

Granville Boys High School

Annual Report



2016



8811

Introduction

The Annual Report for **2016** is provided to the community of **Granville Boys 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.

Dr Linda O'Brien AM

Principal

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Message from the Principal

The outstanding achievements of the students and staff in 2016 are here reported. The Eid celebration at the end of Ramadan, the product of the extraordinary efforts of a team of students, parents and community members coordinated by teachers is a testament to this spirit of inclusion and cohesion at our school when more than eighteen hundred guests attended. At the event parents and community raised \$23, 000.00 for the installation of air conditioners at the school.

Ten of our students were invited to Admiralty House on the shores of the Sydney Harbour, the residence of the Governor General Sir Peter Cosgrove, to celebrate Australia Day on the 26th January in 2016. It was a great honour and the students represented their school with pride.

Again this year a group of year 10 students graduated from the "Who am I?" project run by Sheik Wesam Chakawi. Along with the participants from Auburn Girls High School, students attended a Graduation ceremony at NSW Parliament House in December. The program conducted in partnership with Sydney Youth Connect engages students in life changing experiences through participation in a broad range of activities where they interact with a variety of people.

In the creative and performing arts David Gatluak led the boys hip hop ensemble at the NSW Schools Spectacular. David is a talented dancer and musician who has studied music at GBHS since Year 7. Along with his fellow musicians David graduates from school as an accomplished performer who has made enduring friendships within a culturally diverse cohort. Mr Noel Dixon, Ms Julie Olzomer and Mr Ahmed Hoblos have worked tirelessly to support this group of performers. Other ensembles and particularly the Arabic drummers and bands have had an exceptional year performing for audiences at the Sydney Opera House, for the White Ribbon March in Lakemba and at Pacifica at Liverpool. As well students entertained many primary school students from schools across Western Sydney.

In 2016 we hosted students from Queensland and Victoria at two separate events; Carey College for Australian Rules Football and Woodridge State High for music. Our team of year 10 writers visited Lightning Ridge to participate in the Westwords' creative writers program. Students also participated in workshops and created works at the Australian Film, Television, and Radio School and with Musica Viva.

University links continue to enrich the student learning at GBHS. With Macquarie University students were coached by mentors to build robots and compete very successfully in Robotics challenges. Our students came second in a field of teams from interstate and within NSW. The Pacifica program facilitated by Ms Havea assisted students to imagine a university future for themselves. Mr Mandarakas and the year 11 History worked with Sydney University History Department once again on their major research projects. Mr Odei and his Engineering students visited the University of Wollongong. Mr Odei also managed the summer school program with University of Technology Sydney for our design and technology students as well as coordinating the solar car challenge held at the University of NSW. Ms Bailey

coordinated the Fast Forward program from Western Sydney University for the year 9 students and Ms Libdy facilitated the Aspire program for students in years 8 to 11 at the UNSW. Ms Love has again facilitated the HSC tutoring with students from UTS.

The opening of the Trades Skills Centre was a highlight for 2016. Ms Elizabeth Havea, Mr Kevin Conca and Ms Amal George led by Mr Odei supported the student team in the school Café. The Café is one of the few to operate on a daily basis, serving the community and the school, in NSW schools.

Ms Adderley and year 7 and 8 students in our selective stream combined with students in the autism class to participate in agricultural projects. Students won first prize for their exhibit of the sustainable garden project presentation at the Castle Hill Show and the Sydney Royal Easter Show. As well they were finalists in the Australian National competition for the Royal Agricultural Society's Archibull project.

Our sporting achievements in 2016 were impressive. For the first time for many years the GBHS 15 years freestyle relay team led by Mr Liam Wynne, competed in the Western Sydney Regional Swimming Carnival. Bennet Lee in year 7 swam at the NSW State carnival. Aisea Aholeili successfully was selected to compete in the NSW State Athletics Carnival in Shot Put. At the Regional Athletics Carnival, Yousef Bayda, competed in the 100m sprint. From the zone competitions 5 students were selected for the Prospect Zone Under 15s Rugby League team coached by Mr Mohammed Chebib. The AFL team coached by Mr Shadi Ghazal won the Bachir Houli Cup and travelled to Melbourne to compete.

The Student Representative Council led by Mr Lucas Widdison held a series of very successful fund raising events including; the fun run from Bondi to Bronte, sausage sizzles and a falafel day supported school activities and facilities. Outstanding support from our students for Daffodil Day was again acknowledged by Granville Rotary. Particularly impressive was the White Ribbon Day assembly organised by the SRC.

