

Granville South Creative and Performing Arts High School

Annual Report



2017



8436

Introduction

The Annual Report for 2017 is provided to the community of Granville South Creative and Performing Arts High School as an account of the school's operations and achievements throughout the year.

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

Mrs Melissa Johnston

Principal

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Message from the Principal

Granville South Creative and Performing Arts High School had a very successful 2017, with a range of opportunities and programs provided for our students, professional development for our teachers, and a significant increase in the number of parents attending major events. We received very positive feedback from community members and parents attending school events. We increased use of our merit reward systems, introducing 'gotchas' for frequent praise of students following our LEARN behaviour expectations, which created more opportunity to recognise student success.

In term 1 we were honoured to host a P and C Federation event with the then newly appointed NSW Minister of Education Mr Rob Stokes. Principals and Parents from schools in this region had the chance to speak with Mr Stokes about community issues and strengthening relationships with schools.

We had a delegate of students, government officials and teachers from Yamaguchi City Japan, with our student leaders welcoming and looking after them for a day.

The community organisations that supported us with projects for parents and students include Cumberland Council, Auburn Youth Centre, Creating Chances, Western Sydney University, UNSW, ABCN, PCYC, Commonwealth Bank, Granville Multicultural Community Centre, Granville Youth Centre, STARTTS, Big Brother/Big Sister, Granville TAFE, Sydney Youth Connect, Woodville Alliance, and Conviction Group. These partnerships enable our students to access a diverse range of programs that we cannot offer at school and assist them to prepare for life after school. Many of our parents also attended a range of community forums, delivered by community partnerships, and assisted my executive team in reviewing school policies and procedures for homework, attendance and behaviour management.

To assist with community connections, this year we welcomed Ms Badoor Saed Al-Deen as our Community Liaison Officer, who organised a well supported and successful Iftar at Granville Youth Centre.

Student highlights include Akosita Masima in year 12 being selected in the Department of Education School Spectacular as a featured vocalist after being involved in the Department of Education talent development program, with her performance aired on Channel 7. Elizabeth Bunoza in year 12 had her HSC major works nominated by the HSC markers as one of the best Visual Arts projects this year, and she attained a Band 6 for HSC Visual Arts. We also had an increase in the number of Band 5 and 6's compared to previous years, including English Advanced, Music and Visual Arts, and an Band 4's across the whole school. Elizabeth Brown in year 10 received the Principals Award for 2017, being one of the top academic students each year since year 7 and recognised for excellence in sport, in community citizenship, and in the CAPA ensemble program. Elizabeth has been involved in many community partnership programs and performance events.

248 laptops were provided to faculties for use by students, making a difference for teaching and learning, with more ready and flexible access to technology. We also upgraded our wireless technology to support the introduction of these

laptops. The student change room toilets were repaired and upgraded this year, after being closed for many years. This was jointly funded by the Department of Education and the school.

In 2018 we will commence a new 3 year plan, and will continue to improve teaching and learning through professional development and peer observation.

Mrs Melissa Johnston

Principal

School background

School vision statement

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

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

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

School context

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

The 2017 FOIE was 170 and the school RAM allocation included Equity funding for Socio-economic Background, English Language Proficiency and Low level Adjustment for Disability.

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework 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.

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>

On 31 August 2017 our school participated in external validation. In preparation for this meeting, the required body of evidence was prepared, reviewed and annotated. The Executive Summary synthesised the annotated information provided in the body of evidence. The results of this process indicated that in the School Excellence Framework domains the following were evident:

Learning

In the domain of 'Learning', GSCAPAHS is 'Sustaining and Growing' for four of the five elements and 'Delivering' for one. There is significant whole school commitment to provision of a diverse range of effective learning experiences for

students, to support their academic and socio–emotional wellbeing. The school Wellbeing, PBL, Support Unit and Learning Support teams work with students, parents, staff and community organisations to deliver learning that caters for the diverse and complex needs of GSCAPAHS students. There are a range of programs provided to engage students and address particular needs, both school delivered and delivered through multiple community partnerships. Examples of needs addressed by programs include behaviour expectations, self–esteem, leadership, aspirations, education pathways, work readiness, interpersonal relationships, literacy and numeracy, teamwork, community harmony and skills.

Teaching

In the domain of 'Teaching', GSCAPAHS is generally 'Sustaining and Growing' and is 'Excelling' for the element of Collaborative Practice. Strategies have been put in place to support staff in the process of continual improvement of classroom teaching practice. This is being supported by building a culture of collegiality through a Peer Observation Program that engages staff school wide, from class teachers to senior executive. School teams have open membership, genuinely representing the whole school, with active participation by staff from multiple faculties, including temporary staff, experienced and inexperienced class teachers and executive. There are also senior executive led analysis processes that support faculties and executive in meeting NESA and DoE requirements, that make explicit the expectations for effective teaching. These include annual faculty reviews and NESA/School compliance meetings. Staff are supported through accreditation processes, with responsibility being distributed.

Leading

In the domain of 'Leading', GSCAPAHS is generally 'Sustaining and Growing' and is 'Excelling' for School Resources. There is significant opportunity for staff at all levels to take on leadership roles and supportive roles to build capacity. Clear leadership direction on school priority areas include technology, school improvement in teaching and learning, wellbeing, community engagement, and CAPA. Through structured staff meetings, school development days and executive meetings, staff are able to collaborate in decision making processes. Equitable allocation of school resources supports school improvement in teaching and learning. Resource allocation is open and accountable. Whole staff (teaching and non–teaching) and community are actively engaged at multiple opportunities in school strategic planning, decision making and milestone. Current policies where parents, community and staff are providing constructive feedback include attendance, behaviour management and homework.

Strategic Direction 1

Staff and Leadership Learning

Purpose

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

Overall summary of progress

1. Increase staff understanding and implementation of DoE reforms/policy

Throughout 2017, Granville South Creative and Performing Arts High School staff's understanding and awareness of DoE reforms/policy was enhanced through professional learning. Areas of reforms/policy addressed included:

- PDP goals included alignment with the school's Strategic Directions and the Australian Teaching Standards. All teachers successfully completed their 2017 PDPs, working towards goals that were both personal and complementary of the school plan.
- The School Excellence Framework was used as a guide for the Executive team to lead staff in evaluating the school's progress towards meeting its identified goals. This was a highly successful process, improving both Executive and staff understanding of this important framework and guiding future planning.
- New Scheme and Beginning teachers had the opportunity to meet with the Head Teacher Teaching and Learning to engage in professional discussions regarding accreditation matters and the Australian Teaching Standards. Beginning teachers were guided with in the early stages of their career with key information and processes.
- Whole school professional development included training such as MAPA to provide strategies to deal with crisis intervention. In addition, STARS training was delivered to raise staff awareness in managing students from refugee backgrounds and accommodating them throughout their schooling years.
- The external validation was successfully conducted, with distributed leadership and collaboration with class teachers and Head Teachers.
- Staff successfully updated their Child Protection training and received professional learning on support for children from refugee backgrounds experiencing trauma as well as issues with social media and electronic devices. In addition, the Literacy and Numeracy Continuum was presented to staff who were then engaged in professional discourse on moving towards learning progressions.
- Feedback from an online survey evaluating staff's 2017 professional development opportunities was analysed and systems were put in place based on outcomes. This will be used to inform future staff learning opportunities.
- Teams delivered professional learning and worked closely with staff members on Quality Assessment. The School Improvement Team included a school wide approach to peer observation including involvement with local schools.

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

Granville South Creative and Performing Arts High School's main focus is on improving student learning outcomes through quality teaching practices underpinned by targeted whole school teacher professional learning. As a school, we are committed to developing a learning culture which emphasises critical thinking for students and best teaching practice by staff. In 2017, the School implemented the Peer Observation Program from Term One as part of the Curiosity and Powerful Learning initiative led by the School Improvement Team. The main purpose of this Peer Observation initiative was to make teaching and learning more visible and to facilitate capacity building and encourage collaboration between colleagues and help improve teaching practice. The School Improvement Team focused on reinforcing and integrating elements like Learning Intentions, Success Criteria, Narrative and Pace, Framing Higher Order Questioning and implementing Cooperative Group Work and Concept Attainment into teaching practice.

Terms of creating a digital education environment at Granville South Creative and Performing Arts High School, 2017 saw the purchase of class sets of laptops and charging stations for all faculties. This has contributed towards supporting student participation and success in improving student engagement at our school. Staff are now able to implement new teaching strategies that embrace digital education which has shifted the culture of learning for our students. Technology based teaching and learning strategies including Kahoot, Plickers, Clickview and technology tools such as Google Classrooms were also implemented by staff in their teaching practice in 2017. As part of the professional links developed by our school in 2016 with Granville South Public School, Granville Boys High School and Birrong Boys High School, teachers again took part in Instructional Rounds in 2017 where classrooms were opened for a small delegation of teachers to observe how the elements of Curiosity and Powerful Learning were implemented to improve student learning.

3. Facilitate wider student leadership involvement and opportunity

In 2017, a wide range of opportunities existed for students to display and enhance their leadership capabilities, particularly with events linked to: welcoming the school Executive Director, participated in the Federation of Parents and Citizens Association of New South Wales event, key role in the NSW Minister for Education, the Honourable Rob Stokes visit, participated in the Mapping the Future through leadership at WSU, the SRC/SLG role in the Academic Recognition Assembly, reviewing school policy and procedures, conducted the students and parents uniform survey, participated in the organised teacher vs student sports events, our annual Character Day, R U OK Day Morning Tea, Footy colours day, and induction ceremony.

SRC/Prefect elections were held in Term 3, with the election process for School Captains and Vice Captains refined, to include the scope for nominated students to present a short 2 minute speech for staff at an afternoon staff meeting. The SRC induction ceremony was held in Week 10, Term 3.

Stage 5 students participated in the Big Brother Big Sister mentoring program fostering positive relationships with industry mentors. The program will continue in 2018 with a project based element to be introduced.

Stages 4 and 5 students were introduced to the enriching programs of ASPIRE Connect (UNSW) and Fast Forward (WSU). These students will continue their participation in 2018 strengthening relationships.

Students in years 7 and 8 participated in the critical disciplines of global citizenship through High Resolves. Students are provided with the tools to act in more unifying and less divisive ways at school, at home and in the community.

