

Granville South Creative and Performing Arts High School

Annual Report



2018



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Introduction

The Annual Report for 2018 is provided to the community of Granville South Creative and Performing Arts High School as an account of the school's operations and achievements throughout the year.

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

Mrs Melissa Johnston

Principal

School contact details

Granville South Creative and Performing Arts High School

53 Rowley Road

Guildford, 2161

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

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

9892 2654

Message from the Principal

2018 was the first year implementing our new school plan, and we made significant progress in many of our key areas, including instructional leadership, student wellbeing, data analysis and support for student learning. This is addressed in this report.

Stage 4 had the opportunity for the first time in 2018 to engage in a timetabled project based learning program that we call REAL. There were a wide range of choices, with students from years 7 and 8 working together in a variety of project groups through the year. Projects included music, agriculture, hip hop dance, baton twirling, ICT, drama and Shakespeare, tournament of minds, podcasts, prop making, car racing and the Archibull prize competition.

This year was our first year in the Archibull prize competition. Many of our students and Creative and Performing Arts staff were involved in the design and decoration of a pop art inspired entry called 'the Diva'. As first time entrants we were very successful and recognised as finalists. We were awarded the Professor Jim Pratley Award as the best performing new high school to compete in the Archibull Prize Competition for 2018.

Our Creative and Performing Arts Ensembles presented their annual performance at the Riverside Theatre 'This is Me' to a sold out audience of family, friends and guests, and performed to hundreds of students from local primary schools. Our drama and dance ensembles have also performed in public school festivals. Our music ensemble students have been invited to perform at several important events, including the performance of our national anthem at significant public events.

Our SRC students held their leadership training at the new Public Education headquarters at Parramatta, which I had the pleasure of attending. The students were treated to a tour of the facility and had the opportunity to play soccer on the roof top court. We were one of the first schools to use this new facility for student events.

Our student leaders managed a number of projects including Character Day with the theme 'jobs of the future' in education week, raising funds for the farmers drought appeal. This was the most supported character day in the 5 years I have been Principal.

Student leaders were also involved in Harmony Day and leadership days with student leaders from other schools, charity fund raising events, primary school transitions including orientation day and formal assemblies. Zainab Al-Faham also represented our school at a Parliamentary Convention in October.

Growing success in our merit system meant that we had 41 Platinum awards, our highest level, compared to 1 in 2017. We have had a 500% increase in recognition of student success in 2 years.

In 2018 the community organisations that supported us with projects include Cumberland Council, Auburn Youth Centre,

Creating Chances, Western Sydney University, UNSW, ABCN, PCYC, Commonwealth Bank, Granville Multicultural Community Centre, Granville Youth Centre, STARTTS, Big Brother/Big Sister, Granville TAFE, Sydney Youth Connect, Woodville Alliance, Conviction Group, Bernados and PIERS and Food Bank. These partnerships enable our students to access a diverse range of programs that we cannot offer at school and assist them to prepare for life after school.

We also held a number of very successful community events at school, supported by a large number of our parents, including an Iftar, Mother's Day Morning Tea, Open Day as part of Education Week and a Recognition Morning Tea for parents who have been involved in school events.

We finally had air-conditioning installed in classrooms, a school funded project that took several years of planning and organisation. We also began the planning for installation of a school funded covered basketball courts at the back of B Block. This includes resurfacing of the courts. We are expecting this to be installed in 2019.

This year, two of our teaching staff were recognised at the annual Australian College of Educators' World Teachers' Day dinner. Congratulations to our Head Teacher CAPA, Ms Collins and our Drama, REAL and Circus teacher, Mr Mitchell. We thank them for their service to our school community, and for the significant impact they have had on the confidence and development of our students.

In 2018 we recognised the contributions of staff who left us through the year for positions at other schools. This included long serving staff who established very strong connections with our school community, Ms Stables, Ms Platirahos, Mr White, Mr Bizan and Mr McLean.

The Dux of 2018 was Monika Vesse, a student who worked consistently for self-improvement and personal best throughout her schooling. In her time at Granville South she was involved in the ensemble program, and balanced academic achievement with tennis training and competition outside of school. She had an attendance rate of over 90%, was ranked 1st in all of her HSC courses and attained Bands 5 and 6 for her HSC .

I chose Joshua Latukefu of year 9 for the 2018 Principal's Award. He has been one of the top academic students each year since year 7 and has been publicly recognised for excellence in academics, in community citizenship, in student leadership and in the CAPA ensemble program. He has also performed in many public events as part of the ensemble program.

Mrs Melissa Johnston

Principal

School background

School vision statement

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

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

Our wellbeing systems provide a safe, respectful and caring learning environment; encouraging personal excellence; promoting relevant learning experiences; and supporting student participation and success.

School context

GSCAPAHS is in Guildford, Western Sydney, and has an enrolment of approximately 550 students including approximately 90% from language backgrounds other than English, from over 47 nationality backgrounds and 6 Aboriginal/Torres Strait Islander students. It includes a Support Unit with 5 classes of mild and moderate intellectual disability, and a selective Creative and Performing Arts stream. GSCAPAHS is close to Holroyd and Chester Hill IEC's, with students transitioning to mainstream education from diverse backgrounds.

The 2018 FOIE is 170 and the school budget allocation includes Equity funding for Socio-Economic Background, English Language Proficiency and Low level Adjustment for Disability.

The school has been partially selective in the Creative and Performing Arts since 2012. Students audition for selection in dance, drama, music, visual arts or circus and undertake 5 hours of specialist extension workshops and ensembles per cycle in classes of students from yrs 7–12. Ensemble students make up about 15–20% of the student population. Ensemble students enter competitions, perform in festivals and support school events. An annual performance at Parramatta Riverside Theatre showcases the diverse talent of GSCAPAHS students.

GSCAPAHS runs programs supported by a range of groups including Granville Multicultural Community Centre, ABCN, Cumberland Council, Creating Chances, Granville TAFE, UNSW, and WSU.

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.

All teaching staff were involved in reviewing processes for each of the 3 Strategic Directions and examining whole school performance in accordance with the School Excellence Framework. Staff were provided with the 2018 School Milestones documents, along with the School Excellence Framework and evidence relevant to each Process. Each team was given the responsibility of examining the processes, products and practices and measuring them against the benchmarks of *Delivering*, *Sustaining and Growing* and *Excelling*. Staff were also asked to make recommendations on what they felt necessary to add to the 2019 Milestones documents and what changes they felt would better support student learning and staff professional development, in our ongoing pursuit for improvement.

The following summary is from the self-assessment process, validated by the senior executive team:

Within the element of *Learning*, our self-assessment allowed staff to reflect on data accumulated throughout 2018 which measured our progress and impact against our Milestones objectives for the Processes of Student Wellbeing, Assessment and Measuring Student Growth. Encompassing aspects such as *Learning Culture*, *Wellbeing*, *Curriculum*, *Assessment*, *Reporting* and *Student performance measures*, staff provided an assessment that consisted of outcomes varying between the stages of 'Delivering' and 'Sustaining and Growing'. Within the element of *Learning Culture*, staff identified that we had maintained our assessment of 'Sustaining and Growing', which outlines our dedication to providing our students with a positive and encouraging learning culture across all domains within our school.

The element of *Teaching* provided our staff with an opportunity to self-assess on factors such as 'Effective classroom practice', 'Data skills and use', 'Professional standards' and 'Learning and development' for the Processes of School Improvement Team, Analysis of Data and Professional Accountability. Staff indicated that growth was sustained within the element of 'Learning and development', with an assessment of 'excelling' indicating that effective growth had transpired within this element throughout 2018. The other 3 elements were assessed and indicated a level of maintenance on the 2017 assessment. The elements of 'Data skills and use', 'Professional standards' and 'Learning and development' were measured at 'delivering', 'delivering' and 'excelling' respectively. The indication from this assessment is that the *Teaching* component within Granville South Creative and Performing Arts High School is delivering improved outcomes which ultimately transpire into student growth.

The element of *Leading* provided staff with an opportunity to self-assess on factors such as 'Educational leadership', 'School planning, implementation and reporting', 'School resources' and 'Management practices and processes' for the Processes of Building Leadership Capacity, Instructional Leadership and Community Engagement. Our staff analysed the data accumulated on these elements, in correlation with our Milestone objectives and identified that we had maintained the assessment of 'Sustaining and Growing' against the three elements of 'Educational leadership', 'School planning, implementation and reporting' and 'School resources'. Within the element of 'management practices and processes', staff identified growth from 'Sustaining and Growing' and assessed our practices at 'Excelling'.

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>

Wellbeing review summary:

In the whole school wellbeing review, policies, procedures and programs were analysed against the domains of Learning, Teaching and Leading in the School Excellence Framework.

The review examined the following areas: Roles and responsibilities of the Wellbeing Team, policy implementation of attendance monitoring, transitions into high school as well as from high school into alternate educational pathways, academic reviews, mainstream Individual Education Plans, Student Leadership and Fast Forward program by Western Sydney University.

Qualitative and quantitative data was analysed by a panel which included members of the Executive team and teaching staff, parents, students and Youth Workers from outside agencies.

In the domain of Learning, overall the school is achieving Sustaining and Growing. Student attendance data is regularly analysed through Sentral to identify attendance rates and students at risk and there is the implementation of a Phone Intervention Program (PIPS) and Non-attendance Intervention Program for Students. In the preparation and implementation of Individual Education Plans for Students (IEPS), Wellbeing programs and initiatives, and partnership programs, there is significant collaboration with the Wellbeing team and all stakeholders, to cater for the whole student's learning and wellbeing needs.

In the element of Teaching, overall the school is achieving Sustaining and Growing. Our teachers adjust the curriculum to support students' learning in consultation with their Individual Education Plans, Nationally Consistent Collection of Data (NCCD) requirements and learning and wellbeing intervention programs. In addition, reports are individualised and inform student progress and attendance. Positive Behaviour for Learning lessons are delivered to implement effective classroom practice and to support classroom management.

In the element of Leading, community engagement is at Delivering, even though there are multiple opportunities for parents to engage with the school, it needs to be further developed. Programs, lesson observations and interviews clearly indicated that the leadership team at Granville South Creative and Performing Arts High School identifies expertise of staff and draws on this to further strengthen staff professional learning and build their capacity.

In this aspect of Leading, the school is achieving Sustaining and Growing. Our school leadership team works collaboratively with the school community, outside agencies, students, parents and staff. This involves all stakeholders' participation in the monitoring, evaluation and review of processes which are embedded into the school routine. This leads to continuous development and improvement through constructive feedback that identifies strategic and directional development for the school and its operations.

Strategic Direction 1

LEARN Empower students to be engaged, future focused learners who have aspirations for personal growth.

Purpose

Create a future focussed positive learning environment where students are able to demonstrate their learning in an individualised way.

Overall summary of progress

1 – STUDENT WELLBEING

In 2018 student wellbeing programs were expanded and delivered across all stages to cater for students' learning, emotional and social needs, providing a holistic approach to school. The following programs were secured for 2018. The LEARN program run by CMC, two youth counsellors from MCC and Bernados will continue providing in-school support to students. Rock and Water presented by AYC tailored for boys in stages 4. Woodville Alliance providing support to individual students. The Police School Liaison Office along with CMC youth counsellors presented workshops on cyber bullying and alcohol drug prevention and dealing with stress and mental health for young people. Stage 5 students participated in the TAFE YES program during term two where a variety of courses across a number of TAFE campuses were offered. The school liaised with MTC by supporting the Transition To Work Program. The school engaged with ABCN providing programs that prepare students for future pathways. These programs were implemented to support and strengthen student's engagement and reduce truancy and non-attendance.