Message from the school community

Thank you to all members of the community at Granville Boys High School. 2016 was a great year for the Parents and Citizens. Our Eid Dinner and Community fund raising event were very successful. The P&C is grateful to all the members of the community who donated auction items and all the parents who helped us raise \$23 000. As well as this we were successful in our application for a Community Grant from the NSW government for an additional \$40 000 for the installation of air conditioners in the classrooms. The P&C has worked hard as a team and I thank all the members for their great support.

Mona Yaghi

President

Granville Boys High School P&C

School background

School vision statement

At Granville Boys High School we are committed to educating a multicultural community of boys to become responsible global citizens.

We aim to develop rich, challenging and engaging learning where students are immersed in projects that are collaboratively developed within the community.

Our core belief of looking out for one another ensures that we are safe, respectful learners.

School context

Granville Boys High School (550 students, 99% Non English Speaking Background) is a partially academically selective secondary school with an intake of one class each year into Year 7. The school has a Support Unit with four classes, including one Autism Class, two classes for students with a mild intellectual disability and one for students with a moderate disability.

This wonderful, culturally and linguistically diverse community, which is significantly socio-economically disadvantaged, is supported by the New South Wales Government equity programs. It is located in South Western Sydney, which is the most multicultural region in Australia. The majority of the boys who attend this school are of Arabic speaking background and Muslim faith. As well there are students from the nations of Africa who have recently arrived in Australia and students from South Pacific Islander backgrounds. A small percentage of the population of the school is of Asian background coming from countries that stretch from Afghanistan to the Philippines.

Our students' achievements reflect a wide range of interests. We are particularly proud of our music and dance ensembles, sporting teams and scholars. Students enjoy a wide range of learning experiences in partnership with the universities, cultural institutions and business and community groups. Our Pulse Café and garden are just two examples of the ongoing commitment of our students and staff to their school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of **Learning**, the school assessment indicated that the school was *sustaining and growing* in the area of Learning Culture as a result of the data that shows a demonstrated commitment to improving student learning and processes that identify student learning needs. Community partners have been engaged to collaboratively design authentic learning projects for students. Within the **Learning** domain the school is *excelling* at Curriculum and Learning because of the rich professional learning and development of teachers that has resulted in innovative projects as a basis of student learning. Teachers use student achievement data to evaluate the effectiveness of these learning programs and measure student engagement in learning.

Collaborative Practice and *Learning and Development* in the **Teaching** domain were assessed as *excelling* as these are essential components of the school's blueprint for school operations, *The Platform for Collaborative Education*. They have been adopted by teachers as integral to their practice. To continuously change and adapt their teaching practice to the learning needs of their students teachers collaborate, critique, review and reflect on the various methodologies they deploy.

Management structures, systems and processes that underpin school improvement and the professional effectiveness of all staff members are evaluated through surveys, interviews and through meetings. Effective communication is addressed by triangulating the exchange of information to clarify and respond to input for or resistance to the

implementation of changes to school management structures. In this domain of **Leading** the school is *sustaining and delivering*.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Curriculum Development for Learning

Purpose

Increase achievement levels of every student in all bands in all internal and external assessment measures through an inclusive, relevant and negotiated curriculum

Overall summary of progress

- The trend in NAPLAN reading results for year 9 for 2014 to 2016 indicates a positive improvement from an average score of 520.0 to 525.3
- Year 9 average scaled score growth in learning for 2016 is 49.4 compared to NSW state average of 33.2 in Reading and 47.3 in Numeracy compared to the NSW state average of 40.7
- In the HSC student results in 2016 indicate a decline in overall average student performance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Naplan results for year 7 & 9 are at or above state average Value added in Naplan results is above state average.	For 2016 value added results for the Year 9 cohort were above state average Teachers deploy explicit systematic quality teaching methodologies to support improvements in students' literacy and numeracy. A specific focus on Reading To Learn and embedding numeracy understanding has been included in programming.	\$60 000 Learning and Support Teachers, \$299 157;
Parents have an understanding of the ways in which they can support their sons' learning	All Parents of Year 9 and 10 students attended interviews with the Deputy Principal, the Careers Advisor, the Year Advisor and the Head Teacher Learning Services to discuss their son's learning and create an IEP for the students to assist him with his study at home and at school. Parents reported that they were highly satisfied with the informations they received to support their sons.	Equity funding for additional teachers for literacy and numeracy development.\$100 000
Student learning outcomes for Stage 5 & 6 continue to improve	HSC results in 2016 were below the school average for the past three years. In Stage 5 student learning outcomes for Year 9 indicated value added in learning, however, student results in NAPLAN literacy and numeracy were significantly lower than the NSW state average.	Additional teachers \$120,000

