers, entertainment from our ensemble students and images and stories from each era. Former students spoke about the support they received from their teachers, not only in academic development but in social and emotional development and in decision making for life. We learnt that Granville South has a strong history in sporting success, in the performing arts with years of musical performances, with community partnerships including JP Morgan, parent workshops and successful transitions into the world of work and further education. The school has had visits from famous guests including Dick Smith of Dick Smith Electronics, Tim Bailey and Vic Laruso, media personalities, Monique Coleman, a United Nations Youth Ambassador, and the British and Irish Lions Rugby Union players. The school garden became a community garden in 2002, opened by the honourable Laurie Ferguson, the school hall opened in 1986, the support unit in 1993, the first library computer lab in 1997, the original gym and fitness room in 2002 and we became a creative and performing arts high school in 2012.

In addition to 50th anniversary celebrations, we worked on student and parent projects with Woodville Alliance, Auburn Youth Centre, Creating Chances, Western Sydney University, UNSW, Sydney University, JP Morgan and ABCN, Granville Multicultural Community Centre and the Community Migrant Resource Centre.

Student highlights included two of our students receiving Public Education Scholarships for 2016. Zainab Al Faham was one of these. She received the Harding Miller Scholarship worth \$16,000 over 4 years. Angel Tairua and Akosita Masima in year 11 were selected in the Department of Education talent development music program. Amani Darwich was DUX of year 12, working consistently for self-improvement and personal best. She was involved in the creative and performing arts and also contributed to student leadership. Karim Jebara was recognised with the Principals Award for 2016, due to consistent effort across all courses, excellent attendance, leadership in sports coaching at local primary schools and representing the school as a leader at several events.

Two of our teaching staff were recognised at the annual Australian College of Educators' World Teachers' Day dinner. We congratulated and thanked CAPA teacher Ms Cameron and Maths teacher Ms Fares for their dedication to success for our students. We also welcomed a youth worker to our staff with Yusuf Mehcur, supported with assistance from chaplaincy funding and STARTTS. Two long serving staff left at the end of 2016 and were recognised for their significant contributions, Ms Pam in ESL and Ms Murdoch, kitchen assistant.

Our support unit staff and students, along with donations of plants and staff labour from Bunnings, transformed the front entry garden and the outdoor garden area near the community garden. We were featured in the 'Our Spectacular' performance at the Sydney Opera House. Our drama ensembles performed in 2 festivals, and students had the opportunity to perform at many school functions and local community events.

Many parents supported projects and events including the Flash Mob at Parramatta, a range of community forums managed by the Department of Education and local community organisations, recognition assemblies and morning teas, and our Open Day in Education week. Parents donated food and worked on the Open Day stall to raise funds.

Staff contributed to and participated in several school improvement projects including the 'Technology Think Tank' which led to the purchase of laptops for faculties, 'The Circle' learning centre and the library. There was also professional development to improve teaching and learning based on the 'Curiosity and Powerful Learning' model.

In 2017, staff will continue their work in improving teaching and learning, with greater opportunity to integrate technology, the introduction of a peer observation program and continued work in 'Curiosity and Powerful Learning'.

Mrs Melissa Johnston

Principal

School background

School vision statement

Granville South Creative and Performing Arts High School (GSCAPAHS) is a community and selective school emphasising student engagement and success. Its motto is “Do Unto Others”.

The schools main focus is on improving student learning outcomes through quality teaching practices underpinned in the creative and performing arts, by targeted whole school teacher professional learning. We are committed to developing a learning culture which emphasises critical thinking and ensures students develop self-discipline in their study habits.

Our welfare system provides a safe, respectful and caring learning environment; encourages personal excellence; promotes relevant learning experiences; and supports student participation and success.

School context

GSCAPAHS is in Guildford, Western Sydney, and has an enrolment of approximately 505 students including around 75% from language backgrounds other than English and 5 Aboriginal and Torres Strait Islander students. It includes a support unit with 5 classes of mild and moderate intellectual disability, and a selective creative and performing arts stream. GSCAPAHS is close to Holroyd and Chester Hill IEC's, with students transitioning to mainstream education from diverse backgrounds.

The 2016 FOIE was 173 and the school RAM allocation included Equity funding for Socio-economic Background, English Language Proficiency and Low level Adjustment for Disability.

The school has been partially selective in the Creative and Performing Arts since 2012. Students audition for selection in dance, drama, music, art or circus and undertake 5 hrs of specialist extension workshops and ensembles per cycle in classes of students from yrs 7–12. Ensemble students make up about 15% of the whole student population. Ensemble students enter competitions, perform in festivals and support school events in our community of schools. An annual performance at Parramatta Riverside Theatre showcases the diverse talent of GSCAPAHS students.

GSCAPAHS runs programs supported by a range of groups including Granville Multicultural Community Centre, JP Morgan, ABCN, Parramatta Council, Creating Chances, Granville TAFE, Helmsman, UNSW, and UWS.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

In 2016, Granville South Creative and Performing Arts High School staff undertook 3 self-assessment processes using the School Excellence Framework. The school executive team in their annual conference used the school excellence framework to analyse the 3 strategic directions and 9 processes within the school plan. The Support Unit undertook a review which included analysis of aspects of the Teaching and Learning elements of the School Excellence Framework. All teaching staff and some support staff, in teams, analysed evidence for 9 aspects of the schools practice at a staff meeting, against the School Excellence Framework.

In the domain of Learning, the Granville South Creative and Performing Arts High School (GSCAPAHS) School Improvement Team commenced professional development in Curiosity and Powerful Learning, which included strategies to improve student learning and interschool links for instructional rounds. The Positive Behaviour for Learning (PBL) initiative focused on student expectations in the canteen, quad and assemblies, with signage and explicit instruction on canteen expectations for all students and staff. The school also maintained a strong focus on student well-being strategies, links with outside organisations, students mentoring and coaching, tertiary education programs and Links to Learning. Primary school links included sports coaching, ensembles, and leadership development programs. Student support for learning included tutoring and group work in The Circle learning centre, Learning Skills lessons in year 7 and 8, MultiLit and development of individual learning plans. In the Support Unit review it was noted that:

- there are a variety of opportunities actively sourced and strong community partnerships to enhance student transitions from school to work.

- internal and external data is used to track and plan learning for individual students, with explicit programming that targets the individual learning needs of students.
- there is a well-established thorough approach to engaging parents in the learning of their children, regular communication on what is happening at school, and on the progress of each student.

In the domain of Teaching all faculties completed detailed HSC data analysis which included recommendations for change to be implemented. All faculties undertook compliance meetings with senior executive, which addressed Board of Studies requirements for schools in relation to programming. Professional development in 2016 included a focus on lesson observations, higher order questioning and co-operative group work. The CAPA faculty worked collaboratively on a number of projects as part of the schools 50th year celebrations, including multiple performances, the writing of school songs, and a mural. In the Support Unit review it was noted that:

- unit evaluations include reflection on student progress and learning. There is regular testing and there are regular meetings to update programs for differentiation and to update ILPs. Students are given explicit feedback consistent with Life Skills outcomes.
- staff work together in faculty meetings, curriculum planning and with team teaching. There are consistent expectations in programming and assessment. There is a collaboration with mainstream teachers and faculties.
- staff integrate all school-wide priorities and have exemplar examples of differentiation to ensure success.
- programs are explicit in implementing whole school priorities and following BOSTES requirements. Staff work together and share expertise.

In the domain of Leading, staff from beginning to experienced were involved in committees focused on school improvement, including the PBL team, 50th Anniversary Planning Team, Presentation Day Team, School Improvement Team and Technology Think Tank. The executive conference focused on leadership, school analysis and the School Excellence Framework. All teaching staff and some support staff were involved in school plan review team meetings to make recommendations for 2017.

Our self-assessment process will further 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

Staff and Leadership Learning

Purpose

Teachers are professional people who have the right to develop their skills to keep updated on current trends and changes to professional practice to create a culture of life-long learning.

Overall summary of progress

1. Increase staff understanding and implementation of Department of Education reforms/policy EG: PDP, SEF, GTIL, Wellbeing, LMBR, Accreditation, Mandatory training, WHS.

To ensure that reforms were implemented in a timely and effective manner, professional learning was implemented throughout 2016. Staff were given ample opportunity to be informed across all areas of Department reform.

- Staff received professional development on the new Performance and Development Framework expectations, with emphasis placed on ensuring PDP goals mirror both the school's Strategic Directions and the Australian Teaching Standards. As a result, all teachers successfully completed their 2016 PDPs, working towards goals that are both personal and complementary of the school plan.
- With the School Excellence Framework as a guide, Executive lead staff teams in evaluating GSCAPAHS's progress towards meeting its identified priority areas. This was a highly successful undertaking, improving both Executive and staff understanding of this important framework and guiding future planning.
- Beginning teachers were given the opportunity to meet weekly with staff, managed by the Head Teacher Teaching and Learning, to engage in professional discussions regarding accreditation matters and the Australian Teaching Standards. Beginning teachers were thus equipped with essential information to aid them in the early stages of their career.
- All staff were given the opportunity to participate in professional development regarding the Resource Allocation Model (RAM), which provided interested staff with valuable insight into school financial matters and Head Teachers with a clearer understanding of how their budgets work. Faculty Heads were given professional development on N-Determination processes. On distributing this information back to faculties, all staff were made aware of the expectations regarding this important measure and are now better able to support their students to ensure all course requirements are met.
- Executive and welfare staff completed online training in the Department of Education Health and safety module – 'School Communities Working Together', aimed at improving the safety and security of all staff and students.
- Staff successfully updated their Child Protection training, CPR and anaphylaxis and received professional learning on support for children experiencing issues with social media and electronic devices.
- Staff participated in an online survey evaluating their 2016 professional development opportunities, from which valuable information was gleaned. This will be used to inform future staff learning opportunities.

2. Promote a professional culture of life-long learning to facilitate capacity building.

We have a responsibility to improve student learning outcomes which require us to provide teachers with opportunities to build on what they already know about effective teaching and learning, to create a culture of life-long learning.

Granville South Creative and Performing Arts High School recognises that the new digital education environment requires a change in teaching and learning, so in 2016, a Technology Think Tank Committee was formed. This team plans for our school's technology requirements in relation to access and professional development. Staff need to increase their capacity to develop new ways of teaching that embrace digital education and shift the culture of learning for our students. They were given regular updates at staff meetings about the progress of technology access and technology based teaching and learning strategies including SOLES and technology tools such as Google Classrooms. The team researched appropriate devices for purchase and use by students from 2017.

The School Improvement Team worked consistently throughout 2016 using the Curiosity and Powerful Learning Model, on Learning Intentions, Success Criteria, Narrative and Pace, Higher Order Questioning and Cooperative Group Work, professional development included open classrooms for observation and feedback on implementation. The school improvement team had the responsibility for aligning school improvement processes with the school plan which included analysis of our school's priority areas. 2016 also saw the preliminary planning for a Peer Observation Program which included developing the Peer Observation Policy document and staff selection for triad peer observation groups. Our school also developed professional links in 2016 with Granville South Public School, Granville Boys High School and Birrong Boys High School which involved teachers taking part in Instructional Rounds where classrooms were opened for a small delegation of teachers to observe how the elements of Curiosity and Powerful Learning were being

implemented.

The purpose of these Instructional Rounds was to observe the effectiveness of these elements and impact on student learning.

3. Facilitate wider student leadership involvement and opportunities

In 2016, a wide range of opportunities existed for students to display and enhance their leadership capabilities, particularly with events linked to our school's 50th Anniversary celebrations. SRC/SLG students organised teacher vs. student sports events, our annual Character Day, Bunnings BBQ fundraisers, started a routine of daily announcements over the school's PA at recess, and were actively involved in the organisation and execution of events at our 50th Anniversary Open Day and weekly Decade Assemblies. Stage 5 students acted as sports coaches through Creating Chances held at Blaxcell Street PS and Granville South PS. Senior CAPA students maintained involvement in their Ensemble classes, with Music students writing and recording two new school songs, which were debuted at our first Decade Assembly. Students in the Support Unit were also provided leadership opportunities as Team Captains. SRC/Prefect elections were held in Term 3, with the election process for School Captains and Vice Captains refined, to include the scope for nominated students to present a short 2 minute speech for staff at an afternoon staff meeting. The SRC induction ceremony was held in Week 10, Term 3. A Peer Mentoring process was planned to assist in the transition from Years 6–7, however, it has been achieved in a less formal capacity than documented initial planning.

The school has maintained its commitment to the facilitation of leadership opportunities for students, and in 2016 has increased its scope of opportunity to provide more varied leadership opportunities for students. The community response has been positive and students are proud of their involvement in whole-school activities. Students are at all times encouraged to support a positive school environment and lead by example. In 2016, the SRC/SLG have increased their involvement to include support of a wider variety of school activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
50% of staff accredited or maintaining accreditation at Proficiency by 2017.	In 2016, 6 members of staff achieved accreditation at proficient level. 30 members of staff have now started the maintenance of accreditation process.	\$28,391 Head Teacher Teaching and Learning Allowance
10% of staff undertaking accreditation at higher levels.	Currently 2 members of staff have applied for accreditation at a higher level.	\$28,391 Head Teacher Teaching and Learning Allowance

Next Steps

1. Increase staff understanding and implementation of Department of Education reforms/policy EG: PDP, SEF, GTIL, Wellbeing, LMBR, Accreditation, Mandatory training, WHS.

