

Georges River College Peakhurst Campus

Annual Report



2017



8408

Introduction

The Annual Report for 2017 is provided to the community of Georges River College Peakhurst Campus as an account of the school's operations and achievements throughout the year.

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

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School background

School vision statement

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

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

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

School context

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

The school has an enrolment of 710 students and includes a Support Unit for students with moderate intellectual and physical disabilities. The student body consists of 55% of students from a Language Background Other Than English and 4% of students from an Aboriginal and Torres Strait Islander background. Quality Teaching is a central platform of the School Plan.

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

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that Georges River College Peakhurst Campus is Sustaining and Growing in the Learning, Teaching and Leading domains of the School Excellence Framework.

Overall Progress Made Against the LEARNING DOMAIN of the School Excellence Framework

Learning Culture is at Sustaining and Growing as evidenced by the deep understanding of all school stakeholders that high student engagement and effective learning are very strongly related. There is a demonstrated commitment within

the school community to continue strengthening and delivering on school learning priorities through consistent and clear communication to all the stakeholders. Positive and respectful relationships are evident among students and staff. This ensures good learning relationships within and beyond the classrooms. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings within the school. At GRC Peakhurst Campus, well-developed teaching programs and learning processes identify, address and monitor the learning needs of all student groups.

Wellbeing is at Sustaining and Growing as evidenced by the consistent and ongoing implementation of a whole-school approach to wellbeing that has clearly defined the school values and student behavioural expectations at all times. This has established a common language and framework for a positive teaching and learning environment. The School Wellbeing Framework is aligned to GRC Peakhurst wellbeing programs that support the cognitive, emotional, social, physical and spiritual wellbeing of students. Expectations of behaviour and engagement to learning are explicitly taught to students and relate to the variety of school settings within GRC Peakhurst Campus.

Curriculum and Learning is at Sustaining and Growing as evidenced by the provision of flexible and dynamic teaching programs in all key learning areas. Also, differentiated assessment tasks provide all students with the opportunity to demonstrate a level of learning. Teachers continue to work with parents as a way of further strengthening the partnership to support student learning needs.

Assessment and Reporting is at Sustaining and Growing as evidenced by the explicit processes in place to collect, analyse and report internal and external student and school performance data. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.

Student Performance Measures is at Delivering as evidenced by the external data provided by NAPLAN test results. The school achieves very strong value-added results. Expected growth rates of student learning (value-added in student learning) is always very positive. Student results at proficiency level (top two bands) is slightly below NSW averages.

Future Directions Planned

- 'Positive Behaviour for Learning' lessons will be integrated into the teaching and learning curriculum for all year groups
- Student attendance monitoring and early intervention strategies will be reviewed
- Differentiated assessment tasks will become a focus area for all key learning areas
- Formative assessment practices will become formalised in all faculty areas.

Overall Progress Made Against the TEACHING DOMAIN of the School Excellence Framework

Effective Classroom Practice is at Sustaining and Growing as evidenced by teaching staff constantly reviewing and revising all teaching and learning programs. Teachers routinely review previous content taught in the classroom and preview the learning planned for students. The classrooms are well managed and students are provided with opportunities to proactively engage in productive learning at all times. Teachers regularly use student performance data, from internal sources (school assessments) and external sources (NAPLAN and VALID), to effectively evaluate their individual teaching practices. Similarly, explicit, specific and timely formative feedback is provided to students to assist them in improving their understanding and learning within the classroom.

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

Collaborative Practice is at Sustaining and Growing as evidenced by the teams of teaching staff that regularly review the curriculum and revise teaching and learning programs within respective key learning areas. Teachers work together to improve teaching and learning by providing and receiving planned constructive feedback from peers, school leaders and students to improve their teaching practices. Processes and systems are in place to provide formal mentoring, coaching and shadowing to assist in supporting teachers to improve teaching and leadership practices. The school identifies expertise within the teaching staff to build and further develop the professional community. Also, GRC Peakhurst Campus is further supported by learning alliances with other schools/campuses and organisations. In particular, an alliance with the other campuses of Georges River College provides staff with ongoing opportunities to collaboratively develop college initiatives and faculty programs. Maintaining these active partnerships and working collaboratively to ensure the continuity of learning continues to improve student outcomes at GRC Peakhurst.

Learning and Development is at Sustaining and Growing as evidenced by staff participating in professional learning primarily targeted to school priorities and specific individual needs for both staff and students. There is a provision within the school for effective professional learning around teacher induction, teacher quality, leadership preparation and

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

Professional Standards is at Sustaining and Growing as evidenced by staff ensuring the attainment of professional learning goals are an integral component of their performance and development processes. At all times, teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals, their faculty's goal and their personal goals. Teachers constantly work beyond the classroom to actively contribute to the broader school programs and initiatives.

Future Directions Planned

- All staff will be using student performance data to review teaching practices in the classrooms
- Teaching staff will continue to work collaboratively in planning teaching, creating resources, sharing resources and engaging in professional dialogue of effective and best teaching practices.

Overall Progress Made Against the LEADERSHIP DOMAIN of the School Excellence Framework

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

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

School Resources is at Sustaining and Growing as evidenced by school staffing and planning supporting curriculum provision and the recruitment of high quality staff. Strategic financial management is used to gain efficiencies and to maximise resources available to support student learning. Physical learning spaces are used flexibly and creatively to meet the broad range of student learning needs and interests. Technology is widely accessible to all staff and students.

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

Future Directions Planned

- Continue to engage all the stakeholders within the school community to share, contribute and further develop the school's vision, values and learning culture.
- Further strengthen the 'Community of Practice' learning community between GRC Peakhurst Campus and our partner primary schools
- Ensure the Georges River College 'Statement of Purpose' continues to be pivotal in our school's Professional Learning programs and within our Professional Community engagement practices.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

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

Purpose

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

Overall summary of progress

Intensive and extensive staff professional learning and development throughout 2017 ensured a whole-school focus on improving student reading comprehension skills through the implementation of the Super 6 Reading Comprehension strategies into classroom practice. The school Literacy committee, comprising of staff members of each of the respective faculties, developed and delivered professional learning for all staff in the effective implementation of Super 6 Reading Comprehension strategies into faculty teaching programs and classroom practice. Select year groups continued to be pre and post-tested to provide valuable benchmark data to assist in the analysis and evaluation of the success and effectiveness of the project. The EAL/D faculty collaboratively worked with staff from each faculty to create a range of Super 6 Reading Comprehension resources and strategies in select teaching units to assist in the effective implementation across all the key learning areas in the school. These resources were embedded into classroom practice within all classrooms throughout 2017.

Following a successful review of whole-school infrastructure, an ICT audit, delivery and implementation of the school BYOD / ICT policy, all students had the opportunity and were provided with technical support to bring their own devices to school and connect in a classroom setting under instruction from their teacher. Staff continued to develop and embed ICT resources into teaching programs and curriculum delivery. The optimisation of BYOD technology in the classroom resulted in higher levels of student engagement in the classroom leading to enhanced student learning outcomes.

In 2017, the Project Based Learning project focused on the collection of sample project themes, professional learning and development for the teaching staff and the development of project based units and resources within respective faculties across all the key learning areas. These units, themes and resources were successfully trialled in classrooms, generating encouraging levels of student participation and engagement. The focus throughout 2017 was on creative problem-solving, inquiry-based research leading to enrichment tasks designed to engage students in independent and self-paced learning.

The school conducted a formal and official re-launch of Positive Behaviour Learning in 2017. PBL lessons were developed and embedded into the curriculum for all Year 7 and 8 students. These specific lessons were taught on a fortnightly basis throughout the year. Whole-school PBL lessons were taught to Years 7 –10 during roll call lessons twice a term – to reinforce our high expectations and the school values of respect, responsibility and excellence. The school PBL committee continues to work collaboratively at a college and regional level to evaluate progress, identify areas requiring further development and establishing future directions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased number of students exceeding expected growth rates in Yr 9 NAPLAN literacy and numeracy compared to Yr 7 results.Representation of Aboriginal and LBOTE student results similar to total school results.To enhance student capacity to further develop their skills and understanding within a rapidly changing world.	\$105,000	<p>At GRC Peakhurst, the school continues to achieve very encouraging and positive value added results:</p> <p>Expected growth rates of student learning (value – added in student learning).</p> <p>Analysis of the percentage of students exceeding the expected growth rates when mapped from Year 7 in 2015 to Year 9 in 2017 resulted in:</p> <p>Reading – an increase in 25% of students.</p> <p>Writing – an increase in 4% of students</p> <p>Expected growth rates of student learning (Value – added in student learning).</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Increased number of students exceeding expected growth rates in Yr 9 NAPLAN literacy and numeracy compared to Yr 7 results. Representation of Aboriginal and LBOTE student results similar to total school results. To enhance student capacity to further develop their skills and understanding within a rapidly changing world. 		<p>Analysis of the percentage of students exceeding the expected growth rates when mapped from Year 7 in 2015 to Year 9 in 2017 for:</p> <p>Reading resulted in:</p> <p>a 19% increase for boys</p> <p>a 38% increase for girls</p> <p>a 16% increase for students from a Language Background Other Than English (LBOTE)</p> <p>Analysis of the 2017 NAPLAN results (when compared to the 2016 results) for Year 9 students clearly indicated student improvement in:</p> <p>Reading: a 12% decrease in the number of students achieving Band 5 & 6 (at or below National Minimum Standards) and an 18% increase in the number of students achieving Bands 8, 9 & 10 (proficiency level).</p> <p>Writing: a 6% decrease in the number of students achieving Band 5 & 6 (at or below National Minimum Standards) and a 20% increase in the number of students achieving Bands 8, 9 & 10 (proficiency level).</p> <p>Numeracy: a 7% decrease in the number of students achieving Band 5 & 6 (at or below National Minimum Standards) and a 5% increase in the number of students achieving Bands 8, 9 & 10 (proficiency level).</p> <p>Our Aboriginal student cohort achieved very encouraging results in the 2017 NAPLAN assessment. Results included:</p> <p>All students achieving above National Minimum Standards in Numeracy.</p> <p>All students achieving above National Minimum Standards in Reading.</p> <p>Our LBOTE student cohort achieved very encouraging results in the 2017 NAPLAN Assessment.</p> <p>Results included:</p> <p>Expected growth rates of student learning (value – added in student learning). Analysis of the percentage of students exceeding the expected growth rates when mapped from Year 7 in 2015 to Year 9 in 2017 resulted in:</p> <p>Reading – an increase in 16% of students.</p> <p>Writing – an increase in 9% of students.</p> <p>Numeracy – an increase in 1% of students.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • Increased number of students exceeding expected growth rates in Yr 9 NAPLAN literacy and numeracy compared to Yr 7 results. • Representation of Aboriginal and LBOTE student results similar to total school results. • To enhance student capacity to further develop their skills and understanding within a rapidly changing world. 		<p>Analysis of the 2017 NAPLAN results (when compared to the 2016 results) for Year 9 students clearly indicated student improvement in:</p> <p>Reading: a 9% decrease in the number of students achieving Band 5 & 6 (at or below National Minimum Standards) and an 14% increase in the number of students achieving Bands 8, 9 & 10 (proficiency level).</p> <p>Writing: a 12% decrease in the number of students achieving Band 5 & 6 (at or below National Minimum Standards) and a 24% increase in the number of students achieving Bands 8, 9 & 10 (proficiency level).</p> <p>Numeracy: a 5% decrease in the number of students achieving Band 5 & 6 (at or below National Minimum Standards) and a 8% increase in the number of students achieving Bands 8, 9 & 10 (proficiency level).</p> <p>Student capacity to further develop and enhance their skills and understanding within a rapidly changing world was achieved through the implementation of whole-school and respective faculty specific and targeted wellbeing and curriculum based programs and learning opportunities that were enhanced through the purchase of additional resources. Specific faculties purchased additional resources to effectively complement the successful implementation of the Australian Curriculum. All faculties enhanced curriculum and program delivery through targeted development of existing resources and the purchase of additional classroom resources. Literacy and numeracy priorities were resourced through the purchase of additional and updated home-readers, e-readers and textbooks. Classroom technology was enhanced through the purchase of additional I- Pads, Interactive whiteboards, data projectors, desktop computers and software.</p> <p>Every School Every Student programs and initiatives providing additional facility to differentiate curriculum for gifted and talented students, students with additional learning needs and or disabilities were enhanced through the purchase of additional resources and programs – enabling staff to provide enriching and explicit learning experiences. These resources were used to establish the newly created School Learning Enhancement Centre which provided facilities and resources to support and enhance student learning across all key learning areas.</p> <p>Student Wellbeing programs were enhanced through the purchase and implementation of additional peer support and mental health resources that promote and support student resilience. Additional PBL signage was strategically placed throughout the school to successfully</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increased number of students exceeding expected growth rates in Yr 9 NAPLAN literacy and numeracy compared to Yr 7 results.• Representation of Aboriginal and LBOTE student results similar to total school results.• To enhance student capacity to further develop their skills and understanding within a rapidly changing world.		promote the school values of respect, responsibility and excellence.

Next Steps

- Continue the implementation of the Super 6 Reading Comprehension strategies into classroom practice. Continue the implementation of targeted pre / post-test processes to enable the analysis of the effectiveness of the program.
- Implementation of digital literacy modules across all the key learning areas within the school.
- Continued implementation of thematic and inquiry project-based units across faculties within the school.
- Continued supplementation of curriculum embedded PBL Lessons for all Year 7 classes. Evaluation and analysis of the effect of all the new signage for school settings including corridors, bathrooms, canteen, playground, entry/exit gates, stairs and classrooms.