Year 9 students were trained in Peer Mentoring in participation of delivery of the Peer Support Program to year 7 students in 2018. The Peer Mentoring process was planned to assist in the transition from Years 6–7.

The school maintained its commitment to the facilitation of leadership opportunities for students, and in 2017 increased its scope of opportunity to provide more varied leadership opportunities for students. The community response was positive and students proud of their involvement in whole-school activities. Students were encouraged to support a positive school environment and lead by example. In 2017, the SRC/SLG increased their involvement to include support of a wider variety of school activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff are undertaking accreditation at higher levels.	\$31,513 Head Teacher Teaching and Learning Allowance	1 teacher is currently working on accreditation at a higher level.

Next Steps

1. Increase staff understanding and implementation of DoE reforms/policy

In 2018 there will be a focus on feedback, including online surveys to evaluate our teacher professional learning and to inform the future planning. PDP goals will include alignment with the school's Strategic Directions and the Australian Teaching Standards. The Executive team and process leaders will have more responsibility for tracking attainment of milestones, and leading staff in evaluating the School's progress towards meeting its identified goals. The School Excellence Framework will be used as a guide for this process. SCOUT (Business Intelligence) training will be provided to all executive to assist with access to DoE data analysis.

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

In 2018, as part of the Curiosity and Powerful Learning initiative at Granville South Creative and Performing Arts High School, the School Improvement Team will focus on the elements of Student Feedback and Assessment and how they impact on our teaching practice. Emphasis will be given to the purpose and strategies for Student Feedback and Assessment. Teaching staff will be introducing Project-Based Learning, under the banner of *REAL*, to students in Years 7 and 8. Data collected from staff feedback on Peer Observation in 2017 will be used to support the Peer Observation triads which will again be offered to staff in 2018.

3. Facilitate wider student leadership involvement and opportunity

In 2018 students from years 9 and 10 will continue to work with the Big Brother Big Sister industry based mentoring program with the introduction of developing and introducing an innovative idea benefiting the community.

Students in stages 4 and 5 will continue working with the enriching programs of ASPIRE Connect (UNSW) and Fast Forward (WSU) strengthening relationships.

The school will continue working with High Resolves for students in years 7, 8 and 9 in 2018. This will be the first time year 9 students will be participating in High Resolves and the focus will be in effective collaboration and conflict resolution.

In term four in 2017 Year 9 students were trained in Peer Mentoring in participation of delivery of the Peer Support Program to year 7 students in term two in 2018. The Peer Mentors of 2018 will play a contributing role in the transition process of year 6 students.

The school has maintained its commitment to the facilitation of leadership opportunities for students, and in 2017 has increased its scope of opportunity to provide more varied leadership opportunities for students. This commitment will continue in 2018 with the introduction of new programs including and not limited to Creating Chances Leadership program for year 10 students, X Venture with year 11 students.



Strategic Direction 2

School and Community Cohesion

Purpose

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

Overall summary of progress

1. Strengthen parent and community partnership

In 2017 parent engagement increased as several events and workshops were introduced focused on parent's needs. Our aim was to enhance cultural awareness, acceptance, diversity and the importance of a harmonious environment. Events included a successful Mother's Day morning tea with over 15 parents, carers and staff in attendance. Raffle tickets were issued to all, with the 5 winners receiving gifts whilst enjoying a lovely morning tea and student performances. Parents chatted amongst one another creating friendships. The outcome has been parents motivating each other to engage with the school on a regular basis such as attending P&C meetings which occur once a term.

A Ramadan Iftar Dinner was organised for our school community proudly sponsored by Human Appeal Australia, with an attendance of 146 people including special guests, parents, students and staff. Throughout the year parents were invited to meet with the school Community Liaison Officer to register for the parent portal providing full access of the child's attendance, behaviour, in and out of class as well as academic results.

The school partnered with GMCC allowing us to work with an adolescent counsellor who provided support in organising and facilitating the parent workshops. It was established that 'keeping up with my family living costs' and 'what do I do when my child does not want to attend school' were the two topics of interest chosen by the parents. A qualified financial counsellor with GMCC conducted the workshop on 'what you need to know', followed by a Centrelink employer of Department of Human Services sharing his knowledge about family tax benefits, centre-pay, digital service sand enquires. The Home School Liaison Officer familiarised parents with school attendance and a young person's refusal to attend school regularly. A Community Engagement coordinator from TAFE joined our parents introducing alternative educational pathways for students equipping parents with the knowledge to discuss career options with their children.

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

In 2017 student wellbeing programs were expanded and delivered across all stages to cater for students' learning, emotional and social needs, providing a holistic approach to school. These programs included the continuation of rebranding of Links to Learning as LEARN program, the participating groups included year 10 boys and year 9 girls. Introduction of the Industry Explore Program. Youth counsellors from AYC and GMCC provided in-school support to students and ran the following workshops for stage 6 students: exam stress, anxiety, depression awareness, suicide prevention and post school pathways opportunities. AYC and GMCC provided parent workshops on how to support and communicate with teenagers. The school also partnered with Woodville Alliance providing support to refugee and individual students. PRIME was piloted for all stage 6 students' with a focus on anxiety and stress in everyday life. The Police School Liaison Officer presented workshops on cyber bullying, alcohol and drug prevention. PCYC successfully ran the multi-faceted approach to community engagement and capacity building via the CREST and RITES programs tailored for boys in stages 4 and 5. In 2017 students from years 10 and 11 participated in the YES TAFE program with the majority of students continuing their educational studies.

3. Implement PBL processes

With Granville South Creative and Performing Arts High School's PBL expectations firmly established, the focus of PBL implementation for 2017 was to deliver structured lessons to the entire student body explicitly teaching those expectations. Sessions ran throughout the whole school, led by the PBL team, and covered the expectations for both indoor and outdoor settings. The team is now confident that all students are aware of the PBL expectations in all settings and will be looking closely at Sentral data during 2018 to evaluate the impact that PBL has had so far.

Another big push during 2017 was to increase school-wide efforts to recognise positive behaviour. In addition to pushing the current award system that includes class merits, citizenship awards and attendance awards, the 'Gotchas' were introduced late in the year as a 'free and frequent' means of rewarding students on the spot for following the LEARN expectations. Data at the end of the year clearly showed a significant increase in both the number of teachers utilising the reward system and the number of students being recognised for positive behaviour.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Successful HSC completion rates increased by 20% from 2014 to 2017.		<p>60% of the 2017 year 12 students were eligible for the HSC credential. 40% were eligible for the Record of Achievement. There was a 17% drop in students attaining the HSC credential in comparison with students in 2014. This can be accounted to 28% of students gained full time and or part time employment prior to the completion of the HSC and some students not attending one or more of the HSC examinations.</p> <p>The upward trend of gaining successful entry into tertiary education continued and there was a 19% growth in comparison to students in 2014.</p> <p>Students who achieved a Record of Achievement either did not complete VET work placement requirements or did not attend one or more HSC examinations.</p>
School leavers engaged in employment and/or further education increased by 10% from 2014 to 2017.		<p>In 2014 there were 77% of school leavers engaged in employment and/or further education. In 2017 there were 85% of school leavers engaged in employment and/or further education. This is an increase of 8%.</p> <p>In 2014 23% of Year 12 student leavers were either seeking employment or unknown. In 2017 15% of Year 12 student leavers were either seeking employment or unknown. This is a decrease of 8%.</p> <p>University entry for Year 12 leavers was 6.25% in 2014 and 23% in 2017, an increase of 16.75%.</p>
Improvement in student response statements for 'Advocacy at School' and 'Positive Teacher-Student Relations' in 'Tell Them From Me' survey 2015	<p>0.6 Community Liaison Officer</p> <p>\$4,953 targeted support for refugee students</p> <p>\$9,723 EaLD flexible funding</p> <p>\$33,067 wellbeing flexible funding</p>	<p>In this school, students rated advocacy at school 2.9 out of 10 in 2015, 5.9 out of 10 in 2016, and increased to 6.1 out of 10 in 2017. Positive Teacher-Student Relations were rated 5.8 out of 10 in 2015, 6 out of 10 in 2016 and increased to 7.3 out of 10 in 2017.</p>
Improvement in parent response statements for 'Parents feel welcome' and 'Parents are informed' in 'Tell Them From Me' survey 2015	\$21,760 equity funding for ensembles	<p>Parents feel welcome was rated 7.2 out of 10 in 2015, 5.7 out of 10 in 2016 and increased to 7.5 out of 10 in 2017. Parents feel informed was 6.9 out of 10 in 2015, 5.9 out of 10 in 2016, and 6.9 out of 10 in 2017.</p>
Student enrolment in CAPA ensembles increased to 20% by 2017		<p>In 2017 Stage 4 and 5 mainstream students in timetabled Ensembles classes were as follows:</p> <ul style="list-style-type: none"> • 25.6% of Year 7, increase of 2.3% from previous year • 17.6% of Year 8, reduction of 11.2% from

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student enrolment in CAPA ensembles increased to 20% by 2017		previous year • 17.6% of Year 9, reduction of 45.3% from previous year • 5.8% of Year 10, increase of 65.6% from previous year Stage 6 student numbers have not been included as they are not enrolled in ensembles as one of their courses

Next Steps

1. Strengthen parent and community partnership

The school will continue to engage with parents and the community in 2018 as well as working on further promotion of the school. This mean that our community partnership will be further aligned with the School Strategic Directions focusing on programs delivered by our community partners and for students and parents. In 2018 another Ramadan Iftar Dinner is planned for our community. Parent computer IT workshops as requested by parents will be conducted in Term 2 2018 with the presence of translators. Ongoing parent portal familiarisation with our Community Liaison Officer will continue, along with many more needs based courses and events for parents and the community to partake in at Granville South Creative and Performing Arts High School.