The PBL team continued to strengthen PBL processes throughout 2018. Students attended lessons outlining PBL expectations in all classroom and non-classroom settings, new means of rewarding student behaviour were introduced and anti-bullying sessions were delivered as part of the 2018 Harmony Day celebrations. Sentral data continued to show significant increases in positive incidents being recorded and merits being distributed, as per the Granville South Creative and Performing Arts High School merit system, and record numbers of students achieved bronze, silver and gold levels of achievement.

The PBL team also worked with Creating Chances in 2018 to deliver targeted PBL related sessions to all of Years 8, 9 and 10. The focus of these sessions was catered to specific wellbeing issues identified through Sentral data and by Year Advisers. Sessions included time management, growth mindset, problem solving and future directions.

The PBL team also underwent an extensive evaluation of its practices using two different evaluation tools, the Benchmark of Quality and the Self-Assessment Survey. Data gained from this evaluation has informed the next phase of PBL planning and the team is looking to build on its strengths and look to areas that require improvement.

The implementation of the revised Lateness and Truancy policy was another focus of 2018. The revised policy was presented to parents and students, and staff received multiple professional development sessions on policy requirements. The use of the policy has been reviewed and Sentral data indicates that more data is being collected on lateness and truancy, with the focus now on aiming for school-wide consistency of implementation.

2 – ASSESSMENT

A whole school approach to assessment has been developed and implemented where students can demonstrate learning and skill development on an individual basis. The school assessment team has guided whole school improvement in assessment practices and there has been visible alignment of assessment across the whole school, based on NESA expectations and school priorities.

In 2018, assessment practices and feedback including reports were reviewed regularly to ensure they reflected current pedagogical research, were explicit and consistent. The Assessment Committee was formed which included representatives from all key learning areas. The aim of the Assessment Committee was to develop Stages 4, 5 and 6 Assessment policies. These policies were made available to all teaching staff, placed on the school website and on the student and parent portal. Research was also conducted on current trends and best practice for assessment and reporting and all teaching staff were professionally developed on the use of parent/student portal and web page for assessment communication. Stages 4–6 Assessment Handbooks were provided to staff and uploaded on the Student/Parent Portal for students and parents.

3 – MEASURING STUDENT GROWTH

The Teaching and Learning Team implemented a number of programs and strategies during 2018. Targeted students in

year 7 participated in the Multi-Lit literacy program with positive improvement growth of eight months. Multi-Lit is designed to meet the needs of students who are struggling to acquire reading and related skills. Multi-lit effectively brings about rapid learning for low-progress students by teaching basic decoding skills based on scientific research. This program improves students reading to a level where they can access the more academic demands of the curriculum, increase their reading fluency and increase motivation.

In 2018, a wide range of opportunities existed for students to display and enhance their leadership capabilities. In particular events linked to: Mapping the Future through leadership at WSU, the SRC/SLG role in the Academic Recognition Assembly, attendance at the Leadership Day in the NSW Parliament, participation in organised teacher vs student sports events, our annual Character Day, R U OK Day Morning Tea, Footy colours day and induction ceremony. SRC/Prefect elections were held in Term 3, with the election process for nominated students applying for School Captains and Vice Captains to present a short 2 minute speech to staff at an afternoon staff meeting. The SRC induction ceremony was held in Week 10, Term 3. The new SRC cohort held their annual training at the Department of Education at Parramatta. The students experienced first hand the state of the art facilities and machinations of the corporate sector in the largest Education Department in Australia.

Stage 5 students continued with the Big Brother Big Sister mentoring program fostering positive relationships with industry mentors.

Stages 4 and 5 students continued working with the enriching programs of ASPIRE Connect (UNSW) and Fast Forward (WSU).

Students in years 7, 8 and 9 participated in the critical disciplines of global citizenship through High Resolves. Students are provided with the tools to act in more unifying and less divisive ways at school, at home and in the community.

Year 10 students were trained in Peer Mentoring in preparation for the delivery of the Peer Support Program to year 7 students in 2019. The Peer Mentoring process was planned to assist students in the transition from Years 6–7. The school maintained its commitment to the facilitation of leadership opportunities for students, and in 2018 increased the range of opportunity to provide more varied leadership occasions for students. The community response was positive and students were proud of their involvement in whole-school activities. Students were encouraged to support a positive school environment and lead by example. In 2018, the SRC/SLG increased their involvement to include support of a wider variety of school activities.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Improvement in student engagement indicated by: <ul style="list-style-type: none"> • 'Tell Them From Me' student survey items relevant to engagement being close to state average and/or improved • Sentral attendance and wellbeing data indicates improvement 	<p>School Funded Head Teacher Wellbeing \$32,300</p> <p>Recognition awards for student improvement and/or success including canteen vouchers and retail vouchers, and catering for recognition ceremonies.</p> <p>Excursions and incursions for wellbeing and PBL programs including delivery by third party providers such as Creating Chances</p> <p>TPL funding for Wellbeing Review</p> <p>Employment of a Chaplain</p> <p>Funding for planning and delivery of primary links STEAM days, orientation and transition to year 7</p>	<p>As staff have continued to be professionally developed in the use of the revised Lateness and Truancy Policy, and with the implementation of the policy under review in 2018, Sentral data has indicated that there is a significant increase in attendance data being recorded. Instances of both partial and whole period truancy are being recorded with far more accuracy than in previous years, with both the PBL Team and the Wellbeing Team now having access to more extensive and specific data from which to analyse problematic patterns of behaviour and develop strategies to combat these behaviours. With attendance data now being captured more accurately, the focus can begin to shift to improvement measures.</p> <p>Student wellbeing data has shown a significant increase in the amount of positive incidences being recorded on Sentral, with the new 'Gotcha' reward system providing teachers with more opportunities to reward students for positive behaviour. Record numbers of students are achieving bronze, silver, gold and platinum levels of achievement, as per the GSCAPAHS reward system, and formal recognition ceremonies are seeing record numbers of award recipients in attendance.</p> <p>Tell Them From Me items:</p> <p>In all areas we were higher than NSW Govt norm.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Improvement in student engagement indicated by: <ul style="list-style-type: none"> • 'Tell Them From Me' student survey items relevant to engagement being close to state average and/or improved • Sentral attendance and wellbeing data indicates improvement 		<ul style="list-style-type: none"> • Intellectual Engagement Composite – School mean 52%; NSW Govt norm 46% • Students Who are Interested and Motivated – School mean 36%; NSW Govt norm 28% • Positive Teacher/Student Relationships – School mean 6.2; NSW Govt norm 5.7
2. 'Tell Them From Me' – Teacher items (Data informs practice, Overcoming obstacles to learning and Quality feedback) are close to state average and/or improved	TPL funding for professional development in and development of Stage 4 Formative Assessment	<p>Data Informs Practice: The 2018 <i>TTFM</i> teacher survey data for <i>Data Informs Practice</i> showed our School Mean was 7.4 and NSW Government Norm was 7.8. The strongest items for GSCAPAHS were providing students with useful feedback on how to improve performance and giving students the opportunity to improve when they do not meet expectations.</p> <p>Overcoming Obstacles to Learning: The 2018 <i>TTFM</i> survey results for <i>Overcoming Obstacles to Learning</i> indicated a School Mean of 7.4 with a NSW Government Norm of 7.7. The strongest items for GSCAPAHS were staff understanding the learning needs of students and including students with special learning needs in class activities.</p> <p>Quality Feedback: The 2018 <i>TTFM</i> survey results for <i>Quality Feedback</i> showed a School Mean of 7.1 with a NSW Government Norm of 7.3. The strongest items for GSCAPAHS were giving students written feedback on their work, being available to help students with special needs and helping students use technology to undertake research.</p>
3. Increased percentage of students demonstrating expected or above growth in year 9 NAPLAN	<p>School Funded Head Teacher Teaching and Learning \$32,300</p> <p>Employment of Learning and Support Teachers and Mainstream School Learning Support Officers</p> <p>TPL funding for professional development in Literacy and Numeracy Progressions</p> <p>TPL funding for application of Literacy strategies in Stage 4 planning</p> <p>Literacy and Numeracy Advisor support</p>	<p>The following student value added expected improvements were achieved in the 2018 NAPLAN by year 9 students.</p> <p>Writing 38%</p> <p>Spelling 71%</p> <p>Reading 69%</p> <p>Numeracy 64%</p> <p>Grammar and Punctuation 54%</p> <p>These results indicate improvement in each domain of NAPLAN. Grammar & Punctuation, Numeracy and Reading are the highest results for the past 5 years. Spelling also is at a 5 year high and above when compared to similar Secondary school results. Writing is improving and at a 2 year high, where a decline has been recorded for the state.</p>

1 – STUDENT WELLBEING

With data gained from the PBL evaluation tools used in 2018, the PBL team will be looking to build on its strengths and look to improve areas identified as lacking. In an attempt to widen the responsibility of teaching PBL to the whole school, the team will be looking to include all faculties in the delivery of explicit lessons detailing the indoor and outdoor PBL expectations. The team will continue its promotion of respectful behaviour by delivering anti-bullying sessions at the 2019 Harmony Day celebrations, and will also be looking for ways to include student voice in different aspects of PBL implementation.

The PBL team will be placing more of an emphasis on new teaching staff to ensure they are properly versed in PBL expectations. PBL team members will be attending New Scheme Teacher meetings to deliver specialised professional learning in identified areas, including the Lateness and Truancy Policy, the 3x3x3 Behavioural Management Policy and the Granville South Creative and Performing Arts High School merit system.

The Lateness and Truancy Policy will remain a strong focus in 2019, with ongoing professional learning and support for both established and new teachers to ensure that attendance data is accurately captured and all necessary procedures are followed.

The Big Brother Big Sister mentoring program will not continue in 2019 as it will be reviewed with a new program merging in the near future. In 2019 student voice will continue to strengthen with the focus on creating strategies in addressing bullying via the SRC/SLG leadership group.

In 2019 Student Services will continue student individualised support for learning to assist attainment of personal best and transitions. The team will continue to work across all KLA's and in a variety of settings to support all students, with emphasis on those with identified additional learning needs. Multi Lit will be expanded to include years 7 and 8, strengthen the purpose of using the Circle for senior study groups, reflect the needs of our students by remodelling the Individual Learning Plans (IEP). NAPLAN, BEST START analysis, as well as in-class support such as team teaching, small group work, and modification or adjustments of the learning environments and tasks will be a major focus.

2 – ASSESSMENT

2019 will provide an opportunity for all Stage 4 and 5 programs to have Formative Assessment strategies embedded thoroughly and meaningfully. The Stage 5 Assessment Policy will be prepared to reflect DoE and NESA requirements. Whole school assessment tasks across Stage 4 will be mapped, with data to reflect elements such as:

- CPL, Whole school T&L and Assessment PL focus.
- Quality Teaching Framework
- Scheduling of assessment tasks
- Weighting
- Assessment task types
- Formal versus Informal assessment tasks
- Tasks requiring modification and level of LaST involvement

Professional learning will be provided to all staff in 2019 in terms of preparing and presenting report comments aligned with syllabus specific outcomes reflecting future focused learning skills and differentiated tasks.

3 – MEASURING STUDENT GROWTH

In 2019 the SRC/SLG students will continue participation in fundraising for charity. In 2019 students in stages 4 and 5 and select students in stage 6 will continue working with the enriching programs of ASPIRE Connect (UNSW) and Fast Forward (WSU) strengthening relationships. The school will continue working with High Resolves for students in years 7, 8, 9 and 10 in 2019. This will be the first time year 10 students will be participating in High Resolves and the focus will be on Better Self leading to effective collaboration and personal impact.