Next Steps

- Project Based Learning will be implemented in 2017 for all students in Year 7. Two classes will be formed and STEM and Humanities classes will be offered as the curriculum structure, incorporating PDHPE, LOTE and CAPA as well as English Mathematics, Science, HSIE and TAS.
- A team of 16 teachers will be allocated to these classes and physical spaces to accommodate 45 to 50 students will be provided. Resources, particularly for technology will be allocated to the classes.
- The orientation program and the initial project for both Humanities and Stem will be devised so that the new cohort of year 7 will commence PBL from the first week of the year.
- Learning Support will be integrated into the program and LAS teachers and Support Teacher specialists will be integral to collaborative programming.
- Targeted Literacy and numeracy support for students will be integrated in learning programs.
- Additional support for Stage 6 that includes tutoring and targeted study programs for individual students will be

provided by the Learning Services team and tutors from the University of Technology Sydney.

- Parent interviews will be conducted to prepare Individual Education Plans for all students in year 9.
- All Teachers will participate in corporate marking of sample NAPLAN literacy and numeracy tests so that they are familiar with NAPLAN marking criteria
- Student engagement in learning will be measured both quantitatively and qualitatively.

Strategic Direction 2

Educational Leadership and Quality Teaching

Purpose

Build teacher capacity to lead and deliver high challenge, high support curricula that improve student learning outcomes within the framework of Public Schools NSW

Overall summary of progress

- The Project-Based Learning Team was established comprising 16 teachers led by the Deputy Principal Professional Learning.
- All teachers participated in Curiosity and Powerful Learning PL for Learning Intentions, Narrative and Pace and incorporated them in their classroom practice
- The CPL team participated in Instructional Rounds with partner schools
- All staff completed their Professional Development Plans
- Limited progress was achieved for the establishment of a student steering committee.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Teachers actively participate in collaborative professional learning to develop innovative practice that is responsive to the needs of their students• Teachers present effective programs demonstrating improved student learning outcomes at Staff Conference• Teachers achieve and maintain accreditation at various levels demonstrating reflective practice and evaluation through collaboration with peers• Student steering committee is functioning to examine teaching and learning at the school.• All staff participate in training for the Performance Development framework	<p>Evaluations of teacher professional learning from regular faculty professional learning, peer coaching, School Development Days and the Staff Conference indicate that there is a collective acceptance of the strategic direction in school curriculum towards enquiry-focussed learning.</p> <p>Staff have willingly participated in the Professional Learning Program for Project Based Learning and have adopted gold standard PBL protocols to develop sample projects in their classes. In STEM, teachers collaboratively designed, implemented and evaluated a Project. In Humanities, Teams of teachers also developed projects.</p> <p>The student steering committee was not established in 2016, however, students actively participated in the evaluation of their learning in HSIE, English and Science projects. These evaluations were presented at Staff Conference.</p> <p>All staff consulted with executive and senior executive to implement their Professional Development Plans.</p>	<p>\$520,000.00</p> <p>\$25,000.00</p> <p>Funds expended in this strategic direction provided for professional learning for teachers, time to collaborate and improve their teaching practice and to reflectively examine and critique practice with their teaching peers.</p> <p>Funds also provided for a Deputy Principal Professional Learning to lead in school programs</p>

Next Steps

- Implementation of Project-Based Learning for Year 7 In 2017 with a team of teachers divided into the areas of STEM and Humanities.
- The development of a PBL Team for all students in Stage 4 for 2018.
- Professional learning for the CPL Models of Practice in 2017
- Teachers achieve and maintain accreditation at various levels demonstrating reflective practice and evaluation through collaboration with peers as in 2016
- Student steering committee is functioning to examine teaching and learning at the school.