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

In 2017 student wellbeing programs were expanded and delivered across all stages to cater for students' learning, emotional and social needs, providing a holistic approach to school. The following programs will continue to run in 2018 as funding has been secured from various government and industry. The LEARN program run by CMC, two youth counsellors from MCC will continue providing in-school support to students. Rock and Water will be run by AYC and that will be tailored for boys in stages 4 and 5. CMC will run girls workshops in stages 4 to 5 in mentoring and making positive choices. Woodville Alliance will continue providing support to individual students. The Police School Liaison Officer along with CMC youth counsellors will present workshops on cyber bullying and alcohol drug prevention and dealing with stress and mental health for young people. Stage 5 students will participate in the TAFE YES program during term two where a variety of courses across a number of TAFE campus are on offer. The school will continue to liaise with MTC by supporting the Transition To Work Program. The Mindfulness Breakfast Club will run every Wednesday morning for all girls. The school will engage in the new InRoads programs through ABCN , this will prepare students for careers in technology and business exposing students to career option and provide them with the skills they need to move into entry level jobs post school.

3. Implement PBL processes

2018 will see the team focusing closely on data. Attendance data will be monitored carefully to determine the effectiveness of the new Lateness and Truancy Policy, along with data on positive and negative incidences, which will provide important information on the success of PBL across the school. 2018 will also see PBL sessions focusing specifically on anti-bullying and racism run as part of the Harmony Day celebrations in March.



Strategic Direction 3

Student Learning

Purpose

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

Overall summary of progress

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

In 2017, all faculties met with the Principal and Deputy Principal to complete a thorough assessment of compliance for one program per faculty, ensuring the program aligned with NESA expectations and school priorities. Class teachers were included in some of these meetings. Faculties were able to demonstrate progress in the quality of their teaching and learning from previous years, including use of google classroom for teachers to share resources and track student learning progress, clear alignment between scope and sequence, programs, assessment, and student feedback. There were a wide range of evidence provided for implementation of programs including registrations, online and on paper, student work samples and planning documents. Recommendations for improvement included further integration of student feedback and explicit strategies in programs for ICT, literacy and numeracy.

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

In 2017, as part of Granville South Creative and Performing Arts High School's Curiosity and Powerful Learning initiative, effective assessment practices were added as one of the school's priority areas. Teaching staff received professional development on assessment requirements and NESA expectations. The development of a comprehensive years 7–10 assessment policy, which demonstrates current research as applied to the 21st century learner, commenced in 2017. Consistency of teacher judgement in assessment and reporting and explicit assessment and feedback practices were also the focus areas for the School Improvement Team in 2017. Staff, students and parents were consulted and feedback was used to align the assessment and reporting practices to best suit our school

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

In 2017 the Learning and Support faculty continued to improve their procedures and policies, in order to best support the diverse learning needs of students and provide effective support to teachers. The Learning and Support faculty provided in-class support to over 90 mainstream students as well as supporting over 40 students in targeted literacy programs.

The Learning and Support Team implemented a number of programs and strategies during 2017 including the Multi-Lit literacy program. Targeted students in years 7 to 9 participated in the Multi-Lit literacy program. This is designed to meet the needs of students who are struggling to acquire reading and related skills. Multi-lit effectively brings about rapid learning for low-progress students by teaching basic decoding skills based on scientific research. This program improves students reading to a level where they can access the more academic demands of the curriculum, increase their reading fluency and increase motivation.

Year 7 also participated in a targeted reading program (EARRS) run by the Learning and Support Team. EARRS is a structured, online literacy based learning program with videos, interactive activities, worksheets and assessments. Students receive instant feedback on what they need to learn, rewards and certificates for achievement, while teachers receive information on progress and development. This program addresses student comprehension issues and guides teachers to instruct to the level of each student's ability to improve literacy results.

The Learning and Support Team continued to work across all KLAs and in a variety of setting to support all students, with particular emphasis on those with identified additional learning needs. This was achieved using a variety of strategies including; small group intensive withdrawal programs, senior study groups, development of Individual Learning Plans (IEP), NAPLAN analysis, as well as in-class support such as team teaching, small group work, and modification or adjustments of the learning environments and tasks.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching staff are able to analyse their HSC data using eBOS RAP and can demonstrate change in teaching practice as a result of this analysis.		All faculties have analysed HSC data using the NESA RAP package. Results and suggestions for improvement have been presented at executive meetings and a summary of all analysis provided to executive. Programming reviews have included evidence of implementation of recommendations, and evidence was also provided in the 2017 External Validation. Some staff have not delivered year 12 courses or have not been on staff the year after delivery to complete analysis, so 100% of staff have not been involved in this analysis. In 2018, staff will be analysing HSC data and presenting to senior executive to ensure more teaching staff are engaged in this valuable experience.
Improvement in student response statements for rigour and intellectual engagement composite in 'Tell Them From Me' survey 2015		Student responses for rigour was 6.5 out of 10 in 2015, 6.5 out of 10 in 2016 and was 6.4 out of 10 in 2017. Intellectual engagement composite was 54% in 2015, 55% in 2016 and 57% in 2017.
Improvement in parent response statements for 'Support for Learning' in 'Tell Them From Me' survey 2015		Parent support for student learning was 6.7 out of 10 in 2015, 6.9 out of 10 in 2016 and 7.7 out of 10 in 2017.

Next Steps

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

NESA and school priority meetings will continue in 2018 and beyond. More class teaching staff will be included in these meetings. Inclusion in assessment of compliance for 2018 will be checks on 100 hour and 200 hour electives, and new senior syllabus implementation.

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

In 2018, the Assessment Committee will include representatives from all key learning areas. The aim of the Assessment Committee will be to develop Stages 4, 5 and 6 Assessment policies and have these policies available for all teaching staff and on the school website and student and parent portal. Research will also be conducted on current trends and best practice for assessment and reporting and all teaching staff will be professionally developed on the use of parent/student portal and web page for assessment communication.

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

The Learning and Support Team will continue to work across all KLAs and in a variety of setting to support all students, with particular emphasis on those with identified additional learning needs. We will continue to use the implemented strategies of small group intensive withdrawal programs, senior study groups, development of Individual Learning Plans (IEP), NAPLAN analysis, as well as in-class support such as team teaching, small group work, and modification or adjustments of the learning environments and tasks.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3,272	Period allowance is provided to an ATSI co-ordinator to manage implementation of individual education plans and programs that address the needs of ATSI students including engaging in university programs.
English language proficiency	0.8 Teacher – \$81,259 Flexible funding – \$30,038	<p>RAM allocation of 0.8 English Language Proficiency Classroom Teacher (ELP).</p> <p>RAM allocation of ELP Flexible funding – employment of Arabic speaking Community Liaison Officer.</p> <p>Identified students were targeted for intensive EAL/D support in parallel ESL type English classes, 9 to 12, taught by the ESL specialist teacher. Students were further supported individually in a range of KLAs by the ESL teacher. These students were also supported by the Community Liaison Officer for welfare and learning needs and in facilitating consultation with parents carers.</p>
Low level adjustment for disability	3.3 LaSTS – \$335,194 Support Unit staffing – \$1,059,527 Flexible funding – \$121,270 Integration funding support – \$8,731 Support Unit Grants – \$2,048	<p>Please see Strategic Direction 3 – Process 3 – Student support for learning is individualised to assist attainment of personal best and transitions – for more detailed information.</p> <p>In 2017 the Learning and Support Team once again facilitated the 'Tell them from me' survey which was completed by students, parents and teachers of Granville South Creative and Performing Arts High School. The student survey helps teachers and principals know students' feelings towards school, any problems that may be occurring at the school, and ideas for making the school better. The Teacher survey focused on student learning, as well as classroom and school practices. The parental survey covers several aspects of parents' perceptions of their children's experiences at home and school. It is designed to help develop and foster positive relations between the school and the community.</p> <p>Granville South Creative and Performing Arts High School participated in the Nationally Consistent Collection of Data (NCCD) on school students with disability. National data is collected annually to identify the number of school students with disability and the level of reasonable adjustment provided for them. This information is used to ensure that school resources are allocated appropriately to meet the needs of students and ensure they have the opportunity to achieve learning outcomes.</p> <p>The Learning and Support Team continued to work across all KLAs and in a variety of settings to support all students, with particular emphasis on those with identified additional learning needs. This was achieved using a variety of strategies including; small group</p>

<p>Low level adjustment for disability</p>	<p>3.3 LaSTS – \$335,194</p> <p>Support Unit staffing – \$1,059,527</p> <p>Flexible funding – \$121,270</p> <p>Integration funding support – \$8,731</p> <p>Support Unit Grants – \$2,048</p>	<p>intensive withdrawal programs, senior study groups, development of Individual Learning Plans (IEP), NAPLAN analysis, as well as in-class support such as team teaching, small group work, and modification or adjustments of the learning environments and tasks.</p> <p>The Support Unit supporting IM and IO students began the implementation of Apple Technology for Junior and Senior IO classes in Term 1 2017.</p> <p>It was found that due to ongoing updates with Apple technology that it is imperative to employ an agency to monitor and update and provide staff skill development to utilise programs more effectively.</p>
<p>Socio-economic background</p>	<p>\$936,808</p>	<p>Socio-economic funding supported multiple programs and requirements in the school including:</p> <ul style="list-style-type: none"> • Allocated Staffing for 1 Deputy Principal and 1.3 classroom teachers • Additional staffing of 2 head teacher allowances, class teachers, school administration staff, business manager, community liaison officer, school learning and support officers • CAPA Ensembles • Teacher Professional Learning • Cost centre funding for purchase of teaching resources • School buses and hire of commercial buses for excursions and school events • • Building/grounds repairs and maintenance including upgrade of student change room toilets, electricity upgrade and payment for installation in 2018 of classroom airconditioning • ICT purchase and maintenance <ul style="list-style-type: none"> • Student diaries • Student licence for Athletics • Third party administration software • School administration • Short term relief <p>Head Teacher Wellbeing – implement programs and strategies to target well-being, truancy, lateness and students at risk of disengagement with education.</p> <p>Head Teacher Teacher and Learning – to work with teachers to develop their teaching strategies to re-engage students with their learning. For example, utilising the learning centre for tutoring and MultiLit, staff structuring the classroom to integrate technology into their lessons to make learning more student-centred and more focused on developing learning skills.</p> <p>Community Liaison Officer (CLO) – in order to encourage and gain the support of parents and community members the CLO implemented a number of programs and</p>