Peer mentoring training will take place in 2019 in preparation for the delivery of the Peer Support Program to year 7 students in terms one and two in 2019. The Peer Mentors of 2018 will play a contributing role with year 8 students and in the transition process of year 6 students. The school has maintained its commitment to the facilitation of leadership opportunities for students, and in 2018 has increased the range of opportunities to provide more varied leadership occasions for students. This commitment will continue in 2019 with the introduction of new programs including and not limited to Creating Chances Leadership program, Australian Business Partnerships (ABCN), Sydney Youth Connect and AusSIP Explorations.

In 2019 a proposal for a School based scholarship being offered in each year is to be considered. The School will continue working with High Resolves and expand the Programs offered to Year 10 students in 2019.



Strategic Direction 2

LEAD Develop skilled leaders who foster high expectations, model current best practice and promote community engagement

Purpose

Instructional leadership that models high expectations, self-reflection, evidence based practice and collaborative practice will enable:

- Commitment to high expectations and continuous improvement in the learning culture
- Passionate and skilled staff who inspire life long learners
- Stronger community engagement

Overall summary of progress

1 – BUILDING LEADERSHIP CAPACITY

The non-teaching staff received support for development of their PDPs. Faculties developed faculty plans based directly on the school strategic plan and developed milestones to monitor their progress. The progress on these faculty strategic plans is in this report. Staff TPL included expectations on PDP goals, aligning with Professional Standards and the Strategic Plan.

2 – INSTRUCTIONAL LEADERSHIP

NESA and school priority program compliance meetings focused on Stage 5 100 and 200 hour courses and preliminary courses in 2018. These were selected due to the introduction of 100 hour electives in years 9 and 10 at Granville South Creative and Performing Arts High School and new syllabus documents released by NESA. In 2018 the program compliance meetings involved all staff delivering the course in 2018 with the head teacher. Discussions involved progress on previous compliance expectations, NESA expectations as presented in 'Registration Process for the NSW Government Schooling System Manual', and School Improvement team priorities. Follow up of findings from program reviews included review of assessment policies and executive and staff professional development in record keeping, formative assessment and backward mapping. There was also a whole school Wellbeing Review in 2018 which has been reported on in other sections of this report.

3 – COMMUNITY ENGAGEMENT

In 2018, Granville South Creative and Performing Arts High School established the Community Engagement Team (ComET) with members from faculties from across the school community, including non-teaching staff. The team, following meetings with school staff and in consultation with Senior School Communication Officers within the DoE, defined a number of key message areas to which all outgoing communication would then align. Our six Key Message Areas were defined as follows: A culture of high expectations; Positive learning environment; Whole-school approach to wellbeing; Leaders in Creative and Performing Arts; Academic success and student growth; Community partnerships to benefit students. In 2018, our website was updated and is now managed by the Next Gen School Website Service (SWS) with content now addressing accessibility standards through inclusive design and utilising online tools such as Google Translate. A number of community-focused events were held throughout the year including transition days, presentation days, CAPA performance events, and an Open Day. A Recognition Morning Tea was held in late 2018 to recognise and thank all parents and community members who had volunteered their time to support School events throughout the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Tell Them From Me – Teacher data close to state average and/or improved in relation to leadership items	TPL funding for Executive Conference SAO professional development including attendance at local and state conferences and professional development	Leadership items in the Tell Them From Me Staff Survey were a mean of 7.2. The NSW Government Norm was 7.1 and for NSW Secondary, less than 7. The strongest items included support from school leaders for stressful times, working with leaders to create a safe orderly school, and leaders helping to improve teaching.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Tell Them From Me – Teacher data close to state average and/or improved in relation to leadership items	sessions	Leadership items in the Tell Them From Me Staff Survey were a mean of 7.2. The NSW Government Norm was 7.1 and for NSW Secondary, less than 7. The strongest items included support from school leaders for stressful times, working with leaders to create a safe orderly school, and leaders helping to improve teaching.
2. Improvement in programming and practice quality with consideration to NESA expectations, school priorities and faculty plans.	TPL funding for faculty programming and annual program compliance meetings	Progress in programs reviewed through the compliance process included class teacher understanding of program expectations, and regular monitoring systems by head teachers. There is greater adherence to NESA curriculum expectations with evidence of compliance provided by all faculties including scope and sequence, programs, assessment, and work samples. Staff were able to explain strategies for consistency in teacher judgement for courses delivered by multiple teachers, and there was greater understanding and application of SIT priorities.
3. Increased parent engagement in use of parent portal and attendance at school events	<p>Parent and student Portal \$1,500</p> <p>Communication costs EG: SMS messaging, electronic signage, facebook, postage and webpage, including release from class for promotions co-ordinator</p> <p>Employment of a Community Liaison Officer</p> <p>Community event catering including Mother's Day Morning Tea – 28 attendees, Iftar – 237 attendees, Recognition Morning Tea – 31 attendees</p>	<p>Multiple opportunities were provided throughout the year to sign families to the Sentral portal, including promotion on Facebook. In 2018 there were 635 registered users of the Sentral Parent and Student Portal. This was a significant increase from 2017 where there were only 162 users, representing a 118% increase from previous year. Additionally, of the 635 registered users in 2018, 491 (77.3%) of users had logged into the portal.</p> <p>A wide range of communication methods were utilised by staff to support teaching and learning and promote school-wide "Success Stories". Community event catering was provided by the TAS faculty and VET Hospitality students, with catering for our Iftar event funded through Human Appeal.</p>

1 – BUILDING LEADERSHIP CAPACITY

In 2019 faculties will develop strategic plans and milestone documents to monitor progress on the plan, with commitment to continual improvement. There will be a strengthening of expectations for PDP goals to align with Professional Standards and the School Strategic Plan. This will also support development of staff development in leadership capacity, supported with a new Instructional Leader position.

2 – INSTRUCTIONAL LEADERSHIP

Feedback provided to faculties as a result of program compliance meetings included need for a clear distinction in programming for 100 and 200 hour stage 5 courses, clearer procedures for RoSA grading, descriptions of 'how' in programming for school priority areas, evidence of planning and applying data analysis and student voice, and inclusion of assessment validity and reliability in program feedback. In 2019 the assessment team will develop a whole school RoSA grading policy and the newly appointed Instructional Leader will work with faculties to address compliance. The Wellbeing Team will address findings of the Wellbeing Review. One change will be the appointment of a permanent Head Teacher Student Services to lead and manage the Wellbeing, Careers, Library and Learning and Support Teams, creating whole child support and response.

3 – COMMUNITY ENGAGEMENT

Annual community-centred events to continue in 2019 with possible event expansion to include Australia's Biggest Morning Tea and Project Based Learning (REAL Classes) Showcases were held throughout the year. Roles within the Community Engagement Team defined and assigned, to include attendance data collection at school events and possible "front of house coordination team" or similar for annual events. Continue to promote fortnightly Success Stories from each faculty with a representative from each faculty who will report after each fortnight's Faculty Meeting. We continue to seek to promote and improve P&C numbers so as to get more parents involved in school-based decision making.



Strategic Direction 3

TEACH Build capacity of teachers to self-reflect collaborate deliver evidence based future focused practice catering for diverse student needs.

Purpose

At GSCAPAHS teachers:

- strive to implement the most effective, evidence-based teaching methods
- are provided frequent and explicit opportunities to develop and refine teaching practices to meet the needs of students, to ultimately improve student learning outcomes.
- model outstanding classroom practices in promoting improved student learning and engagement

Overall summary of progress

1 – SCHOOL IMPROVEMENT TEAM (SIT)

In 2018, the SIT team continued to deliver quality, researched informed Teacher Professional Learning sessions to address Teaching and Learning priorities including currency in professional practice and future focused pedagogy. This included strategies to support students to reach their academic potential, collaborative practice through peer observation and team teaching: including the schools' Peer Observation Program (POP), ongoing, regular and consistent feedback to and from students to inform teaching and learning and student centred assessment.

During the first term, staff provided feedback and data on POP focus areas based on the Curiosity and Powerful Learning Framework. Examples of this were Learning Intentions and Success Criteria, Narrative and Pace, Cooperative Group work, Higher Order Thinking and Concept Attainment Model.

The REAL Team also had their first round evaluation process which involved data collection, analysis and recommendation by the SIT team. Teaching staff were provided explicit instructions on Purpose and the Strategies for Feedback, as well as additional time to prepare resources for Project Based Learning eg.: Surveys for Feedback.

In Term 2, the SIT Team delivered Teacher Professional Learning on Capturing and Measuring Student Voice which resulted in ongoing, regular and consistent feedback collection from students, to inform planning, teaching and learning practices. Staff were provided the opportunity to convey their ideas and practices around this.

The School Improvement Team during Term 3 further developed teachers' capacity, by delivering Teacher Professional Learning on the Purpose, Effective Modelling and Advantages of Team Teaching, to refine teaching practices and to improve student learning outcomes.

The REAL teams showcased a range of projects during Education Week which highlighted student excellence.

Granville South Creative and Performing Arts High School teachers, in collaboration with Granville Boys High School and Birrong Boys High School participated in instructional rounds observations to strengthen their understanding of the Curiosity and Powerful Learning Teaching strategies which were based on previously agreed focus areas. The school also hosted Instructional Rounds and visited Granville Boys High School.

2 – ANALYSIS OF DATA

All 2017 HSC course data was analysed by school executive and through this, whole staff TPL occurred to inform teaching practice with school-wide strengths and weaknesses outlined. In the rollover from SMART Data to SCOUT, all executive were trained in the new application. Staff were provided with TPL on using NAPLAN analysis to improve student outcomes with literacy and numeracy. The school developed HSC student exit surveys which focused on students' teaching and learning experience and the first of these surveys was completed by exiting students with their responses analysed for improvement.

3 – PROFESSIONAL ACCOUNTABILITY

Beginning Teachers were provided with regular support for accreditation. Some faculty strategic plans addressed Teaching Standards. The 2018 Executive Conference included professional development delivered by EPAC addressing performance management and the Teaching Standards. Many teaching staff are still developing skills in linking their PDP goals to Teaching Standards and making this explicit in their PDP. Faculty Plans and PDPs have progressed in linking to school priorities and the Strategic Plan. Executive reported that teaching staff PDP goals demonstrate a more