Strategic Direction 2

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

Purpose

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

Overall summary of progress

In 2017, all teaching staff developed individual Professional Development Plans (PDPs) comprising of at least one whole school goal from the 2015–2017 School Plan, at least one faculty goal from the 2017 Faculty Plan and between 2 & 3 individual professional goals based on the Australian Professional Standards for Teachers. The whole school goal for all teaching staff was continuing to implement Super 6 Reading Comprehension Strategies into Faculty Programs and Curriculum.

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

All teaching staff continued to work proactively in participating in reciprocal classroom observations which involved collaboratively working closely in pairs within faculties and across faculties to establish and negotiate respective goals for the classroom observations.

Conferencing and reflective feedback during and after classroom observations resulted in staff indicating that classroom observations continued to lead to professional growth, reflective feedback, improved teaching practices and enhanced learning outcomes.

GRC Peakhurst continued to identify expertise within the teaching staff to build and further develop our professional learning community. This was further supported by learning alliances with other schools / campuses and organisations. In particular, 2017 saw the strengthening of the learning alliance with the other campuses of Georges River College through provision of ongoing professional development opportunities to collaboratively develop college initiatives and faculty programs.

The teaching staff were provided with targeted professional learning opportunities on differentiation and embedding formative assessment practices across the school.

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

Grade Point Average (GPA) scores for students were collected for all years based on individual student semester reports. Data obtained from student GPA results will be used as benchmarks for future analysis, tracking and monitoring of student learning progressions.

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Performance and Development Professional Learning Plans reflect improved teaching skills and career development.• Teaching practices are shared and promoted through quality professional learning experiences.• An increase in Grade Point Average (GPA) for mandatory subjects in all years.	<p>\$55,000 Staff Professional Learning Funds</p> <p>\$94,000 Beginning Teacher Funds</p>	<p>All teaching staff underwent professional training in best practice on how to establish highly effective individual PDP goals for 2017. The emphasis was on the provision of high impact evidence to support their progress towards the school goal, faculty goal and personal goals within the PDP.</p> <p>Throughout the year, planned conferences were undertaken by teachers with executive teachers and executive teachers with the senior executive team. A secure electronic database was developed</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • Performance and Development Professional Learning Plans reflect improved teaching skills and career development. • Teaching practices are shared and promoted through quality professional learning experiences. • An increase in Grade Point Average (GPA) for mandatory subjects in all years. 		<p>for the storage of PDPs and all associated evidence.</p> <p>All teaching staff continued to engage in reciprocal faculty based and cross faculty lesson observations.</p> <p>Areas of focus for the classroom observations included the continuation of Super 6 Reading and Comprehension strategies, student feedback, formative assessment practices, student engagement strategies and classroom management practices.</p> <p>The classroom lesson observation feedback and reflection form continued to be used as evidence for PDP self assessment and review meetings.</p> <p>Staff continued to work together to improve teaching and learning by providing and receiving planned constructive feedback from peers, school leaders and students to improve their teaching practices. Processes and systems continued to provide formal mentoring, coaching and shadowing to assist in supporting teachers to improve teaching and leadership practices.</p> <p>The school assessment team continued to provide staff with targeted professional learning opportunities on embedding Formative Assessment practices across the school. Staff embedded Formative Assessment strategies into programs and classroom practice.</p> <p>The 2017 assessment audit was conducted mid way through Semester 2. The findings of the audit were presented to the executive team. The audit again focused on best practice in assessment, variation and differentiation within these assessment tasks and procedural consistency across the school. Formative Assessment was identified as a key focus area to be included within the strategic directions of the 2018–2020 School Plan.</p> <p>Professional Learning targeted to school priorities and specific individual needs continued as a priority in 2017. A focus on professional learning in improving teaching methods, differentiation and building understandings of effective teaching strategies in Literacy and Numeracy linked with the review of student performance data (School Assessments, NAPLAN & VALID) enabled staff to effectively evaluate their individual teaching practices. A focus on targeted support and professional development for beginning and early career teachers, teacher quality, leadership preparation and leadership development continued in 2017.</p> <p>Grade Point Average (GPA) scores for students were collected for all years based on individual student semester reports.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Performance and Development Professional Learning Plans reflect improved teaching skills and career development.• Teaching practices are shared and promoted through quality professional learning experiences.• An increase in Grade Point Average (GPA) for mandatory subjects in all years.		Effective upskilling of staff to analyse NAPLAN and other external assessment sources continues to be a focus area at all times for all teaching staff.

Next Steps

- Engage staff in developing individual Professional Learning Plans and a Growth Mindset that supports relevant and innovative practices explicitly targeted to build their capabilities as learners, teachers and leaders.
- Develop a culture of sharing and understanding expectations of best practice for learning, teaching and leading through a focus on Formative Assessment practices in every classroom.
- Continue building staff capacity to individually and collaboratively plan and implement differentiated teaching and learning in every classroom.

Strategic Direction 3

Quality community partnerships through inclusive practice

Purpose

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

Overall summary of progress

Staff continued to be provided with increased opportunities to work collaboratively with our community of schools through cross campus initiatives within the Georges River College in 2017. Professional learning networks and collaborative professional learning for Key Learning Areas and faculties were enhanced with the establishment of a College Planning Day in Term 2. During Semester 1, there was a focus on the establishment of a Support Head Teacher Network in the college to allow for targeted and specified professional learning and support, with a network planning day for collaborative planning in Term 2. Transition from Year 10 to Year 11 remained a focus with trial subject taster lessons, cross campus HSC pattern of study information sessions, a subject market evening/expo and senior campus orientation days. Within the School to Work program, targeted students completed White Card training and related work placements, allowing for greater scope of opportunities with future pathways for these students.

GRC Peakhurst partnerships across the community in 2017 continued to positively impact on enrolment numbers with an overall increase of 20 students. A team led by our Primary Links coordinator consulted with partner primary schools to collect feedback to establish the needs of all schools, continuing to build positive partnerships across all settings. Initiatives including taster lessons with specialist areas and classes across other key learning areas allowed access for staff and students across all schools. This contributed to 87% of students from our partner primary schools selecting GRC Peakhurst as their preferred high school. The Pathfinders transition program continued as a key opportunity for students requiring additional support with transition to ensure a positive start to high school.

Productive connections with community partnerships have continued to be strengthened in 2017. External agencies including 3 Bridges Hurstville, Riverwood Community Centre, Georges River Life Care and the Menai Youth Project continue to contribute and work in partnership with our school educational and student wellbeing programs. Parents were actively involved in the planning, organisation and production of the Year 7 performance of Aladdin, utilising their expertise and skills to ensure another high quality production. Staff worked across faculties to facilitate the performance, supporting an inclusive school event where all students across the year participated, with many family and friends involved. PeakView and PeakForm continued to be annual highlights within the school community as showcases of student effort, talent, skill and achievements. Community attendance at all events remained high.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increase co-operation and participation levels in cross campus college activities.• Increase in student enrolments from local feeder primary school.• Active parent and community participation with the school.	\$25,000	<p>GRC established a Special Education Support Head Teacher Network to support teachers and students transitioning between campuses.</p> <p>GRC established professional learning action teams to support and promote the collaboration of teachers across all campuses.</p> <p>Establishment of taster courses for Yr 10 students transitioning into Year 11. Also, ten students from GRC Peakhurst completed White Card training in building and construction.</p> <p>Student enrolments increased in 2017 by a total of 35 students. This included an increase of 10 boys and 25 girls in total.</p> <p>An increase in External Agencies contributed and continued supporting student learning and wellbeing initiatives.</p> <p>Parent volunteer participation in the Aladdin</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increase co-operation and participation levels in cross campus college activities.• Increase in student enrolments from local feeder primary school.• Active parent and community participation with the school.		<p>Performing Arts Production continues to increase every year.</p> <p>Student families continue to support and attend extra curricular school events such as Peakform (student talent quest) and Peakview (student art exhibition).</p>

Next Steps

- Continue with College Planning days.
- Strengthen college links and collaborative, practice through the GRC Professional Learning Communities, including target teams of: Professional Learning; Learning Support; Transition/Careers; Technology; Three Rivers; DP and KLA/Faculty groups.
- Continue with the role of Primary Links Coordinator working with partner primary schools to develop mutually beneficial educational opportunities.
- Extend systems and opportunities for parents to be engaged with their child's education and the GRC Peakhurst learning community.
- Align and coordinate external agencies to meet student and school needs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$19,300	<p>The development of Personalised Learning Plans (\$5,000) for ATSI students. Students participating in projects and programs (\$6,000) highlighting Aboriginal Culture and strengthening identity connections.</p> <p>Examples of such programs include: Speak Up, The Great Debate, Stringer Smarter Leadership Course, Koori Art, Sista Speak, NAIDOC Assembly. Beanie Day, Zoo Cultural Excursion and Campfire Meetings. Additional projects include the design and construction of the Bush Tucker Garden (\$5,000), the installation of flagpoles for Aboriginal flags (\$3,000) and the purchase of Possum Skin Cloaks (\$1,000).</p>
English language proficiency	\$148,300	<p>Teachers to support Teaching and Learning programs (\$121,900) in all Key Learning Areas and to support the learning needs of English as an Additional Language / Dialect students (EAL/D). Collaborating with staff in the differentiation of classroom lessons and assessments.</p> <p>Professional Learning for staff (\$10,000) to increase their capacity and understanding about English as an Additional Language/Dialect (EAL/D) pedagogy and practice. Administrative support (\$8,000) to map English as a Second Language (ESL) scales with progression phases in identifying student language needs.</p> <p>Development of teaching units, for each faculty, integrating EAL/D teaching strategies in the implementation of reading comprehension skills. This provided professional development (\$8,000) for respective teachers from each faculty.</p>
Low level adjustment for disability	\$259,700	<p>Teachers ensuring specialised provisions and support in classrooms for students with identified learning needs (\$172,700). Professional learning for staff to make appropriate accommodations in lessons to support students with additional learning needs and enable equal access for students in all classrooms.</p> <p>Provisions for flexible staffing of Student Learning Support Officers (\$87,000) to assist in increased levels of student participation and engagement in learning by identifying and supporting specific learning needs of students.</p> <p>Professional Development of staff in using specific modifications and accommodations to ensure every student has access to the curriculum at all times.</p>
Socio-economic background	\$196,000	<p>The purchase of teaching and learning resources and equipment (\$60,000) across all faculties to increase student engagement in</p>

Socio-economic background	<p>\$196,000</p>	<p>classrooms to enrich learning experiences for students across all equity groups.</p> <p>The refurbishment of the fitness room and equipment (\$9,000) to provide students access to physical training programs. The purchase of additional sport equipment (\$8,000) to cater for increased student enrolment and student participation in designated school sport programs.</p> <p>The refurbishment of the TAS kitchens with new commercial under bench dishwashers and the TAS textiles room with 4 new sewing machines to provide students with updated hospitality and textile technology equipment (\$10,000). The purchase of new Industrial Arts equipment / tools and safety equipment (\$8,500) to enable an increased number of students to access mandatory and new elective course requirements.</p> <p>Creating a Sense of Place and Belonging – creation of a school mural by Visual Arts and Aboriginal students under the guidance of a recognised artist (\$5,000) The purchase of musical instruments and refurbishment/ renovation of music studios (\$12 000) to engage students in the Creative and Performing Arts.</p> <p>The purchase of new reading resources (\$16,000) and Information and Communication Technologies (ICT)equipment (\$30,000) for specialised individual student learning programs and supporting students with the school Bring Your Own Device Program.</p> <p>The employment of a School Chaplain (\$5,000) – Georges River Life Care Youth Worker to support the wellbeing of students.</p> <p>The purchase of interactive whiteboards and data projectors within the Science Faculty (\$8,500) to increase student engagement and use of technology in programming for all students.</p> <p>The ongoing development of the Positive Behaviour for Learning Initiative through the purchase of new signage in each classroom and around all areas of the school to reinforce explicit behaviour expectations (\$16,000) The introduction of various student resilience and leadership programs (\$5,000) to enhance all student wellbeing initiatives.</p>
Support for beginning teachers	<p>\$94,150</p>	<p>Key Initiatives:</p> <ul style="list-style-type: none"> • Mentoring • Coaching • Professional Learning • Adjusted Teaching Load • School-Based Beginning Teacher Network <p>Impact Achieved:</p> <p>Beginning Teachers have reduced teaching loads to support the development of their</p>

Support for beginning teachers	\$94,150	<p>skills and practice.</p> <p>Beginning teachers have been allocated a mentor. Mentors are allocated release time to engage in supportive, structured and collaborative conversations to further develop and strengthen teaching practices.</p> <p>The school conducts two school network meetings per term for Beginning Teachers. Numerous educational, school and performance issues are discussed during these meetings.</p> <p>Beginning Teachers are encouraged to participate in professional learning that focuses on classroom management, student engagement strategies and productive learning relationships with all school stakeholders.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	396	432	459	469
Girls	215	190	215	240

Enrolments in 2017 were 709 students. Between 2014 and 2017, the school experienced student growth in enrolments. In 2017, enrolments increased by an additional 35 students. That comprised of an overall increase of 10 boys and 25 girls.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	93.8	93.7	94.1	93.8
8	92.8	89.5	92.4	91.6
9	91.1	91	90.8	89.3
10	91.1	88.6	91.6	88.7
All Years	92.2	90.8	92.3	91.1
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
All Years	90.5	90	90	89.9

Management of non-attendance

Overall student attendances were 1.2% above state averages. School student attendances were greater than NSW DoE averages in Year 7 (+1.4%), Year 8 (+1.1%), Year 9 (+0.2%) and Year 10 (1.4%).