Socio-economic background	\$936,808	<p>engagement activities including an Iftar.</p> <p>Additional classroom teachers – maintain smaller class sizes – this has allowed for increased individual attention to student needs – release expert staff from class to engage and manage projects – MultiLit has improved student reading levels, sight words, accuracy and fluency in reading.</p> <p>Socio-economic funding also enables Granville South CAPA High School to implement programs:</p> <p>Creative and Performing Arts Ensembles Subsidise students to participate in Creative and Performing Arts Productions. Subsidies include tuition, costumes, transport and event participation. This has enabled all students to participate in events regardless of socio-economic status.</p> <p>Technology for Students – Purchase of student laptops for the library, learning centre and all faculties.</p>
Support for beginning teachers	\$59,831	<p>In 2017 there were six teachers who received the beginning teacher funding. Two of these teachers received their funding for their first year, two were in their second year of permanent teaching, and two were temporary teachers.</p> <p>Regular professional learning meetings and individual support was made available to early career teachers in order to assist them develop skills, attain accreditation and meet the teaching and learning expectations as outlined in the school plan.</p>
Targeted student support for refugees and new arrivals	\$4,953	<p>RAM allocation for Targeted Refugee Student Support – employment of Arabic speaking Community Liaison Officer.</p> <p>Specific refugee students were targeted for intensive EAL/D support both in parallel ESL English classes taught by the ESL specialist teacher and further supported individually in a range of KLAs by the ESL teacher. These students and their parents/carers were also supported by the Community Liaison Officer and welfare team in the provision of well-being needs and transitions from Intensive English Centres.</p>
Creative and Performing Arts Ensembles	\$21,760	<p>Annual CAPA Showcase this year entitled “Storylines” held to a sold-out audience at Parramatta’s Riverside Theatre showcased all areas of CAPA including live painting performance; an End of Year matinee concert held at Granville South Creative and Performing Arts High School for primary school audiences; Drama Ensemble successfully auditioned for both Arts Alive and</p>

<p>Creative and Performing Arts Ensembles</p>	<p>\$21,760</p>	<p>Ultimo Public Schools Drama festival; Dance Ensemble successfully auditioned for Ultimo Public Schools Dance Festival; one student successfully continued their involvement in the Talent Development Project (Music) for 2017; Akosita Masima (Music Ensemble) represented our School as a Featured Artist in the Feature Artist's Ensemble at Schools Spectacular.</p> <p>2017 marked the first year of Ensemble student's graduating and completing the Higher School Certificate, with 3 Band 6 results and the Music 1 class representing our highest performing class of the year.</p> <p><i>More detail on these achievements can be found in the Creative Arts report later in this report.</i></p>
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	295	289	283	285
Girls	215	222	227	245

Student attendance profile

School				
Year	2014	2015	2016	2017
7	91.2	86.5	88.2	87.4
8	87.6	84.9	84.3	79.9
9	82.9	83.7	81.6	81.9
10	81.9	77.4	79.1	74.2
11	80.1	70.4	68.7	68.8
12	78.4	82.2	73	78.5
All Years	83.6	80.5	79.4	78.9
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
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

In 2017 our school continued with the implementation of proactive strategies to improve student attendance and attainment; the Home School Liaison Officer, along with the HT Wellbeing and the Wellbeing Team monitored closely the attendance of students. The Attendance Panel Review team sent letters home inviting parents and carers to a meeting to discuss attendance concerns and put action plans together to improve students' attendance and learning outcomes, and engaged parents/carers in providing solutions and support to engage students with their schooling. The attendance and PBL teams worked collaboratively to collect and analyse attendance data to provide support and strengthen the mentoring program which the wellbeing team commenced in 2017. The mentoring program was embraced by other members of the school community. Our policies and current systems were reviewed in 2017 to achieve positive outcome for

our students. Individual attendance concerns were case managed by the HT Wellbeing and the HSLO and appropriate management plans put in place to assist students to support their transition back into their studies or alternate career pathways. Communication to parents about attendance included the school newsletter, letters home at least twice a term, daily messages via sms/email to parents/carers and follow up phone calls. To celebrate excellent student attendance, students were invited to Principal's morning teas with their parents/carers, rewarded through our merit system for exemplar attendance and at our end of year presentation day students with outstanding attendance records are awarded. There was a significant increase in attendance recipients in most year groups.

The school will be promoting and engaging students with more welfare programs in 2018 building resilience and capacity for positive school experiences.

To combat the growing problem of partial and whole period truancy, the PBL team looked at re-designing the Lateness and Truancy Policy. Work begun on this policy during Semester 2 and the last five weeks of 2017 saw the policy in place and running for a trial period.

The policy aimed to clarify procedures for both staff and students, to promote consistency school-wide in dealing with this issue and to enable easy follow-up for all incidences through the effective use of Sentral and the data it provides. Attendance issues are becoming increasingly problematic for schools across New South Wales, and the new policy takes on a whole school approach by clearly identifying the roles that the classroom teacher, the Faculty Head Teacher, the Head Teacher Welfare and the Deputy Principals need to play to collectively improve attendance.

The P&C were consulted at various stages in the creation of this policy and with their full support, the policy is set to be firmly in place during 2018, with the PBL team closely monitoring attendance data to evaluate its effectiveness.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	11
Employment	0	0	23
TAFE entry	0	4.5	29
University Entry	0	3.2	23
Other	0	0	7
Unknown	0	0	4

In 2017, 13 students gained successful entry into WSU and the areas of interest ranged from Business, B. Arts, Nursing, Construction Management, Health Science Health Promotion, Criminology and Community Justice, Social Science Policing, and Building Design Management

1 student gained successful entry into La Trobe University studying B. Business.

1 student gained successful entry in NAS studying B. Fine Arts.

In 2017, 16 students chose to continue their education at TAFE studying the following courses: Social Services, Plumbing, Photography, Real Estate, Hairdressing, Beauty and Hair, Floristry, Sports Development, Sports Coaching, Childcare and Retail.

Some student chose to continue their studies at colleges pursuing the following options: Dip. Business Management – Tourism at Macleay College, Music at AIM, and Business Administration at Penn College.

6 students gained employment in Construction, Retail, Entertainment, Childcare, Banking . 4 students engaged in Job Support and 3 students secured full time employment coupled with an apprenticeship in carpentry, electrical and childcare.

Year 12 students undertaking vocational or trade training

Year 12 students chose from the following VET courses: Retail Services, Hospitality, Sports and Recreation and Entertainment. 20 students studied one of the VET courses on offer. One student studied at least two courses. This equates to 41% of Year 12 cohort

Year 12 students attaining HSC or equivalent vocational education qualification

60% of the year 12 students were eligible for the HSC credential. 40% were eligible for the Record of Achievement as a result of non-attendance at HSC examinations.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	8
Classroom Teacher(s)	34.1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	3.3
Teacher Librarian	1
Teacher of ESL	0.8
School Counsellor	1
School Administration & Support Staff	13.08
Other Positions	1

*Full Time Equivalent

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

1 Business Manager

2 Head Teachers

1 Part Time Community Liaison Officer

1 Part Time Youth Worker

1.4 Classroom Teachers

2.2 Mainstream School Learning Support Officers

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	68
Postgraduate degree	32

Professional learning and teacher accreditation

In excess of \$54,000 was allocated to staff professional learning. Professional learning activities and courses attended by staff include:

Curiosity and Powerful learning

LMBR/SAP

Positive Behaviour for Learning

Australian Curriculum implementation

Subject specific professional learning

Professional association and professional association learning days

Professional association memberships

Annual conferences

Leadership development conferences

School executive conference

Student welfare and leadership

BoSTES and accreditation

Counsellor training and conferences

Accreditation – Teachers were provided with mentoring and guidance in the process of gaining or maintaining accreditation. This support included regular face to face meetings, use of exemplars and guidance in the most efficient way to complete this process. The process allowed teachers working towards accreditation to collaborate and support each other through this process.

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	1,514,304
Revenue	8,128,557
Appropriation	8,022,663
Sale of Goods and Services	14,593
Grants and Contributions	78,212
Gain and Loss	0
Other Revenue	0
Investment Income	13,089
Expenses	-8,240,928
Recurrent Expenses	-8,240,928
Employee Related	-7,268,103
Operating Expenses	-972,825
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-112,371
Balance Carried Forward	1,401,933

The finances of Granville South Creative and Performing Arts High School are overseen by the Principal and Business Manager. A Finance Committee also meets to discuss and determine the school's financial priorities. Each year budgets are set based on last years spend in conjunction with school initiatives and its strategic directions. Faculty and administrative cost centres are allocated budgeted funds based on class structure and student numbers, and specific course content.

The deficit reported for 2017 reflects the payment of a \$200,000 deposit to install airconditioning in the school classrooms, and the purchase of 258 laptops for student use at school for a cost of \$171,332.

In 2018 the airconditioning will be installed, along with the requirement to make the final payment for the installation, furniture upgrade in both classroom and staffroom spaces will be undertaken and the construction of a COLA will be investigated

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	5,183,506
Base Per Capita	86,090
Base Location	0
Other Base	5,097,416
Equity Total	1,507,841
Equity Aboriginal	3,272
Equity Socio economic	936,808
Equity Language	111,297
Equity Disability	456,464
Targeted Total	1,074,712
Other Total	138,568
Grand Total	7,904,626

