

# Georges River College Peakhurst Campus

## Annual Report



2018



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## Introduction

The Annual Report for 2018 is provided to the community of Georges River College Peakhurst Campus as an account of the school's operations and achievements throughout the year.

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

Terry Vallis

Principal

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### Message from the Principal

Georges River College Peakhurst Campus continues to strengthen the connections with all the stakeholders, as we thrive and succeed within a dynamic, highly supportive, inclusive and harmonious co-educational setting for Years 7 – 10 within the college structure.

The school is committed to developing and delivering a multitude of dynamic and flexible academic, sporting, wellbeing and Creative & Performing Arts programs for all students. As a specialist Middle School campus, we continue to focus on the specific learning needs of students in these formative years of schooling. This unique education continues to focus on the learning, wellbeing, emotional development and social needs of our young adolescents. As teachers, we ensure every student is provided with numerous opportunities and the required level of support to achieve their "personal best" at all times. The staff and students will always continue to develop and foster a positive learning relationship based on respect, responsibility and high expectations throughout their journey of self-improvement.

Our School Plan 2018 – 2020 continues to drive the strategic directions of future-focused learning for students, increasing staff capacity through personalised professional learning and strengthening community partnerships. GRC Peakhurst actively promotes the concept of *Learning for Life* and continues to provide all students with the skills to become *life-learners*. We are committed to offering a wide range of extra-curricular enrichment programs and activities to allow our students the opportunity to further develop their interests, talents and skills. Additional educational programs include: enrichment classes, Gifted & Talented classes, specialised Literacy & Numeracy programs, coordinated learning support classes, representative & recreational sport, fitness & sports coaching, debating, public speaking, band, choir, visual art workshops, hospitality classes, dance ensembles and aerobic dance classes. Active participation by students in any number of these learning opportunities will assist in the development of critical thinking, creative problem-solving and effective communication skills. The development of these skills is an absolute prerequisite within a modern and rapidly changing world.

As a dedicated and passionate staff, we are committed to talking together, planning together and working together towards a pathway of continuous improvement in teaching practice and the improvement of student learning outcomes. The focus for 2019 will be on Literacy & Numeracy across all the key learning areas, Growth Mindsets in classroom practices, Formative Assessment practices within all the classrooms across all the key learning areas and Differentiated Teaching practices. The key learning strategies for teachers will be the sharing of learning expectations by clarifying and understanding learning intentions with respect to criteria for success in learning. Teachers will elicit evidence by engineering effective classroom discussions and provide meaningful feedback that moves the learners forward. Students will be given the opportunity and the skill-set to self-assess their learning and use peer assessment as an instructional resource.

Student Wellbeing will continue to be a high priority within the school. An additional focus will be on social and emotional learning through our designated early morning PEAK (Peakhurst Expectations and Knowledge) lessons held on

Tuesdays, Thursdays and Fridays throughout the year. These lessons are designed to ensure all students are known, feel supported, valued and cared for at GRC Peakhurst Campus. Every face has a place at GRC Peakhurst!

GRC Peakhurst continues to build upon the excellent relationships with our partner primary schools, parent community and external agencies within the wider community. Our school continues to strengthen the bond within the Community of Practice with our partner primary schools: Peakhurst PS; Peakhurst South PS; Peakhurst West Ps and Lugarno PS. The purpose of this collaborative learning partnership continues to promote the exchange of teaching and learning strategies for the various stages in school, participation in reciprocal classroom observations, participation in alternative professional learning programs and strengthening of professional networks between all schools. The future focus for Professional Learning will be on embedding Growth Mindsets within classroom practices across all years K – 10. We look forward to exciting times ahead for students and teachers!

## School background

### School vision statement

The Georges River College Peakhurst Campus learning community is supportive and committed to fostering students and staff in being engaged learners for life. We actively promote equity and excellence at all times.

The educational environment provides dynamic, inspiring and innovative learning opportunities for students and staff to enhance their skills in becoming life-long learners.

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

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

Georges River College has a collective responsibility to foster collaborative networks that talk together, plan together and work together. Our learning community has a clear purpose, and common goals; is driven by teacher and student improvement; and its effectiveness is measured against system frameworks.

### School context

Georges River College Peakhurst Campus is the co-educational middle school campus of Georges River College which caters for students from Year 7 to Year 10. The school has an enrolment of 772 students and includes a support unit for students with moderate intellectual and physical disabilities. The student body consists of 58% of students from a Language Background Other Than English and 4% of students from an Aboriginal and Torres Strait Islander background.

Quality Teaching is a central platform of the School Plan. The College fosters cross campus teaching opportunities which enable staff to work in both middle and senior school settings.

GRC Peakhurst Campus provides a transition between middle school and senior high school. The school provides an educational environment and learning atmosphere that is appropriate to the personal and social developmental needs of young adolescents. It fosters a positive learning relationship between staff and students and the encouragement of respect for everyone.

High expectations are placed on student achievement in both academic and extra-curricular pursuits. Georges River College Peakhurst Campus has an established reputation for success in sport, debating, public speaking and the performing arts, including the college band, dance and aerobic programs.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

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

The Learning Culture at GRC Peakhurst Campus, Learning Culture is evidenced by high expectations and demonstrated commitment within the school community that all students progress in their learning. The school continues to collect and analyse information from feeder primary schools and provide information to the Oatley Senior Campus to inform and support successful transition and provide continuity of learning. Collaboration with parents, support staff and external agencies enhances the outcomes of students whose continuity of learning is at risk. Student attendance data is regularly analysed and is used to inform planning. Whole school and individual attendance improvement plans continue to improve attendance rates for all students including those at risk.

Wellbeing at GRC Peakhurst Campus is evidenced by the consistent and ongoing implementation of a whole school approach to wellbeing that has clearly defined the school values and student expectations. The school wellbeing framework is aligned to GRC Peakhurst wellbeing programs that support the cognitive, emotional, social, physical and spiritual wellbeing of students. Students are able to identify members of staff who they can confidently turn to for advice and assistance within the school. The school maintains a planned approach to wellbeing through collecting and analysing valid and reliable student, staff and parent survey/feedback data to monitor and refine a whole school approach to wellbeing and engagement, ultimately improving learning outcomes. Individual learning needs are met through well developed and evidence based programs and assessment processes that identify, regularly monitor and review individual student learning needs. Expectations of behaviour are developed with students, staff and the community to ensure effective conditions for learning. They are explicitly, consistently and supportively applied throughout the school.

Curriculum provision and evidence based teaching practices at GRC Peakhurst Campus provide a high expectations framework in which all students effectively develop their knowledge, understandings and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning and increase challenging tasks. Most students can articulate their learning and understand what they need to learn next to enable continual improvement.

Teachers routinely use evidence of learning including a range of formative assessment to inform their teaching, adapt their practice and meet the learning needs of students. Summative assessment is also used as a tool to support learning across the school. Staff use reliable formative and summative assessment techniques to capture information about student learning. Assessment criteria is shared with students and opportunities are created for students to receive feedback on their learning. Whole school monitoring of student learning is achieved through the analysis of summative assessment data to identify the learning progress of individual students and student cohorts. Teachers also use this data to identify student learning and validate formative assessment practices.

GRC Peakhurst Campus has explicit processes to regularly collect, analyse and report specific internal and external student and whole school performance data. Student reports contain personalised information about individual student learning progress and achievement and outlines suggestions for meeting future learning goals. Parent engagement is promoted through presenting them with clear information on what and how well their children are learning and providing regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.

Students consistently achieve growth on external and internal school performance measures. The schools value add trend is not significantly lower than the value added by the average school and at least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy. The school has identified growth targets for individual students using internal progress and achievement data. The school uses internal as well as external assessments such as NAPLAN to assess student progress and achievement against syllabus outcomes.

### **Future Directions Planned**

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

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

Effective Classroom Practice is evidenced by teaching staff collaboratively lesson planning and using data and feedback to review and revise all teaching and learning programs. Teachers share curriculum knowledge to ensure that they use explicit teaching techniques to further identify student's learning needs. Teachers establish clear success criteria and provide specific and timely formative feedback to students to assist them in improving their understanding and learning within the classroom. The classrooms are well managed and students are provided with opportunities to proactively engage in productive learning at all times.

Data Skills and Use is evidenced by the school leadership team approach of designing and presenting ongoing professional learning for the teaching staff to build their data literacy through skills of analysis, interpretation and effective use of student performance data. Data analysis informs and drives the school's planning, learning goals and monitors progress towards continuous improvement. Data is regularly used by the school leadership team and School Action Learning Teams to inform and drive key decision making within and beyond the school. Student data is regularly used to promote consistent and comparable judgement of student learning, to monitor student learning progress and identify skill gaps for improvement and further support.

Professional Standards is evidenced by teacher's commitment to improved practice as demonstrated in their Professional Development Plans that are informed by research to improve student learning outcomes. Processes and systems are in place to ensure continual improvement through the provision of formal mentoring, coaching and shadowing to assist in supporting teachers to improve teaching and leadership practices and to support staff in the pursuit of higher levels of accreditation. The Literacy and Numeracy School Action Learning Teams provide ongoing professional learning and resources to ensure teachers are proficient in their teaching of literacy and numeracy.

Learning and Development is evidenced by staff participating in professional learning primarily targeted to school priorities and specific individual needs for both staff and students. There is a provision within the school for effective professional learning around teacher induction, teacher quality, leadership preparation and leadership development. The school provides targeted support for beginning and early-career teachers. All teachers actively share learning from targeted professional development with peers and participate in collaborative discussions to enhance professional knowledge and classroom teaching practice. Opportunities are made available for teachers to actively engage in planning their own professional development to improve their respective teaching practices within the classroom.

#### **Future Directions Planned**

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

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

In our school, the school leadership team promotes and enables a self-sustaining and self-improving learning community that continues to support the highest levels of learning for all stakeholders. Strong, strategic and effective leadership is always the cornerstone of school excellence. The school leadership team has a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students benefit from our school's planned and proactive engagement with parents and the broader community.

The school leadership team always ensures that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community. The school senior executive team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. The promotion and establishment of a professional learning community is always focused on continuous improvement of teaching and learning. As a result, the school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.

Our school is recognised as being progressive and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues within the school. The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored at all times.

The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the current school plan. Staff understand what they need to do to address the school plan's strategic directions and meet the school's improvement measures. The school systematically and regularly monitors a range of indicators to gauge the impact of its plan and to inform changes to the implementation that support its ultimate success.

The annual report contains relevant data that measures the impact of the plan in terms of student learning progress.

Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. Information Communication Technology is effectively used to enhance learning and service delivery within and beyond the classrooms.

Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals. The school leadership team constantly evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. The school leadership team collects information about the school's administrative practices in order to ensure their effectiveness. Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction.

The school leadership team constantly and continually measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with all the stakeholders within the learning community.

#### **Future Directions Planned**

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

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

For more information about the School Excellence Framework:

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



## Strategic Direction 1

Engaging students to develop authentic learning skills within a dynamic learning community

### Purpose

To develop foundational skills in Literacy, Numeracy and social & emotional learning so that students are self-motivated and collaborative learners with the personal capabilities for future success and wellbeing.

### Overall summary of progress

At the beginning of 2018, School Action Learning Teams (SALT) were established to support the key processes of our 2018 – 2020 School Plan. SALT groups have worked together to design initiatives, professional learning, systems and practices to achieve the improvement measures of their related Strategic Direction, with Head Teachers and Lead Teachers coordinating the team. Staff Meeting – Professional Learning times have been allocated across the year to provide the release time for SALT teams to meet, plan and work together in developing collaborative practice for school improvement.

Each SALT began with a Professional Learning session on the Design Thinking process to build collaboration, problem-solving, and innovation in working towards improved educational outcomes of students. This process involved each staff member identifying what their passions were related to their focus process, explored their vision for our school within this focus, determined the current status of their focus in our school, established a set target for their focus process and possible hurdles to achieving their target. SALT groups then collaboratively completed a Logic Model to identify the needs, outcomes, evidence set, activities, resources and supporting evidence/research to assist in delivering their target.

Through this process, the Literacy SALT identified a need for ongoing Teacher Professional Learning on the Focus On Reading Super 6 Comprehension Strategies to ensure all staff have the background knowledge to apply these strategies in their classrooms. The group designed a professional learning package including face to face delivery, information guides and posters. In term 4, this package was delivered to staff new to GRC Peakhurst, with a view to include the package as part of an induction program for new staff. The Literacy SALT also reviewed their own application of the Super 6 Comprehension Strategies in preparation for a SALT showcase on the Term 1 2019 Staff Development Day, with each member highlighting how they include the strategies of predicting, connecting, summarising, inferring, visualising and questioning in their classroom.

The Numeracy SALT identified a need for a consistent language regarding numeracy to be applied in all classrooms. Members of this SALT explored past NAPLAN papers to identify the most frequently used terms and skills before then mapping these terms and skills to all Key Learning Areas. Through this process the team identified the 25 most common terms and designed a glossary of these terms which included a definition, visual illustration and example. The Numeracy SALT presented the Numeracy Glossary as part of the SALT showcase on the Term 1 2019 Staff Development Day.