Strategic Direction 3

Student Engagement and Attainment

Purpose

Develop the capacity of the school to respond effectively, in partnership with the community, to all students' learning needs and vocational potential

Overall summary of progress

- Over 1800 people attended the community dinner for Eid. Organisation engaged over 100 people who represented staff, students, parents and community partners.
- Over 75% of students were engaged in programs with community partners and universities.
- Throughout the year 60 parents attended P & C meetings and the P&C successfully raised \$63 000 for the installation of air conditioners
- In Term the School Communities Working Together Team from the Department of Education supported staff to revise attendance policy and monitoring. In term 3 attendance improved, however in Term 4 a number of student were granted exemptions from school for work and overseas travel.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
5% increase in the number of students going to university at the completion of Year 12	The 2016 Year 12 cohort were not as successful as students in 2015 in achieving placements at universities, however only 8 % of the cohort are unemployed in 2017.	\$25 000 was expended on the Community Liaison Officers and the catering expenses for the community events.
Increased number of students participating in projects with community partners	Feedback from community partners reflected very positively on student participation and engagement. A rich curriculum offered students opportunities to participate in creative and performing workshops for music, dance, film and creative writing. Students participated in leadership and mentoring programs with sports organisations and interfaith and intercultural organisations	Additional funds , \$100 000.00 were expended on teacher release time to support community partnerships and CLO staff.
Increased student participation in school governance.		
Increased parent participation in school committees		
Improved social cohesion in the school as measured through participation in school events and community celebrations	Students consulted through the Student Representative Council and the Prefect on the implementation of the revised Positive Behaviour Interventions and Supports program. Student representatives participated in the inaugural White Ribbon committee.	
Increase whole day attendance to 90%		
Increased enrolment into Year 7	Parents were active on the Finance committee, the Selective Schools Review and the merit selection panels for staff and student leadership positions.	
Whole school engagement with rewards system	The Positive Behaviour Interventions and Supports Team reviewed the rewards system.	
Retention and engagement of students through the support of social cohesion and engagement programs	Social cohesion in the school was reflected in an improvement in referrals for negative behaviours and an increase in referrals for positive behaviour.	

Next Steps

- Displays of revised PBIS matrices will be in place in 2017
- Continued implementation and improvement of policies to monitor attendance, both whole day and partial

- Expand the primary to secondary transition program to include Year 5 Open days
- Develop the primary links through musical ensembles, The Renaissance Scholars Club and sporting leadership programs.
- PBL with Together for Humanity, Continue interfaith and intercultural understanding programs
- Expand the creative writing workshops with artists and cultural organisations
- Continue the University Links with particular emphasis on facilitating PBL
- Celebrate Eid and PBIS Day
- Conduct a White Ribbon Assembly and increase student awareness of Healthy Relationships
- "Who Am I?" to continue with Sydney Youth Connect
- Music tutoring program to continue

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	1.8 English as an Additional Language/or Dialect Teachers provided support for students in classrooms and through a targeted withdrawal program to provide individual and small group tuition to selected students.	\$202,715.00
Low level adjustment for disability	Two Learning and Support Teachers provided literacy and numeracy support for targeted students. These students were assessed and participated in reading groups. The L&STs conducted interviews with families and created IEP's for all students in Year 9 and consulted with other teachers to support targeted students. The Learning Support team was facilitated by the Learning Services Faculty to provide for specialist attention to meet student needs.	\$299,157.00
Socio-economic background	Funding provided for additional staffing including one substantive Deputy Principal equity and one non substantive Deputy Principal. In addition two Head Teacher positions have been funded; Head Teacher Learning Services and Head Teacher Welfare to cater for student needs. As well 4 teachers were employed to backfill positions to allow for building teacher capacity through professional learning, coaching and mentoring. This allowed flexibility in the timetable and gave teachers additional time for collaboration.	\$958,432.00
Support for beginning teachers	4 Beginning teachers were relieved from face to face teaching to receive the additional support through mentoring from Head Teachers and Peer Coaches as well as the Deputy Principal Professional Learning.	\$25,620.00
Targeted student support for refugees and new arrivals	In cooperation with the Learning Services Faculty refugee students and new arrivals were provided English language support from the EAL/D and Community Liaison Officer support to ensure their smooth integration in to the school.	\$6,360.00

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	488	514	566	510
Girls	0	0	0	0

As a result of significant negative media coverage in 2015 the intake of students into Year 7 2016 decreased by 18%. The number of enrolments in other years also decreased.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	93	95.1	89	87.2
8	87.3	89.1	87.5	85.5
9	89.6	87.6	83.7	84.4
10	85.8	80.2	79.2	76.5
11	86.8	81.3	75.2	75.2
12	86.1	86	78.1	77.9
All Years	88.4	87.5	83.3	81.7
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

The School and Communities Working Together Team worked with a team of teachers including the Deputy Principal, Head Teacher Welfare and Year Advisors to revise student attendance policy and procedures. Referrals to the Home School Liaison Officer resulted in a series of interventions with students.