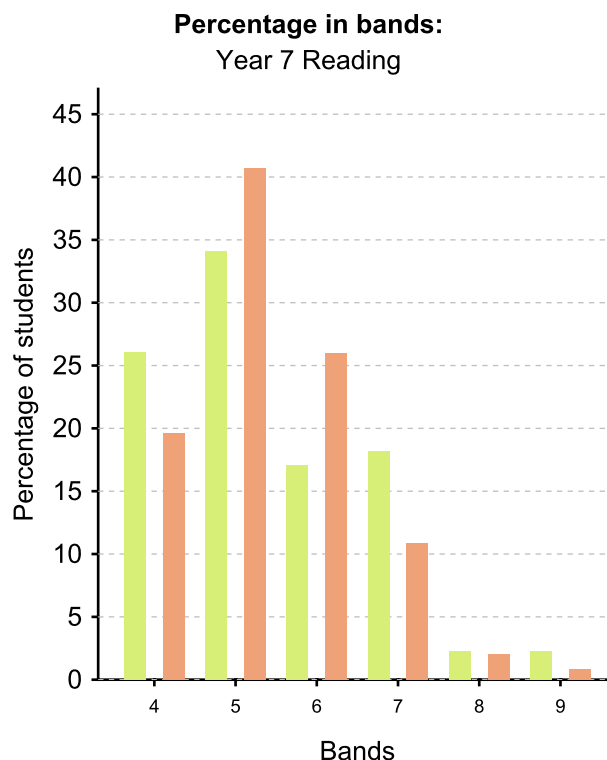
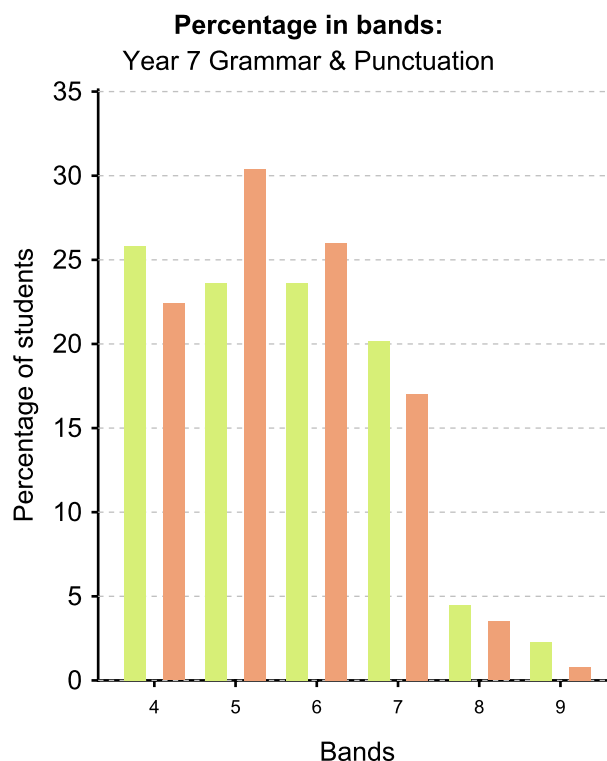
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

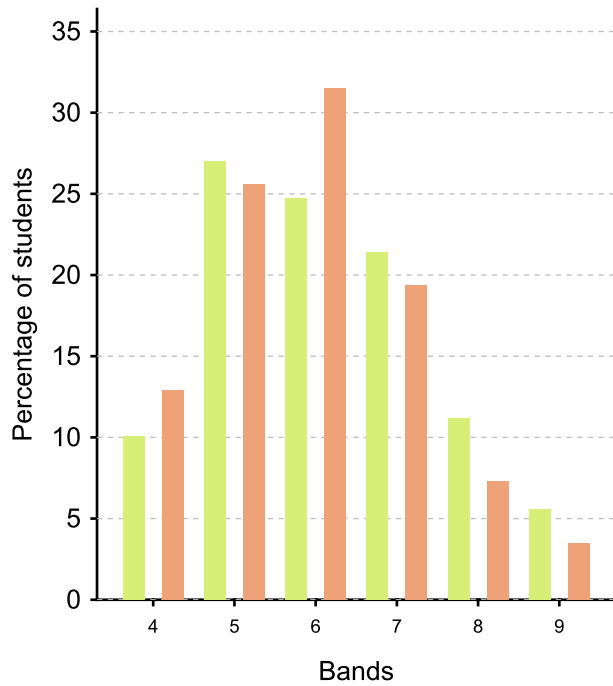
School performance

NAPLAN

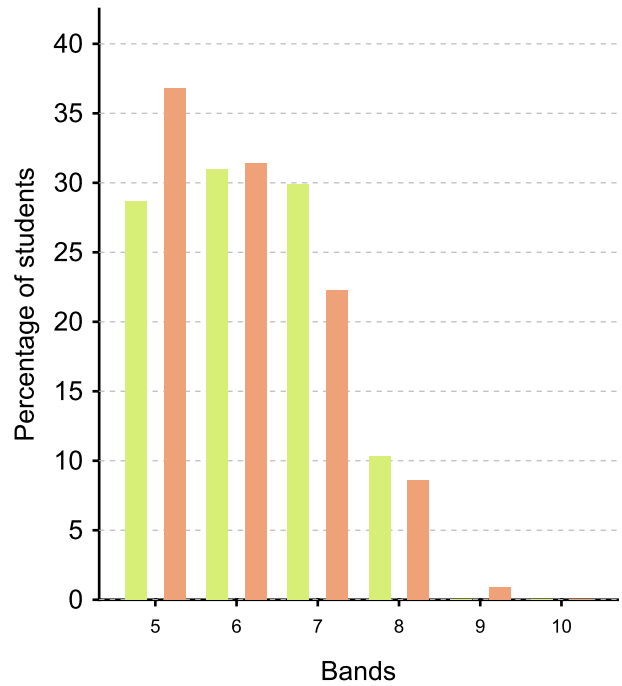
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



Percentage in bands:
Year 7 Spelling



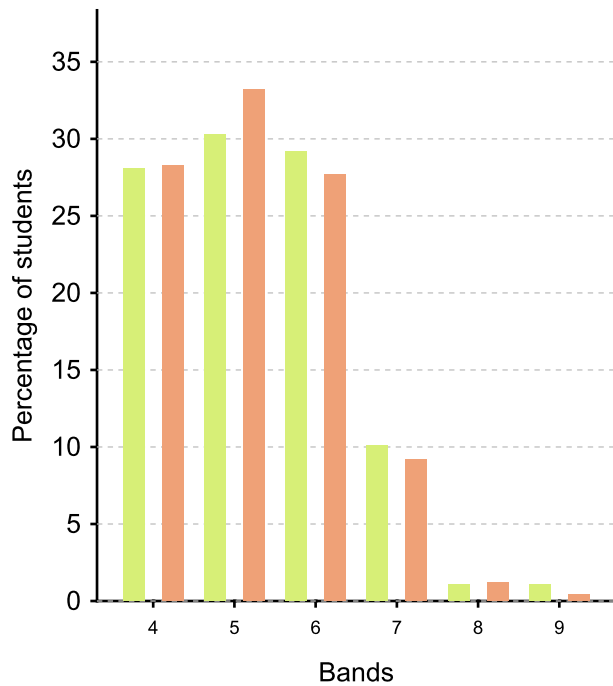
Percentage in bands:
Year 9 Grammar & Punctuation



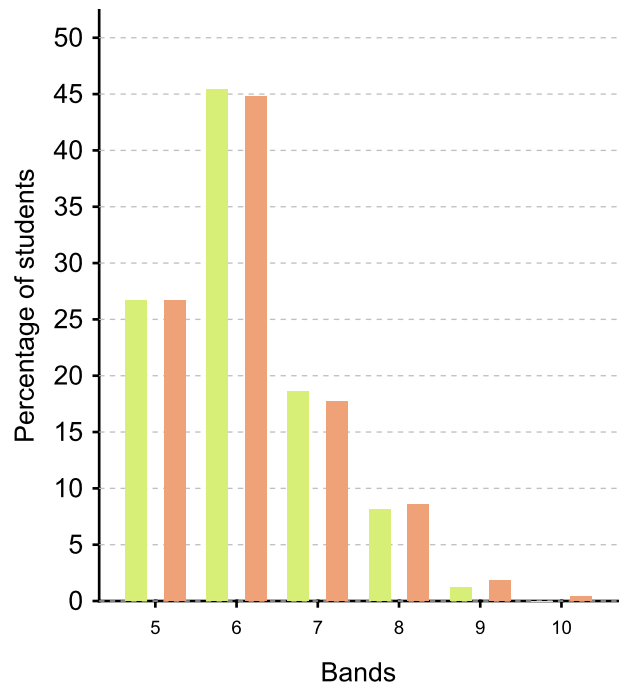
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Writing



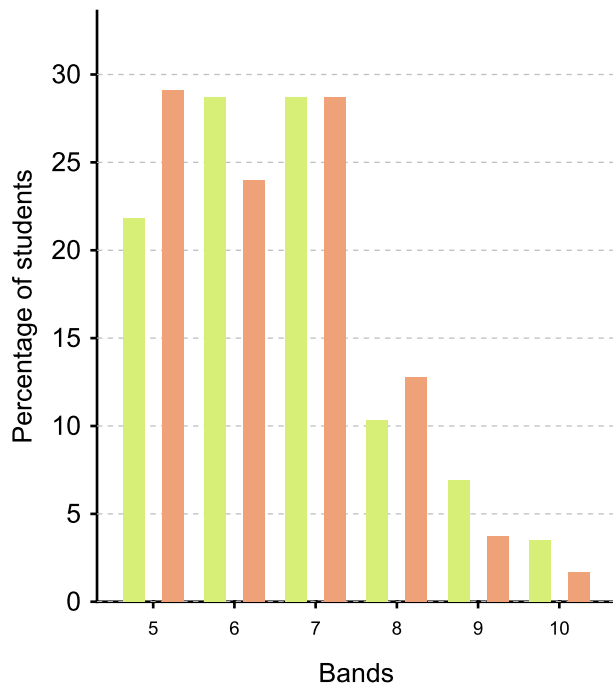
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2015-2017

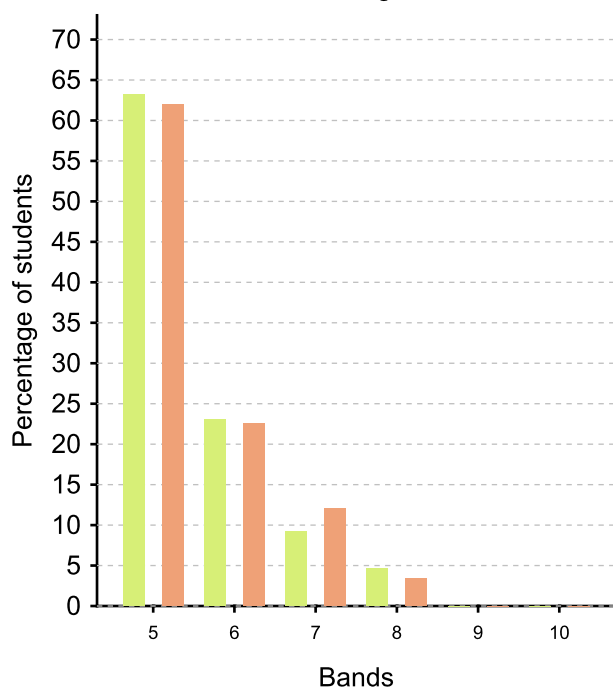
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Spelling