The SEL SALT identified two priorities: re-establishing the Positive Behaviour for Learning (PBL) practices within the school and establishing a process for the consistent and embedded delivery of a Social Emotional Learning (SEL) curriculum for all students. The SALT began with Teacher Professional Learning on what is SEL, how SEL is linked to PBL, the Wellbeing Framework and the National Curriculum for the SALT group and for executive staff. This professional learning created a common understanding of the need for both PBL and SEL to best support the learning and wellbeing of our students and the agreement to utilise roll call periods in 2019 to deliver PBL/SEL lessons. The SEL SALT explored resources related to lesson delivery and identified *Friendly Schools Plus* as a suitable resource to be used in 2019. Members of the SEL SALT completed the PBL Reloaded course and developed an action plan to re-establish PBL in our school. Key actions of this plan included: changing Sentral data entry fields for greater ease in exporting behaviour data; re-naming PBL to PEAK Learning (Peakhurst Expectations And Knowledge), including changing the roll call period to PEAK Learning period; and the extension of the Student Wellbeing Team to be a nominated vertical roll group, providing

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Increase the number of students exceeding expected growth rates in Year 9 NAPLAN literacy and numeracy compared to Year 7 results.</li><li>• Aboriginal and Torres Strait</li></ul>	<ul style="list-style-type: none"><li>• Staff Meeting – Professional Learning allocated to SALT meeting time.</li><li>• Super 6 package/resources</li></ul>	<p>At GRC Peakhurst, the school continued to achieve very encouraging and positive value added results:</p> <p><b>Progress Achieved this Year:</b></p> <p><b>Expected growth rates of student learning</b></p>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Islander and LBOTE student results are similar to whole-school Year 9 NAPLAN results.</p> <ul style="list-style-type: none"> <li>• Decrease the number of students achieving bands 5 &amp; 6 and increase the number of students achieving bands 8, 9 &amp; 10 in Year 9 NAPLAN.</li> <li>• All students exhibit personal attributes of self-management, social awareness, relationship skills and responsible decision making in line with our school expectations and values.</li> </ul>	<ul style="list-style-type: none"> <li>• NAPLAN audit</li> <li>• PBL Reloaded course</li> <li>• Friendly Schools Plus texts</li> <li>• \$85 000 expended to support professional learning for staff and funding for programs.</li> </ul>	<p><b>(value – added in student learning).</b></p> <p>Analysis of the percentage of students exceeding the expected growth rates when mapped from Year 7 in 2016 to Year 9 in 2018 resulted in:</p> <p><b>Reading</b> – an increase in 24% of students.</p> <p><b>Spelling</b> – an increase in 1% of students</p> <p><b>Grammar &amp; Punctuation</b> – an increase in 5% of students</p> <p><b>Numeracy</b> – an increase in 7% of students</p> <p><b>Reading</b> resulted in a 13% increase for boys and a 26% increase for girls</p> <p><b>Spelling</b> resulted in a 1% increase for boys and a 7% increase for girls</p> <p><b>Grammar &amp; Punctuation</b> resulted in a 4% increase for boys and a 5% increase for girls</p> <p><b>Numeracy</b> resulted in a 17% increase for boys</p> <p><b>Analysis of the 2018 NAPLAN results (when compared to the school average 2016 – 2018 results) for Year 9 students clearly indicated student improvement in:</b></p> <p><b>Reading:</b> a 3% decrease in the number of students achieving Band 5 &amp; 6 (at or below National Minimum Standards) and a 9% increase in the number of students achieving Bands 8, 9 &amp; 10 (proficiency level).</p> <p><b>Writing:</b> a 1% decrease in the number of students achieving Band 5 &amp; 6 (at or below National Minimum Standards) and a 1% increase in the number of students achieving Bands 8, 9 &amp; 10 (proficiency level).</p> <p><b>Numeracy:</b> a 7% decrease in the number of students achieving Band 5 &amp; 6 (at or below National Minimum Standards) and a 6% increase in the number of students achieving Bands 8, 9 &amp; 10 (proficiency level).</p> <p>Our Aboriginal Student cohort achieved very encouraging results in the 2018 NAPLAN assessment.</p> <p><b>School Expectations:</b> All students can identify, describe and demonstrate our core school values of respect, responsibility and excellence. Through a targeted approach to highlighting these values across 2018 we saw an improved attendance rate of 0.7% that was 3.5% above state average; a decrease of 27% in the amount of n-award warnings issued for non-completion of assessment tasks; and a decrease of 15% in suspensions.</p>

## Next Steps

- In 2019, the Literacy SALT will focus on: developing an observation tool and scheduling lesson observations to review application of Super 6 Comprehension Strategies in classrooms; and developing a literacy marking criteria that can be used in classes. They will continue to deliver Teacher Professional Learning on Super 6 Comprehension Strategies for new staff and working with faculty teams to embed these strategies in to teaching and learning programs
- In 2019, the Numeracy SALT will extend on their work with the Numeracy Glossary by completing lesson demonstration and observations on practical applications of the glossary in the classroom. The group will develop sample lessons to focus on a numeracy skill that can be applied in all Key Learning Areas and establish a weekly 10 minute numeracy lesson to be completed in all classrooms.
- In 2019, the SEL SALT will prioritise: the consistent and effective delivery of PEAK Learning lessons with a focus on a school value or SEL skill; and the establishment of a visible and active Student Wellbeing Team as a student leadership group, through leading presentations at assemblies and the training of a group of Peer Mediators. The group will analyse Sentral data to identify behaviour trends and design and deliver Teacher Professional Learning and related support resources to refine and clarify teacher practices in managing both positive and problematic behaviour to build consistency of practice and enhance student engagement in the classroom.

## Strategic Direction 2

Building capacity and leadership of all staff within an innovative learning community

### Purpose

To build a culture where all staff engage in ongoing individualised and shared professional learning and leadership development. All staff will aspire to commit to evidence-based learning, development and innovation to have a positive impact on student learning.

### Overall summary of progress

In 2018, all teaching staff developed individual Professional Development Plans (PDPs) comprising of at least one whole school goal aligned to their involvement in School Action Learning Teams, at least one goal from the 2018 Faculty Plan and between two and three individual professional goals. Staff and supervising staff have worked to ensure that all goals are matched to the Australian Professional Standards for Teachers.

The Formative Assessment SALT worked with the target of clarifying and extending staff understanding of the five themes of Formative Assessment. This included Teacher Professional Learning, lesson observations and discussions within the team to ensure consistency of knowledge within the team, and a whole staff survey to determine needs of the school. The team extended on the project completed by the Three Rivers for Learning team by trialling a student self-assessment and goal setting process aligned to key Growth Mindset prompts of Where am I on Track, Where have I made a Mistake, What am I missing and Where do I go Next, within their classes. Samples of this process were shared with the whole staff part of the SALT showcase on the Term 1 2019 Staff Development Day.

The Differentiation SALT identified a need to upskill staff on the range of strategies that can be applied to everyday classroom practice that would provide differentiation opportunities for students. The team completed Teacher Professional Learning on the skills of differentiation. This knowledge was then shared with a staff meeting dedicated to differentiation with team leaders delivering Teacher Professional Learning for the whole staff, inclusive of numerous resources detailing simple strategies. The team explored these strategies within their own classrooms, and provided their examples of practice as part of the SALT showcase on the Term 1 2019 Staff Development Day.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Performance and Development Plans reflect improved teaching skills through the stages of the Australian Professional Standards for Teachers.</li><li>• Teaching practices are shared and promoted through quality professional learning experiences.</li><li>• An increase in Grade Point Average (GPA) on student reports for all subjects in all years.</li></ul>	<ul style="list-style-type: none"><li>• Staff Meeting – Professional Learning allocated to SALT meeting time.</li><li>• Mindset Works Toolkit</li><li>• Differentiation TPL</li><li>• Total Expenditure amounted to :<ul style="list-style-type: none"><li>• \$65 000 Staff Professional Learning Funds</li><li>• \$65 000 Beginning Teacher Funds</li></ul></li></ul>	<p>All teaching staff underwent professional training in best practice on how to establish highly effective individual PDP goals for 2018. The emphasis was on the provision of high impact evidence to support their progress towards the school goal, faculty goal and personal goals within the PDP.</p> <p>Throughout the year, planned conferences were undertaken by teachers with executive teachers and executive teachers with the senior executive team. A secure electronic database was updated for the storage of PDPs and all associated evidence.</p> <p>All teaching staff continued to engage in reciprocal faculty based and cross faculty lesson observations.</p> <p>Areas of focus for the classroom observations included the continuation of Super 6 Reading and Comprehension strategies, student feedback, formative assessment practices, student engagement strategies and classroom management practices.</p> <p>The classroom lesson observation feedback and reflection form continued to be used as evidence for</p>

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## Next Steps

- In 2019, staff will continue to meet with their supervisors to review, amend and report on their Professional Development Plans, and ensure that they are tracking all professional development opportunities as part of their plan and against the Professional Standards for Teachers.
- In 2019, the Formative Assessment SALT will further collect data on staff understanding of Formative Assessment practices to be able to adequately schedule future Teacher Professional Development opportunities. They will prioritise the theme of Learning Intentions and Success Criteria as the foundation for other Formative Assessment themes, including the development of a common system to have these visible in every classroom and ways to track Formative Assessment student data. They will continue to explore the Growth Mindset self-reflection tool.
- In 2019, the Differentiation SALT will continue to professionally develop their group, allowing their members to become instructional leaders to support differentiation across all classrooms with a demonstration model to be trialled with a targeted class group. The team will review teaching and learning programs in relation to suggested differentiation strategies and support staff in the collection of evidence to report on NCCD.

## Strategic Direction 3

Strengthening partnerships through an inclusive learning community

### Purpose

To build strong collaboration and connection between schools, parents, and community that informs and supports continuity of learning for all students.

### Overall summary of progress

Throughout 2018, the Community SALT focused on communication and ways that our school shares information with students, parents and the broader community. The team began with a survey of its members to identify the various current communications systems and their effectiveness. A priority to reinvigorate the school website and social media avenues was established: the school website was updated, with new images, clearing of dated materials, an audit to ensure all necessary information was available and inclusion of an assessment tasks tab; the school Facebook page was allocated to a team member to manage regular content and a school Instagram page was created and also allocated to a team member. Processes of how to share information and images to the relevant staff members and the positive feedback received from the social media pages was shared as part of the SALT showcase on the Term 1 2019 Staff Development Day.

Staff continued to be provided with increased opportunities to work collaboratively with our community of schools through cross campus initiatives within the Georges River College in 2018. Collaborative professional learning for Key Learning Areas was maintained with term meetings for cross-camps faculty teams. In Term 2 2018, the Staff Development Day was completed as a college with a focus on how the brain works which was delivered by Andrew Fuller. GRC Peakhurst was again involved in the Three Rivers for Learning program in 2018, with our team working collaboratively with teams from the other campuses of the college, with a focus on Growth Mindset and a project that explored the use of a student self-reflection tool. Transition from Year 10 to Year 11 remained a focus with trial subject taster lessons, cross campus HSC pattern of study information sessions, a subject market evening/expo and senior campus orientation days.

GRC Peakhurst partnerships across the community in 2018 continued to positively impact on enrolment numbers with an overall increase of 20 students in Year 7. The Primary Links coordinator continued to build positive opportunities for students from our partner primary schools including taster lessons with specialist subjects, a school mural project with Lugarno Public School involving primary and secondary school students, and a debating competition. This contributed to 75% of students from our partner primary schools selecting GRC Peakhurst as their preferred high school. The Pathfinders transition program continued as a key initiative for students requiring additional support with transition to ensure a positive start to high school.

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

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Increase in active parent participation within our learning community.</li><li>• Increase co-operation, participation and productivity levels in cross campus college activities.</li><li>• Strengthening learning connections with partner primary schools.</li><li>• External agencies are aligned and coordinated to meet student</li></ul>	<ul style="list-style-type: none"><li>• Staff Meeting – Professional Learning allocated to SALT meeting time.</li><li>• College SDD</li><li>• School Chaplain</li><li>• Total Expenditure \$40 000.</li></ul>	<p>GRC Special Education Support Head Teacher Network continues to support teachers and students transitioning between campuses.</p> <p>GRC professional learning action teams continue to support and promote the collaboration of teachers across all campuses.</p> <p>Refinement and further development of taster courses for Yr 10 students transitioning into Year 11 at GRC Oatley Campus. Also, teams of students from GRC Peakhurst completed White Card</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
needs.		<p>training in building and construction.</p> <p>Student enrolments increased in 2018 by a total of 55 students. This included an increase of 36 boys and 19 girls in total.</p> <p>An increase in External Agencies contributed and continued supporting student learning and wellbeing initiatives.</p> <p>Parent volunteer participation in the Aladdin Performing Arts Production continues to increase every year.</p> <p>Student families continue to support and attend extra curricular school events such as Peakform (student talent quest) and Peakview (student art exhibition).</p>