Student attendance is regularly monitored by Student Advisors, Deputy Principals and the Home School Liaison Officer. The parents of students with a high number of absences are contacted by Student Advisors to communicate concerns and implement an attendance improvement plan.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	1	0	0
Employment	2	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	97	0	0
Unknown	0	0	0

The vast majority of students (97%) successfully transition into senior study pathways at our Georges River College Oatley Senior Campus. Student retention is a key priority focus area within our school. Strategies used to enhance student retention are the implementation of Quality Teaching & Learning (QTL) programs, a variety of student mentoring programs and personalized tailoring of senior study patterns that are geared towards individual and attainable career pathways.

Year 12 students undertaking vocational or trade training

Data of Year 12 students undertaking vocational or trade training has been reported in the GRC Oatley Campus 2017 School Report.

Year 12 students attaining HSC or equivalent vocational education qualification

Data of Year 12 students attaining HSC or equivalent vocational education qualifications have been reported in the GRC Oatley 2017 School Report.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	36.85
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.7
Teacher Librarian	1
Teacher of ESL	1.2
School Counsellor	1
School Administration & Support Staff	13.68
Other Positions	1

*Full Time Equivalent

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

Workforce retention

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

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

All teachers and administrative staff have the opportunity for professional learning. Professional Learning is linked with our School Development Targets for each year and are concentrated on immersing staff with the data, information and professional development to realise our school targets. The staff is given the opportunity for personal development in professional learning opportunities in programs covering Literacy (Super 6 Reading), Numeracy, Technology, Student Engagement and Management, new syllabus implementation and Beginning Teachers.

All teaching staff participated in professional learning activities through the three school development days and during four 3 hour twilight professional learning sessions instead of attending school in the last two days of the year. In addition, staff participated in individual activities for their own development and reported back to faculty and whole staff forums. This included curriculum areas of all KLA's and technology in classroom practice. All staff also undertook a variety of professional learning courses as cross college faculty teams that meet every term and focus on applying strategies to work towards meeting our college and school targets. Professional Learning Funding for 2017 was \$55 000. This funding was used to support and enable implementation and evaluation of school, faculty and personal professional goals.

Professional Learning undertaken by the staff included:

- School Plan and School Excellence Framework
- Literacy – Super 6 Reading and Comprehension Strategies
- Effective Literacy Strategies for the classroom – Integrating EAL/D and NAPLAN
- Language Processing Disorders
- NESA Teacher Accreditation and HSC Reforms
- The Learning Brain, Effective Resilience and Positive Education initiatives and a Growth Mindset
- Positive Behaviour for Learning (PBL)
- Bring Your Own Device(BYOD) and Google Suite
- Integrating ICT resources and platforms in the classroom / school
- Project Based Learning in specific faculties and across key learning areas
- Reciprocal Classroom Observations and feedback
- CPR / Anaphylaxis Compliance training
- DoE Code of Conduct
- Mandatory Child Protection Training

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	371,695
Revenue	8,225,032
Appropriation	7,813,755
Sale of Goods and Services	59,290
Grants and Contributions	348,360
Gain and Loss	0
Other Revenue	0
Investment Income	3,627
Expenses	-7,961,716
Recurrent Expenses	-7,961,716
Employee Related	-7,142,590
Operating Expenses	-819,126
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	263,316
Balance Carried Forward	635,011

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

- Student Wellbeing Working with Students' Mental Health
- Aboriginal Education Programs – AIME (Australian Indigenous Mentoring Experience) Partnership with Syd Uni
- Data Analysis of student achievement and wellbeing
- Formative Assessment in every classroom
- Student Reporting Style Guides
- Curriculum Differentiation for every student in every classroom
- Classroom Management Strategies
- Student Engagement Strategies
- Explicit Teaching using direct instructions and scaffolding techniques
- Assessment for / as / of learning in the classroom
- Effective and reflective feedback
- Gifted and Talented Education
- Student Support in the Classroom
- Staff Wellbeing
- Teacher Accreditation and the Australian Professional Teaching Standards
- School Administration and Student Management ICT Platform for staff use (SENTRAL)
- Visible Learning in the Classroom using effective classroom and learning strategies
- National Consistent Collection of Data & Learning Enhancement
- Workplace Health and Safety in the school
- External Validation for School Staff

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	5,704,575
Base Per Capita	106,291
Base Location	0
Other Base	5,598,284
Equity Total	623,577
Equity Aboriginal	19,346
Equity Socio economic	196,216
Equity Language	148,285
Equity Disability	259,730
Targeted Total	938,753
Other Total	428,972
Grand Total	7,695,876

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

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

School performance

NAPLAN

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

Literacy:

Expected growth rates of student learning (Value – added in student learning). Analysis of the percentage of students exceeding the expected growth rates when mapped from Year 7 in 2015 to Year 9 in 2017 resulted in:

- Reading– an increase in 25% of students.
- Writing – an increase in 4% of students.

Expected growth rates of student learning (Value – added in student learning). Analysis of the percentage of students exceeding the expected growth rates when mapped from Year 7 in 2015 to Year 9 in 2017 **for Reading** resulted in a:

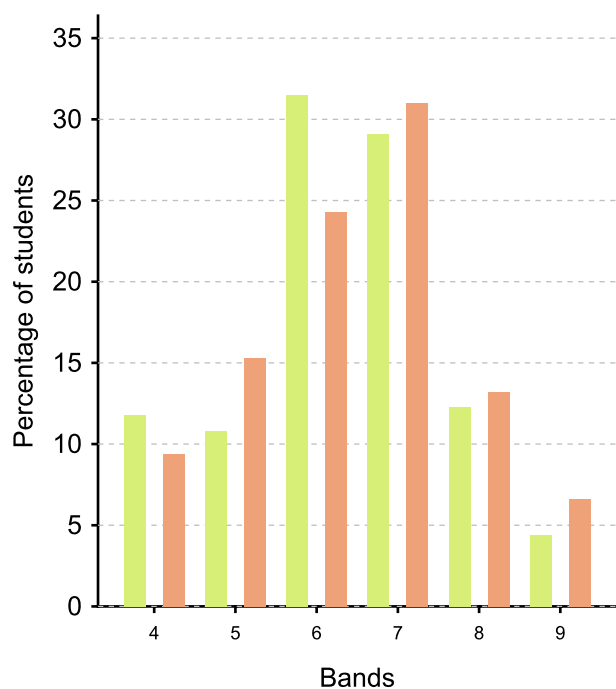
- 19% increase for boys
- 38% increase for girls
- 16% increase for students from a Language Background Other Than English (LBOTE)

Analysis of the 2017 NAPLAN results (when compared to the 2016 results) for Year 9 students clearly indicated student growth and improvement in:

Reading: a 12% decrease in the number of students achieving Bands 6 & 5 (at or below National Minimum Standards) and a 18% increase in the number of students achieving Bands 8, 9 & 10 (proficiency level).

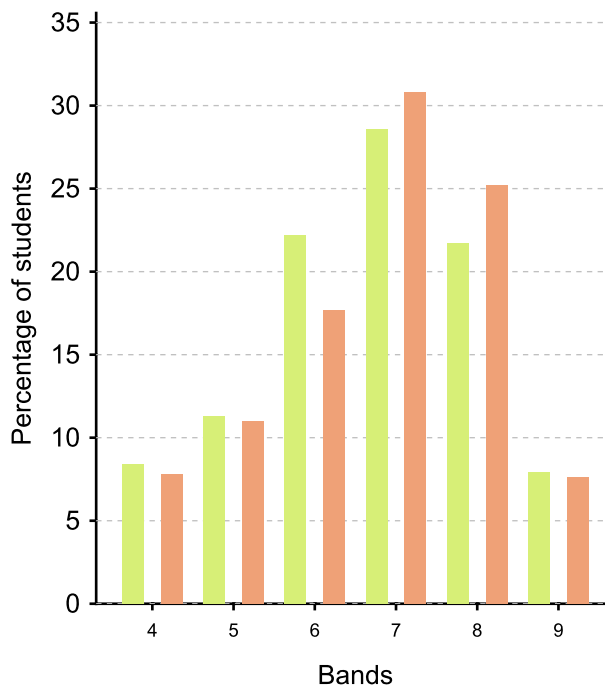
Writing: a 6% decrease in the number of students achieving Bands 6 & 5 (at or below National Minimum Standards).

Percentage in bands:
Year 7 Grammar & Punctuation



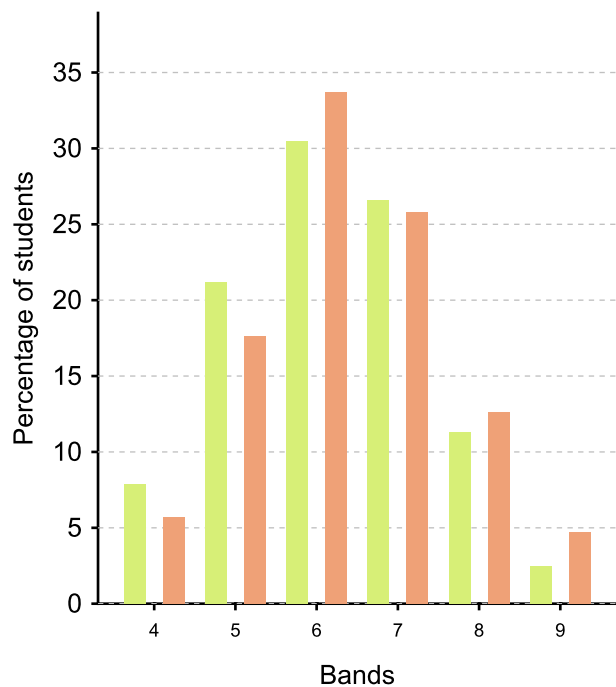
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Spelling



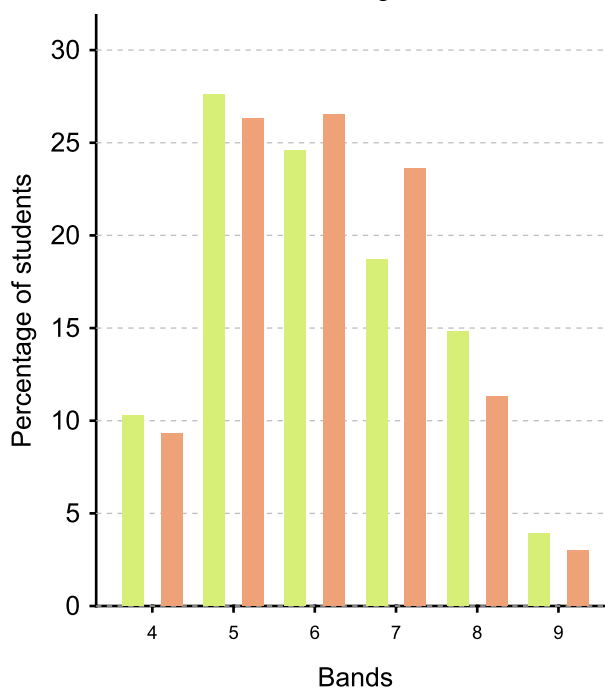
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Reading



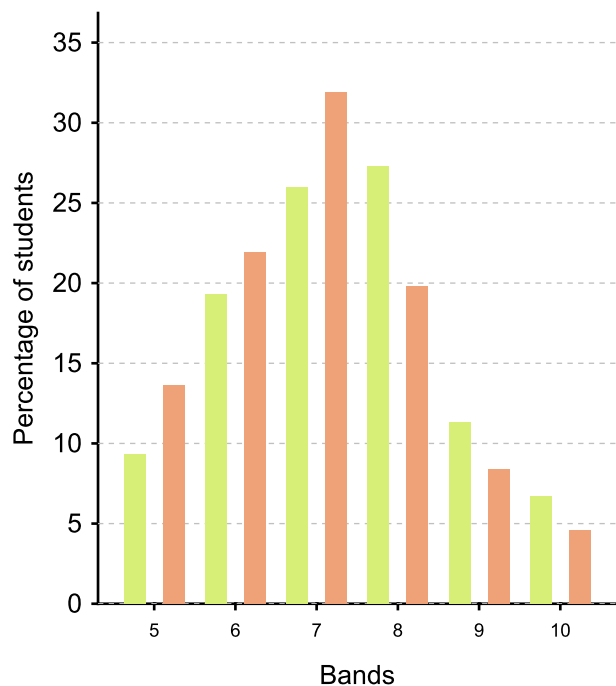
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Writing