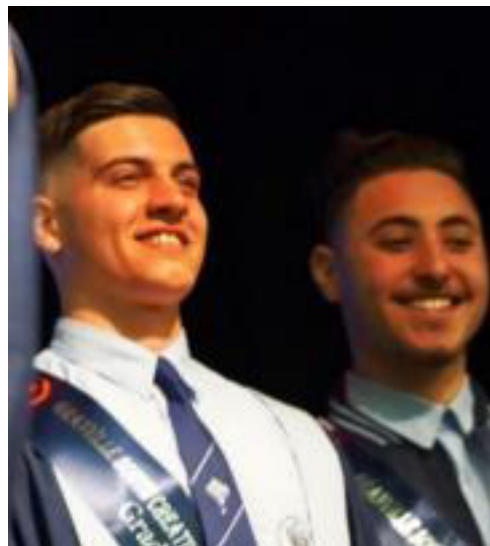


Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Writing

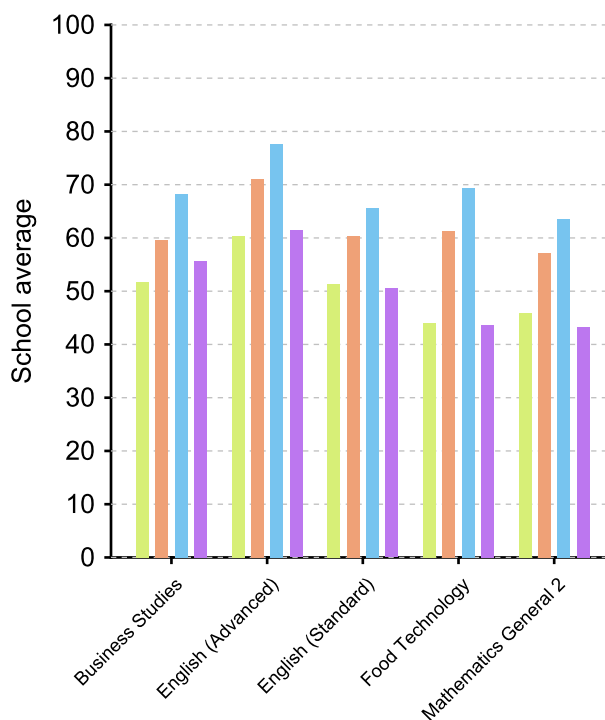


Percentage in Bands
School Average 2015-2017



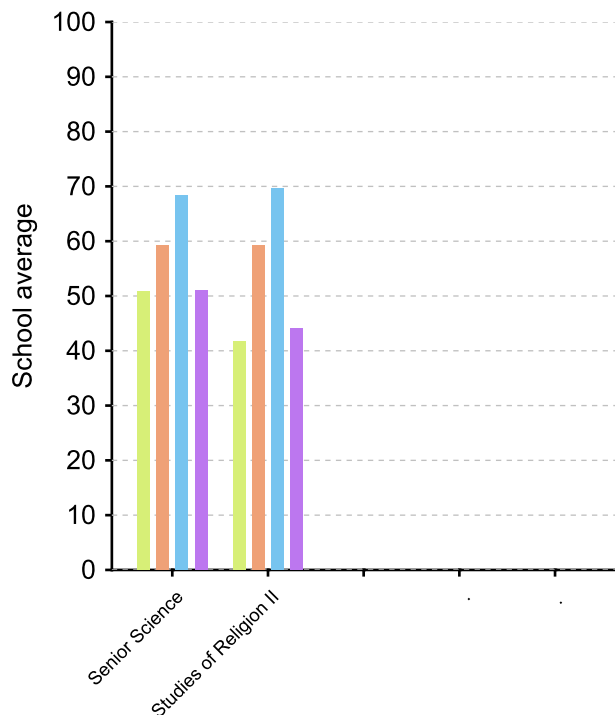
Higher School Certificate (HSC)

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



School 2017 SSSG Average 2017
State Average 2017
School Average 2013-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>



Parent/caregiver, student, teacher satisfaction

TELL THEM FROM ME

In 2017 the Granville South Creative and Performing Arts High School (GSCAPAHS) once again participated in the 'Tell them from me' survey which was completed by students, parents and teachers of GSCAPAHS. The student survey helps teachers and principals know students' feelings towards school, any problems that may be occurring at the school, and ideas for making the school better. The Teacher survey focused on student learning, as well as classroom and school practices. The parental survey covers several aspects of parents' perceptions of their children's experiences at home and school. It is designed to help develop and foster positive relations between the school and the community.

Teacher survey

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on eight drivers of student learning (collaboration, learning culture, data informs practice, teaching strategies, technology, inclusive school, parental involvement and leadership), and Four Dimensions of Classroom and School Practices (challenging and visible learning goals, planned learning opportunities, quality feedback, and to overcome obstacles to achieving).

At GSCAPAHS we scored very close to the state average across the 12 factors with only a few exceptions. The score for technology was 7.0 out of 10 compared to the state average of 6.7, coinciding with

the rollout of 250 new laptops across the school. The only area with a significant decrease was for parental involvement. In 2017, GSCAPAHS scored 5.5 out of 10, compared to the state average of 6.8 which was lower than in 2016 (5.8).

Parent survey

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering seven aspects of parents' perceptions of their children's experiences at home and school (parents feel welcome, parents are informed, parents support learning at home, school support learning, school support positive behaviour, safety at school, inclusive school).

At GSCAPAHS we exceeded that state average in 5 out of 7 aspects with our highest results in the area of 'School Supports Learning' where we scored 7.7 out of 10 compared to the NSW state average of 7.3. We scored slightly below the state average in 'School Supports Positive Behaviour' (7.5 compared to 7.7) and 'safety at school' (7.1 compared to 7.4), however both of these results were an improvement on 2016 results.

Student survey

The student survey measures 38 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights of the results based on data from 224 students in this school that participated in the survey between 22 March 2017 and 27 March 2017.

An analysis of the student results identified the following information:

- An 18% increase in students participation in sports from 2016–2017, up to 77%.
- 85% of students indicated either medium or high level of happiness at school.
- 3% reduction in students identifying themselves as a bullying victim.
- 5% increase in student aspirations to finish year 12, up to 78%. Also, a 6% increase in student aspirations to attend university.
- 3% increase in students having a sense of belonging (up to 71%)

ENGLISH FACULTY REVIEW

The following is a summary of the report prepared by the English faculty review team conducted at Granville South Creative and Performing Arts High School, Wednesday 25th October – Friday 27th October 2017. A full copy can be requested.

Terms of Reference

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

Methodology

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

- Focus groups with students
- Interviews with parents
- Interviews with staff
- School documentation
- Data analysis
- Surveys with parents
- Surveys with students

Document Analysis

The team was provided with a variety of school documents relating to faculty and school policies and procedures. The review was held across 3 days. It included the following process:

- Staff, parents and students were interviewed individually and in focus groups
- Documents' analysis
- Workbooks
- Units of work
- Registrations
- Programs
- Lesson observations
- Teaching and Learning

Documents included:

- Teaching programs
- Staff Registration and Evaluation of Programs
- Assessment Tasks and Marking Rubrics
- Data Analysis

Review Team

Ms Issa – DeputyPrincipal

Mrs MacDonald–Brown – Head Teacher English

Mr White – Staff Representative

Mrs Lee – Head Teacher English, Northmead Creative and Performing Arts High School

Mrs Frankel – Parent Representative

Findings and Recommendations

How is students' participation and engagement managed by the English faculty?

Positive interaction between staff and students

Parents' feedback was very positive

Recommendation:

Review scope and sequence and programs to have greater depth.

Perhaps four units per year to focus on students' engagement and greater depth

Assessment tasks need to be more engaging

NESA compliance with Modes of Assessment Tasks.

What methods are used to motivate and encourage students to improve their learning outcomes?

Positive reinforcement, external motivation and verbal praise were used to motivate and encourage students

One to one feedback to students was well appreciated.

Recommendation:

Consistent feedback

Use the merit system and rewards

Phone calls to parents regarding positive feedback opportunities to open a positive dialogue and opportunities to engage with parents to create a mutual positive learning culture in the community. Providing the opportunity for parents to access the scope and sequence.

How do classroom teachers manage the diverse learning needs of their students including differentiation?

The organisation of classes supports the diverse learning needs of all students including differentiation by providing opportunities for students to be extended and accelerated and build a sense of confidence and achievement.

Recommendation:

Differentiation is evident in the teaching practice within the classroom settings. Differentiation in Assessment Tasks for students to demonstrate their knowledge through various means and types of **Assessment Tasks' Modes** so they're more formative and include Professional Learning to cater for the diverse range of students' learning styles. This is to be addressed

through professional learning and support which will be provided through the School Improvement Team.

How has the English faculty collegially work under pressure?

The English faculty is:

- very supportive and caring
- works collegially together as a team
- passionate and cannot be praised enough for their effort
- phenomenal! Considering the uncertainty of staffing
- there's a tremendous amount of work and responsibility placed upon the faculty and it is recognised
- Performing above and beyond to make sure that the faculty is functioning well.

Recommendation:

Streamlining the process of programming and Assessment Tasks

Overall

- Great teamwork
- Collaborative with the review
- Felt supported by the Head Teacher
- Processes and systems need to be reviewed and implemented to support the staff to continue doing a great job!
- The scope to improve the students' learning outcomes
- Providing Professional Learning opportunities for staff.

An 18% increase in students participation insports from 2016–2017, up to 77%.

85% of students indicated either medium or highlevel of happiness at school.

A 3% reduction in students identifyingthemselves as a bullying victim.

A 5% increase in student aspirations to finishyear 12, up to 78%. Also, a 6% increase in student aspirations to attenduniversity.

Focus groups with students

Interviews with parents

Interviews with staff

School documentation

Data analysis

Surveys with parents

Surveys with students

Staff, parents and students were interviewed individually and in focus groups

Documents' analysis

Workbooks

Units of work

Registrations

Programs

Lesson observations

Teaching and Learning

Teaching programs

Staff Registration and Evaluation of Programs

Assessment Tasks and Marking Rubrics

Data Analysis

very supportive and caring

works collegially together as a team

passionate and cannot be praised enough for their effort

phenomenal! Considering the uncertainty of staffing

there's a tremendous amount of work and responsibility placed upon the faculty and it is recognised

Performing above and beyond to make sure that the faculty is functioning well.