## Next Steps

- In 2019, the Community SALT will create a student Media Crew as a targeted vertical roll group to support the regular feed of the social media avenues by documenting all school events. The team will focus on developing positive communication and establish systems where staff can easily share positive feedback to students and their parents.
- In 2019, GRC Peakhurst and our partner Primary schools will work together in providing a series of Teacher Professional Development sessions in the area of Growth Mindset, provided by Dan Haesler. The role of Primary Links will be continued to develop mutually beneficial educational opportunities.
- In 2019, College Team meetings will continue to be scheduled per term with a combined college Staff Development Day in Term 3, to ensure College targets continue to be met.
- Support from external agencies will be extended in 2019 with the inclusion of two youth workers as part of our Wellbeing Team, each servicing students one day per week.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$17 091	<p>The development of Personalised Learning Plans (\$5,000) for ATSI students. Students participating in projects and programs (\$6,000) highlighting Aboriginal Culture and strengthening identity connections.</p> <p>Examples of such programs include: Speak Up, The Great Debate, Stringer Smarter Leadership Course, Koori Art, Sista Speak, NAIDOC Assembly. Beanie Day, Zoo Cultural Excursion and Campfire Meetings. Additional projects include the design and construction of the Bush Tucker Garden (\$5,000).</p>
<b>English language proficiency</b>	\$157 010	<p>Teachers to support Teaching and Learning programs (\$121,900) in all Key Learning Areas and to support the learning needs of English as an Additional Language / Dialect students (EAL/D). Collaborating with staff in the differentiation of classroom lessons and assessments.</p> <p>Professional Learning for staff (\$10,000) to increase their capacity and understanding about English as an Additional Language/Dialect (EAL/D) pedagogy and practice. Administrative support (\$8,000) to map English as a Second Language</p> <p>(ESL) scales with progression phases in identifying student language needs.</p> <p>Development of teaching units, for each faculty, integrating EAL/D teaching strategies in the implementation of reading comprehension skills. This provided professional development (\$8,000) for respective teachers from each faculty.</p>
<b>Low level adjustment for disability</b>	\$298 522	<p>Teachers ensuring specialised provisions and support in classrooms for students with identified learning needs (\$182,700).</p> <p>Professional learning for staff to make appropriate accommodations in lessons to support students with additional learning needs and enable equal access for students in all classrooms.</p> <p>Provisions for flexible staffing of Student Learning Support Officers (\$116,000) to assist in increased levels of student participation and engagement in learning by identifying and supporting specific learning needs of students.</p> <p>Professional Development of staff in using specific modifications and accommodations to ensure every student has access to the curriculum at all times.</p>
<b>Socio-economic background</b>	\$181 683	<p>The purchase of teaching and learning resources and equipment (\$60,000) across all faculties to increase student engagement in classrooms to enrich learning experiences for</p>

<b>Socio-economic background</b>	<p>\$181 683</p>	<p>students across all equity groups.</p> <p>The purchase of gym equipment for the fitness room (\$10,000) to provide students access to physical training programs. The purchase of additional sport equipment (\$10,000) to cater for increased student enrolment and student participation in designated school sport programs.</p> <p>The purchase of commercial kitchen equipment with additional resources for the TAS textiles room and new sewing machines to provide students with updated hospitality and textile technology equipment (\$12,000). The purchase of new Industrial Arts equipment / tools and safety equipment (\$12 000) to enable an increased number of students to access mandatory and new elective course requirements.</p> <p>The purchase of musical instruments and refurbishment/ renovation of music studios (\$20 000) to engage students in the Creative and Performing Arts.</p> <p>The purchase of new classroom resources (\$15,000) and Information and Communication Technologies (ICT) equipment (\$30,000) for specialised individual student learning programs and supporting students with the school Bring Your Own Device Program.</p> <p>The employment of a School Chaplain (\$8,000) – Georges River Life Care Youth Worker to support the wellbeing of students..</p> <p>The ongoing development of the Positive Behaviour for Learning Initiative through the purchase of study skill resources in each classroom within the school to reinforce explicit learning expectations (\$10,000) The introduction of various student resilience, wellbeing and leadership programs (\$5,000) to enhance all student wellbeing initiatives.</p> <p>Homework Club (\$8 000) and Breakfast Club (\$8 000) to support student learning and wellbeing.</p>
<b>Support for beginning teachers</b>	<p>\$64 000</p>	<p>Key Initiatives:</p> <ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Coaching</li> <li>• Professional Learning</li> <li>• Adjusted Teaching Load</li> <li>• School-Based Beginning Teacher Network</li> </ul> <p>Impact Achieved:</p> <p>Beginning Teachers have reduced teaching loads to support the development of their skills and practice.</p> <p>Beginning teachers have been allocated a mentor. Mentors are allocated release time to engage in supportive, structured and collaborative conversations to further develop and strengthen teaching practices.</p>

<b>Support for beginning teachers</b>	\$64 000	<p>The school conducts two school network meetings per term for Beginning Teachers. Numerous educational, school and performance issues are discussed during these meetings.</p> <p>Beginning Teachers are encouraged to participate in professional learning that focuses on classroom management, student engagement strategies and productive learning relationships with all school stakeholders.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	432	459	469	505
Girls	190	215	240	259

Enrolments in 2018 were 764 students. Between 2015 and 2018, the school experienced student growth in enrolments. In 2018, enrolments increased by an additional 55 students resulting in an increase of 36 boys and 19 girls.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	93.7	94.1	93.8	93.1
8	89.5	92.4	91.6	92
9	91	90.8	89.3	91.1
10	88.6	91.6	88.7	90.7
All Years	90.8	92.3	91.1	91.8
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
All Years	90	90	89.9	88.7

### Management of non-attendance

Overall student attendances were 3.1% above state averages. School student attendances were greater than NSW DoE averages in Year 7 (+1.3%), Year 8 (+2.7%), Year 9 (+2.4%) and Year 10 (4.6%).

In 2018, student attendances increased by 0.7% when compared to 2017 student attendance rates. This resulted in increases in attendance for Year 8 (+0.4%), Year 9 (+1.8%) and Year 10 (+4.6%).

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

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	5	0	0
Employment	3	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	92	0	0
Unknown	0	0	0

The vast majority of students (92%) successfully transition into senior study pathways at our Georges River College Oatley Senior Campus. Student retention is a key priority focus area within our school. Strategies used to enhance student retention are the implementation of Quality Teaching & Learning (QTL) programs, a variety of student mentoring programs and personalized tailoring of senior study patterns that are geared towards individual and attainable career pathways.

### Year 12 students undertaking vocational or trade training

Data of Year 12 students undertaking vocational or trade training has been reported in the GRC Oatley Campus 2018 School Report.

### Year 12 students attaining HSC or equivalent vocational education qualification

Data of Year 12 students attaining HSC or equivalent vocational education qualifications have been reported in the GRC Oatley 2018 School Report.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	39.4
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	14.08
Other Positions	1

\*Full Time Equivalent

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

### Workforce retention

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

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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

Beginning Teachers.

All teaching staff participated in professional learning activities through the three school development days and during four 3 hour twilight professional learning sessions instead of attending school in the last two days of the year. In addition, staff participated in individual activities for their own development and reported back to faculty and whole staff forums. This included curriculum areas of all KLA's and technology in classroom practice. All staff also undertook a variety of professional learning courses as cross college faculty teams that meet every term and focus on applying strategies to work towards meeting our college and school targets. Professional Learning Funding for 2018 was \$65 000. This funding was used to support and enable implementation and evaluation of school, faculty and personal professional goals.

Professional Learning undertaken by the staff included:

- School Plan and School Excellence Framework
- Literacy – Super 6 Reading and Comprehension Strategies
- NESA Teacher Accreditation
- The Learning Brain, Effective Resilience and Positive Education initiatives and a Growth Mindset
- Positive Behaviour for Learning (PBL)
- Integrating ICT resources and platforms in the classroom / school
- Project Based Learning in specific faculties and across key learning areas
- Reciprocal Classroom Observations and feedback
- CPR / Anaphylaxis Compliance training
- DoE Code of Conduct
- Mandatory Child Protection Training
- Student Wellbeing
- Data Analysis of student achievement and wellbeing
- Formative Assessment in every classroom
- Student Reporting Style Guides
- Curriculum Differentiation for every student in every classroom
- Classroom Management Strategies
- Student Engagement Strategies
- Explicit Teaching using direct instructions and scaffolding techniques
- Assessment for / as / of learning in the classroom

- Effective and reflective feedback
- Gifted and Talented Education
- Student Support in the Classroom
- Staff Wellbeing
- Teacher Accreditation and the Australian Professional Teaching Standards
- School Administration and Student Management ICT Platform for staff use (SENTRAL)
- National Consistent Collection of Data & Learning Enhancement
- Workplace Health and Safety in the school
- Student Report Comment Writing
- Social and Emotional Learning
- Behaviour Escalation Cycle
- Evidence Informed Practice
- Milestone Planning
- Working with Children Check Processes and Procedures
- How the Brain Works (Andrew Fuller)
- SRC Feedback / Student Voice

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	635,011
<b>Revenue</b>	9,342,312
Appropriation	8,848,328
Sale of Goods and Services	68,296
Grants and Contributions	408,536
Gain and Loss	0
Other Revenue	10,971
Investment Income	6,182
<b>Expenses</b>	-9,022,005
Recurrent Expenses	-9,022,005
Employee Related	-7,845,649
Operating Expenses	-1,176,356
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	320,308
<b>Balance Carried Forward</b>	955,318

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

## Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	6,381,750
Base Per Capita	140,757
Base Location	0
Other Base	6,240,992
<b>Equity Total</b>	654,306
Equity Aboriginal	17,091
Equity Socio economic	181,683
Equity Language	157,010
Equity Disability	298,522
<b>Targeted Total</b>	963,735
<b>Other Total</b>	444,830
<b>Grand Total</b>	8,444,620

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.

In the National Assessment Program for GRC Peakhurst, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 4 to Band 9 and Band 5 to Band 10 respectively. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7) with Bands 6, 7, 8 & 9 achieving above national minimum standards and Bands 8 & 9 achieving proficiency levels. Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9) with Bands 7, 8, 9 & 10 achieving above national minimum standards and Bands 9 & 10 achieving proficiency levels.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

### Literacy

Expected growth rates of student learning (Value – added in student learning). Analysis of the percentage of students exceeding the expected growth rates when mapped from Year 7 in 2016 to Year 9 in 2018 resulted in:

**Reading** – an increase in 24% of students.

**Spelling** – an increase in 1% of students

**Grammar & Punctuation** – an increase in 5% of students

Expected growth rates of student learning (Value – added in student learning). Analysis of the percentage of students exceeding the expected growth rates when mapped from Year 7 in 2016 to Year 9 in 2018 for:

**Reading** resulted in a 13% increase for boys and a 26% increase for girls

**Spelling** resulted in a 1% increase for boys and a 7% increase for girls



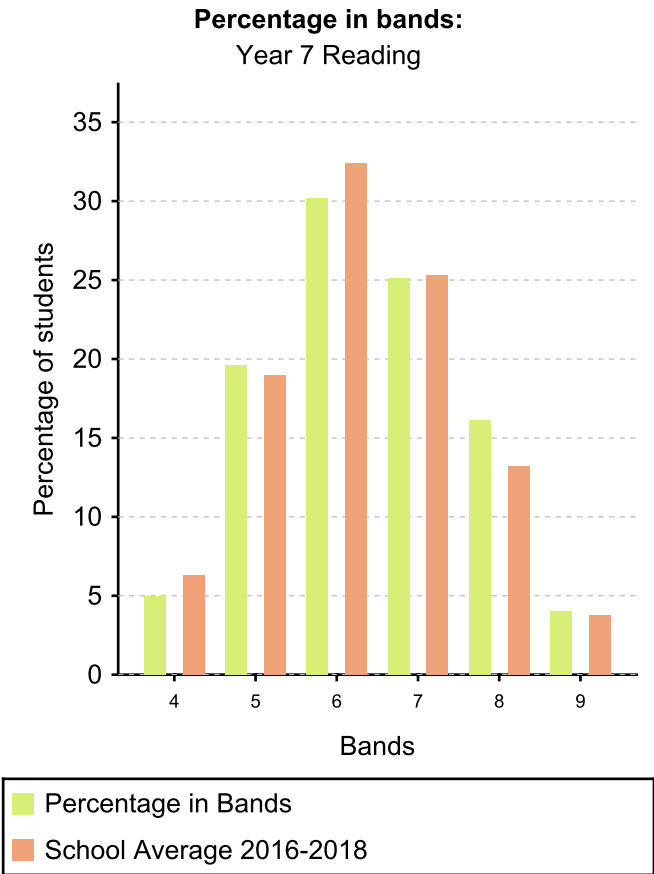
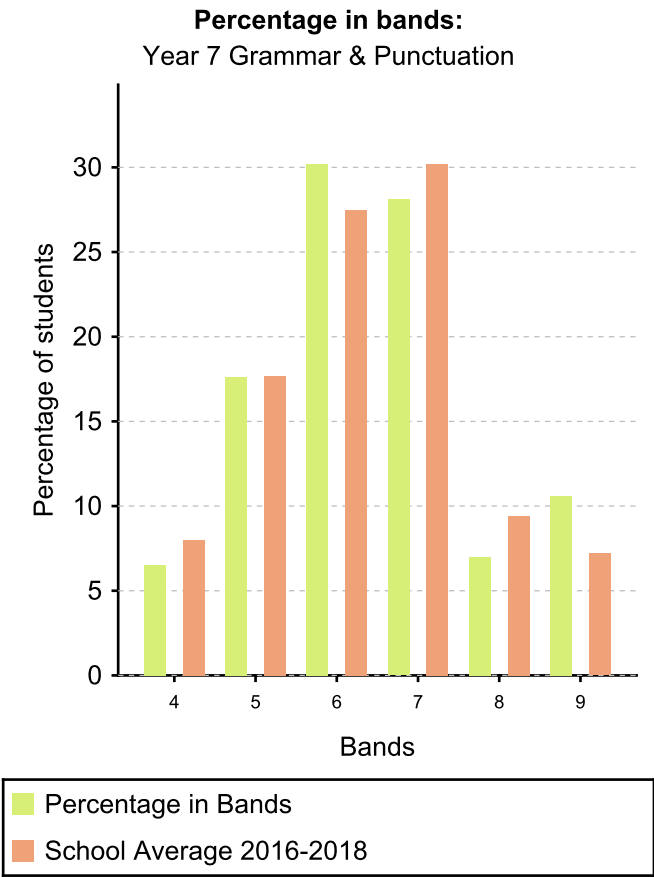
**Grammar & Punctuation** resulted in a 4% increase for boys and a 5% increase for girls

Analysis of the 2018 NAPLAN results (when compared to the school average 2016 – 2018 results) for Year 9 students clearly indicated student growth and improvement in:

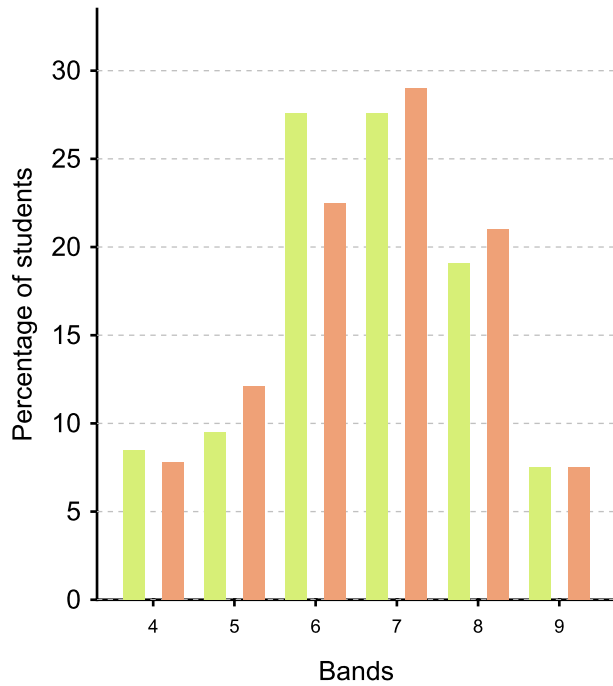
**Reading:** a 3% decrease in the number of students achieving Bands 6 & 5 (at or below National Minimum Standards) and a 9% increase in the number of students achieving Bands 8, 9 & 10 (proficiency level).