thorough understanding of writing achievable measurable goals, staff have improved in their understanding of the need to be consultative through the PDP cycle and seek clarification, staff are able to articulate their progress more effectively and they have a stronger connection to the school plan and understanding of their impact as an individual and team member.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>1. Tell Them From Me':</p> <ul style="list-style-type: none"> Teacher – data close to state average and/or improved in relation to collaboration, inclusive school, learning culture and planned learning opportunities Student – maintain state average and above for rigour, close to state and/or improved for expectations for success 	<p>TPL funding for professional development and faculty planning in SIT priority areas.</p> <p>Release from class for staff involved in the Peer Observation Program</p> <p>TPL funding for participation in Instructional Rounds, combined with other schools</p> <p>Funding to support the introduction of Stage 4 Project Based Learning – REAL</p>	<p>Tell them from me teacher's data in relation to:</p> <p>Collaboration: 2018 School Mean – 7.2, consistent with 2017 data collection, but lower than the 2018 NSW Government Norm 7.8</p> <p>Inclusive School: 2018 School Mean – 7.8, 2017 data measured 7.9. Both data remained lower than NSW Government Norm 8.2</p> <p>Learning Culture: 2018 School Mean – 7.9, consistent with the 2017 data collection, slightly below the 2018 NSW Government Norm 8.0</p> <p>Planned Learning Opportunities: 2018 School Mean – 7.1, consistent with 2017 data collection but lower than the 2018 NSW Government Norm 7.6</p> <p>Tell them from me student's data in relation to:</p> <p>Student rigour was not measured in 2018 therefore we considered data collection on Positive Learning Climate instead.</p> <p>Positive Learning Climate: 2018 School Mean – 6.2, above 2017 School Mean – 5.9, on par with the NSW Government Norm 6.2</p> <p>Expectations for Success: 2018 School Mean – 6.9, remained the same as 2017 School Mean, slightly lower than the NSW Government Norm 7.0</p>
2. Improvement in data informed teaching practice	<p>TPL for professional development in data analysis</p> <p>School Funded Head Teacher Teaching and Learning \$32,300</p> <p>Employment of Learning and Support Teachers and Mainstream School Learning Support Officers</p>	<p>Staff contributed to TPL of HSC results and have been upskilled in the use of the RAP. Furthermore, Heads of Curriculum led faculty specific HSC presentations outlining strengths and weaknesses of cohorts as well as successful teaching strategies within the faculty. Executive members of staff have undergone TPL for the new SCOUT application and have made use of this application in analysing different aspects of the school.</p> <p>TPL of the HT Teaching and Learning, LaSTs and SLSOs centred on implementing the MultiLit program. This program informed modification across Year 7 and significantly improved the reading capabilities of the students involved. Smart Goals were implemented throughout mainstream IEP's and were based off Smart Goal data. Class placements for Year 7 were based off pre and post-testing of students and this data informed accurate class placements, additional support and justified the application of SLSO and LaST support in different classes.</p>
3. Increased alignment of PDP goals and identified professional learning with school plan	School Funded Head Teacher Teaching and Learning \$32,300	In 2018 faculties prepared strategic plans including milestones to directly support the implementation of the whole school 2018–2020 Strategic Plan, and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
3. Increased alignment of PDP goals and identified professional learning with school plan		this influenced teaching staff in their goals setting for PDPs. PDP goals and professional learning include engagement in and contribution to school teams, demonstrating a direct link to the school plan.

Next Steps

1 – SCHOOL IMPROVEMENT TEAM (SIT)

In 2019 the SIT will continue to build capacity of teachers and continue to take advantages of Team Teaching to ensure optimum use of resources and to provide greater efficiency to accommodate students' individual needs.

The SIT will also continue to support teachers to self-reflect and to refine their teaching practice by embedding measurement tools, including students feedback in the forms of reflections, surveys and interviews in their practice. Capturing and Measuring Student Voice will also inform Project Based Learning and REAL in 2019.

2 – ANALYSIS OF DATA

All staff will be trained in the SCOUT application. From this, the school will continue to make improvements to the capacity of staff to analyse HSC and NAPLAN data via RAP and SCOUT. Through this analysis of data, faculties will make informed improvements to their teaching programs to benefit the academic outcomes of the students. Student feedback with regards to exit surveys for Year 10, 11 and 12 will be analysed and this will inform future planning. Data will be used in the development of IEP's and PLP's and will be accessible to staff via Sentral as well as staff being informed of access procedures.

3 – PROFESSIONAL ACCOUNTABILITY

The school's PDP SASS policy will be implemented in 2019 and the PDP teaching staff policy will be reviewed. The newly appointed Instructional Leader will work with teaching staff on accreditation and promote and support higher levels of accreditation. There will be further TPL on PDP goal setting and links to Teaching Standards and the School Strategic Plan.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4,771	Refer to Aboriginal Education
English language proficiency	\$53,023	RAM allocation of ELP Flexible funding—employment of an Arabic speaking Community Liaison Officer. ESL students were also supported by the Community Liaison Officer for welfare and learning needs in facilitating consultation with parents and carers.
Low level adjustment for disability	<p>2.9 LaSTs – \$301,928</p> <p>Flexible funding – \$133,344</p> <p>Integration funding support – \$3,107</p> <p>Support Unit staffing – \$1,085,230</p> <p>Support Unit grants – \$2,021</p>	<p>In 2018 the Teaching and Learning faculty continued to improve and strengthen their procedures, processes and policies, in order to best support the diverse learning needs of students and provide effective support to the teaching staff. The Teaching and Learning faculty provided in-class support to over 90 mainstream students as well as supporting 20 students in targeted literacy programs.</p> <p>Granville South Creative and Performing Arts High School participated in the Nationally Consistent Collection of Data (NCCD) on school students with disability. National data is collected annually to identify the number of school students with disability and the level of reasonable adjustment provided for them. This information is used to ensure that school resources are allocated appropriately to meet the needs of students and ensure they have the opportunity to achieve learning outcomes.</p> <p>The Teaching and Learning Team continued to work across all KLA's and in a variety of settings to support all students, with particular emphasis on those with identified additional learning needs. This was achieved using a variety of strategies including; small group intensive withdrawal programs, senior study groups, development of Individual Learning Plans (IEP), NAPLAN analysis, as well as in-class support such as team teaching, small group work and modification or adjustments of the learning environments and tasks.</p> <p>In 2018, the Support Unit had 5 classes with 62 students enrolled. The class allocations included three IM classes and two IO classes.</p>
Socio-economic background	\$999,251	<p>Socio-economic background staffing and flexible funding enables us to provide a broader curriculum and targeted support for students with additional learning needs through smaller class sizes and executive teaching positions to oversee critical work in the school including learning support and student wellbeing.</p> <p>Flexible funding has been used to improve the learning environment and access to resources including online teaching tools, IT technology such as laptops, furniture replacement including several classrooms and the library and capital works to cover the basketball courts (to be completed in 2019).</p>

Socio-economic background	\$999,251	The selective ensemble program is supported through providing expert staffing, resources and use of the Riverside Theatre at Parramatta, providing a professional performance experience. Students have affordable access to a range of wellbeing, sports, transition and ensemble programs through funding 2 school buses.
Support for beginning teachers	\$73,094	In 2018 Beginning Teacher funding was provided for 3 temporary teachers, 2 permanent in their first year and 1 permanent in their second year. Mentors selected by the beginning teachers included their curriculum head teachers, faculty colleagues and the principal. Beginning Teacher funding was used to provide release from face to face teaching for beginning teachers and their mentors, as part of a reduced timetable load, as well as whole days release. Additional temporary teachers and casuals were employed to enable this to occur. Beginning teachers and their mentors met each week or cycle to plan and provide support. This support included TPL delivered offsite, classroom practice, programming, assessment, record keeping, report writing, excursion planning, policy, procedure, and accreditation. Beginning teachers were also supported by the Head Teacher Teaching and Learning, including induction sessions and accreditation. Staff involved kept a record of the support provided as part of accountability documentation.
Targeted student support for refugees and new arrivals	\$3,978	<p>Students from a refugee background and students who have newly arrived into Australia were provided with a range of individualised support in order to provide effective transition into schooling. In 2018, our school employed a Refugee Youth Worker, along with a Community Liaison Officer to provide individualised support for our students from a refugee background and students who have newly arrived into Australia.</p> <p>Throughout 2018, we maintained a strong relationship with STARTTS who provide ongoing culturally relevant support and community interventions to support refugees and newly arrived immigrants into Australia. Our affiliation with this organisation allowed us to provide highly individualised one-on-one support for aspects such as; counselling, integration into mainstream society, post-school transition and training and family and community support overall.</p> <p>In addition to this, our individualised approach for 2018 consisted of differentiated activities relevant to the needs of our targeted students. Our internal and external support personnel, along with our English EAL/D teacher, continue to provide support to transition our targeted students into our school so that they may access the curriculum effectively and achieve the best</p>

Targeted student support for refugees and new arrivals	\$3,978	results possible.
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	289	283	285	293
Girls	222	227	245	263

Student attendance profile

School				
Year	2015	2016	2017	2018
7	86.5	88.2	87.4	88.9
8	84.9	84.3	79.9	83.8
9	83.7	81.6	81.9	79.3
10	77.4	79.1	74.2	78.5
11	70.4	68.7	68.8	65.4
12	82.2	73	78.5	79.9
All Years	80.5	79.4	78.9	79.8
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
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

The revised Lateness and Truancy Policy continued to be the focus for the management of non-attendance in 2018. Staff have undertaken numerous professional development sessions on the implementation of the policy, and data clearly indicates an increase in teachers recording whole and partial truancy data in Sentral.

While more data is being collected, inconsistencies remain between absences indicated by the PxP Sentral module and absences being recorded by teachers in the Sentral Wellbeing module. Continued professional development is needed around this area, particularly for teachers new to the school. Time will be allocated during beginning teacher meetings to ensure that attendance policy requirements are clear.

SASS staff have begun reviewing attendance data

more thoroughly, and are sending faculty Head Teachers weekly reviews of data, including instances of truancy not recorded. This data then forms the basis of faculty discussions on current roll marking and truancy recording practices to ensure greater consistency.

Staff have also undertaken professional development on active playground supervision, particularly in relation to assisting with the clearing of the playground after break times, as Sentral data indicates these are peak times for lateness to class.

Other proactive strategies adopted in 2018 to manage school attendance include the continuation of the Non-attendance Interview Program (NIPS). Working in partnership, the Home School Liaison Officer, the Head Teacher Wellbeing and the Wellbeing Team have continued to invite parents and caregivers to school to discuss attendance issues and to put action plans in place to improve both student wellbeing and student engagement. Individual attendance concerns continue to be managed by the Head Teacher Wellbeing and the HSLO and appropriate management plans put into place to support students with their transition back into their studies or to take up alternate career pathways.

Communication to parents and caregivers about attendance is continuing to occur in a variety of ways including registered mail, sms/email and phone calls. The Student and Parent Portal is up and running, with parents being educated at every possible opportunity on how to access the portal and monitor their child's attendance data. Data analysed in regards to portal usage among parents indicated that more and more parents are engaging with the school in this way and the goal is to continue to increase the usage of this important means of communication.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	24
Employment	0	2.94	26
TAFE entry	0	1.47	14
University Entry	0	0	24
Other	0	0	12
Unknown	0	0	0

In 2018, 9 students gained successful entry into WSU and the areas of interest ranged from Visual Communication and Design, Criminal & Community Justice, Policing, Construction Management, Health Science, Social Science and Nursing.

2 students gained successful entry into UNSW studying B. Advanced Science, B. Paramedicine

1 student gained entry at Macquarie University studying B. Teaching

In 2018, 6 students selected to continue their education at TAFE studying the following courses: Tourism, Surveying, Childcare, Information and Technology, Interior Design. All six students have secured part-time and or casual employment to support their studies.

5 students were successful in gaining full time employment coupled with an apprenticeship and Traineeship in Child Care, Metal fabrication and Retail industries. 3 students engaged in Job Support with employment in Retail.

Year 12 students undertaking vocational or trade training

Year 12 students chose from the following VET courses: Retail Services, Hospitality, and Sports Coaching. 18 students studied one of the VET courses on offer. One student studied at least two courses. This equates to 37% of the Year 12 cohort.