To ensure staff are kept at the forefront of all Department of Education reform, 2017 will see a continuation of GSCAPHS's focus on Staff and Leadership Learning.

- A close look at the Department of Education's Wellbeing Framework for Schools will be an early focal point of staff professional development in 2017. An understanding of this framework will increase staff confidence in their ability to meet the increasing social and emotional demands of young people today.
- With many new beginning teachers in 2017, a continued area of focus will be providing professional development on the Performance and Development Framework and accreditation requirements, in preparation for the requirement that all teachers maintain accreditation at Proficient. In addition, faculty Head Teachers will receive additional training on how they can best support their staff through this process.
- 2017 will see more whole school involvement in school planning processes. Staff will continue to be given the opportunity to work with Executive on school planning and milestone documentation and will once again join teams to evaluate whole school progress. Such opportunities will continue to provide staff with insight into school planning and valuable professional development for teachers looking to further their career in leadership roles.
- With the roll out of the Department of Education's new standardised operating system ET4L (Enhanced Technology for Learning) in term 1 2017, all members of staff will receive professional development on this system and its implications that will ultimately lead to better connectivity across GSCAPHS.

2. Promote a professional culture of life-long learning to facilitate capacity building

In 2017 a Peer Observation Program as part of the Curiosity and Powerful Learning initiative at Granville South Creative and Performing Arts High School will be implemented. The School Improvement Team will focus on reinforcing and integrating elements like Learning Intentions, Success Criteria, Narrative and Pace, Framing Higher Order Questioning and implementing Cooperative Group Work into teaching practice. Data collected from staff feedback in 2016 was used

to decide on a suitable process for Peer Observation triads which are scheduled to take effect from Term one, 2017. The Peer Observation Program at Granville South Creative and Performing Arts High School in 2017 will include providing lesson observation opportunities to staff and feedback times to encourage openness and sharing of teaching practice with a focus on improving impact on student learning outcomes.

3. Facilitate wider student leadership involvement and opportunities

Future directions include the need to provide all students, not just our "natural leaders" with leadership opportunities. Project Based Learning (PBL), as a teaching strategy, utilises co-operative group structures in order to better engage students through discovery, team-driven learning. With staff undertaking training in these areas throughout 2016, it is the most direct way to provide students with leadership opportunities and by providing leadership opportunities for students within our curriculum areas we can better address the needs of all students.



Strategic Direction 2

School and Community Cohesion

Purpose

Connecting with our community using high quality and sustainable networks enhances student learning and citizenship through access to life changing resources and learning opportunities.

Overall summary of progress

1. Strengthen parent and community partnerships

In March preparations were made to collaborate with Auburn Youth Centre to provide parents of Granville South Creative and Performing Arts High School students with classes to learn and improve their English Language skills.

A Mothers' Day morning tea was held on Tuesday 17th May, from 10:00 am in the Common Room. Student's parents were invited to celebrate and more than 40 people attended. The formal morning tea was enhanced by performances from the CAPA ensembles and by the Support Unit Dance Ensemble. Highlights of the morning were the raffles of donated goods and services from the local community, and addresses from the Principal, Mrs Johnston and the Head Teacher of the Support Unit, Ms Armont. The guests truly appreciated the light refreshments and the opportunity to meet with other mothers from the school.

In June, the school leadership group were invited to several Iftar dinners in observance of the holy month of Ramadan. Representatives from the leadership group attended a dinner at the Sawa Rbina Restaurant on the 14th June. This was followed by other Iftar celebrations at the Arab Council Australia, Birrong Boys High School, Auburn Girls High School and at Granville Boys High School.

In preparation for the 50th Anniversary celebrations, the school worked on various projects with community partners such as the Community Migrant Resource Centre, the Granville Multicultural Community Centre, Parramatta Council, the Auburn Youth Centre and the Woodville Alliance and with school P&C members.

On the 30th July, the school celebrated its 50th Anniversary with a formal dinner at the Holroyd Function Centre, Merrylands. The dinner was attended by over 132 people including local members of Parliament, current and past teachers and students.

On the 6th August during Education Week, Granville South Creative and Performing Arts High School held an Open Day within the school grounds. The hall show cased a display of historical school memorabilia and Powerpoint presentations of photos from previous decades. Visitors were able to embark on a tour of the school which highlighted the schools colourful history. The current school P&C and SRC organised food stalls and drinks.

In Term 3, Granville South Creative and Performing Arts High School said goodbye to Mrs May Jouni, Community Liaison Officer. Mrs Jouni worked closely with the community and the students for years. Her dedication to the school and her bond with the community and the students will be greatly missed.

2. Strengthen student wellbeing by implementing and monitoring systems and programs that target student needs

In 2016 student wellbeing programs were expanded and delivered across all stages to cater for students' learning, emotional and social needs, providing a holistic approach to school. These programs included the continuation of Links to Learning, the participating groups included year 10 boys and year 9 girls. Youth counsellors from AYC and GMCC provided in-school support to students and the Girls Power program was run in conjunction with the school counsellor. AYC and GMCC provided parent workshops on raising teenagers in the digital era. The school also partnered with Woodville Alliance providing support to individual students and ran the following: Reach workshops where students have the opportunity to take control of their emotions and learn coping strategies; Mind Blank, a theatre performance based on real life cases of mental health issues such as exam stress, anxiety, depression awareness, and suicide prevention. The Making Bullying History seminar was run by Brett Murray, an inspirational speaker who helped students understand the issues around bullying and supporting students in understanding the importance of goal setting, self-esteem and self-worth. The Police School Liaison Officer presented workshops on cyber bullying and alcohol and drug prevention.

3. Implement PBL processes

In 2016, Granville South Creative and Performing Arts High School continued the implantation of PBL across the school. The PBL team met every fortnight to develop and implement PBL strategies in the school. School data was analysed and as a result it was decided that PBL will be implemented in areas outside the classroom for 2016. The team worked tirelessly to introduce PBL into the outside areas of the school including the Canteen, Hall and playground. PBL signs were installed and are now highly visible in the canteen, quadrangle and hall. LEARN expectations are also clearly visible at the front of the school. PBL was specifically taught to students during year meetings and assemblies and all students know what the PBL expectations are in the areas targeted.

Staff development occurred through the year and staff are more confident in using PBL language when communicating with students. The signs have made it easier for staff to promote school expectations without confrontation as the expectations are clearly written and highly visible around the school.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Successful HSC completion rates increased by 20% from 2014 to 2017.	<p>85% of the cohort (42) achieved the HSC in 2016 with 14% (7) receiving a Year 12 Record of Achievement. This shows a 6% improvement trend in the percentage of students gaining an HSC from 84% in 2015 and 79% in 2014.</p> <p>Students who achieved a Record of Achievement either did not complete VET work placement requirements or did not attend one or more HSC examinations due to a previous N determination or unexplained absence.</p>	
School leavers engaged in employment and/or further education increased by 10% from 2014 to 2017.	<p>In 2016, 15 students gained successful entry into WSU. 1 student gained entry into Torrens University and 1 student gained entry into Notre Dame.</p> <p>In 2016, 6 students chose to continue their studies either at TAFE or College, 9 students gained employment, 7 students are engaged in Job Support and 2 students have secured full time employment coupled with an apprenticeship.</p> <p>The school was unable to follow up 8 students. The significant difference in 2015, 2016 in comparison to 2014 has been the selection and acceptance in higher education.</p>	
Improve student period by periods attendance rates by 10% from 79% (End of Term 3*, 2014) to 89% (End of term 3 2017)	In 2016 the school implemented the PBL universal school systems approach. PBL team members completed Tier One Training which will support the continual development of inclusive systems such as linking the school merit system on SENTRAL which saw an increase in students receiving awards. The Principal's morning tea at the end of term was introduced rewarding student of the term. The implementation of these structures and systems should ensure sustainability and success. The Head Teacher Welfare and the Welfare team with the support of the HSLO are working collaboratively to support students in re-engaging with their education by attending school and class on time. The numbers of welfare programs have increased in 2016 supporting students to stay focused and re-engage with their schooling. The school is on track in achieving the	\$28,391 Head Teacher Welfare Allowance

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improve student period by periods attendance rates by 10% from 79% (End of Term 3*, 2014) to 89% (End of term 3 2017)	10% period by period improvement in attendance rates.	
Student response statements for 'Advocacy at School' and 'Positive Teacher–Student Relations' in 'Tell Them From Me' survey 2015 – 10% improvement by 2017.	Student responses to the question regarding 'Advocacy at School' has increased from 2.9/10 in 2015 to 5.9/10 in 2016. This is an increase of 30%. The student responses relating to 'Positive teacher–student relationships' increased from 5.8/10 in 2015 to 6.0/10 in 2016, an increase of 2%.	
Parent response statements for 'Parents feel welcome' and 'Parents are informed' in 'Tell Them From Me' survey 2015 – 10% improvement by 2017.	<p>There was a decrease in the parent responses to 'parents feel welcome' from 7.2/10 in 2015, to 5.7/10 in 2016. This is a decrease of 15%. In response to the question regarding 'parents are informed', there was a decrease of 10% from 6.8/10 to 5.8/10.</p> <p>As explained later in this report, the parent sample size was 15, making the data unreliable.</p>	<p>Employment of CLO</p> <p>\$3,440 Targeted support for refugee students</p> <p>\$21,946 EaLD flexible funding</p> <p>\$15,342 Community Consultation funding</p> <p>\$33,067 Wellbeing flexible funding</p> <p>\$14,205 Equity funding</p>
Student enrolment in CAPA ensembles increased to 20% by 2017	<p>In 2016 stage 4 and 5 mainstream students in ensemble timetabled classes were as follows:</p> <ul style="list-style-type: none"> • 25% of Year 7, increase of 35.8% from previous year • 19.7% of Year 8, steady from previous year • 11.1% of Year 9, reduction of 42.7% from previous year • 16.8% of Year 10, increase of 10.5% from previous year <p>Stage 6 student numbers have not been included as they are not enrolled in ensembles as one of their courses</p>	\$27,670 Equity Funding for Ensembles

Next Steps

1. Strengthen parent and community partnerships

In early 2017 a new CLO will be appointed to work together with our parents and with our community partners to establish meaningful partnerships to maximise student learning and participation.

Plans for 2017 will include daytime classes for parents in various subjects and celebrations for Harmony Day, Community Events such as Mother's Day, and cultural events which recognise Aboriginal and Torres Strait Islander peoples, and culturally diverse celebrations such as the Iftar Dinner which reflect on the Holy Month of Ramadan.

Granville South CAPA High School's Parent and Community Engagement Framework will continue to value our partnership with the community and will work tirelessly to further identify factors as to how to better support students learning engagement.

2. Strengthen student wellbeing by implementing and monitoring systems and programs that target student needs

A variety of programs and initiatives have been created for 2017 to meet all of our students learning needs and cater for their wellbeing.

The wellbeing team have collaboratively developed, maintained and strengthened links with outside agencies targeting students specific learning needs. The priorities are to improve self-esteem and resilience, literacy and numeracy, hence experiencing success and capacity building.

The implementation of the wellbeing programs will be monitored by members of the wellbeing team and systems will be put in place to facilitate and support the smooth running and success of the programs.

The Links to Learning program is to be rebranded in 2017 as Granville LEARN to align with the school's PBL direction.

Community Resilience Engaging Solutions Together (CREST) which is a PCYC multi-faceted approach to community engagement and capacity building in young people will be rolled out in years 8, 9 and 10.

High Resolves will continue working with our school in 2017 and 2018. The programs on Social Justice and Digital Citizenship are aimed for students in years 7 and 8

Woodville Alliance will be providing the following workshops: Re navigating Anger & Guilt Emotions aimed for students in year 8; Strong Minds Strong Body – program focusing on disengagement by channelling positive personal growth for students in years 9 and 10. RAP a school based program dealing with cognitive behaviour addressing resilience and positive mental health, dealing with conflict and conflict resolution. Rhythm 2 Recovery a social program with the support of music to increase personal growth focusing on social and emotional intelligence, this is a program for various year groups. PRIME is a program aimed to strengthen existing coping skills as well as developing new strategies and skills to better assist young people to manage pressures that they face during adolescence such as school exams, relationships. This program is designed especially for years 11 and 12.

3. Implement PBL processes

In 2017, the school aims to introduce PBL into the classroom with a focus on behaviour and attendance. Data will continue to be analysed and will be used to drive our focus in the future. PBL will be addressed at assemblies and year meetings at least once a term and staff will continue to be trained in implementing PBL across the school.



Strategic Direction 3

Student Learning

Purpose

Developing a culture of learning which promotes and produces self-directed employable life – long learners through 21st Century learning strategies.

Overall summary of progress

1. Teaching and learning programs are reviewed regularly to ensure they reflect current pedagogical research including 21st Century skills, incorporate school priorities and meet BOSTES requirements.

The learning culture at GSCAPAHS is continually growing. This is evident when reviewing programs, policies and procedures. Our school is regularly updating and reviewing programs including integration of school priorities which are embedded in programs to meet our students' learning needs.