Attendance monitoring is the responsibility of all teachers and they are supported by the Head Teacher Welfare and the Deputy Principals to engage the parents and carers to support improvements in student attendance.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			6
Employment	6.5	31	30.4
TAFE entry		12	28
University Entry			26
Other			6.5
Unknown			3.1

Year 12 students undertaking vocational or trade training

In 2016 28 Year 12 students achieved either a Certificate or a Statement of Attainment in VET courses at the school.

4 Students achieved certificate 11 in Construction Pathways and Retail Services. 13 Students over 3 Courses (Construction, Hospitality, Retail Services) achieved Statement of Attainment working towards Certificate II and in Information and Digital Technology 11 students achieved a Statement of Attainment working towards Certificate III.

Year 12 students attaining HSC or equivalent vocational education qualification

In the 2016 HSC 33 students received an HSC and 12 students received a ROSA. One students is continuing pathways in 2016.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	29.4
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher of ESL	1.8
School Counsellor	1
School Administration & Support Staff	12.48
Other Positions	6.9

*Full Time Equivalent

There are non Aboriginal teachers the school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	50

Professional learning and teacher accreditation

In 2016 the school participated in the Curiosity and Powerful Learning (CPL) Course facilitated by ACEL. Leaders used the framework of CPL to introduce whole school Theories of Action and introduced teachers to the six Theories of Action for classroom practice.

All teachers participate in in-school professional learning and in 2016 the Whole School program focussed on Project-Based Learning (PBL) as the driver of the CPL Theory of Action– Enquiry–focussed Learning.. All teachers visited a neighbouring school to observe PBL in practice and all teachers participated in Staff Conference workshops for PBL with David and Claire Price. Teachers collaboratively developed projects and observed and mentored one another through Peer Coaching.

Teacher Accreditation

- Three teachers were accredited at Proficient Level
- Of the 24 teachers maintaining proficiency 3

completed the first cycle of maintenance.

- 1 teacher is seeking accreditation for Highly Accomplished

Financial information (for schools using OASIS for the whole year)

Financial information

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.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

	2016 Actual (\$)
Opening Balance	550 012.17
Revenue	8 199 521.43
(2a) Appropriation	8 072 720.62
(2b) Sale of Goods and Services	6 022.88
(2c) Grants and Contributions	112 043.53
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	8 734.40
Expenses	-8 431 134.90
Recurrent Expenses	-8 431 134.90
(3a) Employee Related	-7 825 535.57
(3b) Operating Expenses	-605 599.33
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	-231 613.47
Balance Carried Forward	318 398.70

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	5 472 324.75
Base Per Capita	39 459.49
Base Location	0.00
Other Base	5 432 865.26
Equity Total	1 471 187.20
Equity Aboriginal	10 882.71
Equity Socio economic	958 432.23
Equity Language	202 714.81
Equity Disability	299 157.44
Targeted Total	856 817.79
Other Total	109 004.88
Grand Total	7 909 334.62

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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.

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Revenue	8 199 521.43
(2a) Appropriation	8 072 720.62
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SURPLUS / DEFICIT FOR THE YEAR	-231 613.47
Balance Carried Forward	318 398.70

- The school's financial management processes and governance structures meet financial policy requirements. The school finance committee examines budget submissions from deputy principals, the business manager, the school administrative manager and head teachers who are responsible for various cost centres. Parent, teacher, executive and student representatives sit on these deliberations. The finance committee meets four times per year
- There was substantial overspending to accommodate leave through illness. A significant portion of these funds are yet to be recompensed from Work Health and Safety.
- Significant funds have been expended to improve the curriculum, provide resources, teacher professional learning and minor capital works at the school for the implementation of project-based learning.
- Funds have been reserved for the installation of solar panels in 2017 to allow for the installation of air conditioning in some classrooms.