Year 12 students attaining HSC or equivalent vocational education qualification

92% of the year 12 students were eligible for the HSC credential. 8% of the cohort were eligible for the Record of Achievement as a result of non-attendance at HSC examinations.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	35.6
Learning and Support Teacher(s)	2.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.48
Other Positions	1

*Full Time Equivalent

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

1 business manager

2.9 head teachers

0.6 community liaison officer

2.4 classroom teachers

2.4 mainstream school learning support officers

There were 2 staff members at Granville South Creative and Performing Arts High School during 2018 that identified as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning underpins the achievement of the school plan and allows the staff to be well prepared and embrace change. \$46,000 was allocated to staff professional learning. Topics included:

Curiosity and Powerful learning

New SAP

Positive Behaviour for Learning

Australian Curriculum implementation

Program compliance, to meet expectations of NESA and DoE

Assessment and Backward Mapping

Formative and Summative Assessment

Subject specific professional learning

Professional association and professional association learning days

Professional association memberships

Annual executive and curriculum conferences

Leadership development conferences

Student welfare and leadership

Counsellor training and conferences

Tier one Universal prevention in PBL

Student wellbeing including attendance monitoring and Positive Behaviour for Learning (PBL)

SCOUT training for the executive team

Literacy

The school uses a number of strategies to ensure that staff have choice and are catered for in their professional learning. Professional learning is delivered by the school and by outside providers, in staff meetings, during school hours and in after-school sessions. Online learning modules completed by staff provide flexibility in completion times and rates. Faculty workshops enable colleagues to collaborate in the development of teaching and learning strategies. In 2018 the school worked with the Literacy Advisors on a project focused on stage 4.

All permanent and temporary teaching staff at the school developed a Performance Development Plan in 2018 to support their ongoing professional learning.

Teacher accreditation funding was used to support beginning teachers in the early years of their career development. A comprehensive induction program, support from a Mentor and additional professional learning opportunities were provided to ensure all aspects of gaining and maintaining accreditation, as well as induction and orientation processes are effectively delivered.

In relation to gaining or maintaining accreditation, mentoring and guidance were provided to teachers as well as support including regular face to face meetings while modelling best practice and high expectations throughout this process. This resulted in teachers seeking accreditation to work collaboratively with colleagues and their mentors.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	1,401,933
Revenue	8,737,564
Appropriation	8,566,100
Sale of Goods and Services	28,516
Grants and Contributions	128,722
Gain and Loss	0
Other Revenue	100
Investment Income	14,127
Expenses	-8,119,012
Recurrent Expenses	-8,119,012
Employee Related	-7,596,150
Operating Expenses	-522,862
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	618,552
Balance Carried Forward	2,020,485

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

The surplus reported for 2018 has been accumulated, along with previous years funds, to allow for the construction of a COLA over the basketball courts in 2019. Planning meetings with School Infrastructure have been held and the budget has been set at \$800,000. Funds are also put aside to ensure the 258 classroom laptops purchased in 2017 are part of a continual renewal program.

Further maintenance and upgrades to the educational spaces and grounds are being reviewed during the year, including rectification and beautification of the area around the School hall, which is in constant use, both internally for formal and informal school uses and externally for community group hires.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	5,545,388
Base Per Capita	112,924
Base Location	0
Other Base	5,432,465
Equity Total	1,492,317
Equity Aboriginal	4,771
Equity Socio economic	999,251
Equity Language	53,023
Equity Disability	435,272
Targeted Total	1,118,836
Other Total	141,745
Grand Total	8,298,286

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

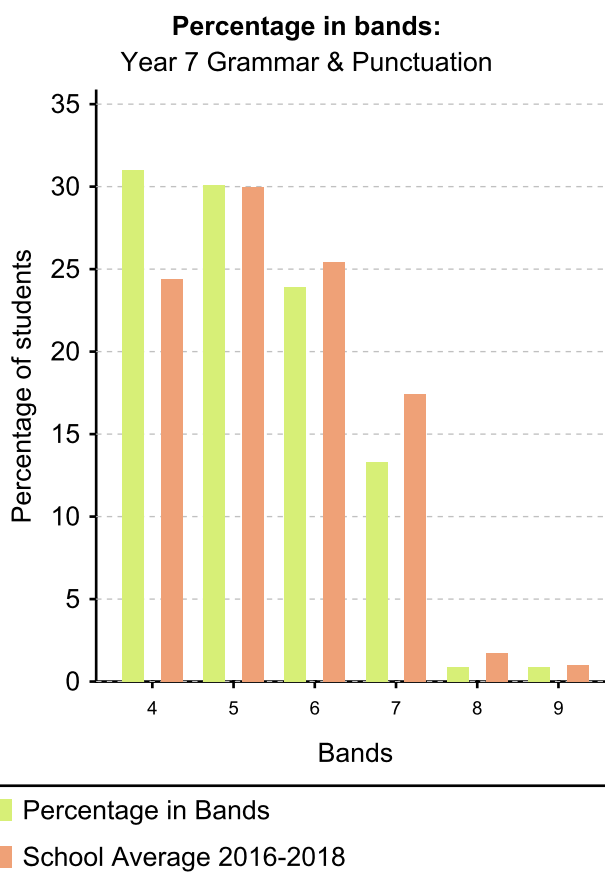
NAPLAN

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.

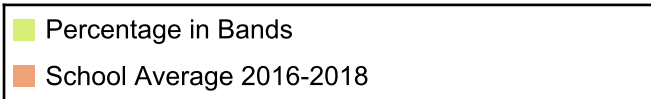
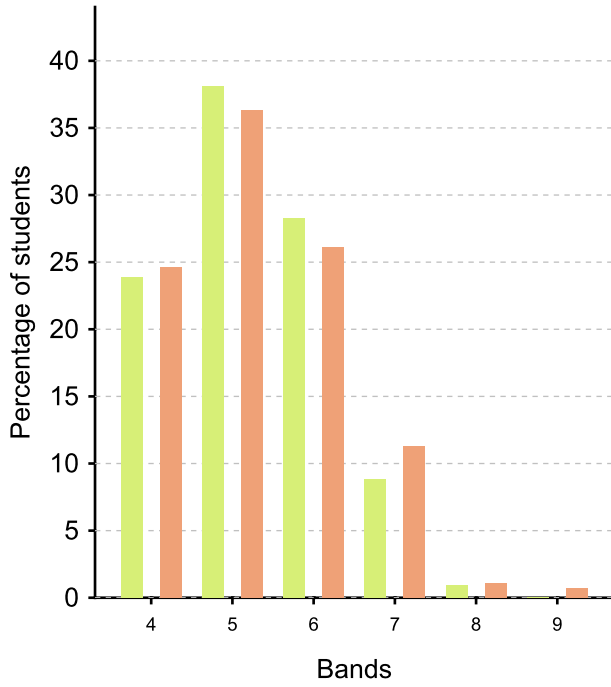
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

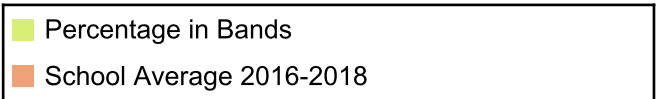
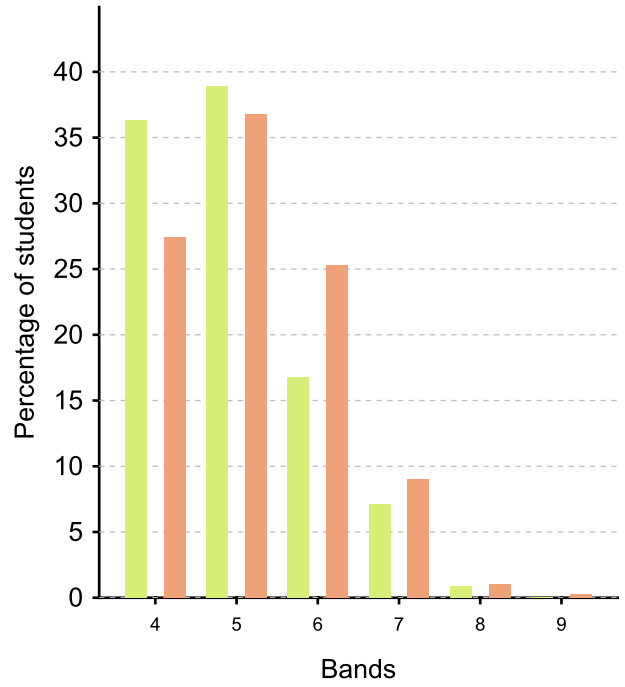
NAPLAN literacy results indicate that students have strengths in Spelling and Grammar & Punctuation.



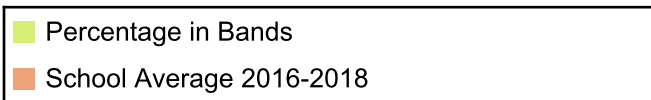
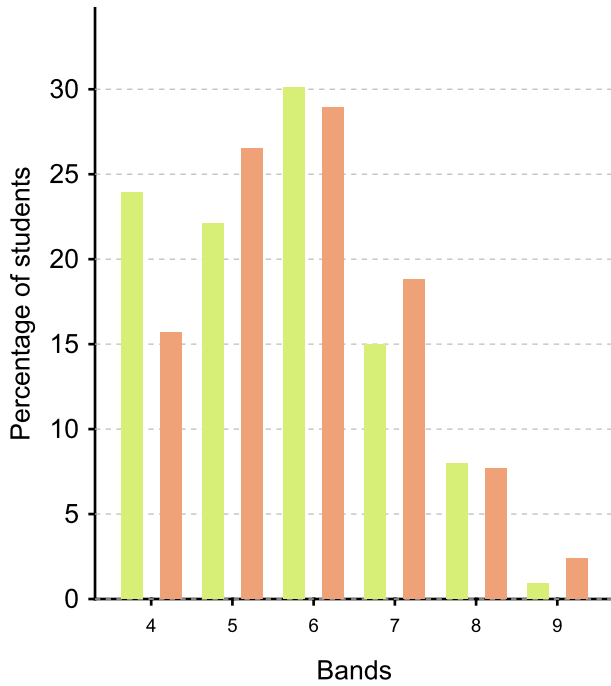
Percentage in bands:
Year 7 Reading



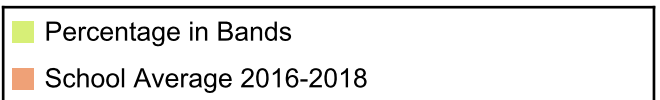
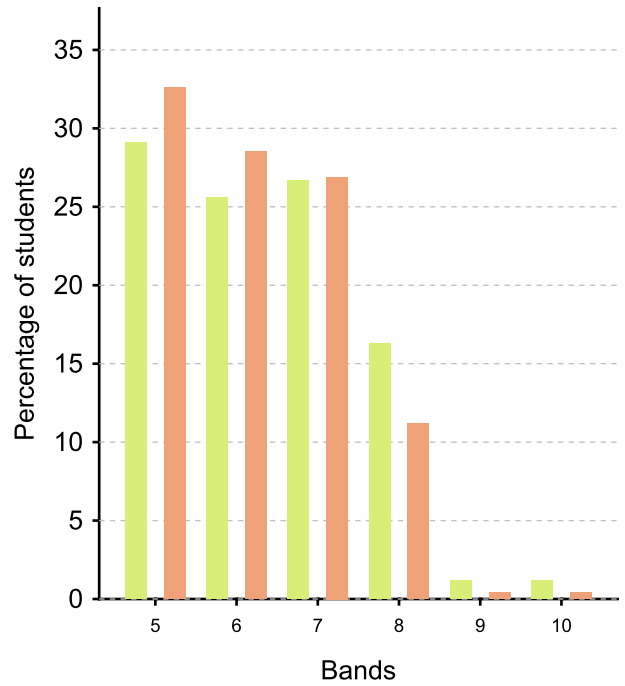
Percentage in bands:
Year 7 Writing