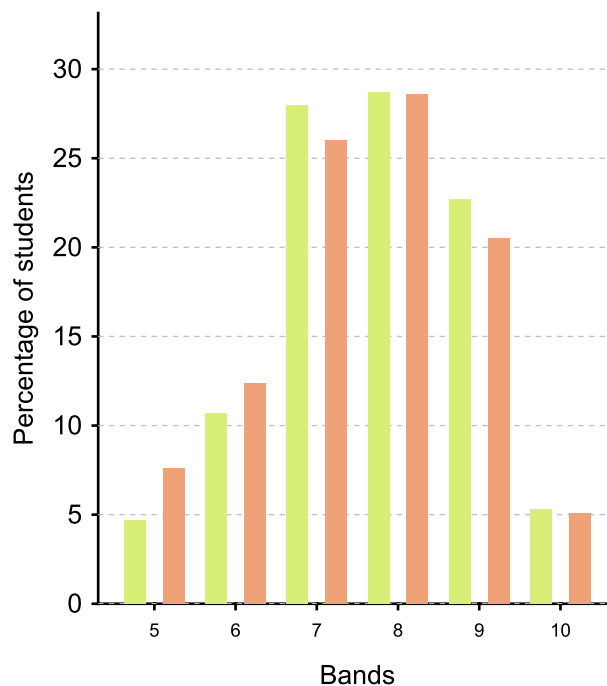


Percentage in Bands
School Average 2015-2017

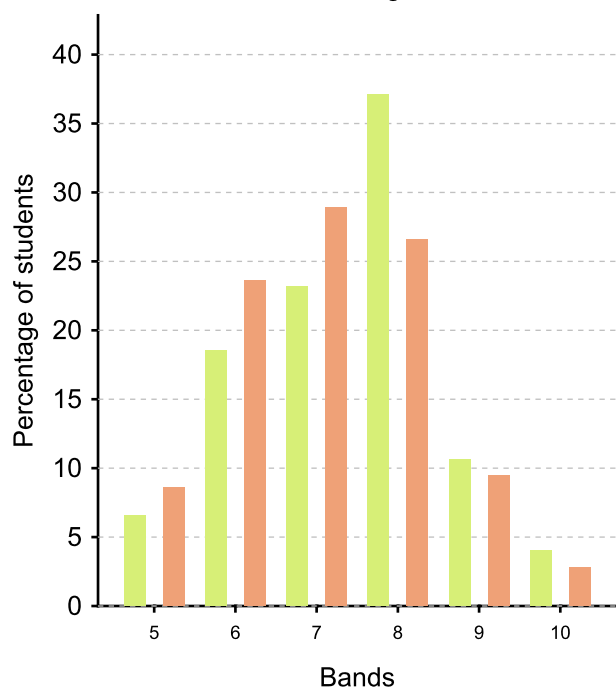
Percentage in bands:
Year 9 Grammar & Punctuation



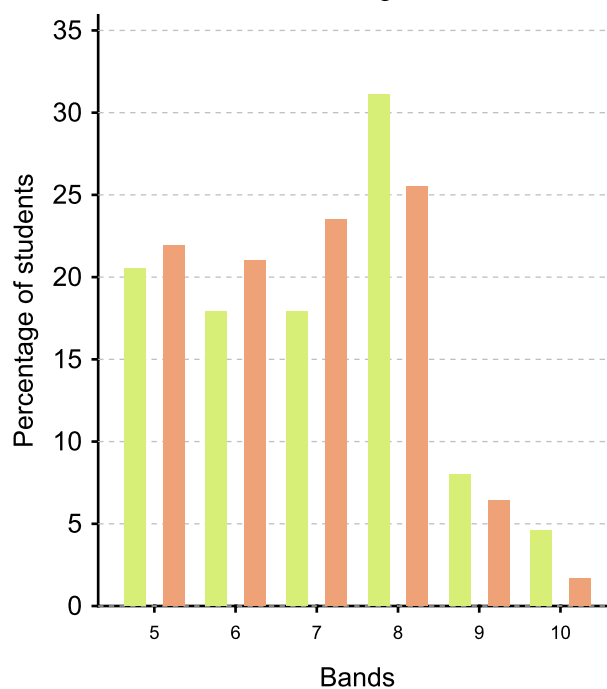
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing

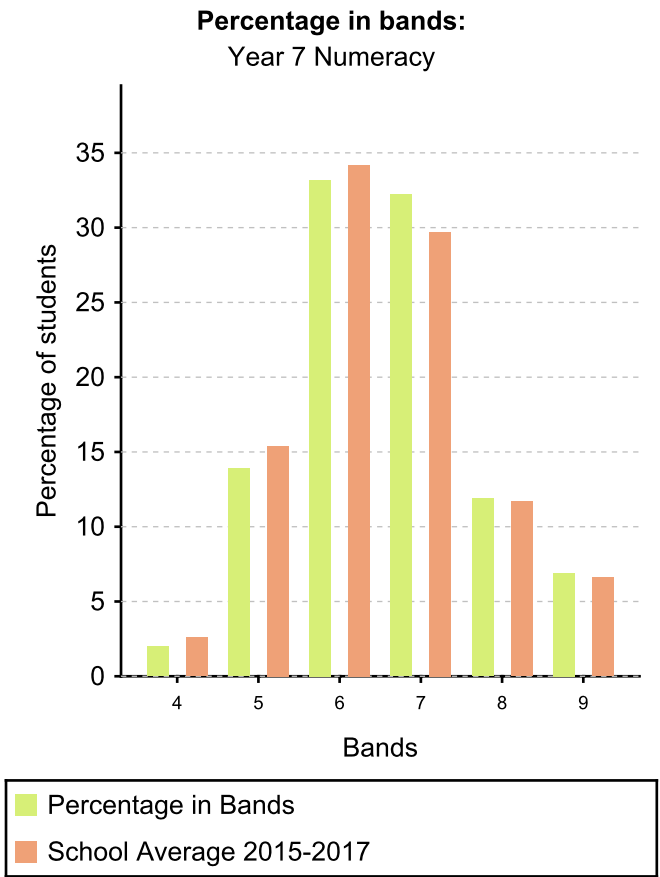


Numeracy:

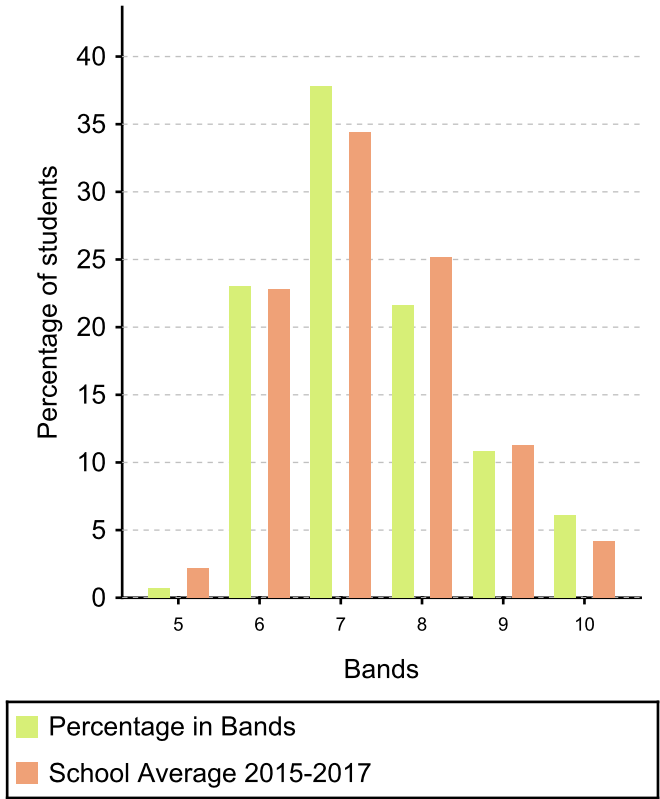
Analysis of the 2017 NAPLAN results in Numeracy identified the need to continue to focus on closing the gap in student knowledge and improving the application of fundamental Numeracy skills for all students .

Analysis of the 2017 NAPLAN results (when compared to the 2016 results) for Year 9 students clearly indicated student growth and improvement in:

Numeracy: a 7% decrease in the number of students achieving Bands 6 & 5 (at or below National Minimum Standards) and a 5% increase in the number of students achieving Bands 8, 9 & 10 (proficiency level).



Percentage in bands:
Year 9 Numeracy



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

Higher School Certificate (HSC)

HSC Reporting is included in the GRC Oatley Campus 2017 School Report.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. It is important for schools to foster positive relations between all stakeholders. GRC Peakhurst strives to foster excellent communication with parents, encouraging parental involvement and enlisting parents to volunteer at the school and participate in school governance and events. This supports and promotes student learning and positive behaviour within a safe and inclusive environment. Students feel that what they learn is important and worthwhile and that they are acquiring skills that will help them in life. In particular, they feel that they can do well enough to be successful and achieve a high standard. More importantly, students believe that they have the opportunity to realise their personal goals.

In 2017, GRC Peakhurst moved away from the traditional survey based data collection to trialling a more innovative and personal data gathering approach. GRC Peakhurst gathered qualitative data from parents, students, staff and the wider school community through formal and informal discussions, meetings and interviews. Parent, student and staff opinion was sought and feedback provided on the schools systems, programs and processes. Positive feedback from Year 7 parents suggested that their children had settled into high school well, had made new friends and were enjoying their subjects. Parents have indicated through monthly P&C meetings that they feel the school supports positive behaviour and student learning. They agree that they are well informed and feel welcome at all times. Parents also feel that the school is very inclusive of all and provides a safe learning environment at all times.

There is a consensus among staff and parents that the school provides a holistic education so that, in addition to academic pursuits, students are able to excel in the performing arts, sport and a variety of social and cultural learning experiences. Feedback from the school community suggests there is a high level of appreciation for the value of learning and a strong commitment to the continued improvement of student learning outcomes.

Policy requirements

Aboriginal education

Aboriginal education is a mandatory component of all KLAs in developing awareness and tolerance of Aboriginal heritage and culture and Aboriginal Australian issues continue to be addressed through programming. Students study the theme of Australian Identity, read Aboriginal myths, legends and stories, analysing how these stories are represented in Aboriginal art, oral retellings and written texts and they prepare their own retelling of an Aboriginal story. Students also study a variety of poetry including poems by Aboriginal poets. Students consider, discuss and write about issues raised by these poems and how the

ideas in the poems are communicated by the poets. Aboriginal music, both traditional and contemporary, is studied and students use the music to investigate issues of cultural difference and respect for the diversity of Aboriginal music. School leaders observed Reconciliation Week with an assembly devoted to celebrating Aboriginal heritage. The students acknowledged the traditional owners of the land and focused on the awareness of tolerance and respect between different cultures that make up Australian contemporary society.

Multicultural and anti-racism education

Multicultural Education

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

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

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

The EAL/D Teacher continues to be responsible for monitoring EAL/D and International Students' learning. EAL/D teacher checks and updates attendance and contact details of International students twice per term; monitoring of International Students' welfare is

conducted on a regular basis, with all information kept electronically on a database. New policies and procedures are regularly updated through network meetings and International Student Coordinator training days.

Anti-Racism Officers

This role is being undertaken by Mr Haydar and Ms Seinor who are trained contact officers for any issues relating to anti-racism within the school. Their role is to support the education and understanding of issues surrounding anti-racism.

Other school programs

English Faculty

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

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

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

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

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

The English Faculty will continue to promote literacy through wide reading and in 2018 will launch a wide reading program targeted at Years 8 to 10 students. Numerous modern, relevant and interesting texts have been purchased and are now available for students to borrow through the library. The reading of these texts will broaden their knowledge of contemporary issues, increase reading and comprehension skills and develop a passion for reading that the students will have for life.

To enhance literacy and learning in a digital age, the English faculty has purchased laptops for use in English. This will further assist students in researching and most significantly in editing and developing a range of extended responses in various text types. This will also offer students access to a range of websites and online tools.

The faculty offers Debating and Public Speaking as extra-curricular activities. The teachers responsible for selecting, training and managing these teams are Ms L. Osmond, Ms L. Dunstan and Mr P. Fisher. In recent years, the school has achieved great success in debating, highlighted by the immense achievement of the Junior team in 2016 which competed in the Sydney Regional Final for the Premier's Debating Challenge. In 2017, the Junior and Senior debating teams were both Zone Champions.

The school also had success at a regional level with Brendon L who participated in the Legacy Public Speaking Competition at a regional level. This success is a credit to the effort of all students involved in the debating and public speaking team that meets regularly for training and coaching by our dedicated and highly competent staff.

Mathematics and Computing Faculty

Throughout 2017, the Mathematics and Computing Faculty has continued to adopt and implement a number of initiatives and interventions geared towards improving student engagement and the achievement of syllabus outcomes. These strategies included:

- Setting clear and achievable student expectations.
- Promoting classroom discussion and debate.
- Establishing multiple feedback avenues for students to steer their own learning.
- Promoting and explicitly teaching Mathematics study tips and encouraging students to regularly revise in preparation for examinations.
- Introducing hand-written reference sheets, permissible in examinations, to encourage revision.
- Promoting peer collaboration.
- Incorporating a greater number of practical tasks and Project Based Learning opportunities.
- Increasing the focus on literacy by explicitly addressing the Super Six Reading and Comprehension

strategies.

- Developing differentiated remedial, enrichment and gifted and talented activities. By engaging students with Mathematics and guiding and encouraging them towards self-directed learning, our priority was to instil the skills required for students to interact meaningfully with their environment and appreciate the relevance, breadth and impact of these developed numeracy skills. Details of these initiatives are outlined below.