**Writing**

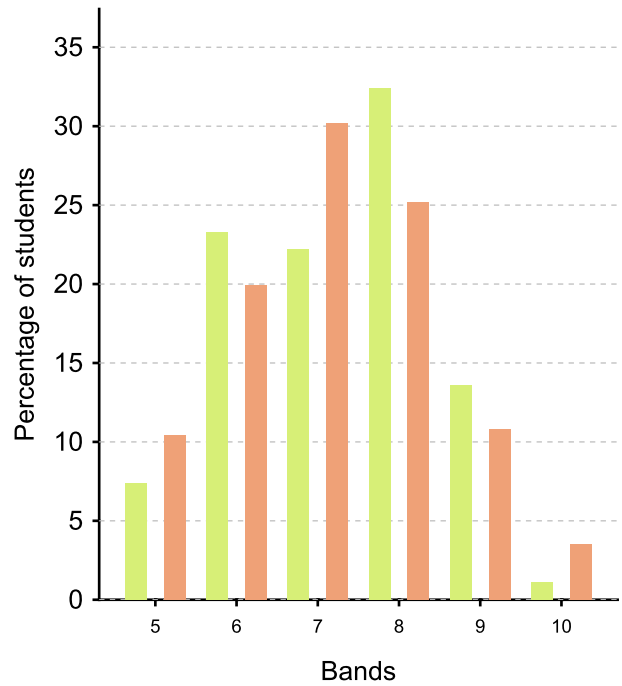
: a 1% decrease in the number of students achieving Bands 6 & 5 (at or below National Minimum Standards) and a 1% increase in the number of students achieving Bands 8, 9 & 10 (proficiency level).



**Percentage in bands:**  
Year 7 Spelling



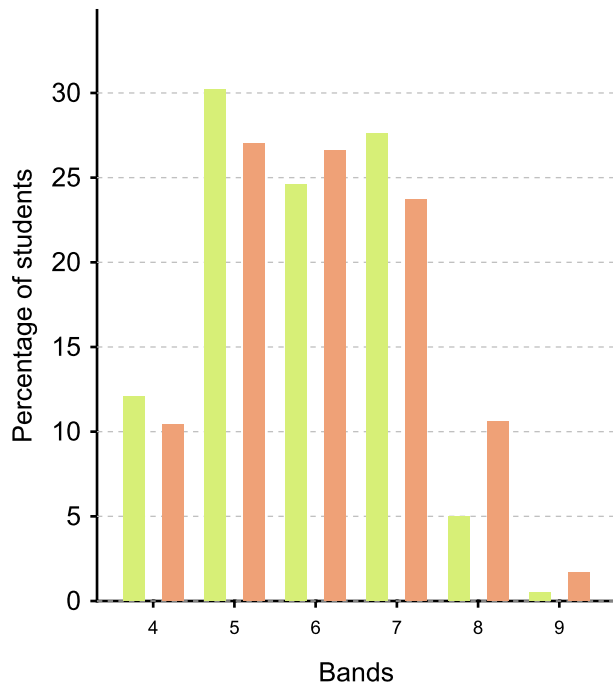
**Percentage in bands:**  
Year 9 Grammar & Punctuation



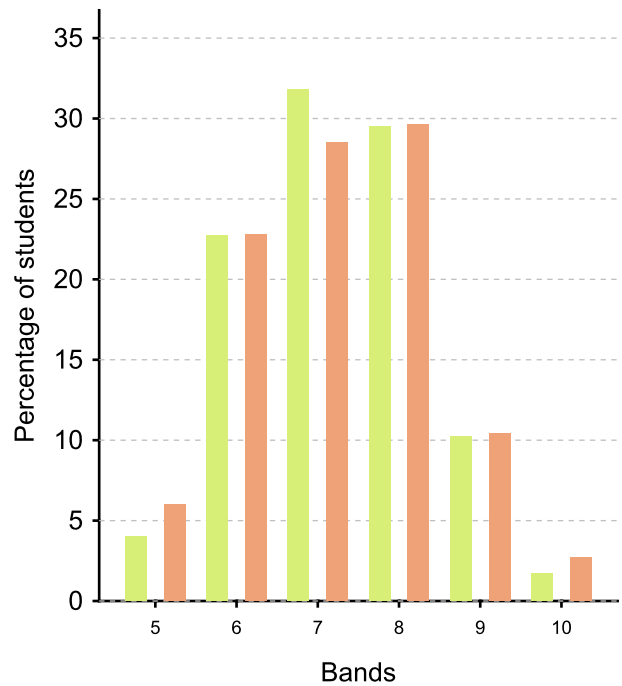
Percentage in Bands  
School Average 2016-2018

Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 7 Writing



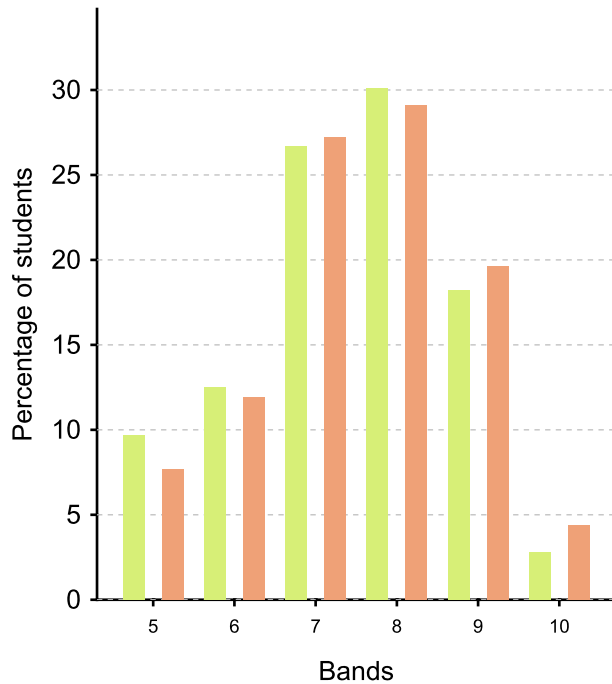
**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2016-2018

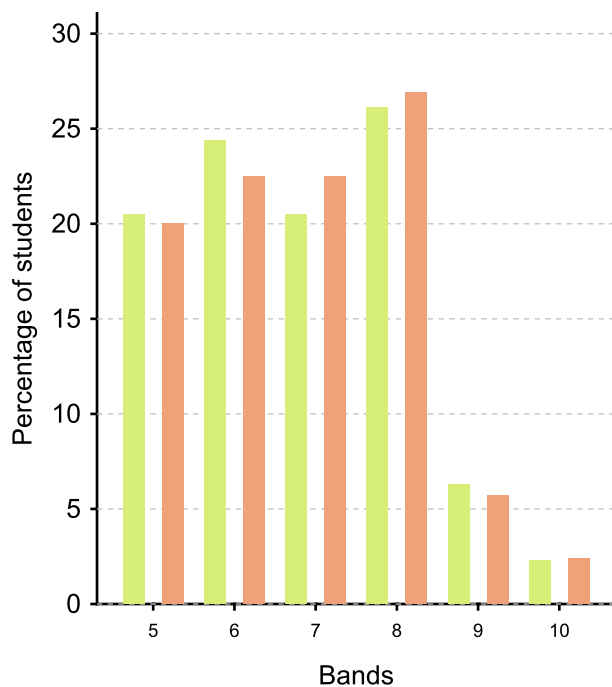
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2016-2018

## Numeracy

Analysis of the 2018 NAPLAN results in Numeracy identified the need to continue to focus on closing the gap in student knowledge and improving the application of fundamental Numeracy skills for all students.

Analysis of the 2018 NAPLAN results (when compared to the 2017 results) for Year 9 students clearly indicated student growth and improvement in:

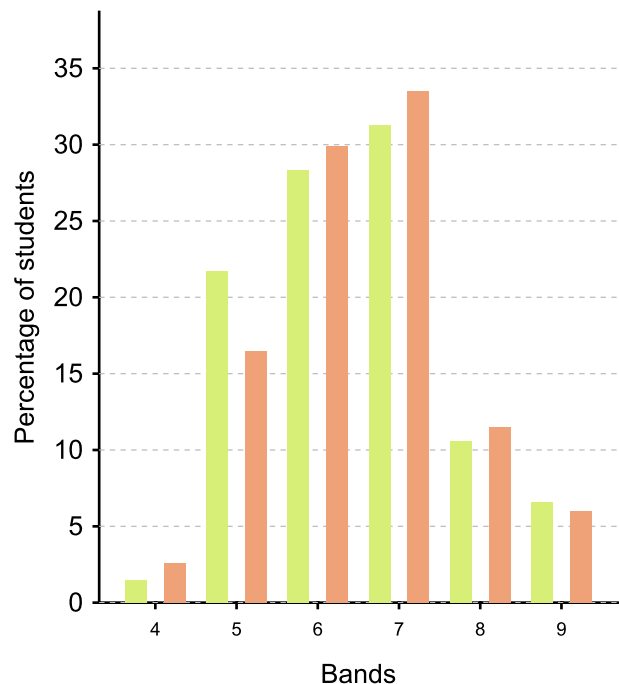
**Numeracy:** a 7% decrease in the number of students achieving Bands 6 & 5 (at or below National Minimum Standards) and a 6% increase in the number of students achieving Bands 8, 9 & 10 (proficiency level).

**Expected growth rates of student learning (value – added in student learning).**

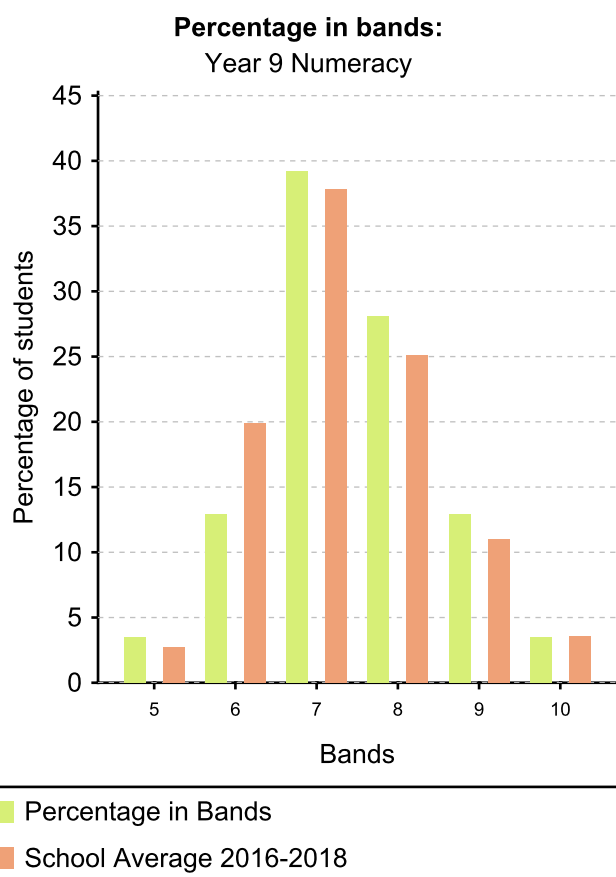
Analysis of the percentage of students exceeding the expected growth rates when mapped from Year 7 in 2016 to Year 9 in 2018 resulted in:

**Numeracy** – an increase in 7% of all students.

**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2016-2018



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.

The proportion of students in the top two NAPLAN bands for both reading and numeracy have remained constant in 2018 when compared to 2017 results. Due to the small candidature of Aboriginal Students, accurate data was unable to be obtained.

## Parent/caregiver, student, teacher satisfaction

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

In 2018, GRC Peakhurst moved away from the traditional survey based data collection to trialling a more innovative and personal data

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

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

## Policy requirements

### Aboriginal education

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

Students also study a variety of poetry including poems

by Aboriginal poets. Students consider, discuss and write about issues raised by these poems and how the

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

## **Multicultural and anti-racism education**

### **Multicultural Education**

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

Year 7 students were assessed at the beginning of the year to identify students who needed EAL/D support. Students were placed in classes according to EAL/D progression phases and academic ability. The EAL/D teacher was assigned to team teach in the targeted Year 7 EAL/D class. Appropriate EAL/D teaching resources were developed; trialled and implemented across all KLA'S to improve students' literacy outcomes. An Annual EAL/D Survey was completed to determine teachers' allocations to school and the needs of all EAL/D learners. All student levels were updated and entered in the new ERN system. The new quarterly arrival surveys were also completed on line and students visas and sub-visas were checked.