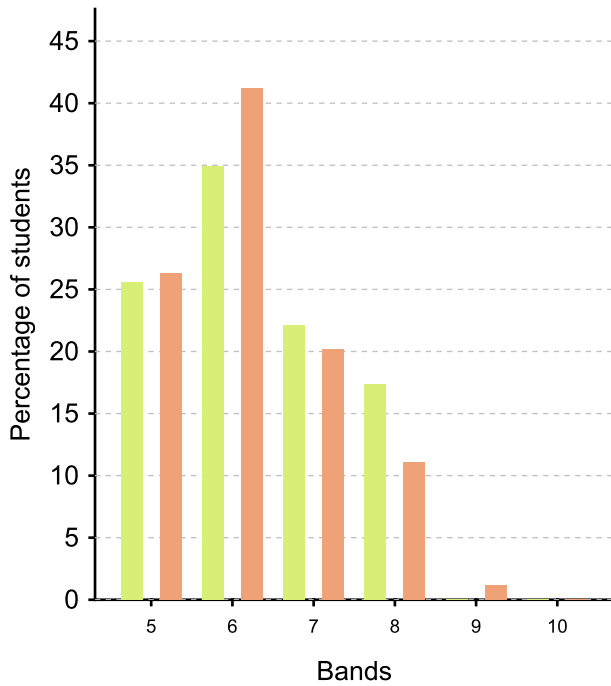
Percentage in bands:
Year 7 Spelling



Percentage in bands:
Year 9 Grammar & Punctuation

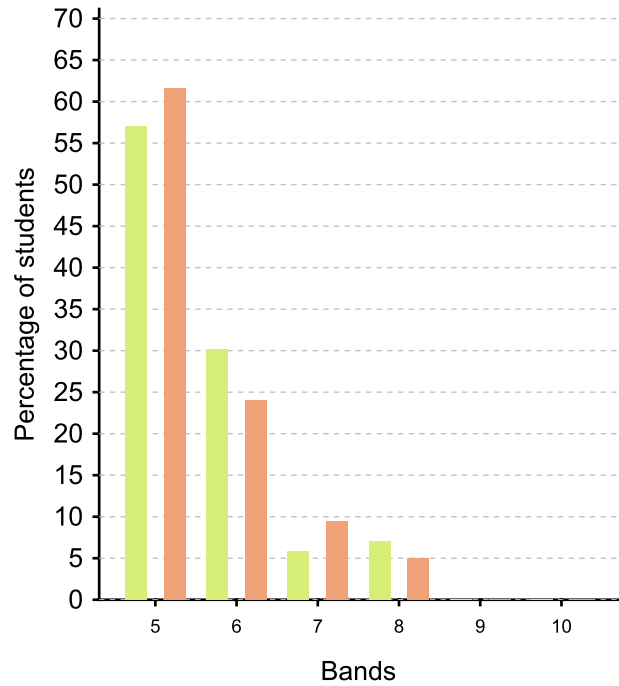


Percentage in bands:
Year 9 Reading



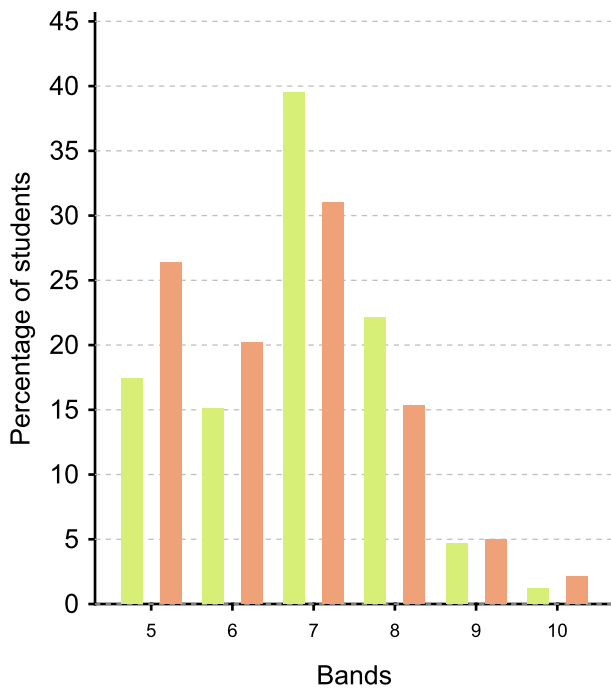
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

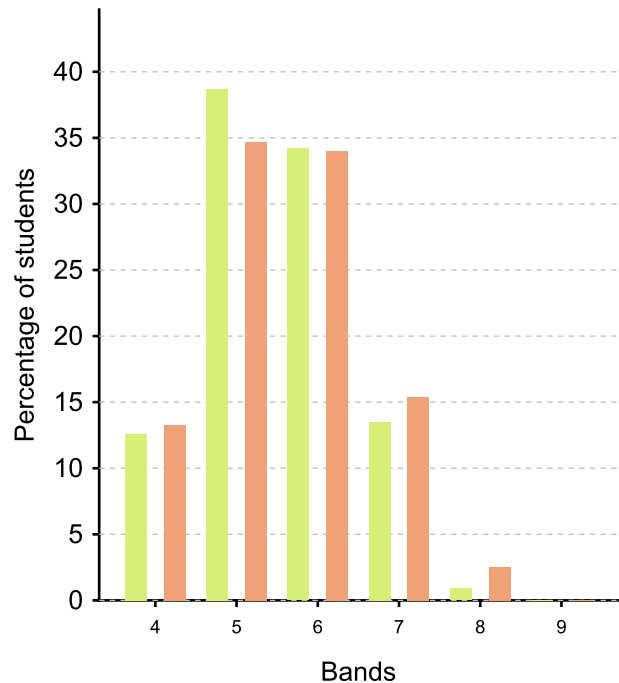
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2016-2018

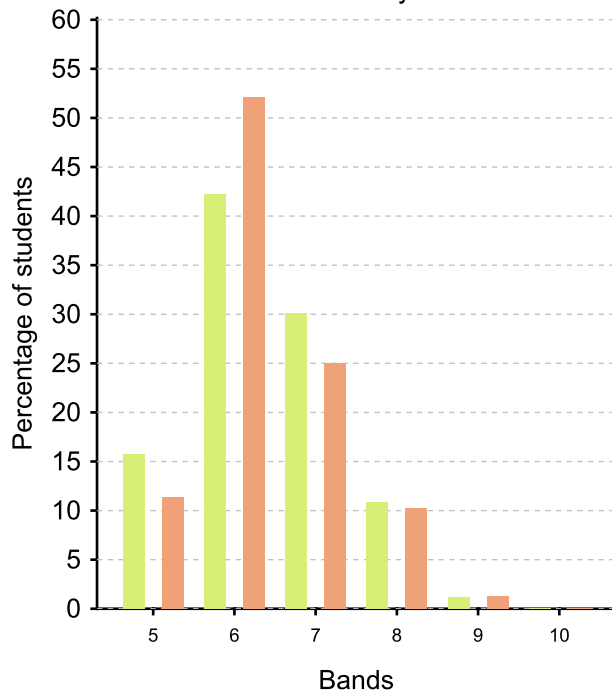
Most students in Year 7 achieved a band 5 and 6 and this progressed to a band 6 and 7 in Year 9.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

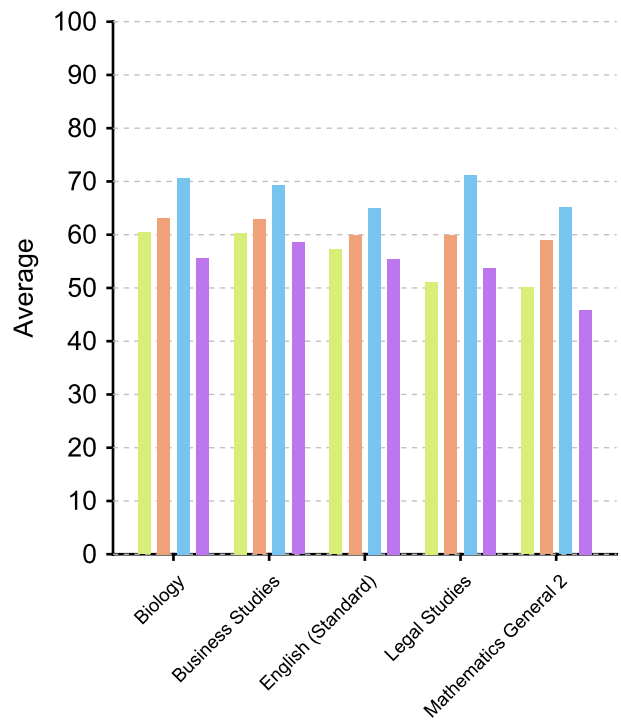
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Any Additional State reporting requirements are reported on in the relevant areas in this report.

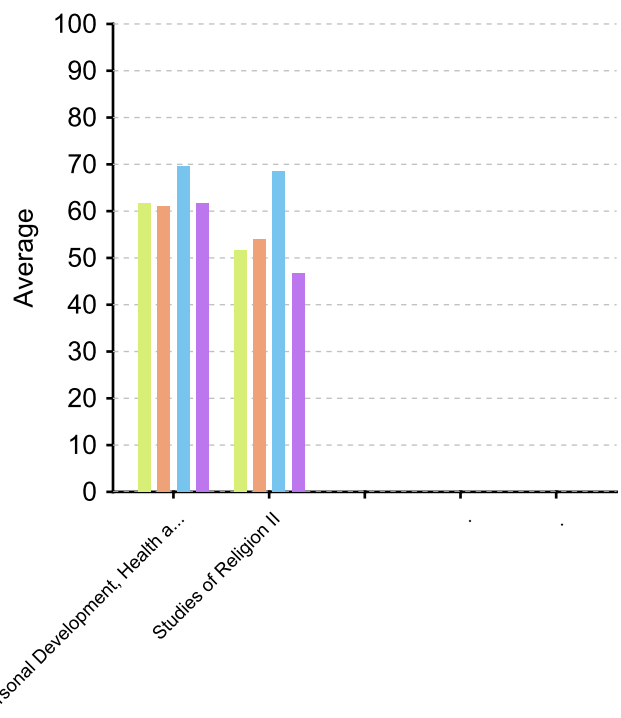


Higher School Certificate (HSC)

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



School 2018 SSSG Average 2018
State Average 2018
School Average 2014-2018



School 2018 SSSG Average 2018
State Average 2018
School Average 2014-2018

Parent/caregiver, student, teacher satisfaction

TELL THEM FROM ME

In 2018 the Teaching and Learning Team once again facilitated the 'Tell them from me' survey which was completed by students, parents and teachers of Granville South Creative and Performing Arts High School. The student survey aims to help improve the learning outcomes of students. The survey is designed to measure, assess and report insights from the student point of view at the school and system levels. The focus of the survey is on student wellbeing, engagement and effective teaching practices. The Teacher survey focused on student learning, as well as classroom and school practices. The parental survey covers several aspects of parents' perceptions of their children's experiences at home and school. It is designed to help develop and foster positive relations between the school and the community.

Data has been identified in Progress Comments for each Strategic Direction.

WELLBEING FACULTY REVIEW

The Wellbeing review was conducted over three days and it involved staff, parents and students. Evaluative data was used to examine the school's policies and practices in relation to the School Excellence Framework and the Wellbeing Framework. The review consisted of wellbeing programs and documents being evaluated, observations, interviews and surveys, data analysis and school wellbeing policies and procedures. The evaluative data was collected, analysed and mapped to the School Excellence Framework, Wellbeing Framework and the school strategic directions.

The panel findings were: the school demonstrated a strong sense of inclusion, diversity and provided a whole school holistic approach to meet the wellbeing needs of students. Parents, students, youth workers, staff and the school community through anecdotal evidence, online surveys, interviews and observations of programs indicated the current and future wellbeing approaches and programs as aligning with the Wellbeing Framework and the School Excellence Framework. The expertise, support and leadership skills of the Head Teacher Wellbeing in addressing the individual needs of all students was acknowledged. Parents had a sound understanding of the programs offered by the school and external agencies that involved their child. Parents who communicated with their child about these programs provided positive feedback about the programs. Parents were very supportive of the school's Transition programs and its partnerships with feeder primary schools.