Financial summary equity funding

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

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Base Total	5 472 324.75
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Base Location	0.00
Other Base	5 432 865.26
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School performance

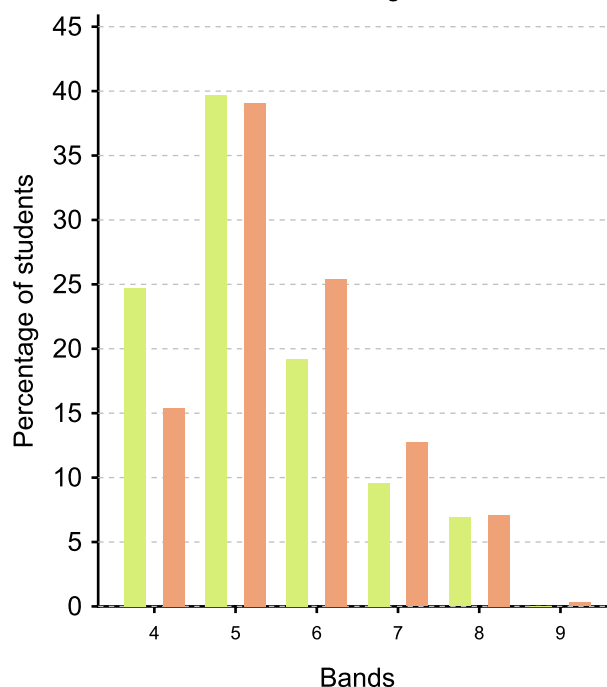
NAPLAN

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.

In 2016 68% of Year 7 students were at or above National Minimum Standard in Reading compared to 92% in 2015. However, the total average Reading score for year 7 was lower in 2016 because the number of students achieving in Band 6, 7 and 9 was higher in 2015.

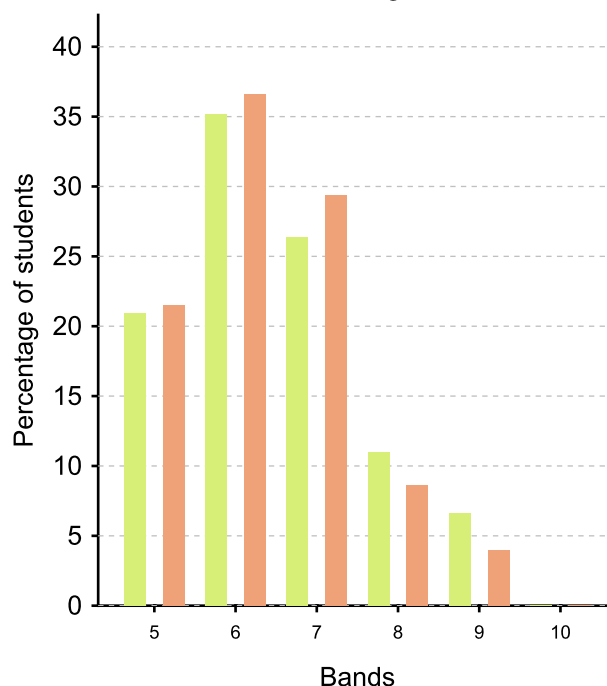
In Year 9 Reading, 74% of the students were at or above National Minimum Standard compared to 98% in 2015. As well the upward trend in average results continued in 2016. Growth in learning between Year 7 and Year 9 was 46.5 with 51.2% of students achieving above expected growth in learning.