Great teamwork

Collaborative with the review

Felt supported by the Head Teacher

Processes and systems need to be reviewed and implemented to support the staff to continue doing a great job!

The scope to improve the students' learning outcomes

Providing Professional Learning opportunities for staff.



Policy requirements

Aboriginal education

This year four Indigenous students from year 7 participated in the Year 7 and 8 Experience University program run by Sydney University. It was an awesome day and provided our students the opportunity to meet university students and tour the facilities at Sydney University. They also participated in a variety of workshops by a range of faculties. Areas covered in the workshops included drama, music and science. This program is open to students in year 7 and 8 so we hope to offer it again next year.

Two students were also involved in writing their own Acknowledgement to Country which was read out to the whole school at an assembly.

Two students in year 12 prepared for life after school. Both students have transitioned to further study with one attending university.



Multicultural and anti-racism education

At Granville South Creative and Performing Arts High School, promoting inclusivity and celebrating diversity is paramount. Of the over 500 students that attend the school, 90% speak languages other than English.

In 2017, Harmony Day was held on 21 March. This day commemorated International Day for the Elimination of Racial Discrimination established by the United Nations. On the day students were encouraged to wear their national costume to reflect their country of origin and orange coloured clothing items.

During the formal assembly, the school captains

acknowledged the traditional custodians of the land and the National Anthem was performed in both English and Durug. Pictures of international flags decorated the hall to reflect on the diversity of our school's staff and student population. The Principal, Mrs Johnston and Ms Armont, the ARCO representative addressed the Assembly with a video presentation.

Great performances from the Arabic Drumming Ensemble and the Polynesian Dance group further enhanced the spirit of harmony and our school's multicultural nature, under the guidance of Ms Cristie Collins Head Teacher Creative and Performing Arts.

After the assembly, students participated in lessons for further understanding of the importance of tolerance and the laws regarding anti-discrimination.

Emese Armont

Anti-Racism Contact Officer

Other school programs

ENGLISH

In 2017, the English faculty enjoyed another successful year in designing, implementing and evaluating the Year 7 to 12 teaching and learning programs. The English staff continued to differentiate all lessons where relevant in order to ensure that all students can and do experience success in their study of English. Wherever possible real life links are made between content and world experiences to make learning and understanding more relevant and meaningful. The faculty continues to incorporate strategies from the Curiosity and Powerful Learning approach that brings further spontaneity and fun to some classroom activities.

2017 also saw the English faculty engaged in further professional learning in developing new teaching and learning units for the new Stage 6 Syllabi in all four English courses. This will see Year 11 2018 being taught the new syllabi.

The explicit teaching of literacy skills is fundamental in our desire to improve student learning outcomes. This helps to ensure that students are well prepared for success not only at school and in particular senior years but in post school life as well.

Parallel ESL type classes were run in Years 9 and 10 English. In Stage 6, Year 12 ESL resulted in a very strong HSC result with a Band 4 being achieved in this course.

It is indeed pleasing to report that a number of students scored a Band 4 for their Higher School Certificate in both Standard and Advanced English in 2017 with a Band 5 being scored in Advanced English.

2017 is the last year that English Studies can solely be classed as a non ATAR English course. With the introduction of the new Stage 6 Syllabi this revised

course in 2018 will be classified as either an ATAR or non ATAR course depending on the career paths chosen by students.

The Library and Information Resource Centre has now been operating OLIVER, the new management system, for the past year. All students have now been serviced in the use and application of OLIVER (the online Library catalogue) and *Clickview*. Many new and exciting teaching and learning resources have been sourced and purchased by the teacher Librarian. This ensures that both students and teachers have access to up to date resources that are easily incorporated into any lesson. One of these resources has been the purchase of *Clickview* that allows ready and easy access to a huge range of digital texts.

Mrs Flora MacDonald–Brown

Head Teacher – English

MATHEMATICS

In 2017, the Mathematics faculty enjoyed another successful year in delivering the 7 – 12 programs. The Mathematics staff worked tirelessly to differentiate lessons to cater for all student needs and in doing so, incorporated many real life usage of Mathematics to highlight the relevance of the content. Students responded well and were highly engaged in their learning, with improvements in assessment results.

A main focus of 2017 was planning for the new Mathematics Standard course which commences in 2018 for Year 11. In addition, the faculty worked tirelessly to ensure that all Preliminary courses for 2018 adhere to the new assessment requirements that have been mandated by NESA.

The Mathematics faculty have continued to dedicate their time out of class to assist students with their progress in Mathematics. This has included an open door policy where students are welcome to seek assistance at any time during recess or lunch, leading to more positive student–teacher relationships.

Improvement in student achievement in NAPLAN has continued to be a priority of the Mathematics faculty. In 2017, 12% of students achieved a mark in the top 3 bands in Year 9 NAPLAN Numeracy and this was an improvement of nearly 3% from the previous year.

The HSC Mathematics General 2 results are continuing to trend in a positive direction with the difference between the overall school mark and the state average narrowing. Congratulations to Karim Jebara and Michael Toro, the top HSC performers in the faculty and gaining a high level of value added from their Year 9 NAPLAN results.

Mr John Anderson

Head Teacher – Mathematics

SCIENCE

Our students were provided with many opportunities to be actively engaged in Science in 2017 as evidenced through a wide variety of excursions, incursions and competitions for all year groups. At the start of the school year, we welcomed Ms C. Lombardo into the Science faculty.

Our 2017 HSC Science students produced some impressive HSC results. Congratulations to Omar Dandan, Shahinaz El Diranci and Michael Toro who achieved Band 4 in Senior Science and Elizabeth Bunoza, Karim Jebara and Allan Macatangay who achieved Band 4 in Biology.

During May, a select group of twelve Year 10 students, accompanied by Mr Azzopardi, attended the UNSW ASPIRE 'Physics – Why Does It Matter' workshop. Students experienced a planetarium where they enjoyed an amazing tour of the southern night sky and listened to an engaging presentation about stars, galaxies and constellations. Congratulations to Amer Abu-Issa, Zainab Al-Faham, Elizabeth Brown, Admad El-Dirani, Ali El-Dirani, Razzan Elkassab, Kouda Houssien, Faatuatua Mainuu, Fred Tolo, Analeta Rakuli, Riahn Whiripo and Cecelia Wiredu for their attendance at the excursion.

In June Mr Azzopardi accompanied eleven Year 11 and Year 12 students to the University of New South Wales (UNSW) Children's Cancer Institute. The event was hosted by ASPIRE, a partnership between Granville South Creative and Performing Arts High School and UNSW. Congratulations to Solomone Malafu, Jakob Kaihea, Elizabeth Bunoza, Allanah Macatangay, Filipino Latukefu, Iosefa Toga, Haitelensiu Sio, Luisa Langi, Shahinaz El Dirani, Sandra El Dirani and Nunia Tokabobo for their excellent participation during the excursion.

Three students including Monika Vesse, Suzi Fadi–Wahib and Siu–Fu–Moana attended the UNSW 'Loreal Girls in Science' open day. This excursion provided our students with an opportunity to listen to three engaging presentations from female scientists.

Mr Azzopardi's Year 11 Biology class visited Longneck Lagoon Environmental Education Centre to undertake valuable field work to strengthen content taught in the 'Local Environment' module.

In August, Ms Azzi and a select group of Year 8 students attended the 'Gifted and Talented' Science day at Western Sydney University – Parramatta campus.

Our students were also involved in National Science Week activities and numerous Science competitions including 'The Big Science Competition', 'Australian National Chemistry Quiz' and the 'RACI Crystal Growing Competition'.

Finally, to celebrate the achievements of the year, a

large group of Year 7 students, along with Ms Faham and Mr Azzopardi, attended 'The Sydney Observatory' in Miller's Point, followed by a walk across The Sydney Harbour Bridge, finishing at Milson's Point. The excursion was hosted by UNSW ASPIRE.

Mr Anthony Azzopardi

Head Teacher – Science

HUMAN SOCIETY IN ITS ENVIRONMENT (HSIE)

The HSIE faculty enjoyed another successful year in 2017. We continued with the implementation and development of the New National Curriculum for Stage 4 and 5 Geography. The HSIE faculty incorporated many of the school focus areas of learning, including technology (increasing our commitment to implement Google Classroom across all classes), Curiosity and Powerful Learning, as well as literacy and numeracy. These programs were able to effectively engage students in the classroom and improve our already comprehensive programs.

The Higher School Certificate was also an area of significant focus for the HSIE faculty. Teachers of Year 12 classes must be congratulated for all the hard work and effort put into preparing students for their Higher School Certificate and the number of Band 4 results in Business Studies, Legal Studies, Modern History, Studies of Religion II, and Retail Services.

A positive learning environment was also maintained as a focus for the HSIE faculty. Students were better engaged in their learning as they were given opportunities to take their learning into the real world through excursions. Year 12 Business Studies was able to visit Sydney Tower Restaurant as a case study, Mr Zammit took his Year 11 Studies of Religion class to the Nan Tien Buddhist Temple (which greatly aided learning and understanding on course content) and Mrs O'Donoghue arranged French cooking classes which proved very popular with students. These excursions provided our students with access to new learning opportunities and platforms through broader industry and community experience within a real world context.

For 2018, the HSIE faculty will be putting a distinct focus on technology in the classroom, with every class to implement Google Applications in the Classroom into their teaching and learning strategies. This focus includes assessment both posted and submitted in Google Applications in the Classroom, and an examination completed and marked entirely on Google Applications in the Classroom. This will see a positive change for overall marks, completion rates, and improved communication with teachers (by communicating through the chat function of Google Applications in the Classroom) including having questions answered outside of school hours, should the need arise.

Ms Pinelope Platirahos

Relieving Head Teacher – Human Society in its Environment

PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION (PDHPE)

2017 saw the PDHPE faculty focus on overhauling its Stage 4 and 5 (Year 7–10) assessment tasks. In order to cater to the different learning styles of students, the PDHPE faculty has incorporated four different types of assessment into each of Year 7, 8, 9 and 10's assessment schedules. Students will complete a formal examination, a take home assignment, an ICT task and an extended response so as to develop skills in a variety of assessment methods.