The panel recommended that parental involvement at school should be further encouraged for positive engagement with all wellbeing programs and initiatives. Clearer communication channels with parents are required to engage parents with the school. Increased staff awareness of wellbeing programs and processes

need to take place to maximise student lifelong learning opportunities. Defined roles and responsibilities and accountability measures need to be widely distributed across the Wellbeing team to facilitate capacity building of team members to bring about consistency and stability within the team. For example, Year Advisers need to report on programs and wellbeing initiatives at every Wellbeing team meeting and year assemblies. In addition, Wellbeing team members need to ensure more effective delivery of programs.

Further recommendations included parental involvement at school to be promoted such as volunteer parent helpers at school events and P&C. Also, harness and strengthen proactive whole school programs which enhance student engagement from local feeder primary schools and support their transition into Year 7.

In 2018, the outcomes of the Wellbeing Review led to a networked service model that provided a holistic approach so that every student is known, cared for and valued leading to the amalgamation of the Wellbeing and Learning and Support Team into Student Services. This resulted in the Student Services faculty providing strategies to better *Connect* with students by teaching them positive replacement behaviours in order to *Succeed* and *Thrive* in their overall learning. Finally, a wellness hub to support students and to be able to deliver programs and initiatives was highly recommended and to appoint a wellbeing coordinator to support wellbeing programs and initiatives

The review team consisted of the following members:

Donna Issa – Deputy Principal (Review Leader)

John Anderson – Executive Representative

Liliane Joseph – Head Teacher Welfare (External)

Anthony Woollams – Staff Representative

Danielle Webb – Parent Representative

School Staff Involved

Betty Kehagias – Head Teacher Wellbeing

Wellbeing Team

HSLO

External Agencies: Chloe & Mel from CMYC, Shiva PCYC, Shafia AYC.



Policy requirements

Aboriginal education

At Granville South Creative and Performing Arts High School we welcomed 5 new ATSI students. The students all have a deep interest in their culture and knowledge of their country, tribe and totem.

Aboriginal and Torres Strait Islander Students along with our school leaders attended an excursion to Prospect Hill on Thursday 3rd May 2018. The excursion involved a Welcome to Country and Smoking Ceremony, cultural performances, a history lesson about the significance of Prospect Hill as well as a reenactment of the story of the warrior Pemulwuy. Our students had the opportunity to interact with local Aboriginal Elders and leaders as well as students from other schools.

The Aboriginal and Torres Strait Islander Students also went on an excursion to Guildford Youth Centre on Thursday 21st June 2018. Our students were invited to participate in a consultation to inform the Cumberland Reconciliation Plan 2019–2020. They brainstormed ways to further promote and nurture Indigenous culture, food, language and identity.

The New South Wales Aboriginal Education Consultative Group Inc. (NSW AECG Inc.) in conjunction with the Aboriginal and Torres Strait Islander Mathematics Alliance (ATSIMA), invited our students to a STEAM Youth Development Camp for Aboriginal students from Years 5 to 11. The camp aimed to contribute to creating the generational change required for students to achieve better outcomes at school and access post-school learning and employment pathways, in the areas of Science, Technology, Engineering, Art and Mathematics. Camps such as these assist in opening up careers of the future for Aboriginal students. The three day camp was held at Yarramundi and Longneck Lagoon.

Whilst at the STEAM Camp, a hunting Spear was made by Stuart Martin, an Aboriginal man from Arnhem Land. It was presented to Granville South Creative and Performing Arts High School Principal, Melissa Johnston, by our proud ATSI students.



Multicultural and anti-racism education

Granville South Creative and Performing Arts High School promotes inclusivity and celebrates diversity. Out of 556 students that attend the school, 80 % speak languages other than English from 45 different nationality background.

The school acknowledges the traditional custodians of the land in all official school functions and assemblies and the national anthem is performed in both Darug and in English on every occasion.

At Granville South Creative and Performing Arts High School the Aboriginal 8 Ways pedagogies are implemented in all Key Learning Areas to further promote indigenous perspectives.

The parents and the wider community are regularly invited to celebrate diversity, inclusivity and success.

The school has one Anti –Racism Contact Officer. The last 2 years no racial or anti discriminatory incident was reported.

At Granville South Creative and Performing Arts High School Harmony Day celebration happens every year on the International Day for the Elimination of Racial Discrimination which was established by the United Nations. In 2018 traditional costumes and the colour orange were clearly visible around the school as students embraced the significance of the day by participating in a special assembly and by celebrating diversity through various activities during lunch time.

Other school programs

ENGLISH

The English Faculty plan for 2018 was to continue to embed higher order questioning into current Stage 6 English teaching units. Explicitly the aim of this process was to teach students how to unpack and respond to these types of questions in order to improve and increase the number of higher scoring bands in the HSC.

Our progress involved revisiting Blooms Taxonomy, NESA's glossary and essay modelling techniques to build students' capacity to unpack and compose extended responses that analysed HSC texts with detail and sophistication. Students were able to demonstrate through their analytical essays in both classwork and assessment tasks the skills and knowledge of higher order questioning and answering.

Our recommendations for 2019 are to continue to embed this practice and to evaluate, modify, refine and implement Stage 6 Preliminary and Higher School Certificate teaching and learning programs in order to improve student outcomes and ultimately their HSC results.

Flora MacDonald–Brown

Head Teacher – English

MATHEMATICS

In 2018, the Mathematics faculty continued to provide students with opportunities to achieve their potential in Mathematics whilst improving classroom and assessment practice.

A focus of the Mathematics faculty in 2018 was the improvement of stage 4 and 5 programs. These programs were improved to incorporate more engaging and relevant activities for students including real world applications to mathematical theory and ICT. There were also greater resources embedded into the programs to assist with differentiating content in the classroom to cater for all abilities. These programs are now hosted live online and provide teachers with an opportunity to update for all to benefit.

As part of the faculty plan, the Mathematics faculty analysed NAPLAN data for the previous five years to outline the strengths and weakness of our students. This analysis was used to inform all staff, and pedagogical strategies were provided to ensure a school-wide approach to improve the numeracy outcomes of students.

Professional goal setting and faculty administration was another priority of the Mathematics faculty in 2018. All faculty members set goals aligned to the national teaching standards, faculty plan and school plan. The Mathematics faculty established clear assessment and reporting policies which has resulted in a greater opportunity for students to demonstrate their knowledge and understanding in formal and informal assessments.

Furthermore, feedback and advice through reporting has improved, resulting in students' strengths, weaknesses and skills requiring improvement being based on data.

Analysis of 2018 Mathematics General 2 results have indicated that marks in this course have remained consistent. Congratulations to Bradley Salekiki and Ahmad Abbas for both achieving the equal highest result in this course for the school. From 2019 this course will be known as Mathematics Standard 2 and the faculty has worked tirelessly in ensuring the program and associated teaching strategies are of a high standard.

The HSC Mathematics course achieved the school's best result ever, highlighting the effort put in by the students. Congratulations to Monika Vesse for her outstanding result.

In 2019, the Mathematics faculty will place an emphasis on quality teaching through effective lesson observation which aims to improve the learning outcomes of all students. Furthermore, the leadership capacity of the faculty will be developed through a variety of opportunities which aim to benefit the students of Granville South Creative and Performing Arts High School.

John Anderson

Head Teacher – Mathematics

SCIENCE

In 2018 the Science faculty focused on two key areas:

1. Increasing community engagement to enhance teaching, learning and student wellbeing.

Throughout the year, the Science faculty worked collaboratively to increase and improve community engagement by celebrating and communicating student success to parents/carers via telephone calls home and the use of the Sentral Parent Portal to communicate teaching and learning outcomes and student wellbeing.

A positive student progress letter was prepared by the Science faculty and uploaded to Sentral. This letter is currently available to all teaching staff within our school allowing teachers the opportunity to positively engage with parents/carers to celebrate student success and achievement.

This is an on-going initiative and will continue into 2019.

2. Analysis of VALID (Validation of Assessment for Learning and Individual Development) data to inform and improve teaching and learning outcomes.

The VALID program is an online end of Stage 4 assessment for Year 8 Science students. VALID assists schools to monitor student achievement and inform planning, programming and assessment practice.

Results from the 2017 Year 8 VALID Science

assessment were analysed for areas of student strengths and weaknesses. As a result, Stage 4 Science teaching programs were modified and embedded with relevant and engaging teaching and learning strategies and resources.

Anthony Azzopardi

Head Teacher – Science

HUMAN SOCIETY IN ITS ENVIRONMENT (HSIE)

As always, our main focus in the HSIE faculty in 2018 was to develop a culture of learning to improve student engagement through quality teaching practices and creating positive learning environments as part of the school's PBL initiative. As part of our 2018 Faculty Plan, our focus was on digitalising assessment tasks and for the first time our Year 10 Geography students did their Geography Skills test entirely using Google Classroom. The feedback from students was so positive that we have decided to continue this practice in 2019.

Our student numbers in elective subjects have continued to grow which meant that in 2018 there were again two Stage 5 elective (Year 9 Commerce) classes and five Stage 6 elective courses. The subjects offered in Stage 6 included Legal Studies, Business Studies, Modern History, Studies of Religion and Retail Services. Not only have we maintained the popularity of Stage 6 HSIE courses but we also achieved some excellent results in the 2018 Higher School Certificate with one Band 6 result in Modern History by Sarah Kochergan who we are all very proud. Whilst the HSC results vary from year to year, in 2018 we in the HSIE faculty continued to provide HSC students with tutorial sessions, after school and holiday workshops in preparation for their HSC examinations.

We in the HSIE faculty like to offer learning opportunities to students where they can grow and expand their knowledge and become independent learners within and outside the context of the classroom. For example, engaging excursions were organised in 2018 which included Year 12 Business Studies excursion to Sydney Tower Restaurant and Year 11 Studies of Religion excursion to the Nan Tien Buddhist Temple in Wollongong, just to name a few. The feedback from students who attended these excursions was very positive and as a result the HSIE faculty will be organising more excursions like these for 2019, including the Downing Centre Courts in the city for Legal Studies and an incursion from the NSW Police Department on the topic of Crime. In 2018, we also farewelled Mrs Platirahos who will be very much missed by all of us in the HSIE faculty.

As part of our school's strategic direction, our Faculty Plan for 2019 will be focusing on analysing (NAPLAN and HSC) data in order to get a better understanding of student performance and then to make informed decisions about the most effective teaching strategies that can be used to improve student performance.

Shobhna Sharma

Head Teacher – Human Society in its Environment

PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION (PDHPE)

2018 PDHPE Faculty Plan

In line with the School Strategic Direction 2 – LEADING / Community Engagement, the PDHPE faculty's 2018 primary goal was to better promote students' successes across a range of media outlets, ensuring that PDHPE and sporting achievements at Granville South Creative and Performing Arts High School were made more visible to the community. The media outlets to be better utilised included the school website, the Parent and Student Portal, Facebook, the school newsletter and the school electronic sign, with achievements in weekly Grade Sport, school sporting carnivals, the Prospect Zone Knockout Competition and VET – Sports Coaching to be among the achievements better promoted.