Harmony Day celebration in Term – 1 was to promote acceptance of all, irrespective of their ethnicity, colour or financial status. Students through their performances and sporting events brought the whole school

together. We proudly support Harmony Day with additional orange hair spray to be in the colour of orange: the official Harmony Day colour. Harmony Day is a day of cultural respect for everyone who calls Australia home – from the traditional owners of this land to those who have come from many countries around the world. By participating in Harmony Day activities, we learn and understand how all Australians from diverse backgrounds equally belong to this nation and enrich it.

Multicultural Day is to celebrate the different cultures at our school. Through these activities students become familiar about other cultures and also develop acceptance of the differences amongst others.

Students actively take part in fund raising activities and look forward to them throughout the year.

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

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

### **Anti-Racism Officers**

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

## Other school programs

### English Faculty

The teachers on the English staff include: Ms A. Talevski, Ms K. Eleos, Miss L. Osmond, Miss L. Dunstan, Mr P. Fisher and Miss R. Ali who is newly appointed to the school for 2019. The faculty works in close association with EAL/D teacher Ms K Nguyen and school librarian Ms S Baker.

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

In Year 7, topics begin with, 'Me, Myself and I', which provides students with the opportunity write about their personal experiences, and then move onto an introductory study of text types, poetry, novel, short stories, film and drama. The classwork is supported by a well-structured program of homework and a home reading program. All Year 7 classes are timetabled in the library for a wide reading lesson every fortnight, which provides students with direct access to the dedicated Year 7 literature located in the library. Students are expected to read at home for at least five nights per week, for a minimum of thirty minutes, and are required to record their responses to the reading in their Home Reading Diary. Students will also work through the *Complete English Basics 1* homework book at their teacher's direction, and that usually involves the completion of one chapter every fortnight.

In Year 8, student conceptual understanding and literacy skills are extended through close study of a diverse range of literature and media. Topics studied in Year 8 include the study of Myths and Legends as well as Australian Poetry that focuses on indigenous voices, sustainability issues and the exploration of culture and identity through traditional ballads. Year 8 students will also work in the *Complete English Basics 2* homework book, with the aim of completing at least one chapter each fortnight.

Stage 5 language and literary concepts and themes are introduced in Year 9 and then extended upon in Year 10. In Year 10, the focus is on completing Stage 5 work, but also on preparing students for Preliminary and HSC studies in English with topics ranging from Intertextual Perspectives, consisting of a study of novel and poetry, and then students go on study short stories, Shakespearean and/or modern drama, media and film.

Students leaving our school for study at the Oatley Senior Campus are well represented in all senior English courses including Advanced, Extension, Standard, English Studies and EAL/D. Former GRC Peakhurst students have achieved impressive results in all of these courses, with some exceptional results achieved in the 2018 HSC.

The English Faculty will continue to promote literacy through wide reading and in 2019 will launch a wide reading program targeted at Years 8 to 10 students. Numerous modern and interesting texts based on various genres have been purchased and are now available for students to borrow through the library. The reading of these texts will broaden their knowledge of contemporary issues, increase reading and comprehension skills and hopefully develop a passion for reading and knowledge students will have for life.

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

The faculty offers Debating and Public Speaking as extra-curricular activities. The teachers responsible for selecting, training and managing these teams are Ms L. Osmond, Ms L. Dunstan, Mr P. Fisher and Ms R Ali. In recent years, the school has achieved great success in debating. In 2017, the Junior and Senior debating teams were both Zone Champions. The school also had success at a regional level in the Legacy Public Speaking Competition. This success is a credit to the effort of all students involved in the debating and public speaking team that meets regularly for training and coaching by our dedicated and highly competent staff.

### Mathematics and Computing Faculty

Throughout 2018, the Mathematics and Computing Faculty has continued to adopt and implement a number of initiatives and interventions geared towards improving student engagement and the achievement of syllabus outcomes.

These strategies included:

- \* Setting clear and achievable student expectations.
- \* Promoting classroom discussion and debate.
- \* Establishing multiple feedback avenues for students to steer their own learning.
- \* Promoting and explicitly teaching and revisiting Mathematics study tips and encouraging students to regularly revise in preparation for examinations.
- \* Introducing hand-written reference sheets, permissible in examinations, to encourage revision.
- \* Promoting peer collaboration.
- \* Increasing the focus on literacy by explicitly addressing the Super Six reading and comprehension strategies.
- \* Developing differentiated remedial, enrichment and gifted and talented activities.

By engaging students with Mathematics and guiding

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

Details of these initiatives are outlined below.

### Formative and Ongoing Assessment

Prior to summative assessment tasks being given at the end of a unit of work to assess students' mastery of a topic, this year our faculty continued to redirect its attention on determining how students are progressing through certain learning goals and outcomes by implementing ongoing formative assessment strategies. This has provided us with crucial information about what students understand and what they don't. We use this information to further guide our mode of instruction to determine future content and activities. The ongoing monitoring of student progress and achievement have also proven to be valuable guides for students in helping them reflect on their own learning and enhance their performance by targeting necessary areas. We are finding that when formative assessment is consistently and effectively integrated into teaching and learning, students continue to improve and excel in their attainment of course outcomes.

### Practical Units

The implementation of previously developed practical hands-on activities, designed to extend the learning and understanding of mathematical concepts beyond the classroom, continued this year. Students were challenged by thinking outside the box and developed their independent learning and critical thinking skills whilst making meaningful connections between both the theoretical mathematical content and its practical applications. These included activities involving time, probability, financial mathematics, trigonometry and measurement, as well as the use of concrete materials and online resources.

### ICT and BYOD

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

- \* Calculator simulators to further improve skills and understanding of scientific calculator navigation and usage.
- \* BoardWorks, animated PowerPoint presentations and relevant YouTube clips for more engaging content delivery.
- \* Electronic textbook and resource accessibility on faculty iPads, laptops and personal devices to increase student participation and engagement.

\* Kahoot quizzes and Jeopardy games for competitive class revision.

\* Apps (including Mathletics) on faculty iPads and personal devices for targeted revision.

### Mathletics

Mathletics (an interactive online computer resource which includes activities, support lessons and sample tests) remained an integral component of our lessons in 2018. Mathletics was once again incorporated into teaching, homework and assessment programs and helped students:

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

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

### Pi Day

Pi Day is recognised biannually at GRC Peakhurst Campus. Traditionally, Pi Day is celebrated on March 14 (3.14) all over the world, while Pi Approximation Day is celebrated on 22nd July (22/7).

During Term 3, we recognised Pi Approximation Day with Year 8. The structure of Year 8 Pi Approximation Day was simplified this year to redirect the focus of the day back to numeracy outcomes. It was rebranded to "A Piece of Pi Day". The sessions were devoted to the irrational constant Pi and were filled with Pi (and pie) related activities. Sessions included a practical investigation to calculate Pi, an cross-KLA Kahoot, Towers of Hanoi challenge, Pi Hunt and, of course, Pi recitals. The entire Mathematics faculty were instrumental in making the sessions a success for the Year 8 participants. The culmination of this celebration was showcased at our faculty's formal assembly presentation.

### National Assessments and External Competitions

#### NAPLAN

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

GRC Peakhurst gathered some informative results in NAPLAN in 2018. A detailed analysis of our NAPLAN results is provided elsewhere in this report. It was both encouraging and rewarding to see that, on the whole,



results highlighted the value-added to student progress and overall performance. It is anticipated that students will continue to make significant progress and we look forward to monitoring these students' successes over the coming years and incorporate more intensive strategies to support students in attaining the national HSC minimum standard in Numeracy via online testing.

### ICAS Competitions

The ICAS Digital Technologies Competition was held on Tuesday 8th May 2018 while the ICAS Mathematics Competition was held on Tuesday 14th August 2018. The competitions were recommended to students in all GAT classes, however, all other students were encouraged to participate, with many students achieving some commendable merit, credit and distinction results. Congratulations to all participants for challenging themselves in this national competition.

Over 50 students participated in these competitions with 7 students receiving a Merit, 14 students receiving a Credit and 3 students receiving a distinction. Congratulations to Alex L. (Year 8), Xueao L. (Year 9) and Jackson C. (Year 10) who were awarded a 'Distinction' in Mathematics.

### Outstanding Academic Achievement

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

In Mathematics:

Year 7: Mubtasm A.

Year 8: Alex Trong L.

Year 9:

- 5.1: Dion V.
- 5.2: Aiden H.
- 5.3: Xueao L.

Year 10:

- 5.1: Fatima B
- 5.2: Jaden A.
- 5.3: Jackson C.

In Information and Software Technology (IST)

Year 9: Xueao L.

Year 10: Jacob S.

### Digital Media, Authoring and Multimedia and Robotics

Digital Media and Authoring and Multimedia and Robotics are three of the IST (Information and Software Technology) option topics offered in 2018 where students focus on the importance of learning about and integrating new technologies.

As a part of the Digital Media topic, students had the opportunity to partake in a hands-on project to create

their own custom animation. Students were required to design their own storyboard, construct their specialised characters from clay, slowly animate their models by capturing images using an SLR camera, frame by frame, and compose their final animation using the latest movie editing software and post production tools. Students thoroughly enjoyed and appreciated the effort and detail required to turn over 3 hours of positioning and photography into a 30 second animation!

Authoring and Multimedia is one of the most popular option topics in IST. Students use a smorgasbord of software, including PowerPoint, Prezi, PhotoShop, Andrea Mosaic, FantaMorph, Audacity, iMovie and Windows Movie Maker ... just to name a few, to create a 5–10 minute presentation on a past, current or emerging technology of their choice. The quality and standard of the final multimedia product is outstanding and is a testament to the students' levels of engagement and commitment.

Robotics and Automated Systems is another popular, highly engaging and challenging option topic in IST that covers skills found in most 21st Century careers and incorporates multiple STEAM (Science, Technology, Engineering, Arts and Mathematics) areas. Students are given opportunities to explore how to build, design and program their own robots using the Lego Mindstorms EV3 software, utilising the various sensors to build their robots to navigate paths, lift and sort objects, transport goods and interact with other robots.

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

### Science Faculty

For the Science Faculty, 2018 was another busy year of providing students in each of years 7 – 10 with a broad range of experiences to maximise their engagement and learning in Science.

Teaching programs focused on providing a wide range of activities including hands-on practical work, independent work, group work, use of computer technology, communication skills, literacy skills and numeracy skills. For added depth, guest speakers were brought in for a number of special presentations. Ruben Meerman, the 'Surfing Scientist', showed a variety of interesting Science activities to Year 7, Year 8 students participated in an interactive session presented by ANSTO that explored how everyday people shape the future of our society using Science, Technology, Engineering and Mathematics (STEM), and Ruben Meerman presented facts about Climate Change to Year 9.

The Year 7 Selected Enrichment Class entered 8 crystals grown in class into the RACI Crystal Growing competition, NSW division. 7 of these made it to the final round of judging, with one of the crystals placing in the Highly Commended category.

2018 VALID results for Year 8 showed that the number of students achieving the top two bands (5 and 6) was maintained but there was a decrease in overall achievement. 2018 VALID results for Year 10 showed 47% of students placed in the top three bands. This was the first year that our Year 10 students sat the VALID test, so no growth data is available. The survey showed that Year 10 female students had a more positive attitude to Science than male students.

### ***H.S.I.E. Faculty***

Throughout 2018, the H.S.I.E. faculty engaged in a number of activities and learning opportunities to develop students' literacy, numeracy, technology, problem-solving and research skills. The H.S.I.E. faculty provides Mandatory History and Mandatory Geography to students from Year 7 to 10. In addition, the faculty also offers Commerce and History Elective as elective subjects in Year 9 and 10.

In term one, Geography students participated in a full-day excursion to the Bate Bay area in the Sutherland Shire, as a focus study for the Environmental Change and Management topic. This excursion was designed to give Year 10 the chance to see firsthand the impacts of erosion on Australia's coastlines. This important experience allowed students to combine their content knowledge and understanding with the practical application of geographical skills.

Meanwhile, Year 9 Elective History students had the opportunity to attend an excursion to The Rocks in Sydney. Students visited an active dig site and several historic places in the area.

Our class activities for term one included a literacy-based topic on Ancient Egypt for Year 7 History. This purposefully designed unit aimed to develop student writing, reading and research skills. Year 8 and 9 History also developed their empathy and research skills through, respectively, the Medieval Europe and Australians in World War 1 topics. Correspondingly, Year 9 Geography completed a Sustainable Biomes unit, while Year 9 Commerce learnt to budget and make good financial decisions.

In term two, our year 10 Commerce students had the opportunity to attend an excursion to the Police and Justice Museum and State Parliament. This excursion supported the Political Involvement topic, a unit which also included a mock election in class and a passing of a Bill in Parliament.

As part of our Gifted and Talented program in H.S.I.E., year 7, 8, 9 and 10 GAT Geography students competed in the Australian Geography Competition. Many excellent results were achieved, with a high proportion of students receiving a High Distinction, Distinction or Credit award.

In term three, year 9 and 10 History students consolidated their understanding of World War II and the Vietnam War topic, respectively, through an in-school performance. Additionally, Year 10

through the Law and Society unit, applied their understanding of the legal system by participating in a Mock Trial.

In Term 4, Year 8 Geography students completed the Water in the World topic, a unit combining the principles of physical and human geography with the development of student active citizenship.