Faculty reviews are conducted annually and it was the Support Unit for 2016. As well as this, compliance meetings with all Head Teachers took place with senior executive. The School Improvement team is also working towards implementing best practice across all KLAs in order to improve students' learning outcomes with professional learning on teaching and learning.

Compliance meetings with all curriculum Head Teachers considered consistent classroom practice, effective planning and delivery, timely and explicit feedback, assessment, reporting evidence of delivery and integration of school priorities. School priorities included Literacy and Numeracy, ICT, BYOD, 8 Ways and self-organised learning environments. Head Teachers were required to provide programs, scope and sequence, evidence of delivery and student work samples. Head Teachers worked with their faculties to implement improvement recommendations.

The Nationally Consistent Collection of Data is incorporated in all KLAs. The school has developed explicit processes to collect, analyse and report on student performance data. This contains detailed information on student learning achievement and areas for growth. This data allows ongoing reviews of students' performance measures and assist in providing students with adjustment, accommodation and modification to cater for all their learning needs.

Professional learning is aligned with the school plan and implemented through professional discussion and feedback and actively engaging in planning strategies such as Literacy and Numeracy strategies. The quality of teaching and student learning outcomes is evaluated to determine their impact on student learning outcomes.

2. Assessment practices and feedback including reports are reviewed regularly to ensure they reflect current pedagogical research, are explicit and consistent.

Comprehensive professional learning for the whole staff on school and Department of Education requirements for effective report writing is continuing and has led to a development understanding for all teachers of what constitutes informative and explicit reporting on student achievement. Extra-curricula activities have been added to Sentral so that student reports contain this information from 2017.

3. Student support for learning is individualised to assist attainment of personal best and transitions.

The Learning and Support team increased use of the Learning Centre for individual, group and class support. This included access by senior students on a Friday afternoon for support with assessments, examination preparation and course work completion.

2016 saw a number of changes in regard to student support. The Learning and Support team introduced a new operational policy and process for developing and tracking student progress. The Learning and Support team provided expert advice to teaching staff, assisted with modifying lessons, assessments and providing small group or individual intensive instruction when necessary. Diagnostic testing was used, among other indicators, to best assess the progress of students and to individualise their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teaching staff are able to	All executive staff have demonstrated proficiency in	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
analyse their HSC data using eBOS RAP and can demonstrate change in teaching practice as a result of this analysis.	HSC data analysis using both Smart data and RAP and communicate analysis and resultant improvement measures as part of an HSC results improvement strategy. As part of this strategy, faculty staff have been involved in and contributed to the analyses presented by the Head Teachers and have been responsible for implementation of improvement measures in their classes.	
Student response statements for rigour and intellectual engagement composite in 'Tell Them From Me' survey 2015 – 10% improvement by 2017	Student responses to questions on Rigour and Intellectual Engagement composite saw little or no change from 2015 to 2016. The Intellectual Engagement composite had increased by only 1% from 54% to 55%, and Rigour remained the same at 6.5/10 for 2015 and 2016.	
Parent response statements for 'Support for Learning' in 'Tell Them From Me' survey 2015 – 10% improvement by 2017	Parent responses to statements regarding support for learning saw small gains of between 5% and 10% from 2015 to 2016.	

Next Steps

1. Teaching and learning programs are reviewed regularly to ensure they reflect current pedagogical research including 21st Century skills, incorporate school priorities and meet BOSTES requirements.

12 members of staff will be undergoing professional learning in the area of individualised student learning and support in 2017.

In future all KLAs will be embedding Wellbeing programs in a strategic and planned approach led by the Wellbeing team to support the cognitive, emotional, social, physical and spiritual wellbeing of students which will be evaluated and reviewed on a regular basis.

The school improvement team is currently working towards an integrated approach to quality teaching, curriculum planning and delivery and assessment. This will lead to the systematic implementation of these strategies across all KLAs. Professional learning has been provided to staff to promote best practice, excellence and responsiveness in meeting the learning needs of all students.

For 2017 data collection, including use of NAPLAN data will be used to establish classes.

Collaborative practice is used to promote a culture of peer support and evaluation through structured observation of key elements of teaching practices across the school. Our school is aiming towards a consistent approach to assessment and reporting, this involves the implementation, review and feedback of strategies such as rubrics, grids, marking criteria and individual student feedback. There is an expectation that there is a clear link between all our practices and NCCD, which will form the basis of resource allocation for teaching and learning.

Our school is meeting the professional standards and aligning programs to meet the school strategic priorities. All staff demonstrate personal responsibility for maintaining and developing their professional standards including achievement and maintenance of professional accreditation.

The school's leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement. Ongoing faculty reviews and compliance analysis are fostering productive relationships and recognition of improvement measures.

2. Assessment practices and feedback including reports are reviewed regularly to ensure they reflect current pedagogical research, are explicit and consistent.

As part of our participation in the Curiosity and Powerful Learning program, effective assessment practices will be added as one of the school focus areas. The development of a comprehensive years 7–10 assessment policy that demonstrates current research as applied to the 21st century learner, consistency of teacher judgement in assessment and reporting and explicit assessment and feedback practices will inform improvement in this area. A rigorous consultation with staff, students and parents will inform any changes to assessment and reporting practices.

3. Student support for learning is individualised to assist attainment of personal best and transitions.

2016 saw a number of changes in regard to student support. The Learning and Support team introduced a new operational policy, and process for developing and tracking student progress has been refined. The Learning and Support team provided expert advice to teaching staff, assisted with modifying lessons, assessments and providing small group or individual intensive instruction when necessary. Diagnostic testing is used, among other indicators, to best assess the progress of students and to individualise their learning.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>RAM equity loading for Aboriginal Background Funding – allocation of relief from class for teacher mentor/coordinator/tutor.</p> <p>RAM Personalised Learning Support – employment of SLSO.</p> <p>Individual Education Plans were created in consultation with students from an Aboriginal background. This information was distributed to staff in order to best support the individual needs of students. They were provided a mentor and a support network to assist in their academic and social development. SLSO support was provided to those students who were identified as needing this type of support. No Aboriginal background students were referred to the LaSTs in 2016. We saw an increase in student engagement and attendance.</p>	<p>RAM Personalised Learning Support \$3,547</p> <p>RAM Individual Sponsorship \$11,871</p> <p>RAM Aboriginal Flexible Funding \$2,751</p> <p>Aboriginal background loading \$18,169</p> <p>• Aboriginal background loading (\$18 169.00)</p>
English language proficiency	<p>RAM allocation of 1.2 English Language Proficiency Classroom Teachers (ELP).</p> <p>RAM allocation of ELP Flexible funding – employment of Arabic speaking Community Liaison Officer.</p> <p>Identified students were targeted for intensive EAL/D support in parallel ESL English classes, 9 to 12, taught by an ESL specialist teacher. Students were further supported individually in a range of KLAs by ESL teachers. These students were also supported by the Community Liaison Officer for welfare and learning needs and in facilitating consultation with parents and carers.</p>	<p>RAM allocation of 1.2 ELP Staff \$122,425</p> <p>RAM ELP Flexible Funding \$21,946</p> <p>TOTAL – \$144,371</p>
Low level adjustment for disability	<p>RAM allocation of 3.3 Learning and Support Teachers (LaST)</p> <p>RAM allocation of Learning and Support Flexible Funding – employment of School Learning Support Officers (SLSO)</p> <p>RAM Targeted Funding for staffing the IM/IO Support Unit – employment of 1 Head Teacher, 5 SLSOs and 6.2 classroom teachers</p> <p>RAM Targeted Funding for Operational expenses includes:</p> <p>Specialist Support Provisions Cash Grant and Support Classes Global – allocated to Support Unit Cost Centre for purchase of teaching and learning resources.</p> <p>Integration Funding Support – employment.</p> <p>In 2016 the Learning and Support faculty</p>	<p>RAM allocation for staffing of 3.3 LaSTs \$336,669</p> <p>RAM Flexible Funding \$123,374</p> <p>RAM Targeted Funding for staffing the Support Unit \$1,050,874</p> <p>RAM Operational Funding \$2,048</p> <p>Integration Funding Support \$8,609</p> <p>Total: \$1,521,574</p>

<p>Low level adjustment for disability</p>	<p>underwent a number of structural and procedural changes. A new LST policy document was created to increase the efficiency and capacity for the Learning and Support team to cater to the diverse range of learning needs within the mainstream classroom setting. This policy was designed to increase accountability of staff to meet the needs of students to ensure a timely and efficient response when further assistance is required to support students with identified learning needs.</p> <p>The Learning and Support Team implemented a number of programs and strategies during 2016. Targeted students in years 7 to 9 participated in the MultiLit literacy program. This is designed to meet the needs of students who are struggling to acquire reading and related skills. MultiLit effectively brings about rapid learning for low-progress students by teaching basic decoding skills based on scientific research. This program improves students reading to a level where they can access the more academic demands of the curriculum, increase their reading fluency and increase motivation. Year 7 and 8 also participated in reading groups run by the Learning and Support Team. One of these programs was called CARS & STARS, and is a structured reading program that diagnoses student comprehension and then guides teachers to instruct to the level of each student's ability to improve literacy results.</p> <p>In 2016 the Learning and Support Team facilitated the 'Tell Them From Me' survey which was completed by students, parents and teachers of Granville South CAPA High School. The student survey helps teachers and principals know students' feelings towards school, any problems that may be occurring at the school, and ideas for making the school better. The Teacher survey focused on student learning, as well as classroom and school practices. The parent survey covers several aspects of parents' perceptions of their children's experiences at home and school. It is designed to help develop and foster positive relations between the school and the community.</p> <p>Granville South CAPA High School participated in the Nationally Consistent Collection of Data (NCCD) on school students with disability. National data is collected annually to identify the number of school students with disability and the level of reasonable adjustment provided for them. This information is used to ensure that school resources are allocated appropriately to meet the needs of students and ensure they have the opportunity to achieve learning outcomes.</p> <p>The Learning and Support Team continued to work across all KLAs and in a variety of settings to support all students, with particular emphasis on those with identified additional</p>	<p>RAM allocation for staffing of 3.3 LaSTs \$336,669</p> <p>RAM Flexible Funding \$123,374</p> <p>RAM Targeted Funding for staffing the Support Unit \$1,050,874</p> <p>RAM Operational Funding \$2,048</p> <p>Integration Funding Support \$8,609</p> <p>Total: \$1,521,574</p>
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<p>Low level adjustment for disability</p>	<p>learning needs. This was achieved using a variety of strategies including; small group intensive withdrawal programs, development of Individual Learning Plans (IEP), NAPLAN analysis, as well as in-class support such as team teaching, small group work, and modification or adjustments of the learning environments and tasks. 2016 also saw the beginning of the senior study group. The Learning and Support team experienced many successes in 2016, and have laid the foundation to continue to improve the quality of student support in 2017.</p> <p>At the beginning of the year in 2016, students were tested in Numeracy and Literacy to determine appropriate levels of adjustments, accommodation and differentiation for them within those areas.</p> <p>For each individual student's further considerations were made about their functional level to be able to make specific modifications in each subject area. These adjustments, accommodations and differentiations were determined in collaboration with the parents, school counsellors and itinerant support personnel at the Individual Education Plan (IEP) meetings for the junior students and the Individual Transition Plan (ITP) for the senior students. The adjustments and accommodations and differentiation for each individual student are reflected in each teacher's termly programs and consequently in their Individual Education Plan and Individual Transition Plan.</p> <p>Specific groups were targareted for participation in the MultiLit Program under Mrs Amanda Stable's leadership where additional reading support was given on a weekly basis.</p> <p>Existing Functional skills also were enhanced via the fortnightly Travel Training program and during the weekly Work Experience program for targeted students.</p>	<p>RAM allocation for staffing of 3.3 LaSTs \$336,669</p> <p>RAM Flexible Funding \$123,374</p> <p>RAM Targeted Funding for staffing the Support Unit \$1,050,874</p> <p>RAM Operational Funding \$2,048</p> <p>Integration Funding Support \$8,609</p> <p>Total: \$1,521,574</p>
<p>Socio-economic background</p>	<p>RAM Socio-economic funding supports multiple programs and requirements in the school including:</p> <ul style="list-style-type: none"> * RAM allocated Staffing for 1 Deputy Principal and 1.3 classroom teachers. * Additional staffing of 2 head teacher allowances, class teachers, School Administration Staff, 0.5 Business Manager and Community Liaison Officer. * CAPA Ensembles. * Teacher Professional Learning. * Cost centre funding for purchase of teaching resources. * School Buses and hire of commercial buses 	<p>Deputy Principal – \$152,265</p> <p>1.3 Teachers – \$132,627</p> <p>Head Teacher Allowances – \$56,782</p> <p>Additional Teachers – \$122,425</p> <p>Additional School Administration Staff – \$10,884</p> <p>Business Manager – \$55,139</p> <p>Community Liaison Officer – \$14,205</p>