HSC data for 2017 shows that the 2017 PDHPE class achieved results that were the closest to the state average in over 15 years. The faculty wishes to congratulate Ms Rama on these outstanding results.

SALSA (Students as Lifestyle Activists)

The PDHPE faculty ran the SALSA program this year. This program involved a group of Year 10 students who were given the exciting opportunity to be Peer Leaders. The SALSA program involves Year 10 students who are trained by students from The University of Sydney to deliver nutrition and physical activity lessons to Year 7 students. The program hopes to teach students the importance of maintaining a healthy diet and engaging in regular physical activity, while at the same time giving Year 10 students the opportunity to develop their leadership skills and confidence by teaching classes themselves. The training day for the SALSA program took place on the 26th of July and was a great success. Congratulations to those Year 10 students involved.

Sports Carnivals

Swimming – The 2017 swimming carnival was a great success with the Red House crowned house champions for the day. There was great participation by all students and teachers, with Bilal El Arab of Year 12 again cementing his dominance, coming first in all events. Bilal will be competing at Zone to secure a spot in the NSWCHS swimming team. Thank you to all staff members who contributed to the running of the carnival.

Athletics – The athletics carnival was again held at Auburn West Athletics Field this year. A successful day was had by all, with a special mention going to the teachers' relay team who once again triumphed over the student team. Congratulations to our students who made the Prospect Zone Athletics team, who will be competing at Blacktown Olympic Park on Friday 23rd June.

Zone Cross Country – With the school cross country carnival rained out, the PDHPE faculty took student nominations for the Zone carnival. A team of thirteen students attended the Zone carnival and with the junior students running 3 km and the seniors running 6 km, all are to be congratulated on their outstanding efforts on the day. Congratulations to Abdul Naaman of Year 12 and Elizabeth Brown of Year 10 who made it through to the Regional Athletics Carnival.

Mr David White

CREATIVE AND PERFORMING ARTS (CAPA)

HSC Success

This year Creative and Performing Artists once again topped the Higher School Certificate results. Three Band 6 results were achieved school-wide, with all Band 6 results in a CAPA subjects; Elizabeth Bunoza in Visual Arts as taught by Ms Wright, and both Filipo Latukefu and Onyx Tautihi in Music 1 as taught by Mrs Collins. Our Music 1 class was the best performing 2017 HSC class, with results in Bands 4 to 6. Two CAPA students were also nominated to be featured as top performers in the 2017 HSC Showcases and Exhibitions series; Elizabeth Bunoza nominated for ARTEXPRESS for her Body of Work in Graphic Design, entitled 'Duality' and Akosita Masima nominated for ENCORE in recognition of her outstanding Performance works, the majority of which were her own composition pieces. We are incredibly proud of these CAPA students, many of whom have been a part of our CAPA Ensembles program since they first enrolled at Granville South Creative and Performing Arts High School.

Ensembles

In recognition of Education Week, this year's Creative and Performing Arts Showcase entitled "Storylines" was another outstanding celebration of our CAPA Ensembles and Elective students. Held at Parramatta's Riverside Theatre for an audience of friends, family, and special guests our 2017 CAPA Showcase was both a year of 'firsts' and a celebration of the end of an era with a number of Year 12 Drama and Music students performing in their last CAPA Showcase. With items from all Ensembles, including a live painting item from our Visual Arts Ensemble, we also celebrated our Senior Music and Drama classes, our Support Unit Group, and a newly formed Polynesian group.

Our CAPA Ensembles featured in a range of performances throughout 2017 held across Sydney, representing Granville South Creative and Performing Arts High School at the National Institute of Dramatic Arts (NIDA), the Seymour Centre, and as Featured Artists at Schools Spectacular. CAPA students have also begun the journey of truly engaging in the creative arts community across Sydney with excursions, and artist's workshops, held at The Opera House, Bondi Beach with Sculptures by the Sea, City Recital Hall Angel Place, FoxStudios, the NSW Art Gallery, Belvoir Street Theatre, and upstairs in B-block with the murals created visible for all to see. Students have performed for international visitors, executive visitors, and even members of parliament.

Each of our CAPA Ensembles students deserves to be incredibly proud of their achievements in 2017 with special congratulations to the following students, as recipients of the Excellence Awards in our 5 CAPA Ensembles classes. The dedication, enthusiasm, and energy they demonstrate as CAPA Superstars is second to none, with the students receiving the

Excellence Award acting as a creative leader, providing inspiration to the rest of their Ensemble.

Creative and Performing Arts Excellence Award in Circus, Jaidan Hunt

Creative and Performing Arts Excellence Award in Dance, Elizabeth Brown

Creative and Performing Arts Excellence Award in Drama, Macey Rifahi

Creative and Performing Arts Excellence Award in Music, Filipo Latukefu

Creative and Performing Arts Excellence Award in Visual Arts, Alham Bashardost

Ms Cristie Collins

Head Teacher – Creative and Performing Arts

TECHNOLOGY AND APPLIED STUDIES

In 2017 the Faculty of Technology and Applied Studies (TAS) continued with its' project based learning to develop student literacy, numeracy and critical thinking skills across all year groups.

Year 7 and 8 students participated in learning experiences that developed their awareness of critical thinking and applied this skill to the design and development of material technologies, in particular those of textiles, food and timber.

Year 9 & 10 students continued to engage in project based learning experiences to further develop their creative, critical, and collaborative skills. In Graphics, students investigated technical paper based drawing as well as how to use CAD/CAM to develop virtual design prototypes, while Food Technology students learnt about nutrition and chemical process in food production. In Timber, students also learnt how to design using CAD and to implement those designs using a range of modern day technology including 3D printing.

In the senior years, the Hospitality and Food Technology students assisted in 'whole of school' events, supporting event planning, design and production of food and beverages and serving families and staff. Such opportunities furthered their skill development, work experience, and self-esteem.

Overall, the TAS Faculty achieved good student outcomes in both academic and non-academic endeavours. For 2018, the Faculty will continue to engage students through project based learning experiences, to further strengthen student critical thinking, literacy and numeracy skills. In addition to this, Year 7 students will also engage in the development of computational thinking and ICT literacy as NSW moves towards online assessments.

Ms Bronwyn Fogg

SUPPORT UNIT

Community Access Day

In 2017, Support Unit students in years 7, 8 and 9 participated in the Community Access Day program. The Community Access Day program provides an opportunity for our students to learn how to independently travel to and from a destination, exchange money for goods and service independently and familiarise themselves with their community worlds in a real life context; this preparing them to travel independently as part of the Work Experience Program conducted in years 8, 9 and 10. In 2017, students went to Parramatta Westfields, Merrylands Stockland Mall, Banktown Centro and Villawood Bunnings as part of the program.

Ancient Egyptian Mummies Excursion

In 2017, S4 and S5 classes investigated Ancient Egypt as part of their Stage 6 History Life Skills Coursework. On Friday 10 March 2017, S4 and S5 were given the rare opportunity to attend Egyptian Mummies: Exploring Ancient Lives Exhibition at the Powerhouse Museum in the City. S4 and S5 came face to face with six mummies selected from the British Museum collection that lived and died in Egypt between 1800 and 3000 years ago.

Along these mummies, students were able to view 3D CT scan visualisations that unlock hidden secrets of mummification and provide a unique insight into the everyday lives of ancient Egyptians

Students also were able to experience through their sense of smell as to how Ancient Egyptians were mummified. This collection; from the British Museum, have used new scientific research to discover more about the lives of these people, their health and the processes of mummification. Each of the showcased mummies has been carefully chosen in order to reveal various aspects of the mummification process, religious belief and family life.

Work Experience

As part of the Work and Community Life Skill HSC subject students in year 11 and 12 were accessing the Work Experience program on a weekly basis. Every Friday the students travelled independently to and from their home to their work placement to commence work.

Some of the work sites included: Woolworths, Trim Fresh, Final Stage Enhancements, Louis Mechanics, Best & Less, Bunnings, Coles, Target, Spotlight, Just For Kids Child Care Centre at Granville, Merrylands, Villawood, Bankstown, Lidcombe and Parramatta.

Students who were still working towards independence were given the opportunity to access the enclave program. They were transported to Salvation Army in Lidcombe and were supervised throughout the day

while they were completing their assigned tasks.

As a result of the program all of our year 12 students were moved on to various Employment agencies and registered and working with Job Support.

Annual Merit Excursion

Each year the Support Unit students work towards an annual excursion. This excursion is accessible to every student in the Unit and is awarded based on their positive attitude to learning and positive behaviour. In 2017, the students were transported to a world heritage site – the beautiful Blue Mountains.

Students visited Scenic World and accessed the Jamison Valley via the steepest railway in the world, disembarked at the bottom station to access the walkway and strolled through 2.4 kilometres of Jurassic rainforest, transported back to the top via the steepest and largest aerial cableway in the southern hemisphere and ventured across the valley on the Skyway. The students then took the coach across to Echo Point and viewed the iconic Three Sisters – Meehni (922 m), Wimlah (918 m) and Gunnedoo (906 m) towering above the Jamison Valley. The students also attended the Waradah Aboriginal Centre to learn about different Aboriginal tribes, experienced a smoking ceremony, discovered the dreamtime story behind the creation of the Didgeridoo and witnessed a Corroboree (song and dance) performed by Aboriginal dancers in traditional paint and costume.

Sport Carnivals and Interschool Sport 2017

The Support Unit competed in several sporting competitions against other support units throughout 2017.

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

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

We continued the new tradition of linking with support units from other schools for a Gala Day and this year the chosen sport was Oz Tag. Twenty students from Picnic Point High School came to compete on the day. Although we were clearly the dominating team, the proudest moment of the day was when some of our own students volunteered to play for the opposing side and help them win as they felt, "They are trying really hard. They deserve to take home the trophy." As well as competing in sport, students were able to connect with students at Picnic Point High School and develop meaningful relationships with others. We look forward to meeting up with Picnic Point High School, Fairfield High School and two other units that we are in communication with, in 2018 for more regular Gala

Days.

Ms Emese Armont

Head Teacher –Special Education