Formative Assessment

Prior to summative assessment tasks being given at the end of a unit of work to assess students' mastery of a topic, this year our faculty continued to redirect its attention on determining how students are progressing through certain learning goals and outcomes by implementing ongoing formative assessment strategies. We use this information to further guide our mode of instruction to determine future content and activities. These ungraded assessments have also proven to be valuable guides for students in helping them reflect on their own learning and enhance their performance by targeting necessary areas. We are finding that when formative assessment is consistently and effectively integrated into teaching and learning, students continue to improve and excel in their attainment of course outcomes.

Alternative Assessment Tasks

In 2017, each stage group (Stage 4 – Years 7 & 8, Stage 5 – Years 9 & 10) was assigned a unique assessment task as an alternative mode of assessment to traditional pen and paper examinations. These tasks offered students an opportunity to demonstrate their understanding and potential through real life practical examples of Mathematics in the world around us. The tasks were designed to support students to make meaningful connections with the content being taught in class and showcased the practical application of Mathematics in society whilst improving student engagement during lessons. Year 7 and 8 students were required to develop a Jeopardy style quiz on decimals, fractions and percentages and algebraic techniques respectively, while Year 9 and 10 were required to produce a video (musical parody, lesson presentation etc) on a Stage 5 Mathematics topic. Tasks were linked to the Working Mathematically syllabus outcomes as well as the General Capabilities, and encompassed the knowledge, skills, behaviours and dispositions that, together with the curriculum content, provided students with the necessary exposure needed to live and work successfully in the 21st Century. Assessment task notifications were uploaded to the school website and push notification alerts were sent via the school's Skoolbag app (which is available for download from the Apple App Store, Google Play Store and Windows Store).

Practical Units

The implementation of previously developed practical hands-on activities, designed to extend the learning and understanding of mathematical concepts beyond the classroom, continued this year. Students were

challenged by thinking outside the box and developed their independent learning and critical thinking skills whilst making meaningful connections between both the theoretical mathematical content and its practical applications. These included activities involving time, probability, financial mathematics, trigonometry and measurement, as well as the use of concrete materials and online resources.

ICT and BYOD

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

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

Mathletics

Mathletics (an interactive online computer resource which includes activities, support lessons and sample tests) remained an integral component of our lessons in 2017. Mathletics was once again incorporated into teaching, homework and assessment programs and helped students:

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

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

Primary Links

We were very fortunate to, once again, be able to connect with partner primary school students to assist in shaping their development of mathematical thinking and prime them for further study in high school. A number of practical classes, designed to peak student interest in Mathematics and engage them in the further

development of core mathematical skills needed to establish a good foundation for further study in the subject, were offered. These units included:

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

Pi Day

Pi Day is celebrated biannually at GRC Peakhurst Campus. Traditionally, Pi Day is celebrated on March 14 (3.14) all over the world, while Pi Approximation Day is celebrated on 22nd July (22/7). Pi Day can also be celebrated on the 17th June (1706) which is the first time William Jones used the symbol Pi to represent the ratio of the circumference of a circle to its diameter; or on November 10th which is the 314th day of a non-leap year. On March 14 (3.14), Peakhurst recognised National Pi Day (3.14159...) which also coincides with Albert Einstein's birthday (and now, Stephen Hawking's passing). On 22 July (22/7), we recognised Pi Approximation Day with Year 8 (one day earlier). Year 8 Pi Approximation day is devoted to the irrational constant Pi and is filled with Pi (and pie) related activities across all subject areas, including mandalas, making pizzas, a sporting carnivalé, a Tower of Hanoi challenge, a Pi hunt, a pie eating competition and, of course, Pi recitals. The entire Mathematics faculty, as well as members of staff across all KLAS, were instrumental in making the day a success for the Year 8 participants.

National Assessments and External Competitions

NAPLAN

The Mathematics Faculty have adopted numerous strategies to both raise the bar and close the gap in numeracy levels across all stages, including the provision of remedial, revision and extension units, greater exposure to NAPLAN-style questions, intensive drill and practice sessions by going back to basics, and Mathematics-assisted practice. GRC Peakhurst gathered some informative results in NAPLAN in 2017. A detailed analysis of our NAPLAN results is provided elsewhere in this report. It was both encouraging and rewarding to see that, on the whole, results highlighted the value-added to student progress and overall performance. It is anticipated that students will continue to make significant progress and we look forward to monitoring these students' successes over the coming years and incorporate more intensive strategies to support students in attaining the national HSC minimum standard in Numeracy via online testing.

ICAS Competitions

The ICAS Digital Technologies Competition was held on Tuesday 16th May 2017 while the ICAS Mathematics Competition was held on Tuesday 15th August 2017. The competitions were made compulsory for all GAT classes, however, all other students were encouraged to participate, with many students achieving some commendable distinction and credit results. Congratulations to all participants for challenging themselves in this national competition. Ninety-six students participated in these competitions with 27 students receiving a Credit or higher. Congratulations to Alex T (Year 7), Brendon L (Year 7), and Jackson C (Year 9) who were awarded a 'Distinction'.

Outstanding Academic Achievement

The top ranked students in each year group, who are to be commended for their hard work, diligent effort, sheer dedication and consistent approach to their studies and outstanding academic achievement, are listed below.

In Mathematics:

Year 7: Alex T

Year 8: Oliver L

Year 9: Jackson C

Year 10: Caitlin G & Erik A

In Information and Software Technology (IST)

Year 9: Jacob S

Year 10: Jack A

Digital Media, Authoring and Multimedia and Robotics

Digital Media, Authoring and Multimedia and Robotics are three of the IST (Information and Software Technology) option topics offered in 2017 where students focus on the importance of learning about and integrating new technologies. As a part of the Digital Media topic, students had the opportunity to partake in a hands-on project to create their own custom animation. Students were required to design their own storyboard, construct their specialised characters from clay, slowly animate their models by capturing images using an SLR camera, frame by frame, and compose their final animation using the latest movie editing software and post production tools. Students thoroughly enjoyed and appreciated the effort and detail required to turn over 3 hours of positioning and photography into a 30 second animation! Authoring and Multimedia is one of the most popular option topics in IST. Students use a smorgasbord of software, including PowerPoint, Prezi, PhotoShop, Andrea Mosaic, FantaMorph, Audacity, iMovie and Windows Movie Maker ... just to name a few, to create a 5–10 minute presentation on a past, current or emerging technology of their choice. The quality and standard of the final multimedia product is outstanding and is a testament to the students' levels of engagement and commitment.

Robotics and Automated Systems is another popular,

highly engaging and challenging option topic in IST that covers skills found in most 21st Century careers and incorporates multiple STEAM (Science, Technology, Engineering, Arts and Mathematics) areas. Students are given opportunities to explore how to build, design and program their own robots using the Lego Mindstorms NXT and EV3 software, utilising the various sensors to build their robots to navigate paths, lift and sort objects, transport goods and interact with other robots. Students are highly encouraged to register their interest at the IST elective evening, to ensure they do not miss out on this invaluable opportunity. Parents wishing to take advantage of the numerous worthwhile initiatives outlined or seek more information about any of the valuable interventions available, are encouraged to contact the Mathematics and Computing Faculty, so as to maximise and support their child's individual learning needs.

Science Faculty

For the Science Faculty, 2017 was another busy year of providing students in each of Years 7 – 10 with a broad range of experiences to maximise their engagement and learning in Science. Teaching programs focused on providing a wide range of activities including hands-on practical work, independent work, group work, use of computer technology, communication skills, literacy skills and numeracy skills. For added depth, guest speakers were brought in for a number of special presentations. Ruben Meerman, the 'Surfing Scientist', showed a variety of interesting Science activities to Year 7. Year 8 students participated in a performance style activity called STEMania and the renowned environmentalist Tim Silverwood gave a presentation on waste and its impact on the natural environment to Year 9 students.

Achievement in external competitions was high. There were 112 students who entered into the ICAS Science Competition in 2017, with 8 students achieving Merit results, 28 students achieving Credit results and 7 students achieving Distinction results. The Year 7 Selected Enrichment Class entered 20 crystals grown in class into the RACI Crystal Growing competition, NSW division. All of these made it to the final round of judging, with 7 crystals placing in the Highly Commended category. 2017 VALID results for Year 8 showed a growth in the total number of students achieving in the top band (Level 6). Trend data shows a growth in boys' achievement, with overall results for the school higher than the state average result in Bands 4 and 5. This was particularly strong in the areas of knowledge and understanding and problem solving and communicating.

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

HSIE Faculty

Throughout 2017, the H.S.I.E. Faculty engaged in a number of activities and learning opportunities to develop students' literacy, numeracy, technology, problem-solving and research skills. The H.S.I.E. faculty provides Mandatory History and Mandatory Geography to students from Year 7 to 10. In addition, the faculty also offers Commerce and History Elective as elective subjects in Year 9 and 10.

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

In term two, our year 10 Commerce students had the opportunity to attend an excursion to the Police and Justice Museum and State Parliament. This excursion supported two units of work that they had completed in class and exposed them to a range of politicians who are responsible for creating and maintaining laws in NSW. Year 8 Gifted and Talented students were invited to a full-day practical seminar on Forensic Archaeology called 'Dead Men Do Tell Tales'. This exciting program, led by the Head Teacher of the faculty, introduces students to the basic principles of forensic anthropology, intertwining science with history and archaeology. As part of our Gifted and Talented program in H.S.I.E., Year 7, 8, 9 and 10 students in the GAT Geography classes competed in the Australian Geography Competition. Some excellent results were produced, with a high proportion of students receiving a High Distinction, Distinction or Credit award.

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

Term four saw our teachers spend some time developing new programs for Geography to align our teaching with the new syllabus that will be in place in 2018 for Years 8 and 10. Correspondingly, 2017 saw the implementation of the new Geography syllabus in Year 7 and 9 with greater student engagement,

embedded geographical tools and a more updated curriculum, which better catered to student needs and interests.

Teachers also had the opportunity to develop professionally by reflecting on our current strategies for teaching literacy and developing new activities that focus on students improving their skills in reading and writing. The implementation of the BYOD policy has allowed technology to be integrated seamlessly into class learning activities where possible.

PDHPE / Sport Faculty

The PDHPE staff have been extensively involved in sport for the benefit of students at GRC Peakhurst. Specifically, we have supported students competing in School, St George Zone, Sydney East (Regional), and Combined High School (CHS), State Knockout tournaments for numerous sports; and Junior Gala days. Each year our sport program seems to go from strength to strength, and this year is no different. Our fine crop of Peakhurst athletes have represented the school, zone, district and region with pride and professionalism and have displayed our core values with distinction. In the St George Zone competition, we had an outstanding return from our teams with 10 of our grade teams gaining success in their respective grand finals and taking out premiership titles. In the annual competitions, we were successful in the boys competition in Rugby League 16's, Opens Soccer, 14B Soccer and Opens Touch Football. The girls had another great showing this year, being successful in Opens Netball, 14's Netball, opens Mini-Soccer, Opens Oztag, 14's Oztag, in addition to Opens Soccer. Our school carnivals were once again vibrant and enthusiastic sporting showcases. This year saw the house competition enter its third year, and the enthusiasm from the inaugural year had definitely carried over. The students once again displayed an enormous and infectious amount of school and house pride, with the new breed of house captains rising to the challenge of motivating and leading their houses to success in the sporting arena. Congratulations to the following students who were named 2017 House Captains:

Beachley:–Maria M, Mark Y, Lily E, Whare M

Goodes:–Aqeelah T, Billy A, Sofia V, Manaaki B

Freeman:–Alexis M, Erik A, Eden H, Jayden M

McGrath:–Fatima H, John L, Talia R, Alessio B

Our swimming carnival was once again at Roselands Pool and we were lucky enough to have bright sunshine beating down on us. The whole school was awash with house colours making for a very colourful carnival with the overall winners being Goodes. 37 students progressed to the Zone carnival, and of those, 11 of them progressed onto the regional competition at Sydney Olympic Park.

Laps of Gannons Park were the order of the day again for the cross-country carnival, and the weather was a lot kinder this year. Freeman were the house victors

and we managed to send 54 students through to zone level. 16 of our athletes were successful in gaining a top 10 spot in their age groups and managed to progress to regional level. Our boys performed outstandingly at zone and came home in 2nd place overall. This is a brilliant achievement to pip the larger schools of Blakehurst and the Kingsgroves – Well done! A special mention should go out to Lauren V, Casey S, and Eden H who all became zone age champions for their troubles.

The weather gods were smiling down on us for the athletics carnival this year. We were blessed with bright sunshine all day and again the students effort, participation and behaviour was outstanding and a credit to our school. Our zone team consisted of a whopping 85 students in total with a few mentions going out to Bienne T, Eden H and Casey S who all took out the age champion titles. In addition to this we had Bienne and Casey breaking long standing zone records. 23 students progressed to regional level with Bienne, Casey and Suzanna F all progressing on to the coveted Combined High Schools (State) Championships – No easy feat! Overall house champions for 2017 were Freeman. Once again the reaction from the students when this presentation was made at the sports assembly at the end of the year further cemented the success and popularity of the house system. A sense of school identity and togetherness coupled with pride and competitiveness were clearly evident when the trophy was presented to the house captains.