<p>Socio-economic background</p>	<p>for excursions and school events.</p> <ul style="list-style-type: none"> * Building/Grounds repairs and maintenance. * ICT purchase and maintenance. * Student Diaries. * Student licence for Athletics. * 3rd Party Administration Software. * School Administration * Short term relief. <p>Head Teacher Welfare – implement programs and strategies to target well-being, truancy, lateness and students at risk of disengagement with education.</p> <p>Head Teacher Teaching and Learning – to work with teachers to develop their teaching strategies to re-engage students with their learning. For example, utilising the learning centre for tutoring and MultiLit, Self-Learning Environments (SOLES) – staff structuring the classroom to integrate technology into their lessons to make learning more student-centred and more focused on developing learning skills.</p> <p>Community Liaison Officer (CLO) – In order to encourage and gain the support of parents and community members the CLO has implemented a number of programs; Child Care Diploma course and English language course. Programs has not only led to increased community involvement within the school, they have also enabled parents to improve their own education and provide the initial steps to seek employment or work towards starting and managing their own business.</p> <p>Additional classroom teachers – maintain smaller class sizes – this has allowed for increased individual attention to student needs – release expert staff from class to engage and manage projects – MultiLit has improved student reading levels, sight words, accuracy and fluency in reading.</p> <p>Socio-economic funding also enables Granville South CAPA High School to implement programs:</p> <p>Creative and Performing Arts Ensembles Subsidise students to participate in Creative and Performing Arts Productions. Subsidies include tuition, costumes, transport and event participation. This has enabled all students to participate in events regardless of socio-economic status.</p> <p>Technology for Students – The School Technology Think Tank planned and finalised the purchase of student laptops for the library,</p>	<p>CAPA – \$25,960</p> <p>TPL – \$44,459</p> <p>SASS PL – \$3,000</p> <p>KLA Cost Centres – \$145,784</p> <p>Buses – Sport/CAPA – \$9,000</p> <p>Mini Buses – \$13,110</p> <p>Building/Grounds – \$15,006</p> <p>TOTAL RAM Socio-economic background funding – \$921,421</p>
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Socio-economic background	<p>learning centre and all faculties.</p>	<p>Deputy Principal – \$152,265</p> <p>1.3 Teachers – \$132,627</p> <p>Head Teacher Allowances – \$56,782</p> <p>Additional Teachers – \$122,425</p> <p>Additional School Administration Staff – \$10,884</p> <p>Business Manager – \$55,139</p> <p>Community Liaison Officer – \$14,205</p> <p>CAPA – \$25,960</p> <p>TPL – \$44,459</p> <p>SASS PL – \$3,000</p> <p>KLA Cost Centres – \$145,784</p> <p>Buses – Sport/CAPA – \$9,000</p> <p>Mini Buses – \$13,110</p> <p>Building/Grounds – \$15,006</p> <p>TOTAL RAM Socio-economic background funding –</p>
Support for beginning teachers	<p>In 2016 there were four teachers who received the beginning teacher funding. Two of these teachers received their funding as a first year out graduates and two were both in their second year of permanent teaching.</p> <p>Support was provided to all of the beginning teachers. The two first year permanent appointments to the school in 2016 chose mentors. As part of their support the teachers met regularly with their mentor and developed individual programs of support that included timetabled release and whole day opportunities.</p> <p>Beginning teachers met fortnightly with experienced staff to progress through components of the 'Strong Start Great Teachers' Department of Education resource. As part of these meetings, beginning teachers also participated in a school orientation program and were able to develop their understanding of the teaching profession, behaviour management skills and curriculum design and delivery.</p> <p>The two staff in their second year of funding</p>	<p>\$29,893 GTIL</p> <p>\$4,080.73 – Minns</p> <p>\$6,764.06 – Tsaloukas</p> <p>\$13,127.38 – Wright</p>

Support for beginning teachers	continued with mentoring and supervision with their Head Teacher and both volunteered for whole school leadership roles (SRC and VET).	\$29,893 GTIL \$4,080.73 – Minns \$6,764.06 – Tsaloukas \$13,127.38 – Wright
Targeted student support for refugees and new arrivals	RAM allocation for Targeted Refugee Student Support – employment of Arabic speaking Community Liaison Officer. Specific refugee students were targeted for intensive EAL/D support both in parallel ESL English classes taught by an ESL specialist teacher and further supported individually in a range of KLAs by ESL teachers. These students and their parents / carers were also supported by the Community Liaison Officer and welfare team in the provision of well-being needs and transitions from Intensive English Centres.	RAM Refugee Targeted Funding \$3,440
Creative and Performing Arts Ensembles	Annual CAPA Showcase held to a sold-out audience at Parramatta's Riverside Theatre; involvement at Our Spectacular "Showtime" performance at Sydney Opera House; two matinee concerts held at GSCAPAHS for primary school audiences; Drama Ensemble successfully auditioned for both Arts Alive and Ultimo Public Schools (Regional) festival; two students successfully auditioned for a place in Talent Development Project (Music) for 2016. The CAPA Ensembles were also highly involved in 50th Anniversary Celebrations in 2016 with performances and displays at the Open Day and the Formal Dinner; the writing and recording of two new school songs, including filming two film clips; and the creation of a 50th Anniversary Mural in A-Block, unveiled by Dr. Mark Carter. <i>More detail on these achievements can be found in the Creative Arts report later in this report.</i>	\$7,000 Buses \$4,200 Riverside \$1,710 T&L Resources \$14,760 Short Term Relief



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	288	295	290	283
Girls	225	216	222	227

Student attendance profile

School				
Year	2013	2014	2015	2016
7	92	91.2	86.5	88.2
8	87.7	87.6	84.9	84.3
9	83.3	82.9	83.7	81.6
10	85.9	81.9	77.4	79.1
11	82.4	80.1	70.4	68.7
12	82.6	78.4	82.2	73
All Years	85.9	83.6	80.5	79.4
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
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

In 2016 our school implemented a range of proactive strategies to improve student attendance and attainment; a partnership was developed with the Home School Liaison Officer, Learning and Wellbeing Officers, Youth Police Liaison Officer and the Attendance Team which consisted of DoE representatives, HT Welfare, Attendance Coordinator, Year Advisers, parents and students.

The attendance and PBL teams worked collaboratively to collect and analyse attendance data to put in place a mentoring program which the wellbeing team will be part of as of 2017. Other staff members will have the opportunity to volunteer as a mentor.

The Attendance Panel Review team sent letters home inviting parents and carers to a meeting to discuss attendance concerns and put action plans together with

the students and parent/carer, that are achievable and attainable to improve students attendance and learning outcomes.

Staff were exposed to a professional learning session where the focus on monitoring students attendance and how to effectively use our systems for a positive outcome.

Individual attendance concerns are case managed by the HT Welfare and the HSLO and appropriate management plans are put in place to assist students to support their transition back into their studies.

Communication to parents about attendance are through the school newsletter, letters are sent home at least twice a term, daily messages via sms and email are sent to parents/carers and follow up phone calls made.

To celebrate students' attendance, students are invited to Principal's morning teas with their parents/carers. Staff use our merit system to award students exemplary attendance. At our end of year presentation day students with outstanding attendance records are awarded.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	10
Employment	0	4.4	18
TAFE entry	0	2.7	12
University Entry	0	0	31
Other	0	0	14
Unknown	0	0	16

In 2016, 15 students gained successful entry into WSU and the areas of interest range from Business, B. Arts, Building Design, Engineering, Construction Management, B Science Biological Science, Criminology and Community Justice, Social Science, Policing.

2 students gained successful entry into ACU studying the following courses: B Law/Psychology Science and B Teaching (Secondary Humanities).

1 student gained entry into Torrens University studying Culinary Management, and 1 student gained entry in Nursing at Notre Dame.

In 2016, 6 students chose to continue their education at TAFE studying the following courses: Veterinary Nursing, Real Estate and Retail. Some students chose to continue their studies at colleges pursuing the

following options: Dip. Management at Macleay College, Dip. Counselling at ACAP.

9 students gained employment in Retail, Construction, Finance and Barber Services. 7 students are engaged in Job Support and 2 students have secured full time employment coupled with an apprenticeship in plumbing and electrical.

Year 12 students undertaking vocational or trade training

Year 12 students were provided with the opportunity to choose from four VET courses including Retail Services, Hospitality, Sports and Recreation and Entertainment.

10 students studied one of the VET courses on offer. There were 20 students who studied at least two courses and one student who studied 3 of the VET courses. This equates to 33% of Year 12 students.

Year 12 students attaining HSC or equivalent vocational education qualification

85% of the year 12 students were eligible for the HSC credential. 14% were eligible for the Record of Achievement as a result of N-Determinations or non-attendance at HSC examinations.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	26.1
Learning and Support Teacher(s)	3.3
Teacher Librarian	1
Teacher of ESL	1.2
School Counsellor	1
School Administration & Support Staff	13.08
Other Positions	8.1

*Full Time Equivalent

In addition to the staffing indicated in the 'workforce composition' table, GSCAPAHS employed:

* 2 Head Teacher (internal appointments)

- * 1 Community Liaison Officer
- * 1.1 Classroom Teachers
- * 0.3 Youth Worker
- * 2.4 School Learning Support Officers
- * 0.2 School Administrative Officer
- * 0.5 Business Manager

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	66
Postgraduate degree	34

Professional learning and teacher accreditation

In excess of \$47,000 was allocated to staff professional learning. Professional learning activities and courses attended by staff include:

Curiosity and Powerful Learning

LMBR/SAP

Positive Behavior for Learning

Australian Curriculum implementation

Subject specific professional learning

Professional association professional learning days

Professional association memberships

Annual conferences

Leadership development conferences

School executive conference

Student welfare and leadership

BoSTES and accreditation

Counsellor training and conferences

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	1 278 478.58
Revenue	7 940 351.92
(2a) Appropriation	7 828 331.79
(2b) Sale of Goods and Services	27 580.42
(2c) Grants and Contributions	69 811.24
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	14 628.47
Expenses	-7 704 526.01
Recurrent Expenses	-7 704 526.01
(3a) Employee Related	-7 035 503.90
(3b) Operating Expenses	-669 022.11
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	235 825.91
Balance Carried Forward	1 514 304.49

Granville South Creative and Performing Arts High School has a finance committee that meets to determine budget priorities. Budgets are determined by costs in previous years as well as school priorities and strategic directions. Cost centres are allocated funds based on numbers of classes and students in classes, as well as consideration of costs required to deliver particular courses. Cost centre managers can also apply to the finance committee for additional funds.

The school had unpaid orders of \$256,377.89 at the end of 2016, which accounts for the full Surplus/Deficit for the year and some funds from previous years rollover.

The Balance Carried Forward, as explained above, includes unpaid orders from the end of 2016, funds retained for ongoing projects, and funds carried over from previous years.

In 2017, balance carried forward from previous years will be used to upgrade the schools

electricity infrastructure and install air-conditioners in classrooms. The school will also be purchasing classroom window blinds and repairing the male and female sports change room toilets.

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	4 985 644.05
Base Per Capita	36 286.77
Base Location	0.00
Other Base	4 949 357.28
Equity Total	1 544 003.50
Equity Aboriginal	18 168.57
Equity Socio economic	921 420.90
Equity Language	144 371.34
Equity Disability	460 042.69
Targeted Total	1 064 422.76
Other Total	106 146.88
Grand Total	7 700 217.19

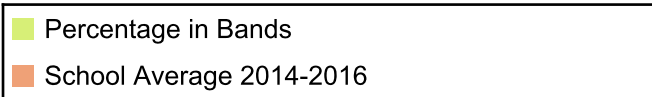
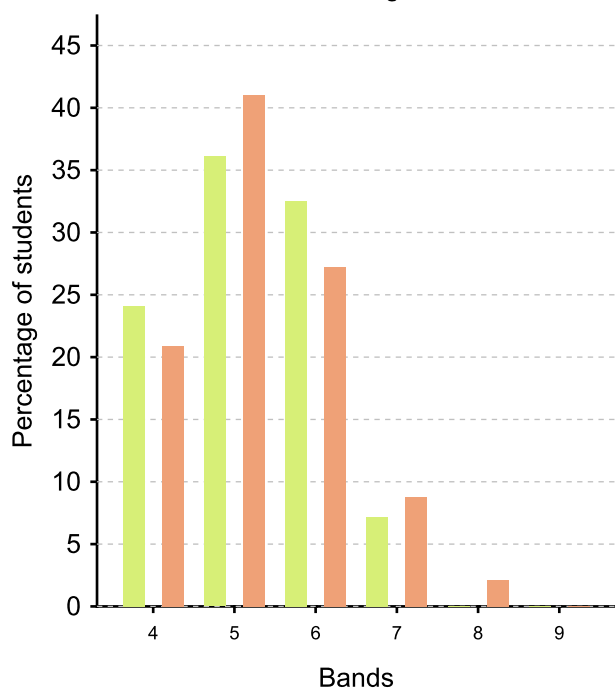
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