Percentage in bands:
Year 7 Reading



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Reading

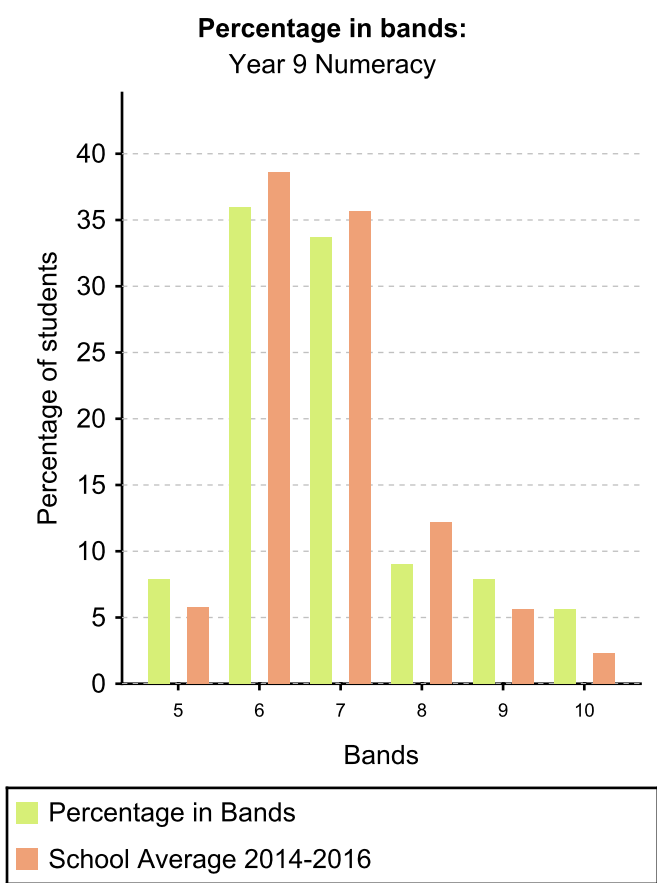
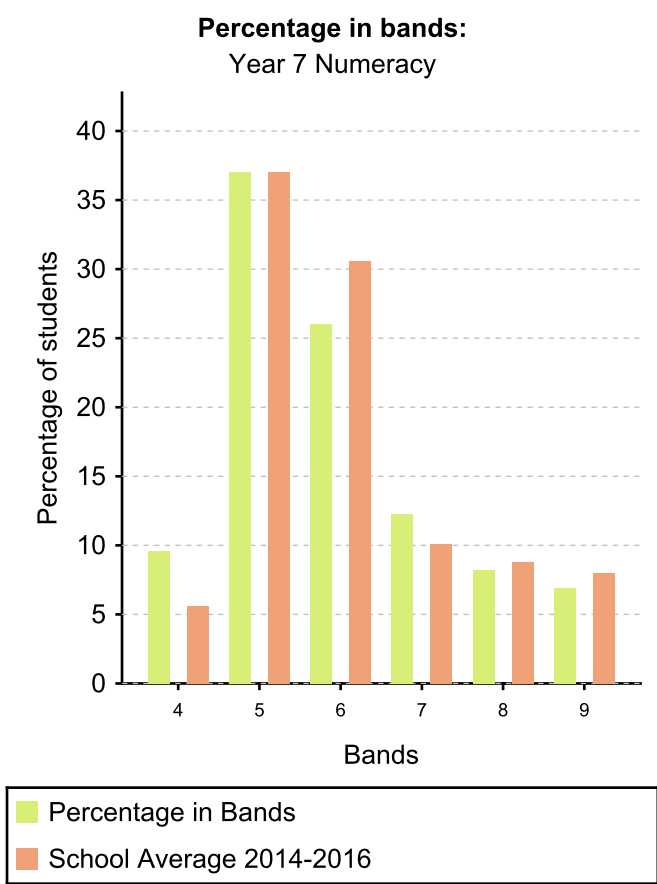


Percentage in Bands
School Average 2014-2016

In 2016 81% of Year 7 students were at or above National Minimum Standard in Numeracy compared to 96% in 2015. The total average Numeracy score for year 7 was one point lower in 2016 at 508.6 compared to 509.6 in 2015.

In Year 9, 86% of the students were at or above

National Minimum Standard compared to 98% in 2015. Growth in learning between Year 7 and Year 9 was 47.3 with 55% of students achieving above expected growth in learning.



Premier's Priorities: Improving education results and

State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

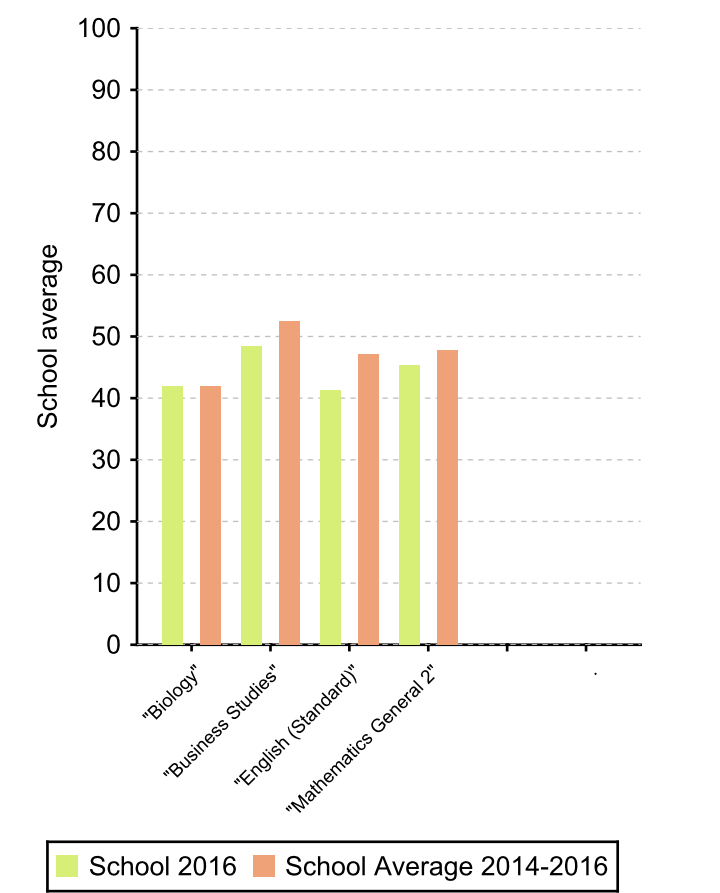
In 2016 in Year 7 Reading 16.4% of students achieved Bands 7 & 8 and in Year 9 Reading 17.6% of students achieved Bands 8 & 9.