In order to ease the transition to the senior school, Year 10 engaged in an intensive unit on the history and geography of indigenous land-use and settlement in the local area, in order to further develop student research and writing skills.

Our faculty focus for 2018 was the reinvigoration of teaching programs and working on improving the implementation of formative assessment strategies and differentiated student learning. Furthermore, focus was placed on the development of student technology and 21st century skills.

### ***PDHPE Faculty and Sport***

The PDHPE staff have been extensively involved in sport for the benefit of students at GRC Peakhurst. Specifically we have supported students competing in School, St George Zone, Sydney East (Regional), and Combined High School (CHS), State Knockout tournaments for numerous sports; and Junior Gala days. Each year our sport program seems to go from strength to strength, and this year is no different. Our fine crop of Peakhurst athletes have represented the school, zone, district and region with pride and professionalism and have displayed our core values excellently.

In the St George Zone competition we had an outstanding return from our teams with 7 of our grade teams gaining success in their respective grand finals and taking out premiership titles. In the annual competitions, we were successful in the boys competition in Opens 2nd Grade Soccer, Opens 2nd Grade Mini-Soccer and both 15's A and B Basketball. The girls had another great showing this year, being successful in the 14's B OzTag, 14's Soccer and Opens 2nd Grade Mini Soccer.

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

Congratulations to the following students who were named 2018 House Captains

**Beachley:**– Marianne F, Jonty T, Ally C, Lleyton T

**Goodes:**– Josephine K, Stephanie K, Afan B, Michael S

**Freeman:**– Bienne T, Tom C, Karina R, Dean T

**McGrath:**– Dimitra P, Finn C, Nadif M, Imanuel S

Our swimming carnival was once again at Roselands Pool and we were lucky enough to have bright sunshine beating down on us. The whole school was awash with house colours making for a very colourful carnival with the overall winners being Beachley. 37 students progressed to the Zone carnival, and of those, 18 of them progressed onto the regional competition at Sydney Olympic Park.

Laps of Gannons Park were the order of the day again for the cross-country carnival, with the weather sunny but the wind playing a bit of havoc. Goodes were the house victors and we managed to send 41 students through to zone level. 12 of our athletes were successful in gaining a top 10 spot in their age groups and managed to progress to regional level.

It was a bit of a wet and windy start to our athletics carnival this year, however, the students' effort, participation and behaviour was outstanding and a credit to our school. Our zone team consisted of a huge 74 students in total. 17 students progressed to regional level with Cameron A and Suzanna F progressing on to the coveted Combine High Schools (State) Championships – No easy feat!

Overall house champions for 2018 were Goodes. Once again the reaction from the students when this presentation was made at the sports assembly at the end of the year further cemented the success and popularity of the house system. A sense of school identity and togetherness coupled with pride and competitiveness were clearly evident when the trophy was presented to the house captains.

Throughout the year GRC Peakhurst have entered many gala days and knockout tournaments, and each time we announce for students to participate, we are inundated with entries, again, showing the enthusiasm and drive that our students show towards sport.

A number of students successfully trialled and played for Sydney East Teams in the CHS championships throughout the year:

Bienne T – National and NSW CHS Womens Rugby Union

Susan F – CHS Athletics

Cameron A – CHS Athletics

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

Our sportsperson of the year this year was Jonty T. He is an outstanding all round athlete who has a natural ability across all 3 athletic events we hold, plus a range

of various team sport achievements to cap it off. Based on his participation, effort and results across our carnivals, as well his achievements at zone and regional level, he is an athlete to watch out for. He was also nominated as a House Captain, a testament to the respect he gains from his peers in all of his sporting endeavours. Jonty is an extremely talented, yet humble and level-headed sportsman, letting his skills and ability do the talking on the sports field.

Year 7 swim school saw all students in Year 7 complete a learn-to-swim and water safety program throughout Wednesday afternoon sport. Students improved in personal ability in the water and survival and rescue techniques.

The PDHPE department would like to thank our outstanding Year 9 and 10 PASS students who assisted throughout the year, not only at our school carnivals but also our local primary school carnivals and PSSA Friday sport refereeing. Their dedication and enthusiasm allowed for the smooth running of all events.

Once again, the students' achievements and efforts in the sporting arena are a testament to their unfaltering commitment to our school values of Respect, Responsibility and Excellence.

### ***CAPA Faculty***

2018 was another exciting year for the CAPA department at Georges River College Peakhurst Campus. The performing arts faculty ran its Performing Arts Day featuring 'The Magic Lamp' and 'Peakform' our music and dance showcase as well as school spectacular entries and neighbourhood concerts. In addition, the faculty strongly featured in Open Night with student musicians, dancers, artists and event crew all adding their talent to showcase our school. A major highlight of the year was that two of our students were again selected to sing as feature artists in School Spectacular.

A new initiative from our creative arts team was a link program with a feeder primary school. This involved our gifted and talented students from year 9 mentoring Lugarno Primary School gifted and talented students in the creation of a mural on their garden shed. The mural was of the four seasons of the garden, one season on each wall. This project was a huge success in the eyes of both school communities.

The Creative Arts extended the previous year's mural at GRC Peakhurst entitled 'You are Here' which was designed as an imaginative map of the school. This map was intended to make it easier for newcomers to find their way around and help to create a sense of place and belonging in the school; the classroom blocks were also labelled as part of this project. This year, we added a series of path markings or 'way markers' combining the school logo with symbols for the Library, the hall and the front office. These three locations were identified as the ones most visited by guests to the school.

PeakView, our annual art exhibition, was successfully held in the library in Term 4, which was well attended by our community. The draw off was revived which is a competition where the students showcase their drawing talents with the inclusion of a teacher section which drew strong support from the school community.

### **Year 7 Performing Arts – 'Aladdin'**

In Second Term the faculty held its annual Performing Arts Day where all 210 year 7 students performed 'The Magic Lamp' with drama, song, dance and props that they had made in the CAPA creative arts rooms. The parent turnout was very gratifying. Parents assisted with setting up and make-up / hair and other tasks. It was wonderful, happy and inclusive event.

### **Photography:**

Year 9 and 10 elective photography classes completed assessment tasks based on the production of black and white images produced in the darkroom. Year 10 have completed digital tasks based on excursions to the city and to Luna Park. Class members were able to exhibit their works in GRC annual PeakView Art Exhibition

### **Music:**

2018 was an action packed year with many musical events taking place. Two students were feature artists and 18 dancers performed in School Spectacular. This is a campus record.

Peakform was also an opportunity for our Rock and Jazz groups, dance groups and individual students to display their hard work throughout the year performing to songs including many of the students' original works.

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

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

### **TAS Faculty**

In 2018 the Technologies faculty continued to undertake an upgrade in its facilities and resources. To improve the learning conditions, both food laboratories were air conditioned. They were also freshly painted and each room now has a commercial dishwasher and a stainless steel three door under bench refrigerator. Not only are these appliances assisting to maintain food safety and hygiene, they have allowed students the opportunity to spend time preparing and presenting food products that require more time and skill. To showcase the practical achievements from students in Food technology, in 2018 the faculty set up an Instagram page. The students named the page grc-

peakhurst\_instrafeed.

The food laboratory is also fitted out with a commercial coffee machine. Not only are food technology students and students in the support unit are learning to prepare cafe style hot beverages..

New computerized sewing machines were purchased for the textile room as well as a thicknesser, tablesaw, festool Domino (joining machine) and portable mortiser machine. These assist students to attempt more complex design projects as well as improve the quality of their design products. The TAS department also acquired a trolley of laptops to allow for easier designing, producing and evaluating design projects while working in practical rooms.

A new Virtual Reality Baby for Child Studies students to care for in their own homes was also acquired in 2018. With its computerised sensors, detailed feedback is provided to the student on how they met the baby's needs while under their care. The students in Child Studies helped to raise funds for the Virtual Reality baby as did the P & C.

2018 also saw the introduction of a new elective, Stage 5 Design and Technology. In this course students have been able to work with a wider selection of materials in their design projects.

A major focus of 2018 was in professional development for the implementation of the new Stage 4 Technology Mandatory syllabus in 2019. As a college initiative, the faculty worked with the TAS faculties from Peshurst Girls, Hurstville Boys and Oatley Senior campus to develop a Year 7 digital technology coding program for all three middle campuses to implement for Year 7 in 2019. It was also decided that all campuses would use Python as the common computer language in ICT courses to prepare them for senior ICT courses at Oatley Senior College.

Staff also attended professional development regarding units in Food and Agriculture and Materials for the Technology Mandatory syllabus. As a result, new programs were written for the units for implementation in 2019 and for the Food and Agriculture unit, garden beds were established for herbs and vegetables so that students could better understand the paddock to plate philosophy promoted in the syllabus. In addition a sports gardening group, run by Mrs Willis has been established to help maintain the gardens.

Excursions and incursions were again an integral part of student learning in 2018. As sustainability is a general capability area in all courses, students in Years 8 and 9, visited the Macarthur Centre for Sustainable Living. They gained valuable insight on the importance of sustainability and how they can lead a more sustainable life.

The MasterChef Peak Feast Challenge for stage 4 students continued to be popular with students excelling in their skills in food preparation and presentation. The Barista Training course was again was again a rewarding experience for many of our

Stage 5 students which saw them attain nationally accredited certificates in food hygiene and coffee making. Other excursions included Sydney Tower Dining for stage 5 Food Technology while Child Studies students enjoyed excursions to Make a Bear as well as visiting preschools, playgrounds and listening to guest speakers.

A welfare initiative Breakfast Club is also operated by in 2018 by members of the TAS faculty as well as other teacher volunteers. Two mornings a week, a nourishing breakfast is provided before school for students.

### **Special Education Faculty**

2018 was a productive year for Special Education here at GRC Peakhurst, both within the Support Unit and Learning Enhancement Team.

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

Our Work Experience program continued at Coles, Hurstville Westfield, during Terms 2 and 3. Thank you to the wonderful Coles staff for their ongoing support and guidance. Our target group of Year 10 students attended work experience every Thursday for a semester, travelling to and from the workplace, independently. They were supported by our Transition Support teacher, Mr Hayes. This program is supported by LINK funding. We look forward to participating in this program again next year.

2018 also saw some Support Unit students taking on whole school roles and responsibilities and participating in mainstream activities. We had three SRC representatives as well as students participating in Yr 9 Elective classes and mainstream Sport. Well done and congratulations! We are very proud of you.

Lastly, in Term 4, we had Year 10 Transition to Oatley in preparation for Year 11 and 12 for 2019. This program runs parallel with the mainstream program. It provides students with the opportunity to experience the day in the life of a senior student as well as orientating themselves with the changes they face as they leave the middle campus and enter their last two years of schooling. They are supported by the GRC Oatley Support Unit staff as well as an SLSO from Peakhurst.

### **Dance**

Our Dance programs at GRC Peakhurst Campus continued to excel over 2018, with our extra-curricular dance groups competing and performing for several events across New South Wales as well as representing both, GRC Peakhurst Campus and the

State (NSW) at the National Dance and Sport Aerobics Championships 2018.

Over the course of the year, our dancers have represented us proudly at the 2018 Schools Spectacular, the Ultimo Public Schools Dance Festival Series, the National Schoolaerobics Championships, Spring Challenge and our annual performing arts evening, Peakform.

16 of our company and ensemble dancers successfully auditioned for the 2018 Schools Spectacular, held at Sydney Olympic Park and were featured in the closing segment of the show "Sir Elton John". Our Dance Ensemble and Dance Company also successfully auditioned for the Ultimo Dance Festival Series, held at the Seymour Centre in Chippendale where they performed their routines themed "Dusk" and "Conformity". GRC Peakhurst Campus were invited to perform at one of the evening performances, supporting the week-long dance showcase of schools in the Ultimo directorate. Again in 2018, our dancers were indeed one of the highlights of our annual performing arts evening 'Peakform'. The showcase featured items and excerpts from our talented Dance Ensemble and Dance Company, background dancers to a few musical items and routines choreographed by the students.

We look forward to our Dance programs continuing to thrive in 2019.

### **Beginning Teachers**

Georges River College – Peakhurst Campus recognises that the development of professional skills is an ongoing process that continues following tertiary education and requires continued support through professional development. Early-career teachers need formalised support networks to enhance their pedagogical effectiveness, reflective thinking skills and understanding of varied instructional strategies. School-based support systems facilitate the development of adaptive educators who utilise best practice to create inclusive learning environments built on student achievement. This ensures that all teachers have a sophisticated understanding of contemporary educational discourse and are able to implement these ideas into teaching and learning programs. This stimulates student achievement and creates a school culture built on collective excellence.

In 2018, all beginning teachers at Georges River College Peakhurst Campus participated in a structured program designed to help them meet administrative requirements and provide a professional support network built on meaningful collaboration. This program focused on providing professional learning sessions that centred on lesson planning, formative assessment, behaviour management and NESA accreditation requirements. These sessions were designed in alignment with the *Strong Start, Great Teachers* website and the *Australian Professional Standards for Teachers*, which describe the knowledge, skills and understanding expected of adaptive and effective teachers. All teachers need to demonstrate their ability to meet these standards throughout their everyday

practice whilst also displaying a growth–mindset focused on ongoing development.

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

Beginning teachers were provided with an allocation of professional learning days to develop their professional standards in alignment with the *Australian Professional Standards for Teachers*. These professional learning days were recorded as evidence for accreditation in conjunction with professional mentoring / dialogue. In 2018, two beginning teachers were accredited at a proficient level, with the remaining beginning teachers working towards being accredited at this level.