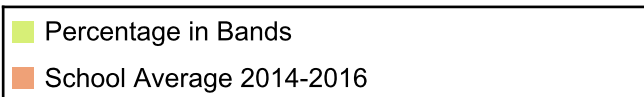
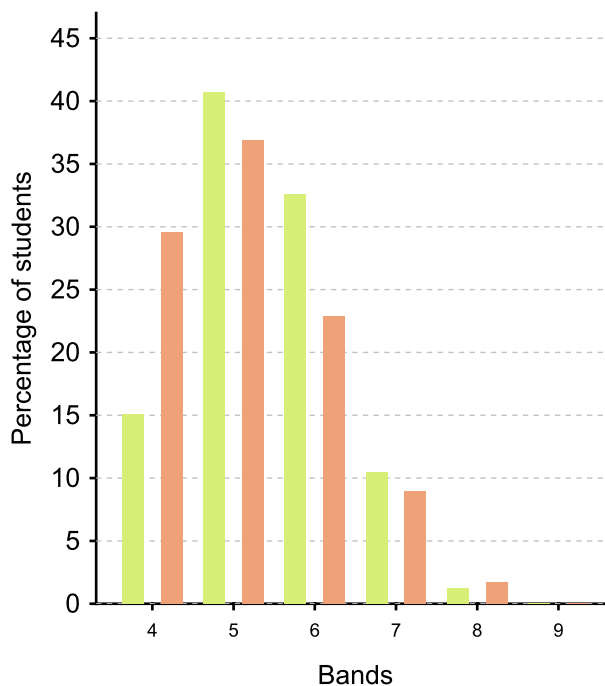
NAPLAN

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

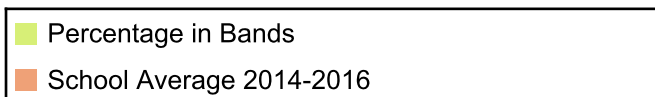
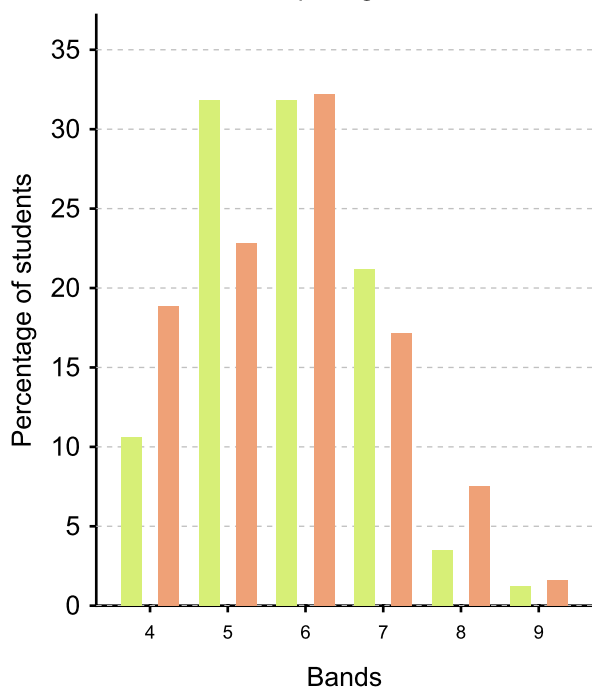
Percentage in bands:
Year 7 Reading



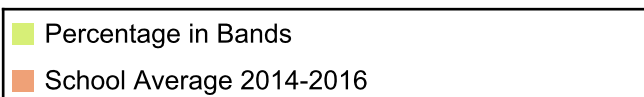
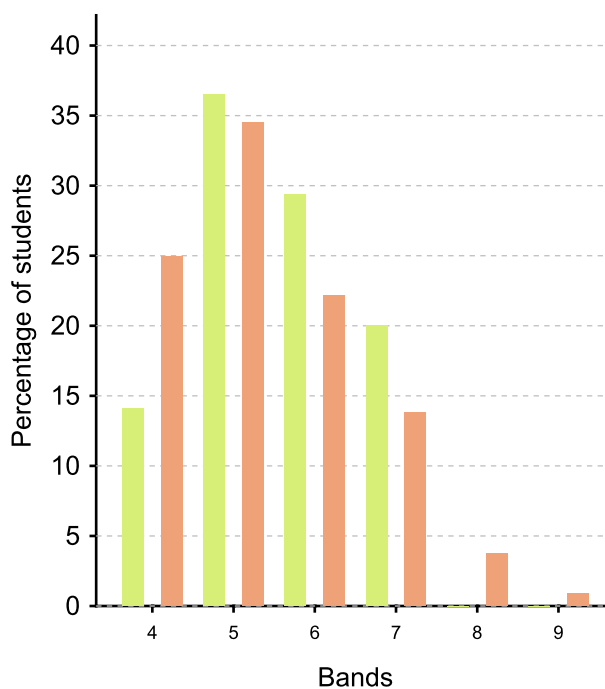
Percentage in bands:
Year 7 Writing



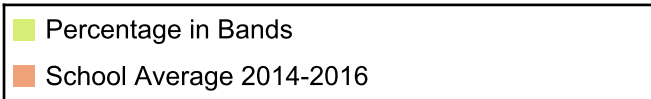
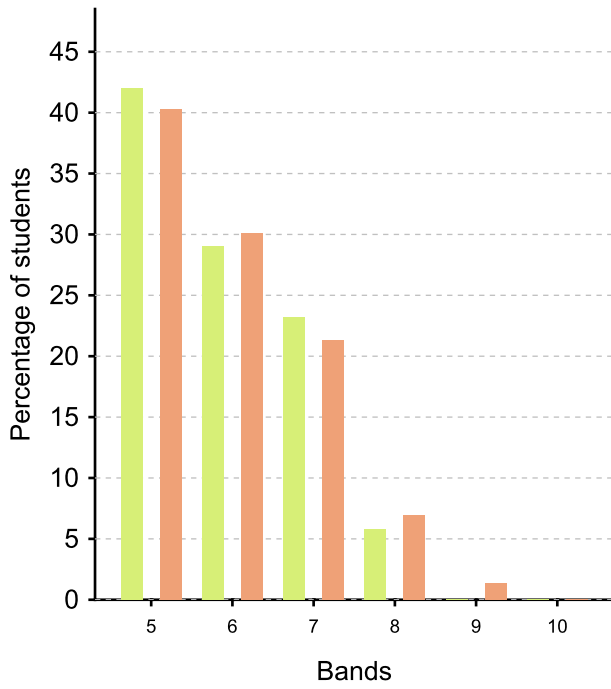
Percentage in bands:
Year 7 Spelling



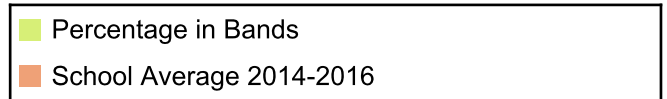
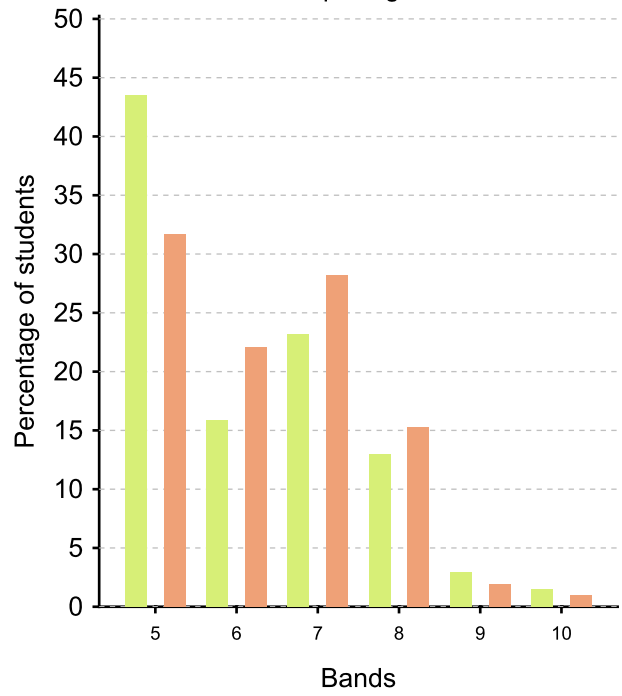
Percentage in bands:
Year 7 Grammar & Punctuation



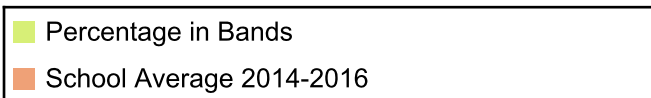
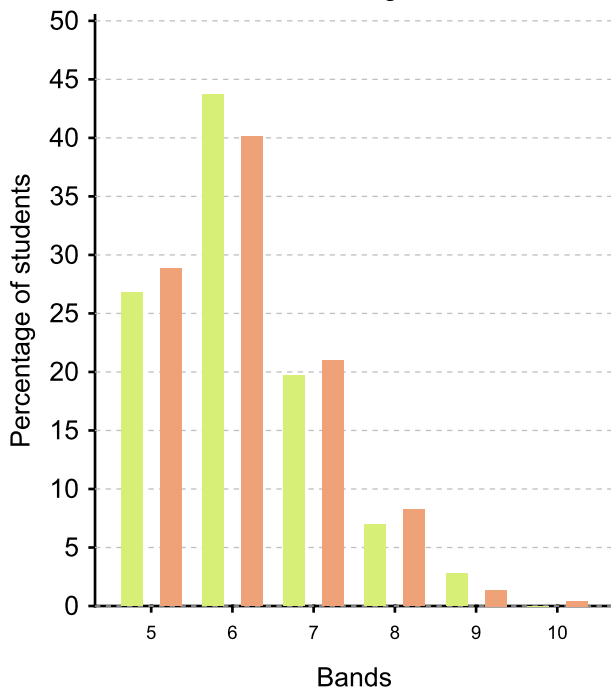
Percentage in bands:
Year 9 Grammar & Punctuation



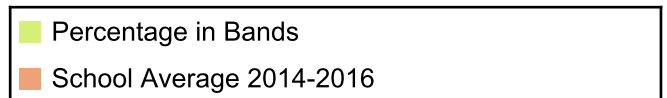
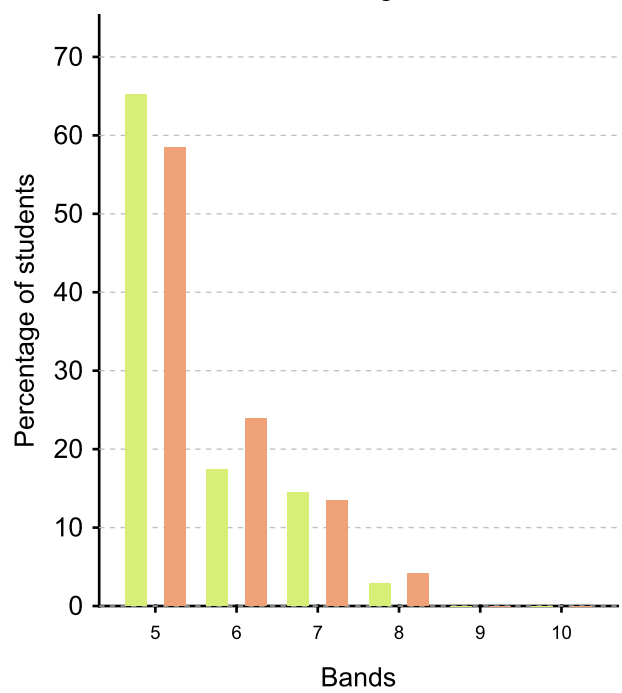
Percentage in bands:
Year 9 Spelling