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

Casey S – CHS Athletics and Cross Country

Bienne T – CHS Athletics

Susan F – CHS Athletics

Overall, it was an extremely positive year for school sport at Peakhurst with the number of students going on to compete above the zone level increasing once again. This demonstrates an exceptionally high level of talent and ability to progress through to this high standard of competition. Our sportsperson of the year this year was Bienne T. She is an outstanding all round athlete who achieved age champion status at zone level for athletics in addition to breaking a long standing zone record. She also went on to represent Sydney East at the CHS championships in athletics in a number of events. She gained entry into the Sydney East Rugby 7's team and was also asked to play for the under 17's team. Bienne's clear talent led her to win 2 grade sport titles in addition to being voted MVP in the NSW State Oztag Championships where her team came runners up. She was also nominated as a House Captain, a testament to the respect she gains from her peers in all of her sporting endeavours. Bienne is an

extremely talented, yet, shy and humble sportswomen. She is a quiet achiever and lets her skills and ability do the talking on the sports field. I am convinced you will be seeing a lot more of Bienne in the future.

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

TAS Faculty

In 2017 the Technologies faculty's goal was to upgrade facilities and resources to allow students to experience current technologies as used in commercial areas. As result, the food laboratories have been fitted with stainless steel work benches, open shelving, deep pot sinks, under bench refrigeration and a commercial upright dishwasher, similar to kitchens in the hospitality industry. The workbenches can be easily moved to allow the space to be configured to enhance student learning. The upgrade has made students more aware of food handling and building regulations that need to be abided by the food service and catering industry, which is the largest employer of teenagers in Australia. The food laboratories have also been fitted with new interactive white boards where digital presentations and apps are utilized to inspire students to aim for excellence. Furthermore, Super 6 Reading and Comprehension strategies were embedded in to all student recipe books to assist students to better comprehend instructions.

The industrial art workshops were also upgraded with the purchase of a track saw, disc sanders, scroll saws and acrylic strip heaters. These have given the students the opportunity to develop more complex designs and improve the quality of their projects. A focus has also been on developing electronic skills in Stage 4 students and to develop products using a variety of materials. Hence, Stage 4 students have produced electronic circuits to produce a flashing light, wood and acrylic boxes, and pin boards using wood, cardboard, fabrics and foam. Several staff members were also trained in coding in 2017 for preparation of introducing coding in 2019 where it will be integrated into our projects.

Excursions and incursions were again an integral part of student learning in 2017. The MasterChef Peak Feast Challenge again saw over 50 students in Stage 4 enter the competition. They impressed the judges with their confidence in menu planning and competent food preparation techniques which resulted meals that was flavoursome and artistically presented. The Barista Training course run by a registered training provider continues to increase in popularity with our Stage 5

students. After a rigorous day of lectures and practical work, all our students attained a certificate to prepare a variety of coffee. Students, particularly enjoy the coffee art component of the course. The hospitality crew catered for school events such as Aladdin and Open nights while The Sydney Tower Dining excursion continues to excite Food Technology students. Child Studies students were delighted with their Make a Bear excursion where they made a cute furry bear and learnt how the activity can be educational. In addition, students in this Stage 5 course enjoyed visiting preschools, playgrounds and listening to guest speakers.

CAPA Faculty

2017 was another wonderful year for the CAPA department at Georges River College Peakhurst Campus. The faculty not only ran its Music Tutors Concert, Performing Arts Day and Peakform, our music and dance showcase, but gifted and talented students from years 7 to 10 also created a new mural with artist Stephen Evans. The mural entitled 'You Are Here' is an imaginative map of the school, making it easier for newcomers to find their way around and helping to create a sense of place and belonging in the school. This work was facilitated by Gonski funding. In addition, the faculty participated strongly in Open Night with student musicians, dancers, artists and event crew all adding their talent to showcase our school. A major highlight of the year was that for the first time, not one but two of our students were selected to sing as feature artists in the 2017 School Spectacular. Another first was the creation of and participation in, a CAPA camp. Music Drama and the Visual Arts of painting and photography were all part of this exciting two day program.

Year 7 Performing Arts – 'Aladdin'

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

Photography

Year 9 and 10 elective photography classes completed assessment tasks based on the production of black and white images in the darkroom. Year 10 have completed digital tasks based on an excursion to the city and to Luna Park. Class members were able to exhibit their works in GRC annual PeakView Art Exhibition. We are lucky to be granted funding through a special programs grant which will enable us to purchase more equipment and technology to service the growing demand for digitally competent students for roles in a changing work environment.

Ceramics: The Elective Year 10 Ceramics completed many assessment tasks based on producing creative

and technically accomplished works. Students gained skills in the hand building techniques of Pinch, Slab and coil constructions based on many themes such as sculptural forms and mold casting based on the theme 'Alice in Wonderland'. The class was able to record, organise and present ideas and processes over time. We were very lucky to be successful in our application in applying for a P&C grant in 2016 which enabled the class to use over 60 slip casting molds, underglazes and specialty glazes creating unusual effects. We look forward in the expansion of the Ceramics program with these wonderful resources engaging all students from Year 7–10.

Music

2017 was an action packed year with many musical events taking place. We saw our very own Numi T. and James P. as featured artists in School Spectacular, showing the fantastic amount of talent GRC Peakhurst has to offer. Peakform was a resounding success, with students performing a range of music from iconic composers and musicians. The list was truly a who's who of iconic numbers, with songs by David Bowie, Prince, The Beatles, James Brown, Michael Jackson and many more. Peakform was also an opportunity for our newly formed Rock and Jazz groups to display their hard work throughout the year performing songs by Guns and Roses and Miles Davis.

CAPA Camp was a fantastic end to the year, being organised by David Reidy and showing what can truly be achieved when all colleges work together artistically.

2018 is shaping up to be an even greater year than 2017, with the School Spectacular auditions already under the way. The theme of this year's Peakform concert is 'Originals' and it will showcase a vast array of songwriters and performers.

It has been an inspiring time to be a part of the vibrant group that is the CAPA department and community of Peakhurst Campus with its many creative and performing arts activities. The number of other events that the creative arts and performing arts team were involved in was so extensive that a review of the year shows that there were only a handful of weeks in which an extra curricula activity of some kind was not assisted or promoted or indeed created by the hard-working team in the CAPA department.

Dance

Our Dance programs at GRC Peakhurst Campus continued to excel over 2017, with our extra-curricular Dance groups competing and performing at several events across New South Wales, in addition to implementing and successfully running our very first Gifted and Talented (GAT) Dance class.

Over the course of the year, our dancers have represented us proudly at the 2017 Schools Spectacular, the Ultimo Public Schools Dance Festival Series and our annual performing arts evening, Peakform. Our dancers successfully auditioned for the 2017 Schools Spectacular, featuring in the opening segment of the show. We also had our largest numbers

of dancers accepted into Schools Spectacular, with all 12 of our Dance Ensemble members gaining a position in the highly sought-after show.

Our Dance Ensemble also successfully auditioned for the Ultimo Dance Festival Series, held at the Seymour Centre in Chippendale. GRC Peakhurst Campus were invited to perform at one of the evening performances, supporting the week-long dance showcase of schools in the Ultimo directorate. Again in 2017, our dancers were indeed one of the highlights of our annual performing arts evening 'Peakform'. The showcase featured items and excerpts from our talented Dance Ensemble, GAT Dance and Year 10 Dance students.

2017 saw the implementation and successful running of our very first Gifted and Talented (GAT) Dance class. This program was designed to provide students with an extended learning opportunity that engage and challenge to maximise individual talents and capabilities in the area of Dance. Students in years 8 – 10 were selected and invited to participate in fortnightly lessons, and thoroughly enjoyed their experience. We look forward to our Dance programs continuing to thrive in 2018.

Special Education Faculty

2017 saw many milestones for Special Education here at GRC Peakhurst, both within the Support Unit and Learning Enhancement Team. We welcomed new staff and new students.

Our annual camp was a success, taking an increased number of students from Peakhurst, Hurstville and Oatley campuses. We ventured to The Tops, at Stanwell Tops. Thank you to our very generous community supporters for your donations. The Lionesses donation pays for our coach transport and the donations from all our local clubs help us to subsidise the overall camp fee for each student. We had a number of students who were 'day campers' and experienced camp for the day. They travelled on the bus to the campsite and their parents collected them in the afternoon. It was a great opportunity to experience camp and engage with our senior students.

In 2017 Support Unit students continued taking on whole school roles and responsibilities. We had two SRC representatives and two students joined the Chair Crew. Well done and congratulations! We are extremely proud of you.

We continued our Work Experience program at Coles, Hurstville Westfield. Our target group of Year 10 students from the Support Unit and mainstream travelled independently by bus to attend work experience every Thursday for a semester and were supported by our dedicated Transition Support teacher, Mr. Hayes. Thank you to the staff, in particular their assistant manager for her ongoing support. This program was supported by LINK funding.

At our Annual Thank You Morning Tea we had the opportunity to invite many people who support us throughout the year, including of course, our parents. But also in attendance were the Georges River

Lionesses, members of the community who have assisted us in our Friday Sport program and senior executive staff from school and DoE staff.

In Term 4, we had Year 10 Transition to Oatley in preparation for Year 11 and 12. This program runs annually and coincides with the mainstream program. It provides our students with the opportunity to experience the day in the life of a senior student as well as orientating themselves with the changes they face as they leave the junior campus and enter into their last two years of schooling. They were supported by the GRC Oatley Support Unit staff as well as an LSO from Peakhurst. Simultaneously, we welcomed 8 Year 6 students transitioning to Year 7.

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

Learning Enhancement Team

In 2017 Learning Enhancement identified a total of 127 students who needed classroom adjustments to help them access the curriculum on the same terms as their peers. There were 5 students receiving integration funding and the remainder of the students were covered under flexible funding. We had a LaST allocation of 1.7 teachers and four part-time School Learning Support Officers, totalling 12 Days per week. In term 2, two SLSOs were offered two permanent days each, which were approved. 100% of the allocated funds were used on SLSO and teacher employment.

PROGRAMS OFFERED

Morning Reading Roll Call – We started the year with 13 students, all of whom had reading levels below benchmark. The students were assisted by our Year 10 peer tutors. The number of students decreased throughout the year as students graduated off the program. Learning Enhancement Centre/Games room – This room was open nearly every recess and lunch for all students in the school. This was run and supervised by a LaST at all times. The room offers academic games that students can play in a social situation. Students from all years attended. The Learning Enhancement centre was used throughout the year by the Enhancement team to provide the adjustments and assistance mentioned below.

Assignment Assistance – The LaSTs offered assignment and class work assistance during recess and lunch and through withdrawal from class in the Enhancement Centre.

Daily Dose organization involved the printing and distribution of all the Year 7 and Year 8 Literacy material for the Roll Call Reading Program, also the compilation and updating of Answer Folders.

STUDENT SUPPORT

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

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

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

Support Unit Sport – The LaST has significant involvement with the Support classes including taking students from the unit for sport on Wednesday afternoons. Students required supervision and assistance to participate during sport activities.

Support of mainstream students in sports – Three mainstream students required 1:1 support during Wednesday afternoon sports. A LaST was required to escort/drive a student to sports and remain to supervise. Two SLSOs were required to support a student during swimming.

Year 10 Special transition–This program identifies Year 10 students who would benefit from additional transition visits to GRC–Oatley. It allows these students to have a more personalised orientation of their new school. We had a total of 3 students participating in this transition program.

Year 6–7 Pathfinders program – Pathfinders provided a program for those students in our Year 6 feeder schools who would struggle to transition smoothly to secondary schooling. These students were identified by their primary teachers as likely to experience difficulty in the transition due to lack of maturity, poor social skills, low academic ability and poor behaviour, or a combination of some or all of the above. The goals of the program were for students to understand the routine of high school, understand and experience the structure of GRC – Peakhurst, develop positive attitude/feelings to high school and review or learn subject skills needed for Year 7. There were 22 students participating in this program for 2017.

STAFF SUPPORT

Team Teaching – Classroom teachers are offered the service of team teaching. In 2017 we assisted teachers by withdrawing small groups of students on a regular

weekly basis, and on a short term basis. The LaSTs also team taught in regular classes on both a long term and short term basis. Support was given upon teacher request. This year LaST support was provided in Math, Science and English.

Curriculum support – LaSTs worked with classroom teachers upon request and advice is given regarding adjustments in the classroom. The LaSTs also adjusted classroom work, created worksheets and booklets and adjusted assessment tasks in all KLAS throughout the year.

In-servicing of staff.

In-services were provided on;

- Students identified by Support in 2017.
- Collaborative meetings were also held periodically regarding students who may need additional help throughout the year.

PARENT SUPPORT

Consultation with parents is offered on an ongoing basis. Parents are encouraged to speak with the LaST and Support Head Teacher whenever they feel the need.

Email support and phone is provided for parents who struggle with assisting their child with school work. Parents are able to email their concerns at any time to the LaSTs and the Enhancement Staff will attend to the student needs the next school day.

ADMINISTRATION

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

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

ALL Enhancement staff maintained a running record of help offered to students. Any problems which arose were communicated to LaST and dealt with ASAP.

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

Transition meetings – Transition meetings happen between teachers from other schools and/or outside agencies. Transition meetings happen between students in Year 6 moving to Year 7, and students in Year 10 moving into Year 11 on a regular yearly basis. Other meetings occur throughout the year when new students are enrolling in our school.