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

### **Learning Enhancement Team**

In 2018 Learning Enhancement identified a total of 136 students who needed classroom adjustments to help them access the curriculum on the same basis as their peers. There were 8 students receiving integration funding and the remainder of the students were covered under flexible funding. We had a LaST allocation of 1.9 teachers and ten part–time School Learning Support Officers, totalling on average 20 Days per week.

### **PROGRAMS OFFERED**

*Morning Reading Roll Call* – We started the year with 12 students from years 8–10, all of whom had reading levels below benchmark. The students were assisted by our SLSOs and LaSTs. The number of students decreased throughout the year as students graduated off the program. In term 3, we included 6 year 7 students who were placed on the reading box program.

*Learning Enhancement Centre/Games room* – This room was open nearly every recess and lunch on Tuesday, Thursday and Friday for all students in the school. This was run and supervised by a LaST at all times. The room offered academic games that students can play in a social situation. Students from all years attended. In term 2 the Year 10 SRC students became involved in the games room and offered their ideas and resources and broadened the range of students who participated in this room.

The Learning Enhancement centre was used throughout the year by the Enhancement team to provide the adjustments and assistance mentioned below.

*Assignment Assistance* – The LaSTs and SLSOs offered assignment and class work assistance during recess and lunch and through withdrawal from class in the Enhancement Centre. We worked with the senior executive to assist with those Year 10 students who had outstanding 'N' awards

### **STUDENT SUPPORT**

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

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

*Special provisions* – For all assessment tasks and exams eligible students are provided with the special provisions of either/or a reader, a writer, separate supervision, time to rest and time to process, and the use of a word processing device. Students are assisted by either a LaST or SLSO. This year we had a total of 40 students who regularly accessed this service.

*Support Unit Sport* – The Last has significant involvement with the Support classes including taking students from the units for sport on Wednesday afternoons. During sports students required assistance to participate and supervision during sports activities.

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

*Year 6–7 Pathfinders program* – Pathfinders provided a program for those students in our Year 6 feeder schools who would struggle to transition smoothly to secondary schooling. These students were identified by their primary teachers as likely to experience difficulty in the transition due to lack of maturity, poor social skills, low academic ability and poor behaviour, or a combination of some or all of the above.

The goals of the program were for students to understand the routine of high school, understand and experience the structure of GRC – Peakhurst, develop positive attitude/feelings to high school and review or learn subject skills needed for Year 7. There were 19

students who participated in this program for 2018.

*Minimum Standards* – This year Enhancement organised and held the 3 minimum standard sessions throughout the year. They did the administration involved and supported students to achieve the minimum standard testing. In total we had over a 120 students fall below minimum standards in one or more areas of testing. We were able to get 100 students through to pass their exams.

## STAFF SUPPORT

*Team Teaching* – Classroom teachers are offered the service of team teaching. In 2018 we assisted teachers by withdrawing small groups of students on a regular weekly basis, and on a short term basis. The LaSTs also team taught in regular classes on both a long term and short term basis. Support was given upon teacher request. This year LaST support was provided in Math, Science and English.

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

*Extra Curricula Support* – Every year the school runs extra curriculum activities and the Enhancement staff support and assist in these activities. These include: Escorting students to external venues, orientation programs and school carnivals,

*In-servicing of staff.*

*In-services were provided on;*

- Students identified by Support in 2018.
- Making classroom adjustments
- Collaborative meetings were also held periodically regarding students who may need additional help throughout the year.

*College meetings* – For Enhancement these occurred 5 times a semester. We worked and liaised with other Support staff from our college schools to ensure we were all sharing and collaborating on common goals

*Enhancement Team meetings* – These are held on Tuesday afternoons, after school every week B. They are attended by the schools senior executive, school counsellor and the Enhancement teachers. Discussion of student needs and progress on Enhancement projects are discussed.

*SALT group* – Enhancement were team leaders in the SALT group of differentiation. We up-skilled our team members and developed teacher resources to assist with differentiation in the classroom.

## PARENT SUPPORT

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

need. Consultation is also organised for the completion of student PLPs

Email and phone contact is available to all parents who need to discuss the needs of their child. Parents are able to email or discuss their concerns on the phone at any time with the LaSTs, and the Enhancement Staff will attend to the student needs the next school day.

*NDIS Support* – Enhancement liaised with parents and provided reports on students to enable them to access the NDIS. This year we assisted with 4 NDIS applications.

## ADMINISTRATION

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

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

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

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

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

*Primary School Visits* – This is part of our transition program for year 6–7 students. A LaST goes out to our 20 feeder schools and collects important information on students coming to our school for the following year. This information includes academic records, classroom behaviour and social needs. Collecting this information allows us to plan for student needs and create a smoother transition for our students.

*The Transition of Year 10–11 students* included subject selection, Oatley Course Selection Information Evening and attended meetings with Oatley staff to review classification of students and possible course selection. We also worked with our career adviser to interview all students in our care to ensure appropriate subject selections were made for the senior years.

Transition meetings are also done with TAFE



institutions where our support students have elected to study TAFE courses in Years 11 & 12.

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

Access Requests–Access requests are made each year for students requiring funding, additional funding or placement at another school. This year we have completed access requests for 3 student requiring new placements for 2018.

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

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

*Acer testing* for prospective Year6/7 Students and all students in our school from years 7 – 10 were conducted, marked and reviewed. Information collected was disseminated to the Head Teachers of each faculty. The results also allowed us to check GAT class placements.

*Liaised with outside therapists* including the Cerebral Palsy Alliance, St George Therapy Centre Physiotherapists and autism specialists implemented their recommendations and organised adjustments in the classroom to supplement those agreed by the Learning Enhancement Team.

*PISA Testing* – This year we were selected to participate in the PISA testing. This was organised and run by Enhancement. It involved teacher surveys and the participation of 20 year 10 students.

*Newsletter articles* – These are produced twice a term to further our communication with parents and the community.

## **PROFESSIONAL LEARNING**

Regional LaST meetings

Attended the Tuesday afternoon Wellbeing Meetings and the Tuesday Learning Enhancement Meetings

Mandatory Child Protection

CPR and Anaphylaxis e-learning

E–Emergency Care

WHS Induction for Employees

OLT –Understanding personalised Learning and Support

Curriculum Differentiation for Every Learner

## **Healthcare Procedures Certification**

CPL Mental Health of students with Disability K–12 conference

Supporting Primary and secondary teachers to Thrive in Mixed Ability Classrooms by Differentiating the Curriculum.

## **Aboriginal Education**

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

Georges River College Peakhurst Campus is a 7–10 co-educational school with 30 Aboriginal students enrolled on a fulltime basis. As a campus we are committed to improving the educational achievements of Aboriginal students in our school and this is actioned through the opportunities provided. Communicating and collaborating with community agencies and parents to engage a strong sense of culture and identity in turn supporting their social and emotional wellbeing to succeed and thrive at school and beyond. Key competencies that are in line with GRC Peakhurst Campus school plan and the Department of Education's key strategic directions for Aboriginal Education (Appendix 1).

This report provides an overview of our commitment to Aboriginal Education implemented through ongoing partnerships with the local community and important services and agencies, professional development, cultural programs and student learning opportunities.

Georges River College Peakhurst Campus is the co-educational middle school campus of Georges River College which caters for students from Year 7 to Year 10. The school has an enrolment of 800 students and includes a support unit for students with moderate intellectual and physical disabilities. The student body consists of 61% of students from a Language Background Other Than English and 4% of students from an Indigenous background.

**Partnerships:** Ongoing development with various agencies within the Peakhurst area inclusive of: The Australian Electoral Commission, Local members of Parliament, Hurstville Council, Hurstville Regional Gallery, Greater Sydney Local Land Service, Local AECG, AEC within the GRC College, Aboriginal Education consultant, community and elders groups, parents and families along with feeder primary and secondary schools. These connections encourage and strengthen the inclusive learning environment within a dynamic learning community that is GRC Peakhurst (Appendix 2).

**School and Child Readiness:** Transition programs

include pathfinders and primary links for year's 4–6 students. Orientation programs for students in 10 Personal Learning Pathways documentation forwarded to the relevant higher education bodies. Connecting with mentors and leaders to guide and support new enrolments to maintain cultural identities with key school staff, community agencies parents and school leaders all involved in the process.

**Literacy and Numeracy:** All subjects within GRC are in the process of implementing the required curriculum changes to enhance literacy and numeracy outcomes through skill acquisitions in line with cross curricular priorities.

\* Learning support assistance is availed along with homework center opportunities where teachers are available to assist students with one to one mentoring in a culturally safe environment.

\* Assessment tasks are modified according to individual students learning needs

\* Personal Learning Pathways introduced to identify specific strengths and weaknesses in these learning areas.

\* Funding support offered through the 2018 RAM budget has availed the purchase of school uniforms. Footwear, stationary, school fees, excursions and technological equipment. This impact of this support is revealed in the NAPLAN results indicating that GRC Peakhurst students are more engage in their learning.

**Culture and Identity:** During 2018 the Aboriginal education coordinator has continued to work to develop trusting relationships with parents, community, staff and students within GRC Peakhurst Campus and across the college.

During this process, Personal Learning Pathways (PLP's) for students have continued to evolve. These meetings are aimed at establishing better communication strategies with and between our local community, students and families. The implementation of PLP's is organised through meetings with parents and students. In 2015, a generic PLP framework for all of the 4 campuses was established to ensure consistency and address the schools and the student's diverse learning needs, aspirations and goals. This framework has been adapted and utilised throughout 2018. In 2019 changes are being implemented to these documents aligning with the school plan and wellbeing policy.

In 2019, subject teachers will be requested to produce a basic report highlighting student's specific strengths and weakness in particular learning areas. Information provided will be utilised to further develop their strengths. A portfolio of their achievements and samples of their work is currently being developed for individual students to take with them when they graduate.

**Attendance and Retention:** The vigilance of our executive staff and wellbeing coordinators has

increased the Attendance for our Aboriginal Students at GRC Peakhurst. Long term attendance issues are supported with assistance from outside agencies.

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

**Outcome:** Community Action Plan is an idea that will be considered, adopted from the Community Festivals Engagement program (part of DEEWR funding initiative) targets events which encourage Aboriginal students to attend school and lead healthy lifestyles. GRC Peakhurst, through the campfire initiative, has implemented stronger smarter ideals to engage students in the importance of being stronger and smarter at attending school, learning and growing as individuals and being productive members of their community. A sister school was engaged with Coolah central school and an outdoor learning circle established as a learning space for whole school engagement and sharing.

**TRANSITION POINTS INCLUDING PATHWAYS TO POST-SCHOOL OPTIONS** Aboriginal and Torres Strait Islander children and young people are supported at critical stages of their education to improve engagement, retention and attainment and develop the skills to participate fully in schooling, society and work. GRC Peakhurst is also outsourcing local community agencies to engage programs with the students' to encourage better attendance inclusive of AIME mentoring. Further discussions on the implementation of these programs are to be engaged through consultation with school/parent /students.

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

\* Access to cultural activities/events within the school and the community to engage identity.

\* Access to community organisations to support families and students.

\* Access to community organisations to support school.

**Outcome:** Developing the PLPs continues to provide GRC Peakhurst with a better understanding of the students' cultural and educational needs along with aspirations and goals from both the family and student

perspectives. This information assists in addressing a more positive approach to learning and attendance.

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

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

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

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

### **Leadership, Quality Teaching and Workforce**

**Development:** GRC Peakhurst is constantly working to ensure all staff have access to specific professional Learning opportunities linked to cultural awareness training. The Aboriginal Education Coordinator took part in the Departments 'Aboriginal Teacher Leadership' program. Through this program a sister school has been established to share culture, stories and create connections and friendships along with a learning circle and environmental garden.

### **Post School Options:**

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

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

- \* Community mentors and tutors (Aboriginal) AIME.
- \* Pathways to further educational opportunities TAFE.
- \* Apprenticeship, cadetship and traineeship opportunities.

- \* Career service support for families and students to assist with making the right career choices

- \* University summer and winter schools.

- \* Opera House work experience Program.

- \* AIME mentoring workshops.

- \* Sister school collaboration.

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

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

The Aboriginal students at GRC Peakhurst have been involved and participated in numerous Educational opportunities with the support of the community, families' staff and government agencies. These are inclusive of:

- \* Deadly Kids doing well award – Sebastien Nadjanovik
- \* Opera House Traineeships – Kristina Brown
  - AIME mentoring programs at Sydney University.
  - Aboriginal Representative Committee– Open night, Harmony Day, Shave for a cure.

### **Appendix**

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### **EAL/D and International Students Program**

In 2018, Georges River College Peakhurst Campus continued to provide a comprehensive support structure for students who enrolled with English as an Additional Language and/or Dialect.

The 2018 EAL/D Annual Survey indicated that GRC Peakhurst had a total of 468 (61.1%) LBOTE students (an increase of 1% from 2017) with 182 students requiring EAL/D support including 3 international students. The school had also received a 1.2 EAL/D allocation, an extra 0.4 allocation in addition to the existing 0.8 permanent allocation, to allow extra EAL/D teacher to be appointed in order to provide further support to EAL/D students.

In 2018, most EAL/D students at GRC Peakhurst were clustered in targeted EAL/D classes. The school's EAL/D program was delivered through various modes including:

- *Direct teaching*: targeting stage 5 with approximately 15 students receiving intensive support in a small group setting for 8 periods per week
- *Collaborative teaching*: where the EAL/D teacher worked collaboratively in a team teaching environment targeting stages 4&5 including approximately 105 students over 16 hours per week
- *Resource*: the EAL/D teacher worked closely with classroom teachers to provide or modify resources to cater for the EAL/D students' needs. This covered stages 4&5 and targeted over 184 students.