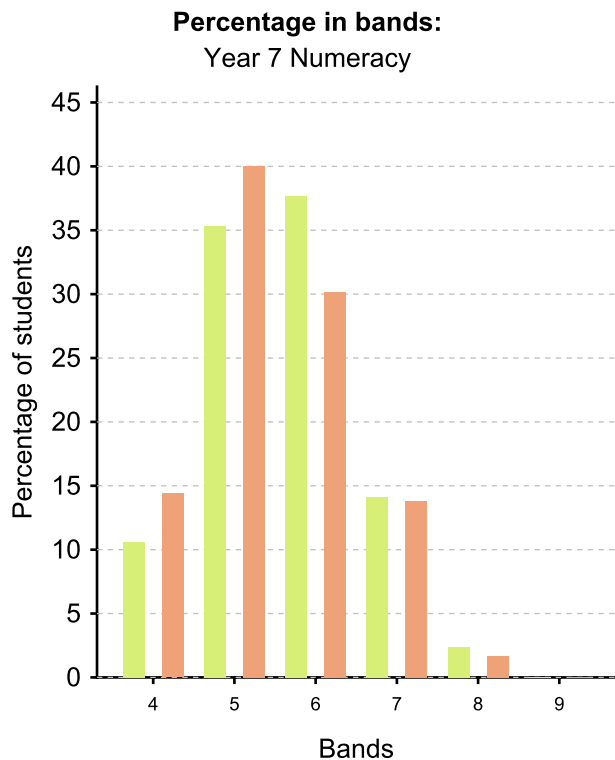


Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing

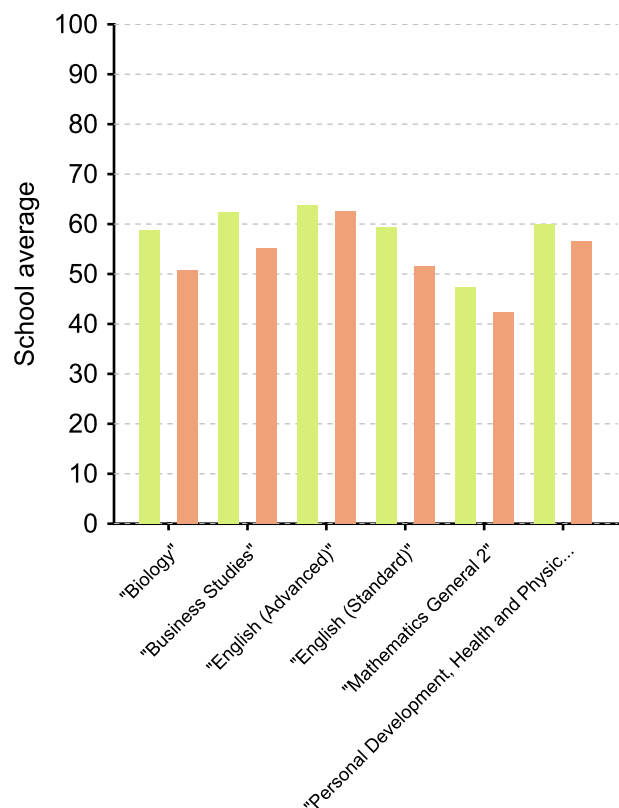
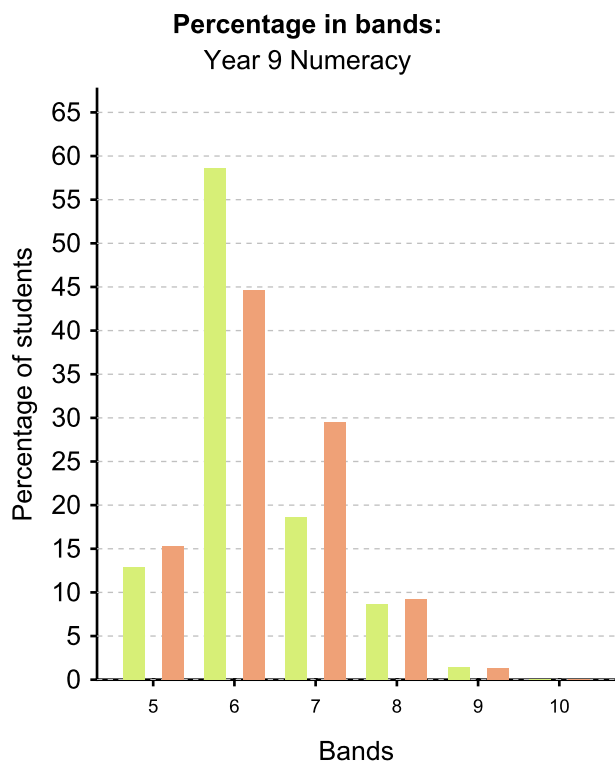




Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). The data below indicates an improvement in HSC results in 2016 for all courses.

The following graph shows school achievement in the 2016 HSC compared to a four year school average. All subjects shown in the graph below had a statistically significant number of candidates presenting for the Higher School Certificate Examination. Importantly, all subjects displayed an improvement in 2016 compared to the school average. This can be attributed to an improvement program addressing targeted improvement measures based on the analysis of internal and external data sources.



■ School 2016 ■ School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

TELL THEM FROM ME

In 2016 Granville South CAPA High School (GSCAPAHS) participated in the Tell Them From Me surveys. The surveys were completed by students, parents and teachers of GSCAPAHS. These surveys help teachers and school executive gain an insight into attitudes and feelings about school, areas where the school is excelling as well as problems that may be occurring, and ideas for making the school better. This survey is completely private and confidential, and is administered yearly. The same questions are asked each year, which assists in assessing impact.

Student Survey

The student survey measures 38 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 316 students in this school that participated in the survey between 13 March 2016 and 30 March 2016.

An analysis of the student results identified the following information:

- 59% of students in this school had a high rate of Participation in Sports.
- 68% of students in this school had a high sense of belonging.
- In this school, 70% of students felt they had developed positive relationships.
- 37% of students in this school were interested and motivated.
- 64% of students in this school tried hard to succeed.
- Students rated finding classroom instruction relevant to their every day lives at 6.2 out of 10.
- Students rated 6 out of 10 that they feel teachers are responsive to their needs, and encourage independence with a democratic approach.
- 30% of students in this school were victims of moderate to severe bullying. This may be either physical, social, or verbal bullying, or are bullied over the Internet.
- Students rated 6 out of 10 that they understand rules and expectations for classroom behaviour.
- 73% of students in this school had aspirations for finishing High School.
- 60% of students in this school had aspirations for pursuing a post-secondary education.

Parent Survey

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Successful schools foster greater communication with parents, encourage parental involvement in their child's school work, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

This year, in order to increase the participation rate amongst parents, GSCAPAHS employed a survey facilitator to call parents at random and ask them to complete the survey over the telephone. The school also notified parents using email, the school newsletter and the schools Facebook page. Unfortunately there were only 15 respondents making the results unreliable due to the small sample size.

Since conducting this survey we have increased our presence on social media platforms such as Facebook and Instagram. We continue to send out our school newsletter, regular emails and regularly update our electronic noticeboard. Parents are often invited to attend school functions and parent participation in accessing the parent portal is increasing.

Teacher Survey

The Focus on Learning teacher Survey is a self-evaluation tool for teachers and schools and focuses on two key areas. One is the drivers of student learning and how they correlate with student outcomes and the second relates to classroom and school practices.

GSCAPAHS is very similar to other schools in regards to most elements with an average rating of 7.5/10 in most areas. It does, however, identify 2 areas for improvement. In the area of parent involvement, GSCAPAHS rated itself at only 5.8/10. In order to improve this, GSCAPAHS will continue to invite parents to events, communicate using a variety of mediums and will endeavour to form strong and supportive relationships with parents. Secondly, even though we rated on par with the state average, a score of 6.8/10 for technology was disappointing. In order to address this, GSCAPAHS has purchased over 250 new laptops and teachers are being developed to improve their capacity to integrate technology into the school curriculum.

The questions relating to classroom and school practices, asks teachers to consider whether they present:

1. **challenging and visible learning goals** for students, and if so, whether they enable students to achieve these learning goals through;
2. **planned learning opportunities** which involve an intentional transfer of skills and knowledge;

attention; and

4. **support for students to overcome obstacles** to achieving their learning goals (e.g., poor basic skills, unproductive learning strategies, low self-esteem, lack of perseverance, poor help-seeking behaviours).

Teachers at GSCAPAHS rated themselves on average 7.3/10 across all four dimensions relating to classroom and school practices. These results were on par with the rest of the state and are very encouraging. At GSCAPAHS we do strive to continually improve, and will continue to provide opportunities for teachers to participate in professional learning and development in order to make best practice, common practice in all our learning environments. 2016 also saw the creation of the School Improvement Team, who meet regularly to learn, plan, share ideas and improve teaching practice across the school.

SUPPORT UNIT FACULTY REVIEW

Terms of Reference

To review, report on and make recommendations about the effectiveness of teaching and learning in:

- Year 7 – 12 Support Unit
- Travel Training procedures in the Junior years and Work Experience in the Senior years

Methodology

The team sought information in a variety of ways, ensuring that the views of a wide cross-section of staff and students and parents were obtained. The processes used to collect information for analysis included:

- Focus groups with students
- Interviews with support unit staff
- Interviews with mainstream staff
- Lesson observations
- Faculty documentation
- Data analysis

Findings

Engagement

- Students report they are generally highly engaged, keen to seek approval and reluctant to disappoint the teacher.
- Teachers are said to be very encouraging, genuinely like the students and develop exceptionally warm rapport in their classes.
- There is a genuine desire from all teachers to present quality lessons that are related directly to real world situations.
- Students enjoy sports.
- Students appreciate the routines established in lessons.
- Students recognise the best teachers as those who explain assignments and classwork in steps.
- Need reward systems that students want to follow as some are long term and not immediate enough.
- Some subjects are too difficult or rushed.
- Students commented on disruptive students,

interruptions and being made to wait when extreme behaviours are being dealt with.

- The annual support social evening was seen as a massive positive in terms of developing positive family relationships and promoting engagement with students and their families.

Teaching and Learning: Policies, Programs and Practices

- The priority of all staff is to provide learning programs that produce students who are independent and work ready.
- Teaching programs cater for student need, their background knowledge and focus on relevance and real world experiences.
- Faculty policies provide for individual student needs through effective discipline practices.
- Through class observation learning intentions were clearly evident to observers and made very clear to students.
- Differentiation was forefront in teaching and learning programs and a focus of teacher lesson delivery.
- Mainstream teachers appreciate the assistance offered by support unit staff.
- A focus on individualised learning approaches, less formality and an emphasis on effective scaffolding are modelled.
- Support teachers commented on the large amount of preparation and work required to satisfy programming and registration requirements.
- Teachers valued highly the individual skills and expertise of colleagues the teamwork approach which is a deeply entrenched as part of faculty practice and culture.
- Work Experience and Travel Training administration is very effective and comprehensive. Meets all school and Department of Education policy requirements. The programs are well managed and documented.

Assessment

- Assessment is an important part of the teaching and learning process and there is a clear link between programming and assessment.
- Some assignments are not explained adequately and as a result the students are reluctant to complete.
- Documentation review indicates that with some assessment tasks, students are not provided with notifications or marking criteria.
- Work samples/assessments need to indicate whether student has achieved independently or with support.

Recommendations

Recommendation 1

Streamline processes and simplify documentation to avoid double up and excessive workload for staff.

Recommendation 2

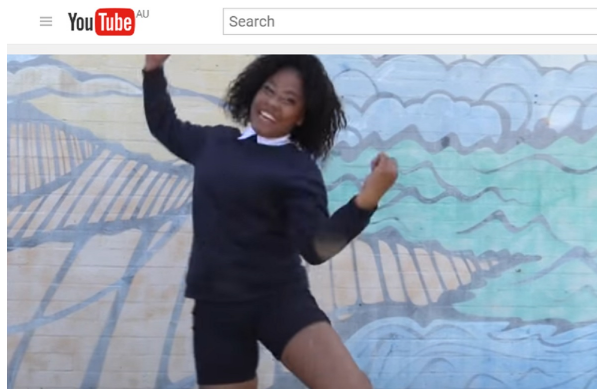
Establish standardised assessment task notifications, marking criteria and meaningful feedback mechanisms.

Recommendation 3

Establish and/or promote involvement in a Holroyd Support Teachers network to facilitate looking at and sharing processes and practices across schools.

Recommendation 4

Continue to find new ways to maintain the collaboration and moral and collegial support for each other that is so evident in the day today operations of the support unit.



Granville South Creative and Performing Arts High School Hip Hop School Song

Policy requirements

Aboriginal education

Granville South Creative and Performing Arts High School prioritises Aboriginal Education by effectively building and sustaining relationships within the Aboriginal community. The school integrates the Eight Ways Of Learning to engage students and maximise students' access to literacy and numeracy. In 2016, as part of 50th Anniversary celebrations, recognition of indigenous heritage was included on the anniversary mural and in the anniversary booklet.

Multicultural and anti-racism education

In 2016, Harmony Day was held on 21st March. This day commemorated International Day for the Elimination of Racial Discrimination established by the United Nations. On the day students were encouraged to wear Orange as a colour of harmony or their national costume to reflect their country of origin. During the formal assembly, the school captains acknowledged the traditional custodians of the land and the National Anthem was performed in both English and Durrum. Students participated in a flag parade to highlight the diversity of our school's staff and student population. Program items included addresses from the Principal, Mrs Johnston, the guest speaker, Mr Hakan Harman, CEO of Multicultural NSW, and Ms Armont, the ARCO. Performances included the Polynesian Dance group and the Arabic Drumming Ensemble under the guidance of Ms Cristie Collins.

In Granville South Creative and Performing Arts High

School, promoting inclusivity and celebrating diversity is paramount. Of the over 500 students that attend the school, 90 % speak languages other than English.

The Student Representative Council created and displayed a banner which pledged to accept, respect and include every member of the school regardless of individual differences.

The assembly also showcased the iConnect project which was made in partnership with the Arab Council Australia and Multicultural NSW. A flash mob was coordinated and choreographed by Miss Anastassia Tsaloukas and was performed by Granville South students and teachers to promote social inclusion and harmony. They performed to the song "Absolutely Everybody" by Vanessa Amorosi, and incorporated cultural elements from the students' traditional backgrounds; Islander students choreographed a traditional dance section and Ms Cristie Collins coordinated the Arabic Drumming Ensemble. It was watched by onlookers in the Parramatta CBD and highlighted on the local news with great success.

After the Assembly, students participated in lessons to promote tolerance and anti-discrimination.

Emese Armont

Anti-Racism Contact Officer

Other school programs

ENGLISH

2016 was an exciting and fulfilling year for the English faculty. The faculty has striven to improve student learning outcomes through incorporating whole school teaching and learning strategies, such as elements of Focus on Reading and Curiosity and Powerful Learning, as well as faculty based initiatives into our teaching practice such as continuing to use the modelled, guided, independent approach to teaching and learning along with providing students with exemplar work responses. In addition, a major focus for the English faculty has been to further develop comprehensive teaching and learning units in line with the National Curriculum. Assessment tasks, for all years continue to be reviewed and evaluated. This ensures that tasks are being developed that assess a broader range of syllabus outcomes.

The English faculty continues to explicitly teach literacy skills across the various cohorts to better prepare our students for study not only in the senior years of schooling but in post school life as well.