In Year 7 Numeracy 27.3% of students achieved Bands 7, 8 & 9 and in Year 9 22.5% of the cohort achieved Bands 8, 9 and 10.

There were no aboriginal students enrolled in Years 7 or 9.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



In 2016 HSC biology results were above the school average, however, English Standard results were below the average.

Overall student performance for 2016 was lower than in 2015.

Parent/caregiver, student, teacher satisfaction

Parents/caregivers were surveyed through the Parents and Citizens Committee for the review of the Behaviour

Matrix for PBIS. Parents stated that they wanted to include "pride" in the core rules of PBIS as they felt that students should be able to explicitly express pride in their school and positively recognise their cultural heritage. Parents also participated in discussions about the introduction of Project Based Learning and responded positively to the project. Overall the level of satisfaction and confidence in the school management and leadership was positive and parents felt that the school supported their sons' education.

Students who were consulted for the implementation of PBIS expressed their gratitude to their teachers who gave additional time and supported their learning. In 2016 students did not participate in the Tell Them From Me Survey as has been the case in 2013–2015.

Teachers requested a review of communication structures in focus groups that were conducted in 2015. They were particularly concerned about student wellbeing referrals. Access to new systems introduced in Sentral in 2016 were positively received by teacher. Also in 2016 though consultation as a part of the PDP process teachers responded positively to the strategic planning for the introduction of Project-based Learning and

Policy requirements

Aboriginal education

In 2016 one student of Aboriginal heritage attended the school. A Personalised Learning Plan was developed collaboratively for him and this was monitored closely by the school's Aboriginal Education Coordinator and the Head Teacher Learning Services. Funded to support his study was expended on learning resources, excursions and tutoring. This student was successful in gaining a placement at University in 2017.

In 2016 students attended a theatre production presenting the story of Charles Perkins and the Freedom Bus Ride, and a performance by an Aboriginal Rap artist, As well, Gumaroy Newman a cultural educator was a guest speaker and performer for students in Stage 4 & 5.. Indigenous murals were created and displayed in the school. The HSC faculty runs a stage five unit on Aboriginal history and Aboriginal education is integrated into programs across all faculties

Multicultural and anti-racism education

The school has a rich cultural mix with approximately 99% of students coming from culturally and linguistically diverse backgrounds. The curriculum incorporates the cultural knowledge of the students to build social inclusion and cohesion. Through sporting, cultural and interfaith activities the students are able to learn about one another and celebrate the diversity in the school.. In 2016 the school continued to recognise and celebrate diversity through:

PBIS Day

Eid Celebration

Arabic Drumming groups

Arabic Band

Pacific Islander Dance Troup

Pacific Islander Vocal Troup

Pacifica University Project

The performance groups played at all major school events, as well as other local schools and in the community. The Arabic performers have played for local councils, the Multicultural Disability Advocacy Association, the Madiba Project (Bankstown RSL) and the Walk for Respect. The Pacific Islander dancers and singers performed at PACFEST and Sydney Pacifica. The performance for PACFEST was in collaboration with students from Burwood Girls High School and addressed the theme of domestic violence. At Sydney Pacifica the performance theme was achieving your goals.

The SRC and prefect leadership body are representative of the cultural diversity of student body and reflect the beliefs and practices of a number of students.

The school has two anti-racism officers whom students are encouraged to access to resolve any issues of racism.