The Transition of Year 10–11 students included subject selection, GRC Oatley Subject Selection Information Evening and attendance at meetings with Oatley staff to review classification of students and possible course selection. We also worked with our Careers Adviser to interview all students in our care to ensure appropriate subject selections were made for the senior years.

Transition meetings are also done with TAFE institutions where our support students have elected to study TAFE courses in Years 11 & 12.

NCCD –Through teacher surveys, information was collated on students and 52 NCCD entries were made this year. The results of the surveys are used to update student PLPs.

Access Requests–Access requests are made each year for students requiring funding, additional funding or placement at another school. This year we have completed access requests for 1 student requiring new placements for 2017.

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

Support Budget – Integration and flexible funding is budgeted by the Learning Enhancement Team and allocation of SLSOs is organised according. Acer testing for prospective Year6/7 Students and all students in our school from years 7 – 10 were conducted, marked and reviewed. Information collected was disseminated to the Head Teachers of each faculty. The results also allowed us to check GAT class placements. Liaised with outside therapists including the Cerebral Palsy Alliance, St George Therapy Centre Physiotherapists and autism specialists implemented their recommendations and organised adjustments in the classroom to supplement those agreed by the Learning Enhancement Team.

NAPLAN Readiness Test – This year we were selected to participate in the NAPLAN reading test. This was organised and run by the Learning Enhancement Team. The results indicated we were NAPLAN ready.

PROFESSIONAL LEARNING

1. Regional LaST meetings
2. Attended the Tuesday afternoon Wellbeing Meetings and the Tuesday Learning Enhancement Meetings
3. Mandatory Child Protection
4. Curriculum Differentiation for Every Learner
5. Anaphylaxis e-learning

Student Wellbeing Team

GRC Peakhurst Campus is committed to creating quality learning opportunities and supporting the

cognitive, emotional, social, physical and spiritual wellbeing of all students. Student Wellbeing at GRC Peakhurst consists of a comprehensive and systematic Wellbeing Framework that is supported by an online integrated student wellbeing management system. Wellbeing programs and student-led initiatives are showcased to highlight a focus on supporting the wellbeing of all students.

Our commitment to student wellbeing enables our students to connect, succeed and thrive at each stage of their development and learning. This is underpinned by a focus on productive relationships to promote an inclusive, collaborative and harmonious school community. Our students contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of the community whilst teaching staff and members of the wider community share an understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

In alignment with Strategic Direction 1 of our School Plan 2015–2017, our aim has been to provide an effective Wellbeing Framework to develop ethical, productive and socially responsible citizens who exhibit personal attributes of integrity and compassion in line with our school expectations and values. This has been achieved through ongoing student wellbeing programs, student-led initiatives and community partnerships.

GRC Peakhurst Campus uses the NSW DoE's Wellbeing Framework for Schools Policy to evaluate and drive restructuring of its internal Wellbeing Framework. A local systematic Wellbeing Framework, provides a comprehensive and integrated strategy to support the cognitive, emotional, social, physical and spiritual wellbeing of students in a context of quality teaching and learning. Our local Wellbeing Framework integrates the GRC Peakhurst Wellbeing Team, the GRC Peakhurst Student Wellbeing Committee, the GRC Peakhurst Student Representative Council and Staff Wellbeing initiatives, resulting in improved wellbeing outcomes for both students and staff.

The GRC Peakhurst Wellbeing Team is a diverse and comprehensive mix of staff with vast experience in delivering quality wellbeing outcomes. The team consists of the Principal, Deputy Principals, School Counsellor, Student Advisors, Student Wellbeing Committee Coordinator, Student Representative Council Coordinator, Careers Advisor, Girls Supervisor, School Chaplain and a Learning and Support Teacher. Ongoing wellbeing planning initiatives such as our Wellbeing Planning/Evaluation Days, illustrate an ongoing commitment to the planning and evaluation of our wellbeing programs and to our local Wellbeing Framework as a whole.

The Student Advisors' work tirelessly to provide support to all the students in their year group. They also organise many activities and workshops for the students to attend that often involve current issues that are pertinent to their well-being. These have included the 'Wired' Production, 'Verbal Combat' Production, 'Cheap Thrills' Production 'Cyberbully' Production, guest speakers from the Black Dog Institute, White

Ribbon Foundation, community representatives from Headspace along with many other organisations. These activities inform and provide students with a platform of information to assist them in dealing with being a teenager in the 21st Century.

Initiatives and activities in 2017 – The GRC Peakhurst Wellbeing Team was involved throughout 2017 in creating and delivering exciting programs and initiatives that provided students opportunities in leadership, mentoring, public speaking, increasing their self-esteem and many other self-awareness activities. These included programs such as:

- The Strength Program
- The Shine Program
- The Switch Program
- The Menai Youth Project
- The Love Bites Program
- A Year 7 Life Skills Program
- The Own It Program
- The Pathfinders Program (Year 6 Transition)
- Peer Support
- Peer Tutoring
- Suicide Awareness Program
- Domestic Violence Prevention and Awareness Program
- Talk about it Program
- Headspace Program
- Fundraising for Stewart House
- Year 10 Orientation Program
- White Ribbon Day
- Harmony Day
- PBL (Positive Behaviour for Learning)
- Student Wellbeing Committee
- YAP Days (Year Advisor Program Days)
- Year Assemblies• Rewards Morning Teas
- Rewards excursions

School Partnerships – during 2017 Georges River College Peakhurst Campus continued its association with External Agencies such as Georges River Life Care, 3 Bridges Community Hurstville, Riverwood Community Centre and Menai Youth.

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

Shine Program – Was an 8 week program in Terms 1 and 3 for female students in Years 7 and 8 held at the school each Thursday afternoon. The benefits of the program included: building on student strengths, looking at respect for themselves and others, personal appearance, health, resilience, managing emotions and making students aware of cyber bullying. These activities provided our students with the positive tools for success in the future.

Strength Program – Was a 7 week Program in Terms 2 and 4 for male students in Year 9, facilitated by Tom Ayres from Georges River Life Care and two other Youth Workers. Students benefited from the program in the following ways: building on student strengths and respect for self and others, resilience, partying safe, valuing and respecting women and planning for school studies. These activities helped empower students with the positive tools for success in the future. Students also had opportunities to engage with each other, listen to some inspiring guest speakers to gain knowledge and to place value on themselves and others.

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

Georges River College Peakhurst Campus continued its partnership with Riverwood Community Centre in 2017 by introducing a new course for selected Yr 10 students called 'Love Bites'. Students were provided with a variety of workshops revolving around developing positive relationships. Riverwood Community Centre also facilitated a Year 7 Life Skills program for selected Year 7 students to provide a variety of workshops focusing on developing day to day life skills.

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

Rewards Excursions – during 2017, the Wellbeing Team organised two Rewards excursions, celebrating student achievements and positive movement in our Welfare Point System. In Term 2, students who achieved Gold, Silver Bronze or Level +3 / +2 were taken to King Pin Laser Skirmish and Bowling – Darling Harbour. Over 60 students were in attendance. In Term

4, students who achieved Gold, Silver Bronze or Level +3 were provided with an opportunity to attend Jamberoo Recreation Park. Over 100 students were in attendance.

All students at GRC Peakhurst Campus are actively encouraged to participate in the GRC Peakhurst Student Wellbeing Committee. This has led to a broad range of students from each year group choosing to join the committee and actively promote student wellbeing issues to the school community. Our commitment to ensuring an effective student voice on wellbeing is evidenced by regular advertisements, announcements and student promotion of wellbeing issues and concerns at formal school assemblies.

The Student Representative Council (SRC) forms an integral component of our local Wellbeing Framework. Our Student Representative Council Constitution has recently been reviewed to ensure transparency in the actions, organisation and operations of all SRC activities. Student representatives are elected by all students and staff through a democratic ballot and participate in an induction process. Our SRC members proudly represent our student cohort and strive to improve our school community through regular and ongoing student-led initiatives. The Student Representative Council prides itself on promoting a range of student wellbeing and social justice initiatives. Students are encouraged to participate in a range of initiatives and fundraising activities. Ongoing student participation leads to a sense of belonging, respect, compassion and a positive contribution to community charities. Student efforts in supporting and participating in fundraising activities are recognised, appreciated and rewarded by all members of the wider community.

GRC Peakhurst Campus also recognises and values the importance of staff wellbeing. Members of the Wellbeing Team actively organise and promote in-school professional development dedicated to Staff Wellbeing and also encourage staff to participate in dedicated after-school wellbeing activities and social events that lead to staff feeling appreciated, valued and relaxed.

GRC Peakhurst Campus continues to upgrade computer software to provide more comprehensive support for our Local Systematic Wellbeing Framework. As a result, we have continued to transition to new modules of a web-based, modular school administration, wellbeing and student management software suite (SENTRAL). This process continues to improve the organisation of data, the accuracy and expediency of information and the ability of all staff to access it.

The transition to a more comprehensive software package has enabled accurate attendance data to be collected and processed through the SENTRAL Attendance Module. The Wellbeing Team is able to readily access detailed overviews of student attendance, leading to improved monitoring capability. Fortnightly reports outlining students with attendance below 85% are distributed to Student Advisors for follow-up which has led to student interviews, parent contact or HSLO referral. The SENTRAL Wellbeing

Module has provided all staff with the facility to collect and analyse data, share this information and monitor students whose progress or wellbeing is causing concern. A significant range of wellbeing data collection options are available for staff to accurately record wellbeing incidents. This has led to an increase in staff completing wellbeing incident reports, providing a more accurate overview of individual student wellbeing and progress. An integrated wellbeing referral system through SENTRAL has also allowed staff to refer students to the Wellbeing Team, the School Counsellor, the School Chaplain, the Learning Enhancement Team, the EAL/D Teacher or the Anti-Racism Contact Officer (ARCO). Referrals are discussed, actioned and documented by the Wellbeing Team or specific specialist staff, leading to students being rapidly referred to appropriate supports or interventions within the school.

GRC Peakhurst Campus effectively and efficiently communicates student information through the use of SENTRAL student flags and profiles. In 2017, flags are in place for 212 students with identified wellbeing or learning concerns. These flags highlight specific wellbeing information or concerns such as diagnosis, behaviour management plans or learning support plans, and are visible cues for staff to ensure that all students are effectively supported in all areas of the school.

Student Advisor wellbeing programs allow individual year groups to participate in programs, presentations, interactive workshops and wellbeing initiatives specific to their age group. A specific focus on Mental Health and respecting others is complemented by additional initiatives focused on physical wellbeing. Student Advisor assemblies are planned and presented by students for each year group once every term. The focus of these assemblies is to reward academic, sporting, community service and extra-curricular achievement. The celebration of positive wellbeing initiatives leads to increased student self-esteem and the promotion of a culture that values success.

The Student Wellbeing Committee is a student-led initiative that highlights and promotes wellbeing issues and concerns within GRC Peakhurst Campus. This ultimately leads to an increased awareness of a range of relevant wellbeing issues for all students. Student Wellbeing Committee members meet weekly under the supervision of a staff member to identify, plan, coordinate and promote a range of current wellbeing initiatives and areas of interest or concern such as anti-bullying and cyber bullying awareness. The Wellbeing Committee's major project each year is the annual 'White Ribbon Day' assembly; part of a national campaign to stop violence against women.

In 2017, GRC Peakhurst Campus continued a community partnership with Generate and Georges River Life Care to fund a School Chaplain. The School Chaplain complements our local Wellbeing Framework by providing the Wellbeing Team with additional expertise and capacity to provide individual case management for students and facilitate specialised workshops for identified students and year groups as outlined in the attached documents. This has led to an

increase in individuals being case-managed, positive relationships being formed with disengaged students and identified wellbeing concerns being addressed.

GRC Peakhurst Campus is proud to have developed a range of Community Partnerships with External Student Wellbeing providers. Programs offered complement existing Wellbeing programs and initiatives run by the Student Advisors, Student Wellbeing Committee, SRC and the School Chaplain.

Gifted and Talented Program

Georges River College – Peakhurst Campus is a comprehensive, educational setting that celebrates the diversity of its student cohort and provides meaningful opportunities for all students to maximise their academic potential throughout everyday learning activities. This process is clearly outlined by the school's Gifted and Talented program, which recognises the diversity of student giftedness through the provision of varied in-class and extra-curricular activities.

Firstly, the Selected Enrichment Class program offers students the opportunity to benefit from a differentiated curriculum that caters to their unique educational needs through a continued focus on higher order thinking skills. In 2017, a Selected Enrichment Class ran in Years 7 and 8 for identified Gifted and Talented Students, with 28 students in the Year 7 class and 30 students in the Year 8 class. Selection for the Year 7 class is based on literacy and numeracy testing coupled with other supporting evidence. Placement in the Year 8 class is based on demonstrated academic achievement in the core subjects of English, Mathematics, Science and HSIE. Students are also obliged to participate in relevant extra-curricular activities that facilitate their ongoing social and academic development in different contexts. Positions in the class are monitored throughout the year.

In addition, Selected Enrichment Classes ran in Years 9 and 10. Separate classes were offered for English, Geography, History, Mathematics and Science for students with demonstrated academic achievement in those subjects. Students in all classes benefit from activities specifically catered to their ability levels, a differentiated curriculum and a sustained emphasis on critical analysis skills.