With 2018 proving to be another successful sporting year for the students of Granville South Creative and Performing Arts High School, there was much to promote. A fixture at Monday assemblies has been the weekly Grade Sport results, with a 'Sports star of the week' being selected from coach nominations to be presented with an award, ensuring individual student successes are recognised. Grade coaches have been providing weekly photos from their games, which are being regularly uploaded to Facebook, along with successful team results for that week. All knockout sport games are being reported on via both Facebook and the school newsletter, as are representative student successes at swimming, athletics and cross country carnivals. Every school newsletter for 2018 included reports and sporting successes and the PDHPE faculty will be looking to maintain their promotion efforts into 2019.

2019 goals for the PDHPE faculty will revolve around the implementation of the new NESA 7–10 PDHPE syllabus, with Years 7 and 9 to be implemented by 2019, and Years 8 and 10 to be implemented by 2020.

Sports Carnivals

The swimming and athletics carnivals were well supported this year, with the number of attendees and participants continuing to increase. Outstanding performance at these school carnivals paved the way for many students to go on and succeed at both Prospect Zone level and Sydney West Regional level later on in the year. The School took 10 students to the Zone Cross Country Carnival. Rayan Obeid of year 9 from that group made it through to the Regional Carnival which is an excellent achievement. Approximately 40 students attended the Zone Athletics, 10 of whom performed well enough to get an invite to the Regional Athletics Carnival, including our Year 7 girls relay team. Bilal El-Erab of Year 12 built on his already outstanding list of swimming achievements, breaking his long standing 50m freestyle record at our school carnival. Bilal then went on to represent the school at the Prospect Zone carnival, the zone at the Sydney West Regional carnival, and the region at the

State Swimming Carnival. We also had two other students make state level athletics this year, Kakala Hala of Year 10 and Makyla Hunt of Year 11, which was an excellent achievement.

David White

Head Teacher – Personal Development Health and Physical Education

CREATIVE AND PERFORMING ARTS (CAPA)

The CAPA faculty maintains a clear focus on providing a wide-range of learning opportunities for students in the Creative and Performing Arts and promoting the success stories of our CAPA students through showcase events within our school and the wider community. As such the 2018 CAPA Faculty Plan identified a range of activities and goals aligned to the School's Strategic Direction 2: Leading, Process: Community Engagement and Strategic Direction 3: Teaching, Process: School Improvement Team as we aim to help "students reach their academic and creative potentials". The wide range of achievements as outlined below reflect the successful activities completed as part of this faculty plan and expand on future directions to be outlined in the 2019 CAPA Faculty Plan.

CAPA students were provided with a range of opportunities throughout 2018 to expand their creative knowledge and understanding including our annual excursions to HSC Showcase events; Encore at the Sydney Opera House, OnStage and Callback at the Seymour Centre and ArtExpress at the Art Gallery of NSW. Additionally, students attended a wide-range of performances in and around Sydney to further enhance their connection with creative industry.

2018 saw the introduction of our Arabic Drumming Group with these students performing at Harmony Day events at our School and Merrylands Public School. 2018 also marked the expansion of the Pasifika Ensemble with students regularly attending afternoon rehearsals as delivered by experienced tutors from a range of Pasifika cultures. These students performed at our Harmony Day Celebrations as well as at our CAPA Showcase Evening.

Music Ensemble student Joshua Latukefu, Year 9, successfully auditioned to be a part of The Arts Unit Solo Vocal Camp in 2018 with the finale concert held at The Concourse Chatswood and live streamed on The Arts Unit's YouTube and Facebook channels. This was a significant achievement for our young musician, who returned from the 5-day camp to share techniques and skills with his Music Ensemble classmates.

On August 8th, the work of our Circus, Dance, Drama, Music and Visual Arts Ensembles as well as elective and senior CAPA classes was once again celebrated at our annual Creative and Performing Arts Showcase at Parramatta's Riverside Theatre, with the 2018 show entitled "This is Me". With another sold-out show, 2018 marked the first year that students were actively involved in the planning and organisation of the event, with student representatives from each of our five

Ensembles classes and the backstage crew invited to work with our Riverside Planning Committee. The valuable contribution of these students will see this structure imbedded into planning practices for CAPA Showcases in 2019 and beyond.

CAPA hosted two Primary Schools Matinee Concerts throughout 2018 for audiences composed of students, staff and parents from the following schools: Blaxcell Street Public School, Chester Hill North Public School, Granville Public School, Granville South Public School, Guildford Public School. These concerts are always well received by our audience and act as an insight into the opportunities available to students who choose to attend our school as they move into Year 7.

The following students deserve significant recognition for their commitment and the enthusiasm they brought to the CAPA Ensembles Program in 2018 as recipients of the following awards. The Creative Arts Encouragement Awards for Circus, Luke Kennedy (Year 8); for Dance, Hadja Koroma (Year 8); for Drama, Rose Hadaway (Year 8); for Music, Anastasia Laakulu (Year 10); and The Creative Arts Encouragement Award for Visual Arts, Sharfil Khan (Year 8). The Creative Arts Excellence Awards for Circus, Noah Totoa (Year 8); for Dance, Lennyx Tautuhi (Year 10); for Drama, Kristina Kaihea (Year 8); for Music, Joshua Latukefu (Year 9) and The Creative Arts Excellence Award for Visual Arts, Mobina Salari (Year 9)

Congratulations to Monika Vesse who achieved a Band 6 result in Visual Arts, and Solomone Malafu as our top performing musician with a high-Band 5 for Music 1. These students have been highly visible in the Creative and Performing Arts at Granville South Creative and Performing Arts High School for many years and much of their success can be attributed to their personal enthusiasm and dedication to refine their creative practice outside of the classroom. Congratulations to these students and their teachers who have supported and guided our students to produce strong HSC results two years in a row, including back-to-back Band 6 results.

2018 marked the first year of timetabled Project Based Learning classes with the introduction of the REAL course for Years 7 and 8. The CAPA faculty was highly visible in the delivery of these classes, designing courses based on student interest that also provided students with a range of additional learning experiences and opportunities in the creative and performing arts, over and above their mandatory CAPA subjects of Music and Visual Arts.

The first successful REAL project as facilitated within the CAPA faculty was the Shakespeare Ensemble, resulting in a public performance of William Shakespeare's A Midsummer Night's Dream on Tuesday 26th June 2018. Students experienced the full scope of production execution making valuable contributions related to set, lighting, and sound design and execution during the show. Student actors engaged in a rigorous after-school rehearsal schedule, and delivered a solid performance on opening night. There are plans to expand these opportunities for students again in 2019.

A second successful REAL project in 2018 was The Archibull Prize, as team-taught by three teachers across multiple disciplines within the CAPA faculty. Focused on the theme and line of inquiry: Feeding, Clothing, and Powering a Hungry Nation is a Shared Responsibility, our school received a blank, life-sized fibreglass cow on which students created an artwork. Our entry, The DIVA, focused on encouraging our audience to become Dedicated Informed Visionary Activists, and explored both the Cotton Industry in Australia as well as the real and immediate threat of Climate Change. The entry also included a music video and infographic. Attending the awards ceremony in November 2018, our school was the proud recipient of the Professor Jim Pratley Award for the best performing High School to join the competition in 2018. As a finalist, The DIVA will be on display at the 2019 Sydney Royal Easter Show. Teachers of the CAPA faculty have applied to be a part of the Archibull Prize again in 2019, in the hopes to again engage students in this all-encompassing REAL project.

Future directions as aligned to Strategic Direction 3: Teaching include the training of additional CAPA staff in Project Design Lab at UTS Futures Academy, and further expansion of opportunities in CAPA as provided through REAL course design in 2019.

Cristie Collins

Head Teacher – Creative and Performing Arts

TECHNOLOGY AND APPLIED STUDIES (TAS)

The 2018 TAS faculty focus was to develop teaching resources for the new 2019 stage 4 Digital Media and Technology syllabus due for implementation in 2019. This was a major rewrite of the old Technology Mandatory course. Staff collaborated to generate a series of programs for Year 7 and will continue this in 2019 for Year 8.

In the classroom, the TAS faculty incorporated many of the school focus areas of learning, including the use of technology in the classroom (virtual reality, augmented reality and coding), use of an online learning management system, literacy and numeracy and student voice. These programs were able to effectively engage students in the classroom and improve our already comprehensive programs.

The TAS staff also worked collaboratively with senior hospitality students to host many 'whole school' functions including the Year 12 graduation ceremony, Year 7 Parent Meet & Greet, swimming and athletic carnivals, P&C, meetings, Sports and Academic presentation days and Mother's Day morning tea.

TAS students performed well in the Higher School Certificate with Industrial Arts achieving higher than state average. Year 12 teachers are to be congratulated for the encouragement and guidance given to students in their preparation for the HSC as this was clearly reflected in their results.

Overall, TAS enjoyed a very successful year in 2018

with positive growth in most TAS subjects, particularly in years 9 & 10 subject selection. In addition, staff prepared for the implementation of the new 2019 National stage 4 Technology (Mandatory) curriculum and developed student and teacher training materials.

For 2019, the TAS faculty focus will be on the development and implementation of the 2019 NSW Curriculum for Stage 5. This will require a rewrite of all teaching programs and resources.

Bronwyn Fogg

Head Teacher – Technology and Applied Studies

SUPPORT UNIT

Assessment and Measuring student growth

At the beginning of the year, The Support Unit teachers assessed the students in compliance with the school strategic directions to determine student individual ability levels. Assessments included PM Benchmarking, Waddington Reading and Waddington's Mathematics. Teachers then determined the student's individual ability level and this data informed their differentiation which was then embedded into their programming. By mid-Term 1, students individual education/transition plans (IEP/ITP) were also carried out to further support explicit programming. Throughout semester one and semester two, curriculum based assessment data was also collated to monitor students individual growth and to enable staff to provide further individualised learning opportunities. The collected data also provided feedback on learning which was communicated to students and through the reporting process communicated to parents. The Support Unit also participated in the annual Nationally Consistent Collection of Data (NCCD)

Instructional Leadership

The staff in the Support Unit participated in the annual faculty/ focus area review (Preliminary English Life Skills Stage 6) whereby teachers demonstrated full compliance in implementing NESA expectations.

Community Engagement

Support Unit teachers demonstrated their ongoing commitment to promote the school strategic directions and the Unit's success stories to the community by fostering our relationship with our existing community partners: Bunnings Villawood, Salvation Army Store Lidcombe, Lincraft Store Lidcombe, Woolworths, Coles, Target, Best and Less Merrylands, Woolworths, Coles, Target, Best and Less Parramatta, Just for Kids Childcare Centre and Woolworths Granville. These companies not only support our students throughout our Work Experience programs but also enable them to gain valuable practical skills by providing workshops on their premises.

Support Unit staff were also regularly engaged with students families/caregivers and support agencies via Sentral parent portal, daily phone calls and regular meetings.

School Improvement Team (SIT)

Support Unit teachers participated in the School Improvement Team to further their professional learning. These priorities included future focused pedagogy and strategies to support students. Collaborative practice included Peer observations, Team Teaching (including POP) and SIT initiatives eg. Capturing Student voice to further inform teaching and learning. These SIT initiatives have been implemented in the teaching programs to create student centred differentiated assessment tasks.

Analysis of Data

The Support Faculty regularly analyse data to ensure that adjustments are up to date in accordance with the student's learning needs. Teachers also developed a differentiated feedback model according to their learning stages for the students to gain knowledge of their understanding of the content.

Overall the data analysis not only informed teachers' programming but also formed the basis for assessment and reporting.

Professional Accountability

There is a culture of high expectation between Support Unit teachers to further their teaching practice to further their knowledge through professional development and maintenance of their accreditation. Support Unit staff PDP's are aligned to the school priorities and reflect consistency and commitment to the Support unit Faculty plan.

Emese Armont

Head Teacher – Special Education