Parallel ESL English classes run in Years 9 and 10 plus the faculty runs the EAL/D Stage 6 English course in Years 11 and 12 for eligible students. These classes are taught by a trained EAL/D specialist teacher. The Stage 4 classes offer refugee students and refugee like students the opportunity to be taught in smaller classes

and receive more immediate assistance with their acquisition and understanding of English as a language.

English Studies as a Stage 6 content endorsed Higher School Certificate course continues to attract a solid number of students. This non ATAR course still provides students with the compulsory study of English as a subject, required for a Higher School Certificate but is more practically based, preparing students who do not wish to pursue an academic career.

It is pleasing to report that a number of students scored a Band 4 for their Higher School Certificate in English in 2016.

Advanced, Standard and ESL English courses continue to run and enable students to receive an ATAR.

The Library and Information Resource Centre has completed the migration to the OLIVER management system. This has resulted in the teacher Librarian and SAO exploring not only the latest digital platforms but the most relevant ones for our students and school.

Mrs Flora MacDonald–Brown, Head Teacher English.

MATHEMATICS

In 2016, the Mathematics faculty enjoyed another successful year in delivering the 7 – 12 programs. The Mathematics staff worked tirelessly to differentiate lessons to cater for all student needs and in doing so, incorporated many real life usage of Mathematics to highlight the relevance of the content. Students responded well and were highly engaged in their learning, with improvements in assessment results.

In order to help us deliver a successful program, the Mathematics faculty incorporated many of the school focus areas of learning including Curiosity and Powerful Learning, Technology, and Literacy and Numeracy initiatives. Through the use of these strategies, teachers were able to effectively engage students in their classrooms.

All staff in the Mathematics faculty dedicated time out of class to help students. The faculty has an open door policy where students are welcome to seek assistance at any time during recess or lunch, leading to more positive student–teacher relationships.

With a special focus on NAPLAN and HSC assessments, we saw an improvement in 2016 results. The Numeracy NAPLAN results continued to show improvement in value added data while our HSC General Mathematics cohort results improved dramatically from previous years. In 2016, 46% of the students received Bands 3 or 4 compared to none in the previous two years. These results complement the positive shift in attitude and the hard work done by all staff and students in Mathematics.

Mr A Nagi, Head Teacher Mathematics

SCIENCE

Throughout 2016 our students were provided with many opportunities to be actively engaged in Science as evidenced through a wide variety of excursions, incursions and competitions.

At the start of the second term, we welcomed Ms M. De Palma into the Science faculty.

Our 2016 HSC Science students produced some impressive results. Congratulations to Amani Darwich and Mohamad El–Hallak who both achieved Band 4 in Biology.

Our senior students, studying Biology, Chemistry and Senior Science, participated in numerous excursions. Mr Azzopardi's Year 12 Biology students visited 'The Sydney Children's Hospital – Randwick' to strengthen concepts and content taught in the 'Search for Better Health' and 'Maintaining a Balance' modules. Ms Azzi's Year 11 Senior Science students visited a local produce grower and green houses to learn about plant production techniques and water conservation strategies. Ms Azzi's Year 11 Biology class and Ms Nguyen's Year 11 Senior Science class visited 'Longneck Lagoon Environmental Education Centre' to undertake valuable field work to strengthen content taught in the 'Local Environment' module.

Several opportunities were also made available to our students to visit university campuses, allowing them to be involved in a variety of on–campus activities. In August, Mr Azzopardi and a select group of Year 9 students, including Amer Abu–Issa, Zainab Al–Faham, Elizabeth Brown, Kouda Houssien, Fatuatua Mainuu, Ali Qaderi, Saimong Oo, Tamer Tetik, Toetuu Tomasi and Fred Tolo Faaoloi, attended 'Science and Maths Exposed' held at Western Sydney University – Parramatta campus. In October, five students, Elizabeth Brown, Elizabeth Bunoza, Suzi Fadil–Wahib, Sarah Kocergin and Monika Vesse attended the University of NSW 'Loreal Girls in Science' open day. This excursion provided our students with an opportunity to listen to three engaging presentations from this year's Australian L'Oréal–UNESCO For Women in Science Fellows.

As with previous years, our students were also involved in numerous Science competitions including, 'The Big Science Competition', 'Australian National Chemistry Quiz' and the 'RACI Crystal Growing Competition'.

Thanks to Ms Hatchman's drive and initiative, the interactive and educational 'Snake Tails' incursion was held in August and proved extremely popular and entertaining for our Year 7 and Year 8 students. The fun performance, which featured only Australian reptiles, allowed our students to gain a greater understanding of the role of reptiles in the environment today.

National Science Week was held in August. Throughout the week, our students participated in exciting experiments at lunch time.

Towards the end of the year in December, a large group of Year 7 students, along with Ms Zhang and Mr Azzopardi participated in a fun and informative excursion to The Sydney Observatory in Miller's Point, followed by an enjoyable and beautiful walk across The Sydney Harbour Bridge, finishing at Milson's Point. The excursion was hosted by ASPIRE, which is an innovative partnership between Granville South CAPA High School and the University of New South Wales (UNSW).

Mr Anthony Azzopardi, HeadTeacher Science

HUMAN SOCIETY IN ITS ENVIRONMENT

As always, our main focus in the HSIE Faculty in 2016 was to develop a culture of learning to improve student learning outcomes through quality teaching practices. Our student numbers in elective subjects have continued to grow which meant that in 2016 there were two Stage 5 elective (Year 9 Commerce) classes and five Stage 6 elective courses. The subjects offered in Stage 6 included Legal Studies, Business Studies, Modern History, Studies of Religion and Retail Services.

Not only has the popularity of Stage 6 courses increased but we also achieved some excellent results in the 2016 Higher School Certificate with Retail Services performing above state average, and one Band 5 result in Legal Studies by Armani Darwich. Armani has gone on to pursue tertiary studies in Criminal Psychology at university which we are all very proud of. We also achieved a total of 13 Band 4 results for the HSC courses.

HSC Students were provided with tutorial sessions after school and holiday workshops were organised for them in preparation for HSC examinations. We believe that the commitment by the HSIE team and our students towards achieving academic success was evident in the HSC results.

The HSIE faculty like to offer a positive learning environment for students, where they can be better engaged in their learning and become independent learners within and outside the context of the classroom. As a result, the HSIE team organised excursions in 2016, including Year 12 Business Studies to Sydney Tower Restaurant and Year 7 to the Blue Mountains. The feedback from students who attended these excursions was very positive. The HSIE faculty is in the process of organising more excursions like these for 2017, including the Nan Tien Temple in Wollongong for Studies of Religion and the Downing Centre Courts in the city for Legal Studies. Excursions provide our students with access to new learning opportunities and platforms through broader industry and community experience within a real world context.

In 2016, HSIE also successfully prepared for the implementation of the new National Geography Curriculum for Stage 4 and 5 2017. We worked as a team to improve student learning outcomes and

implement school plan and strategic directions. We incorporated whole school teaching and learning strategies, such as elements of Curiosity and Powerful Learning and the Quality Teaching Framework as well as faculty based initiatives. We have also reviewed and evaluated our assessment tasks for Stage 4, 5 and 6 which included developing assessment for the New Australian Curriculum as per NESA requirements.

Ms Shobhna Sharma, Head Teacher HSIE

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Higher School Certificate

Some great results were achieved in both PDHPE and CAFS in 2016. A much smaller CAFS class this year allowed for some effective one-to-one mentoring by new PDHPE Head Teacher Mr. White, and of the four students who successfully completed the HSC examination in Community and Family Studies, three achieved a Band 4 result. Congratulations to Meagan Sparkes, Shazar El Dirani and Angela Lovell for these excellent results.

Congratulations is also due to our top performing PDHPE students, who, under the experienced tutelage of Mr. Garrido, achieved some great results. Special mention goes to Ammar Fazil and Layla Saddik, both of whom achieved Band 4 results in their examination.

Sport

The long history of sporting achievement that Granville South Creative and Performing Arts High School is known for certainly continued throughout 2016. Once again, our School, Zone and Regional carnivals were great events that saw record breaking attendance figures and an increased number of participants across all carnivals including swimming, athletics and cross country.

In the Prospect Zone Grade Sport competition, GSCAPAHA continues to fill male and female teams for sports that include, basketball, soccer, touch-football, oz tag and netball. 2016 saw nearly all teams qualify for the finals and this outstanding effort is a credit to both our staff coaches and our students who continue to proudly represent our school throughout the Prospect Zone. A special mention must go to Mrs. Cameron and Mr. Latulipe whose teams made it through to the semi-finals on every occasion. Congratulations particularly to Mr. Latulipe, who received the honour of 'Coach of the Year' at our annual Sports Presentation Day event.

As part of the School Sport program at GSCAPAHs, during Term 2 students were presented with the unique opportunity to participate in 'Henna and Kite Making' classes as part of a program run by the Community Migrant Resource Centre. This was a very popular option for students and the program was a big success.

The Sydney West School Sports Association's Knockout Competition was another highlight on the

South Creative and Performing Arts High School once again met with much success. Teams were entered for sports including softball, basketball, football, rugby league and netball and all participants represented the school with pride.

Individual sporting achievements for 2016, the likes of which the school has not seen in some time, include the following:

- two NSW Football Catholic Churches Representatives Abdullai Daudau and Jakob Kaihea who played in the Australian churches competition held in Narrabeen over 4 days
- a 12 years Zone Age champion in cross country, Akram Jebara
- two 15 Year Old Zone Athletics Age champions, Ebony Coker and Abdullai Daudau who achieved overall success in age groups across numerous events
- an Australian Street Soccer Representative who was flown to play in France, Ali Dulleh
- Sydney West Rugby Union Representative, Akosita Masima
- a NSW CHS Rugby Union Representative, Brodie Dillon
- the best 15–year–old swimmer in the Prospect Zone, Bilal El Arab. Bilal also performed exceptionally well at the Regional level.

Year 7's 'Creating Champions'

In partnership with the community group 'Creating Chances', Year 7 classes underwent a 10 week 'Creating Champions' program that aimed to teach our young students important life lessons including resilience, communication, teamwork, problem solving and the importance of values, all while reinforcing Granville South Creative and Performing Arts High School's LEARN expectations. This program ran during Year 7 sport lessons and used physical activity as the tool to teach students in a fun and engaging way.

Creating Champions 'Zap Day'

The Creating Champions program ended with the 'ZAP Day'. On Thursday the 17th of November, students went to Granville Park. There they participated in a range of fun, engaging physical activities emphasising teamwork and cooperation, as well as many of the lessons learned throughout the duration of the Creating Champions program such as resilience, values and communication. A special congratulations to the following students, who received awards at the Annual Sports Presentation Day event for their exemplary effort throughout this program:

- Joshua Latukefu
- Shayma Ajouz

- Khaee Oo
- Sela Ratu
- Rayan Obeid
- Jasmine Nahle

2016 NRL 'Harmony Day Festival'

The school's NRL Ambassadors Brodie Dillon, Iasinita Fangupo and Allanah Macatangy accompanied Mr White and a group of junior students to the 2016 NRL Harmony Day Festival held at Merrylands Oval. The day included an inter-schools touch football competition that saw GSCAPAHS's team finish undefeated, as well as some inspirational talks from some of the games biggest stars including Robbie Farah and Nathan Hindmarsh. Students were also treated to a fantastic Polynesian dance performance.

Sports Fitness and Recreation – VET

Granville South Creative and Performing Arts High School is proud to offer its students the highly rewarding opportunity to study the VET subject Sport Fitness and Recreation. This subject provides students with the opportunity to gain industry recognised national vocational qualifications under the Australian Qualifications Framework as part of their NSW Higher School Certificate. This course enables students to develop a range of technical, vocational and interpersonal competencies valued both within and beyond the workplace.

Some of the opportunities and achievements VET Sport, Fitness and Recreation students have had this year include:

- Assisting staff at the school swimming, cross country and athletics carnivals
- Represented the school by assisting staff at the zone athletics carnival in a number of duties such as runner, measuring and recording of athletics events.
- Building student confidence, communication skills and coaching experience by delivering coaching sessions to their peers and Year 7
- Gained experience in the industry by participating in work placement at various locations including local primary schools (Blaxcell Street and Granville South Public Schools), and local recreation centres (@fitness gym)
- Students working with Creating Chances, a community organisation in delivering coaching sessions to Kindergarten, Years 2, 3, and 4 at Granville South Public School
- Completing their First Aid qualification
- Presenting sports awards at Blaxcell St Public School at the end of year sports assembly

This year Granville South Creative and Performing Arts High School maintained partnerships with Blaxcell St Public School and Granville South Public School and developed new partnerships with Georges Hall Public School in assisting staff at school carnival events and

weekly school sport. We look forward to working with these primary schools and other community organisations in the future.

Granville South Creative and Performing Arts High School and the PDHPE faculty in particular thank Ms Rama for her outstanding work in facilitating the opportunities VET Sport Fitness and Recreation offers its students.

Sports Presentation Event

Our end of year Sports Presentation was held on Thursday the 1st December and this was an opportunity to highlight some of the fantastic individual and team achievements this year. Special mention must go to our major award winners on the day:

- the Tatafu Polota Nau Excellence in Sport Award, Brodie Dillon
- the Ruth Everuss Achievement Award, Bilal El Arab
- the NSW Premiers Sporting Challenge Medal Winner, Akram Jebara
- the Sports Person of the Year, Khaled Ahmadzai

Granville South Creative and Performing Arts High School would like to sincerely thank special guests and current members of the Australia Women's Rugby League team Simiama Taufu and Hannah Sio for their presence on the day, which made the event all the more special.