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

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

In 2018, EAL/D flexible funding allocation had allowed the school provide opportunities for the EAL/D teacher to run professional development writing days with each faculty to develop unit of work booklets using Super Six and EAL/D teaching strategies to be used in mixed-abilities in reading classes across the school in order to enhance students' literacy in reading and writing skills.

The EAL/D and International Students' progress and learning were monitored thoroughly. EAL/D teacher

checked and updated attendance and contact details of International students twice per term; monitoring of International Students' welfare was being conducted on a regular basis, with all information were kept electronically on a database and hard copy in their files. New policies and procedures were regularly updated through network meetings and International Students Coordinator training days; latest information was updated in the school international students' handbook to be in compliance with the international students' requirement.

### ***Gifted and Talented Program***

Georges River College – Peakhurst Campus is a comprehensive, educational setting that celebrates the diversity of its student cohort and provides meaningful opportunities for all students to maximise their academic potential throughout everyday learning activities. Students participate in varied learning activities that cater to their individual needs, ensuring they can meet designated syllabus outcomes in an engaging manner that improves their educational attainments. This process is clearly outlined by the school's Gifted and Talented program, which recognises the diversity of student giftedness through the provision of diverse in-class and extra-curricular activities. All students receive an individualised attention that explicitly meets their unique needs.

Firstly, the Selected Enrichment Class program offers students the opportunity to benefit from a differentiated curriculum that caters to their unique educational needs through a continued focus on higher order thinking skills. In 2018, a Selected Enrichment Class ran in Years 7 and 8 for identified Gifted and Talented students, with 26 students in the Year 7 class and 28 students in the Year 8 class. Selection for the Year 7 class is based on literacy and numeracy testing coupled with other supporting evidence. Placement in the Year 8 class is based on demonstrated academic achievement in the core subjects of English, Mathematics, Science and HSIE. Students are also obliged to participate in relevant extra-curricular activities that facilitate their ongoing social and academic development in different contexts. Positions in the class are monitored throughout the year and alterations made based on teacher recommendations, summative assessment task data and grade point averages.

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

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

skills. In 2018, extension activities were offered in Dance, Debating/Public Speaking and Sports. Furthermore, students had the opportunity to participate in subject-specific ICAS competitions, that provided information about their academic achievement in relation to their state-wide cohort. Teachers used this information to inform future programming decisions and make adjustments to their instructional strategies.

Furthermore, the school ran various literacy and numeracy initiatives designed to celebrate student achievements outside of the classroom. Students from all year groups were encouraged to participate in the Premier's Reading Challenge, cataloguing their independent engagement with written texts, thereby increasing their vocabulary and language skills.

### **Student Wellbeing**

Student Wellbeing Team GRC Peakhurst Campus is committed to creating quality learning opportunities and supporting the cognitive, emotional, social, physical and spiritual wellbeing of all students. Student Wellbeing at GRC Peakhurst consists of a comprehensive and systematic Wellbeing Framework that is supported by an online integrated student wellbeing management system. Wellbeing programs and student-led initiatives are showcased to highlight a focus on supporting the wellbeing of all students. Our commitment to student wellbeing enables our students to connect, succeed and thrive at each stage of their development and learning. This is underpinned by a focus on productive relationships to promote an inclusive, collaborative and harmonious school community.

Our students contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of the community whilst teaching staff and members of the wider community share an understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

In alignment with Strategic Direction 1 of our School Plan 2018–2020, our aim has been to provide an effective Wellbeing Framework to develop ethical, productive and socially responsible citizens who exhibit personal attributes of integrity and compassion in line with our school expectations and values. This has been achieved through ongoing student wellbeing and social and emotional programs, student-led initiatives and community partnerships. GRC Peakhurst Campus uses the NSW DoE's Wellbeing Framework for Schools Policy to evaluate and drive its internal Wellbeing Framework. A local systematic Wellbeing Framework, provides a comprehensive and integrated strategy to support the cognitive, emotional, social, physical and spiritual wellbeing of students in a context of quality teaching and learning.

Our local Wellbeing Framework integrates the GRC Peakhurst Wellbeing Team, the GRC Peakhurst Student Wellbeing Committee, the GRC Peakhurst Student Representative Council and Staff Wellbeing initiatives, resulting in improved wellbeing outcomes for both students and staff. The GRC Peakhurst Wellbeing Team is a diverse and comprehensive mix of staff with

vast experience in delivering quality wellbeing outcomes. The team consists of the Principal, Deputy Principals, School Counsellor, Student Advisors, Student Wellbeing Committee Coordinator, Student Representative Council Coordinator, Careers Advisor, Girls Supervisor, School Chaplain / youth workers and a Learning and Support Teacher.

Ongoing wellbeing planning initiatives such as our Wellbeing Planning/Evaluation Days, illustrate an ongoing commitment to the planning and evaluation of our wellbeing programs and to our local Wellbeing Framework as a whole. The Student Advisors' work tirelessly to provide support to all the students in their year group. They also organise many activities and workshops for the students to attend that often involve current issues that are pertinent to their well-being. These have included the 'Wired' Production, 'Verbal Combat' Production, 'Cheap Thrills' Production 'Cyberbully' Production, guest speakers from the Black Dog Institute, White Ribbon Foundation, community representatives from Headspace along with many other organisations. These activities inform and provide students with a platform of information to assist them in dealing with being a teenager in the 21st Century.

Initiatives and activities in 2018 – The GRC Peakhurst Wellbeing Team was involved throughout 2018 in creating and delivering exciting programs and initiatives that provided students opportunities in leadership, mentoring, public speaking, increasing their self-esteem and many other self-awareness activities.

These included programs such as:

- \* The Strength Program
- \* The Shine Program
- \* The Switch Program
- \* The Menai Youth Project
- \* The Love Bites Program
- \* A Year 7 Life Skills Program
- \* The Own It Program
- \* The Pathfinders Program (Year 6 Transition)
- \* Peer Support
- \* Peer Tutoring
- \* Suicide Awareness Program
- \* Domestic Violence Prevention and Awareness Program
- \* Talk about it Program
- \* Headspace Program
- \* Fundraising for Stewart House

- \* Year 10 Orientation / Transition Program
- \* White Ribbon Day
- \* Harmony Day
- \* PBL (Positive Behaviour for Learning)
- \* Student Wellbeing Committee
- \* YAP Days (Year Advisor Program Days)
- \* Year Assemblies\* Rewards Morning Teas
- \* Rewards excursions

School Partnerships – during 2018 Georges River College Peakhurst Campus continued its association with External Agencies such as Georges River Life Care, 3 Bridges Community Hurstville, Riverwood Community Centre and Menai Youth. Georges River Life Care ran many student based programs including the Shine Program and Strength Program across Years 7–9.

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

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

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

Georges River College Peakhurst Campus continued its partnership with Riverwood Community Centre in 2018 by again running a popular course for selected Yr 10 students called 'Love Bites'. Students were provided with a variety of workshops revolving around developing positive relationships. Riverwood Community Centre also facilitated a Year 7 Life Skills program for selected Year 7 students to provide a

variety of workshops focusing on developing day to day life skills.

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

Rewards Excursions – during 2018, the Wellbeing Team organised two Rewards excursions, celebrating student achievements and positive movement in our Welfare Point System. In Term 2, students who achieved Gold, Silver Bronze or Level +3 / +2 were taken to King Pin Laser Skirmish and Bowling – Darling Harbour. Over 80 students were in attendance. In Term 4, students who achieved Gold, Silver Bronze or Level +3 were provided with an opportunity to attend Jamberoo Recreation Park. Over 100 students were in attendance.

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

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

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

relaxed.

GRC Peakhurst Campus continues to upgrade computer software to provide more comprehensive support for our Local Systematic Wellbeing Framework. As a result, we have continued to transition to new modules of a web-based, modular school administration, wellbeing and student management software suite (SENTRAL). This process continues to improve the organisation of data, the accuracy and expediency of information and the ability of all staff to access it. The transition to a more comprehensive software package has enabled accurate attendance data to be collected and processed through the SENTRAL Attendance Module. The Wellbeing Team is able to readily access detailed overviews of student attendance, leading to improved monitoring capability. Fortnightly reports outlining students with attendance below 90% are distributed to Student Advisors for follow-up which has led to student interviews, parent contact or HSLO referral.

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

In 2018, flags are in place for 247 students with identified wellbeing or learning concerns. These flags highlight specific wellbeing information or concerns such as diagnosis, behaviour management plans or learning support plans, and are visible cues for staff to ensure that all students are effectively supported in all areas of the school.

Student Advisor wellbeing programs allow individual year groups to participate in programs, presentations, interactive workshops and wellbeing initiatives specific to their age group. A specific focus on Mental Health and respecting others is complemented by additional initiatives focused on physical wellbeing.

Student Advisor assemblies are planned and presented by students for each year group once every term. The focus of these assemblies is to reward academic, sporting, community service and extra-curricular achievement. The celebration of positive wellbeing initiatives leads to increased student self-esteem and the promotion of a culture that values success.

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

In 2018, GRC Peakhurst Campus continued a community partnership with Generate and Georges River Life Care to fund a School Youth Worker. The School Youth Worker complements our local Wellbeing Framework by providing the Wellbeing Team with additional expertise and capacity to provide individual case management for students and facilitate specialised workshops for identified students and year groups. This has led to an increase in individuals being case-managed, positive relationships being formed with disengaged students and identified wellbeing concerns being addressed.

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

### ***Student Leadership***

The Student Representative Council plays a pivotal role at Georges River College Peakhurst Campus, providing students with opportunities that allow them to develop their leadership skills, whilst simultaneously celebrating school values and fostering an inclusive sense of social justice.

Throughout 2018, the SRC have taken on the responsibility to design and implement various initiatives that have a positive and tangible impact on our school and local community. Students have fostered a culture of mutual support that celebrates achievement and nurtures empathy amongst our student body.

In Term 1, the SRC supported the Leukaemia Foundation through its participation in the annual Crazy Hair Day and World's Greatest Shave. This incredible event illustrates the acute sense of empathy that is at the forefront of our shared values. As a school, we managed to raise an incredible \$3622, due to incredible acts of generosity from parents and students. Special mention goes to the students who bravely shaved their heads to raise thousands of dollars in support of this worthy cause.

Throughout the year, there have been countless programs that have provided students with the chance to shape the development of our school community.



Leadership skills have been cultivated through the SRC Training and Planning Day, School Open Night, Year 7 Meet the Teacher, Year 10 Peer Support, Harmony Day, the Mental Health Public Speaking Challenge, Primary Links, Anzac Day, Peakform, the Men's Health Youth Forum, Year 6 Orientation Day, Prairiewood High School Leadership Conference, Secondary Schools Leaders Conference, chairing and running formal assemblies, along with many more.

It must be noted that school leadership is not the exclusive domain of SRC representatives. Instead, it is a quality that runs through our entire student cohort. I would like to thank each and every student who assist on Open Night, Meet the Teacher, Peakform, Peakview, Year 6 Orientation as well as represented us at various conferences as well. You have enabled these events to run seamlessly and open our wonderful school up to the community. Thank you as always to our wonderful crew, who are truly the backbone of every school event that we run.

In Term 2, select students attended the World Vision Youth Conference at Luna Park. They listened to inspiring speeches from refugees who recalled their defining life experiences. Students gained insight into how individuals can harness their passion, empathy and sense of purpose to overcome seemingly insurmountable conditions. We hosted a Sport themed mufti day and will continue to support our sponsor child Simret through occasions such as these. We recently received our annual report from World Vision and Simret in Ethiopia, she is now working a Year 2–3 level at school, when prior to our partnership with World Vision, she had no formal schooling at all.

In Term 3, students delivered a fascinating and thought-provoking presentation at the Mental Health Public Speaking Challenge and we also celebrated Love Your Body Week and had a 'Dress to Express' accessory day, where everyone was encouraged to wear an accessory that highlighted their unique interests or talents.

A special mention must be raised to the students involved in the Leadership by the River program. This is a yearlong program that asks students from local schools to design and implement an initiative that will positively impact their surrounding community. Our school's representatives focused on two concepts, 'Peak Goes Green and Peak Spreads Positivity', attempting to further integrate sustainability and a positive growth mindset into our school community. These programs will continue into 2019 as many students developed a keen interest in participating.

In Term 4, students attended the GRIP Leadership conference, hearing from a range of dynamic keynote speakers who equipped them with a range of practical leadership skills to integrate back into the school. This event showcased the team's unquenchable desire for new knowledge and self-improvement. They recognise that every group must constantly strive for new methods of improvement rather than remaining satisfied with previous achievements.

We also celebrated National Fairybread Day where SRC members contributed ingredients to make this occasion an enjoyable day for all students. National Fairybread Day is all about creating a sense of nostalgia for our childhood and appreciating the simple and delicious things in life. Thank you everyone for your support – we sold over 330 slices of fairybread!

Finally, I would like to take this opportunity to extend my deepest gratitude to every member of 2018 SRC. For those not continuing in the SRC next year, I thank you for your outstanding school representation this year. A special farewell to one of our Year 7 SRC Isaia Ta'ale as he was successful in being accepted into the National Performing Arts School 2019. Our loss is their incredible gain.

To all of our SRC 2018 – congratulations on your many outstanding achievements. You provide a constant reminder of the ways every person in this room can create change in the world, if you retain the passion, resolve and resilience to make your aspirations a reality.

The role of SRC Coordinator will be shared between myself and Miss Dunstan in 2019. Please feel free to contact either of us in the English staffroom or your SRC members with your ideas and suggestions. Thank you all for your support of our numerous initiatives this year and I am looking forward to working with our team in 2019. Have a safe and happy holiday filled with time with your loved ones!