Georges River College – Peakhurst Campus recognises that academic development occurs both inside and outside of the classroom. As a result, there are numerous extension and enrichment activities offered that foster the development of students' oral communication, teamwork and evaluative thinking skills. In 2017, one such extension activity offered was the Gifted and Talented Blind Periods program, which provides targeted students with the opportunity to participate in fortnightly lessons in the following focus areas: Dance, Sports Coaching and Public Speaking. Participating students were able to complete a specialised curriculum that fostered subject-specific skills in a supportive, accelerated environment.

Furthermore, the school ran various literacy and

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

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

Student Leadership

The Student Representative Council plays an important role at Georges River College – Peakhurst Campus, providing students with an array of opportunities that allow them to develop their leadership skills whilst reinforcing school values and building an inclusive sense of social justice. In 2017, the SRC have designed and implemented a range of initiatives that positively affect our school and the wider community. Students have developed outstanding leadership skills and fostered a culture of mutual support that celebrates achievement across a variety of areas, within school and beyond.

In Term 1, the SRC supported the Leukaemia Foundation through its participation in the annual Crazy Hair Day. This incredible event illustrates the keen social conscience that is at the forefront of the school community. Due to incredible acts of generosity from students and parents, we were able to raise over \$770 dollars. Special mention goes to the students who raised hundreds of dollars by volunteering to shave their heads. These seemingly small acts emphasise how individuals can positively affect the surrounding community through small acts of kindness.

Throughout the year, there have been countless initiatives that have provided students with the opportunity to take an active role in shaping the development of the school community. Leadership skills have been cultivated through the SRC Training and Planning Day, School Open Night, Year 7 Meet the Teacher, Year 10 leading Peer Support with Year 7s, Harmony Day, the Mental Health Public Speaking Challenge, Primary Links, Aladdin, Anzac Day and Remembrance Day, representing our school at Global Dignity Day, Year 6 Orientation Day, Year 10 delivering engaging and educational training sessions at Leadership Camp, representation at Peakform, chairing and running formal assemblies and year meetings, actioning and campaigning for events such as White Ribbon Day, World Vision and Mufti Days. We also had the opportunity to host a Female Student Leaders Forum, led by our Defence Minister Marise Payne, where many of our female students were able to discuss leadership and its integral role in their futures.

It must be noted that school leadership is not the exclusive domain of our SRC members; rather, it is a quality that runs through our entire student cohort and reflects our school values. I would like to thank each and every student who assisted on Open Night, Meet The Teacher, Peakform, Year 6 Orientation and many more, as this has allowed these events to run

seamlessly and consolidate a profound sense of social justice in our collective school identity.

Special mention also to the students involved in the yearlong Leadership by the River program. This was an initiative that asked leadership teams from local schools to plan and implement a new program that would positively impact their educational community. Students needed to simultaneously promote inclusive awareness about a specific issue and proactively embed achievable activities that would fulfil this aim. The GRC Peakhurst school group decided to build student and staff capacity in limiting their environmental footprint. This was achieved through numerous 'No Power Hours' and 'Clean Up Peaky Days', which clearly highlighted how every individual has the capacity to create tangible change in their local area. Ultimately, this program has allowed students to foster meaningful links with other local schools whilst planning for a more sustainable future.

In Term Two, the SRC coordinated a birthday gift for our sponsor child, Simret Desta. Simret is a 12 year old girl from Ethiopia, who we as a school, support through World Vision. This formalised financial aid program allows Simret and her community to gain access to food, health and educational services that enhance her overall quality of life. Furthermore, the SRC coordinated a whole-school mufti day that was Sport Jersey themed later in the year to raise additional funds to the tune of \$744.45 to continue to support Simret. Additionally, Year 9 SRC students attended Altitude Day at Chatswood, which is a state-wide leadership day coordinated by a company called yLead. It is designed to enhance student self-efficacy in engaging with available leadership opportunities by documenting the importance of setting personal goals, taking on challenges and recognising the importance of hope and perseverance.

In Term Three, Leadership Camp at Youthworks, Chaldercot provided SRC members and other identified school leaders the opportunity to participate in a three day course designed to develop student decision making skills, increase student's ability to take initiative and effectively communicate with others. All students must be commended on their willingness to enthusiastically participate in new and challenging tasks, push their limits and step out of their comfort zone. This growing sense of passion has been brought back to school and channelled into countless initiatives and is displayed by the many younger students who have applied for positions in the SRC for 2018.

Between Terms 3 and 4, two of our SRC members, Tayanytah I and Valandou C, attended the YMCA Junior Youth Parliament whilst the rest of us were relaxing on holiday. The girls were afforded the unique opportunity of developing a sophisticated understanding of the intricacies of Parliament through the sustained discussion of pertinent political and social issues. I had the honour of attending Parliament on two occasions to see the girls in action and can wholeheartedly say that the girls did our school proud by exploring complex issues in a mature and informed manner. In Term Four, Laura B and Caitlin G from Year 10, spearheaded our school's involvement in a new

national initiative called ‘#itsinthebag’. This program aims to provide women in need of financial support with everyday necessities, such as toiletries and personal hygiene products, all of which are given to them in a handbag. Laura and Caitlin were able to coordinate the entire operation which culminated in over 25 fully-stocked handbags being donated on behalf of our school. The two girls should be congratulated in showing our school how social inequality must be challenged through generosity and kindness.

Congratulations on all of your achievements, 2017 GRC Peakhurst SRC. You are truly inspiring young leaders who continually make a tangible impact on the school community. You embody our school values in your everyday interactions and provide a constant reminder of the countless ways each and every one of us can create change in the world if we have the passion and commitment to make our hopes and aspirations a reality.

Beginning Teachers Program

Georges River College – Peakhurst Campus recognises that the development of vocational skills is an ongoing process that continues following tertiary education and requires continued support and meaningful professional development. Early-career teachers need formalised support networks to enhance their pedagogical effectiveness and reflective thinking skills. These structures facilitate the development of adaptive educators who utilise best practice to create inclusive learning environments built on student achievement.

In 2017, all beginning teachers at Georges River College Peakhurst Campus participated in a structured program designed to help them meet administrative requirements and provide a professional support network built on meaningful collaboration. This program focused on providing professional learning sessions that outlined formal accreditation requirements. The Australian Professional Standards for Teachers describe the knowledge, skills and understanding expected of competent and effective teachers. All teachers need to demonstrate their ability to meet these standards throughout their everyday practice whilst also displaying a growth-mindset focused on ongoing development. This is achieved through the submission of a portfolio that highlights their ability to meet all administrative requirements and encapsulates their professional growth.

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

Beginning teachers were provided with an allocation of professional learning days to develop their professional

standards in alignment with the Australian Professional Teaching Standards. These professional learning days were recorded as evidence for accreditation in conjunction with professional mentoring / dialogue.

In 2017, two beginning teachers were accredited at a proficient level, with the remaining beginning teachers working towards being accredited at this level.

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

EAL/D and International Students Program

In 2017, Georges River College Peakhurst Campus continued to provide a comprehensive support structure for students who enrolled with English as an Additional Language and/or Dialect.

The 2017 EAL/D Annual Survey indicated that GRC Peakhurst had a total of 427 (60.1%) LBOTE students (an increase of 2.3% from 2016) with 154 students requiring EAL/D support including 3 international students. The school had also received a 1.2 EAL/D allocation, an extra 0.4 allocation in addition to the existing 0.8 permanent allocation, to allow extra an EAL/D teacher to be appointed in order to provide further support to EAL/D students.

In 2017, most EAL/D students at GRC Peakhurst were clustered in targeted EAL/D classes. The school's EAL/D program was delivered through various modes including:

Direct teaching: targeting stage 5 with approximately 15 students receiving intensive support in a small group setting for 7 periods per week

Collaborative teaching: where the EAL/D teacher worked collaboratively in a team teaching environment targeting stages 4 & 5 including approximately 120 students over 13 hours per week

Resource: the EAL/D teacher worked closely with classroom teachers to provide or modify resources to cater for the EAL/D students' needs. This covered stages 4 & 5 and targeted over 170 students.

EAL/D students received immediate formative feedback in class to enhance their literacy skills. The EAL/D teacher liaised and discussed with the classroom teachers to modify or simplify tasks to suit their ability as needed. Their progressions were initially updated on ERN after completion of their first assessment task or based on their exit reports upon arrival from the IEC and on a regular basis throughout the year.

The EAL/D teacher also provided provisional support through Rollcall: targeting less capable year 10 EAL/D students with their class-work, assignments and assessment tasks. Reading, writing and listening programs were also delivered during this time. Through EAL/D 'help station': EAL/D support was provided before school, during recess and lunch every day. This was available to year 7–10 EAL/D students who

required assistance with their school work (all KLA's). Provision of pastoral care support was also provided to students before school, recess and lunch.

In 2017, the EAL/D flexible funding allocation has allowed the school to purchase extra laptops for the EAL/D students to be used in class to cater for their learning needs.

This flexible funding has also provided an opportunity for the EAL/D teacher to provide professional development writing days with each faculty to develop work booklets incorporating Super Six and EAL/D strategies to be used in mixed-classes across the school in order to enhance students' literacy. In addition, this funding has also allowed the school to organise an "IEC observation visit" for one staff member from each faculty – spending a day to observe and participate at Bankstown Senior IEC. This experience was an excellent opportunity for high school classroom teachers at GRC Peakhurst to further develop their EAL/D teaching capacity.

EAL/D and International Students' progress and learning were monitored thoroughly. The EAL/D teacher checked and updated attendance and contact details of International students twice per term; monitoring of International Students' welfare was conducted on a regular basis, with all information kept electronically on a database and hard copy in their files. New policies and procedures were regularly updated through network meetings and International Students Coordinator training days. The GRC Peakhurst Campus International Students' handbook is regularly updated to be in compliance with DoE International requirements.

Aboriginal Education

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

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

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

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

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

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

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

3. Literacy and Numeracy: Key KLA's are implemented requiring curriculum changes to enhance literacy and numeracy skills.

- Morning roll call environmental, literacy and numeracy activities.

- Learning support assistance (in class support teacher's assistance) where required and agreed.

- Assessment tasks are modified according to individual students learning needs/understanding, the opportunity to be involved in homework centers and one to one mentoring in a culturally safe environment.

- Homework Centre

- Personal Learning Pathways

- Extra support availed from 2017 RAM funding has availed the purchasing of technology and equipment utilised in the Koori Room resulting in a dramatic improvement in NAPLAN results and participation in community events for our Aboriginal student population.

4. Culture and Identity: During 2017 the Aboriginal education coordinator has continued to work to develop trusting relationships with parents, community, staff and students within GRC Peakhurst Campus and across the college.

During this process, Personal Learning Pathways for students have continued to evolve aimed at establishing better communication strategies with and between our local community, students and families. The implementation of PLP's is organised through meetings with parents and students. In 2015, a generic PLP framework for all of the 4 campuses was established to ensure consistency and address the school's and the student's diverse learning needs and current goals. This framework has been adapted and utilised throughout 2017.

In 2018, teachers from all KLAs will be requested to produce a basic report highlighting students learning needs, areas of strengths and abilities. Information provided will be utilised to develop a portfolio for individual students to take with them when they graduate.

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

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

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

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

- Campfire meetings on a monthly basis.
- Community/parent involvement in developing cultural activities within the school (mural, garden).
- Personal Learning Pathways.
- Invitation to parents and community members.
- Celebrating special events.
- Purchase of materials for learning circle and the Koori room.
- Sista Speak program.
- Stronger smarter initiative.
- Aboriginal Teacher Leadership Program.

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

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

5. Attendance and Retention: Attendance for Aboriginal Students at GRC has at times been a concern however

the executive and staff are vigilant and follow up long term absences with assistance from outside agencies.

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

Outcome: Community Action Plan is an idea that will be considered, adopted from the Community Festivals Engagement program (part of DEEWR funding initiative) targets events which encourage ATSI students to attend school and lead healthy lifestyles.

GRC Peakhurst, through the campfire initiative, has implemented stronger smarter ideals to engage students in the importance of being stronger and smarter at attending school, learning and growing as individuals and being productive members of their community. GRC Peakhurst is also outsourcing local community agencies to engage programs with the students' to encourage better attendance inclusive of AIME mentoring. Further discussions on the implementation of these programs are to be engaged through consultation with school/parent /students.

6. Leadership, Quality Teaching and Workforce Development: GRC Peakhurst is constantly working to ensure all staff have access to specific professional Learning opportunities linked to cultural awareness training. The Aboriginal Education Coordinator is undertaking THE 'Aboriginal Teacher Leadership' program. Through this program a sister school has been established to share culture and, stories and create connections and friendships.

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

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

- Community mentors and tutors (Aboriginal) AIME.
- Pathways to further educational opportunities TAFE.
- Apprenticeship, cadetship and traineeship opportunities.
- Career service support for families and students to assist with making the right career choices
- University summer and winter schools.
- Opera House work experience Program.

- AIME mentoring workshops
- Sister school collaboration.

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

- The possibility of parent/student information sessions.
- Community events that highlight career opportunities for Aboriginal students (trade fair days).
- Resources, programs and opportunities are sent on a regular basis to the relevant contact persons at the schools mentioned.
- Information is distributed to students and parents.

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

- Deadly Kids doing well award –Tiana T
- Opera House Trainee – Talia R, Tiana T.
- Resident artist –Westfield Easter Egg and Menai Youth Projects Charlotte C– M.
- School Mural – Charlotte C–M