Looking forward to another highly successful sporting year in 2017.

Mr David White, Head Teacher Personal Development, Health and Physical Education

CREATIVE AND PERFORMING ARTS

2016 marked a year of celebration in the Creative and Performing Arts (CAPA) faculty. The faculty's dedication to the delivery of quality teaching and learning in the classroom continued to complement the Ensembles Program for selective CAPA students. As we celebrated Granville South's 50th Anniversary, CAPA students were provided additional and numerous opportunities to showcase, develop, and explore their talents throughout the year.

50th Anniversary

In 2016 the Creative and Performing Arts faculty were the faculty leading the celebrations for Granville South Creative and Performing Arts High School's 50th Anniversary. Staff and students worked on a number of projects throughout the year, to be presented at the numerous events held during Term 3, 2016.

Under the guidance of Ms Wright and Ms O'Keefe, the Visual Arts Ensemble along with elective students and staff at GSCAPAHS worked tirelessly throughout Semester One to create a large mural in celebration of

our 50th Anniversary. The mural reflects our school's history, the development of learning over the past 50 years, our diverse school community, and our strengths as a Creative and Performing Arts High School. Officially unveiled on 4th August 2016 by Dr Mark Carter, Director Public Schools NSW the mural hangs proudly in A-Block near the entry way.

During Term 1, Mrs Collins' Year 11 Music class wrote and recorded a new school song in celebration of our 50th Anniversary. Written and recorded in partnership with Granville Youth and Community Centre, the students also wrote a modern, hiphop version. Students in the VET Entertainment class assisted in the recording of video imagery to suit both pieces, with the final products, songs complete with film clips uploaded to YouTube. Both songs were unveiled at our first 50th Anniversary decades assembly.

School Song

https://www.youtube.com/watch?v=_4SjtqxNSYU

HipHop Version

<https://www.youtube.com/watch?v=wCF4T-ES4Lk>

In 2016, we returned to Parramatta's Riverside Theatre to celebrate the amazing achievements of our Circus, Dance, Drama, Music, and Visual Arts Ensembles at our Annual Showcase Evening, this year entitled "You Can't Stop The Beat". Students performed a sold out show for an audience of family, teachers, and friends and the show was a huge success with all students performing wonderfully. More than 400 primary school students were treated to our Riverside Matinee Concert in our school hall later in the term.

CAPA Successes

As a part of our Ensemble program since Year 8, Armani Darwich studied Visual Arts as part of her pattern of study for the Higher School Certificate. With an HSC Mark of 81, Armani achieved a Band 5 for Visual Arts and was the highest performing CAPA student in 2016.

The following students were awarded the Creative Arts Excellence Awards at the 2016 Presentation Day Assembly: Jakob Kaihea (Circus), Elizabeth Brown (Dance), Macey Rifahi (Drama), Onyx Tautuhi (Music), and Mobina Salari (Visual Arts).

Additional achievements by Elective and Ensemble CAPA classes:

- The combined Circus, Dance, and Music Ensembles returned to the Our Spectacular concert with a successful audition, performing at the Sydney Opera House at the "Showtime" event closing the first half of the concert.
- Our Drama Ensemble successful at audition and performed at both the Arts Alive Festival at Seymour Centre and the Ultimo Public Schools Drama Festivals at NIDA.
- Creative and Performing Arts students performed at an array of 50th Anniversary events, including our Open Day, Formal Dinner, and Decades

Assemblies.

- Akosita Masima (Year 11) and Hineturangi Tiarua (Year 11) successfully auditioned for a position in the Talent Development Project (TDP) for 2016.
- Students from our Ensembles Program and Elective CAPA classes regularly performed at School Assemblies. Additionally, CAPA students performed many Formal School Assemblies including Harmony Day, Academic Recognition Assembly, SRC Induction Ceremony, Year 12 Graduation, Sports Presentation Assembly and the Year 6 into 7 Orientation Day.
- The Music Ensemble Choir now performs the National Anthem in Dharug traditional language and English at all formal assemblies.
- Ensemble students proudly represented Granville South Creative and Performing Arts High School at external events including the Christmas Carols event at Guildford West Public School.
- Visual Arts Ensemble students attended Welcome Walls and Sculpture by the Sea and participated in workshops with featured artists.

Mrs Cristie Collins, Head Teacher Creative and Performing Arts

TECHNOLOGY AND APPLIED STUDIES

Year 12 Industrial Technology Wood – Major Work – successfully, designed and made a Coffee Table with Chessboard.

Year 12 Information Processes and Technology – Congratulations to Ahmed Al-Jabiri, Vehid Dupovac, Mohamad El-Hallak and Mustafa Tadik, for achieving Band 4 in the HSC examination.

Year 11 Hospitality – successfully catered for: Year 12 Graduation, SRC Induction, Sports Presentation Assembly and Presentation Day.

Year 9 Industrial Technology Wood – showcased their practical skills and produced excellent Coffee Tables.

Year 8 Technology Mandatory – designed and made colourful multi-purpose boxes and successfully used Google SketchUp to design their own restaurant accompanied with their portfolio.

Year 7 Technology Mandatory – designed and made creative and colourful door stops and successfully learnt various methods of tie dying and applied this to the apron they designed and made.

Metalwork Room Upgrade – replacement of workbenches allowing for better work efficiency and storage of student projects.

Ms Antoniette Sirianni, Head Teacher Technology and Applied Studies

SUPPORT UNIT

The Support Unit at Granville South Creative and Performing Arts High School is an integral part of the school community. There are five classes for students with moderate and mild intellectual disabilities. The students follow the Life Skills Syllabus across all Key Learning Areas.

2016 was a highly successful year for the Support Unit.

From Week 2, all students were assessed on their Literacy and Numeracy ability via various assessment tools. Literacy and Numeracy entry levels were determined and MultiLit sight words, word attack skills and flash cards were prepared to cater for individual reading levels.

Support students accessed Life Skill syllabi which were linked to mainstream topics where applicable. In order to effectively enhance student academic performance, Individual Education Plans (IEP) were established and itinerate support personnel were invited to work in collaboration with Support teachers in class.

Community Engagement

In early February, the Unit hosted the annual Support Unit Social Night. This evening was not only a social occasion to welcome the new students and their parents, it also provided comprehensive information for the parents about events and activities for the year ahead. The newly-introduced National Disability Insurance Scheme (NDIS) guidelines were briefly discussed and the NDIS Information Day was announced for July.

On the 28th July, the Support Unit, in collaboration with Ms Anne McNabb (Itinerant Transition Support Teacher), hosted a parent information session on the NDIS. This was presented in partnership with the Council for Intellectual Disability (CID) and the Multicultural Disability Advocacy Association (MDAA). Determining NDIS eligibility can be a daunting, complicated procedure so parents and caregivers were given the necessary information and support to enable them to undertake the process. The Information Day was attended by parents from primary schools in the Granville and Guildford areas, as well as parents from Granville Boys High School, Auburn Girls High School, Merrylands High School and Holroyd High School.

Individual Education Plans (IEPs), Individual Transition Plans (ITPs) as well as Review meetings were conducted at the beginning and the end of the school year for junior and senior students. Parents were invited to attend meetings with Class Teachers, the Head Teacher, the School Counsellor and the Itinerant Support Teacher. The discussions addressed not only the direction of the student's individual academic needs, but also their social skill development and functional lifeskills.

Community Access

Stage 4 and Stage 5 Support Unit students participated

in Community Access. During Travel Training, classes began the year by learning how to cross the road and display safe pedestrian behaviour. They then progressed to bus travel followed by train and ferry travel.

Learning to read timetables and organise a schedule is an important and valuable learning skill during these travel training experiences. Students work towards purchasing goods and services, locating shopping items and travelling on public transport independently.

Destinations for 2016 included the local suburbs of Merrylands, Villawood, Parramatta, Bass Hill and Bankstown. At these locations, students learned to familiarise themselves with the local community by visiting shops, post offices, banks, and other points of interest to enhance their understanding of local services. Students finished the year by venturing out to the amazing city of Sydney to locate famous landmarks.

The Community Access program also includes learning the skills needed to participate in leisure activities as these are directly linked to a variety of Life Skills syllabi. In 2016, students engaged in Laser Tag, bowling and cinema sessions where they purchased entry tickets, formed teams for competitions, and learned to appropriately select, order and purchase food in food courts and restaurants using suitable dining etiquette.

Work Experience

In order to teach senior students the skills necessary to successfully transition from the school environment to the workplace, Year 10 students participated in Work Experience fortnightly and Year 11 and 12 students attended weekly.

Individual placements included Best & Less, Bunnings, Coles, Target, various Cafés, Lowes, Spotlight, Lincraft, Child Care centres, Trim Fresh, Mini Moto, and various mechanic/repair workshops as well as pharmacies. The work sites encompassed areas such as Granville, Guildford, Merrylands, Bankstown, Berala, Greenacre, Roselands, Lidcombe and Parramatta.

A select group of Year 11 and Year 12 students worked at the Salvation Army store in Lidcombe, where they undertook various tasks; sorting, labelling and cleaning of donated goods for resale, with teacher and teacher-aide support.

The 2016 Heather Goodwin Memorial award for Work Experience was presented to Steven Mitilineos for his outstanding commitment to Work Experience throughout his senior years.

Annual Merit Excursion

Each year the Support Unit students work towards an annual excursion. This excursion is accessible to every student in the Unit and is awarded based on positive attitude to learning and behaviour. In 2016 students were transported to Taronga Zoo. Students enjoyed a day of visiting animal enclosures, picnicing in the park

and riding on the Sky Safari cable car. The highlights of the day were the Seal show and the Bird show where students were able to participate in feeding.

V8 Supercars Excursion, Olympic Park

30 Support Unit students were nominated to attend the V8 Super Cars excursion at Olympic Park, Homebush. The students were given access to the Pits, providing them with the opportunity to get “up close and personal” with the racing cars. Students were able to view the cars demonstrating their power on the race circuit.

Sport 2016

2016 saw the introduction of Grade Sport for students in years 8–10. Selected students from the Support Unit were offered places in the school teams and competed for a term with their mainstream peers. Other Support students participated in a variety of team sports including Volleyball, Touch Football and Baseball. Fitness was a focal point for 2016. Students completed circuit training for cardiovascular fitness in a variety of school locations including the school gym. Use of the gym equipment enabled senior students to consolidate their classroom learning to a practical environment.

The annual school swimming, cross country and athletics carnivals were once again enthusiastically attended by members of the unit and produced several zone contenders. Hamzah Malas competed at the Zone Swimming Carnival; Steven Mitilineos, Claudette Nader, Hamzah Malas, Daniel Zappia, Abdul Sankari, and Pranav Dangol competed at the Zone Cross-Country Carnival.

Team Captains Othman Al Rashid and Mohammed Ajouz proved to be great ambassadors for the Support Unit and for the school. Not only did they actively participate as athletes, they also provided support and guidance for the younger students. As team captains they took the initiative to assist teachers with the management of Granville South competitors, and went above and beyond their role when they volunteered to assist with the wheel chair students from other schools. In Term 4, the new captains, Salim Yabarow and Hussein Khocheiche, were elected by staff and support students.

Interschool Sports 2016

The Support Unit competed in several sporting competitions against other support units throughout 2016.

The Northcott Secondary Swimming Carnival in Term 1 proved to be a highly successful endeavour with more students competing and attending the day than previous years. Students excelled in the relay events, with our junior team placing 1st.

The Northcott Secondary Athletics Carnival also brought about more attendees than previous years, and every student was involved as either a competitor or a helper on the day. We received a wide variety of 1st, 2nd and 3rd places and look forward to competing

again next year.

2016 also brought about the first Inter School Gala Day between Fairfield High School Support Unit and our unit at Granville South CAPA HS. We competed in a bowling tournament with huge success. Not only did we achieve the Highest Point Scorer and Highest Scoring Team award, but we won the day overall with the Highest Scoring School. As well as competing in sport, students were able to connect with students at Fairfield High School and develop meaningful relationships with others. We look forward to meeting up with Fairfield High School, and possibly other units, in 2017 for the Second Annual Gala Day.

50th Anniversary

The Support Unit were an integral part of the school's 50th Anniversary celebrations. Students and staff dressed up for the decade marking special assemblies and actively learned about the history of the school. Junior students beautified the school grounds with the generous support of Lidcombe and Villawood Bunning's stores, using their horticultural skills which were embedded in the Geography syllabus.

On the 6th August, at the 50th Anniversary Open Day, Support Unit students and staff served tea, coffee and cakes to ex-students and visiting guests from the community.

The Support Unit cookbook, which was specially compiled using students' family favourite recipes, was also sold on this day.

Graduation Day

In Term 3, the Support Unit staff and Year 7–11 students farewelled senior students at a Year 12 Graduation Luncheon at the Merrylands Bowling Club.

In September, the year 12 graduates were linked with various employment agencies and Job Support. Some students commenced an apprenticeship while others continued their education at TAFE.

Emese Armont, Head Teacher – Special Education