

# Granville Boys High School

## Annual Report



2018



8811

## Introduction

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

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

Mr Noel Dixon

Acting Principal

## School contact details

Granville Boys High School

14 Mary St

Granville, 2142

[www.granvilleb-h.schools.nsw.edu.au](http://www.granvilleb-h.schools.nsw.edu.au)

[granvilleb-h.school@det.nsw.edu.au](mailto:granvilleb-h.school@det.nsw.edu.au)

9637 0489

## Message from the Principal

In 2018, the academic success of our students has been impressive. There has been a significant improvement in average Higher School Certificate and NAPLAN results. 94% of Year 10 students tested have reached minimum standard for NAPLAN Reading while 90% have achieved minimum standard for NAPLAN Writing. Our students travelled to the National Finals of the Alexa Competition in Canberra where they developed an Alexa App for directions at school. These students won the People's Choice Award. Year 8 Einstein students entered the Royal Agricultural Society's Archibull Competition and with the support of the school community were voted into second place in the People's Choice Award.

We are extremely proud of the Renaissance Scholars who have completed an extraordinary year. This group of gifted and talented students have been accompanied by our partner producer Victoria Harbutt from the Information and Cultural Exchange on visits to major cultural and scientific institutions across the city. Boys learnt from scientists at the Garvan Institute and the Observatory as well as curators at the State Library and the Art Gallery of NSW. They presented their work to an audience at The Museum of Applied Arts and Sciences in early November. This work consisted of the culmination of projects they had completed. One group invented a video game where participants could explore Renaissance Florence in Italy and collect artefacts while another demonstrated the operation of a robot they had made which assisted the elderly and the disabled pick up objects. Another group inspired by Thomas More's Utopian Islands addressed the problem of overpopulation by imagining artificial islands that were self – sustaining. The students printed their islands in 3D and included a recycled water supply. The students also very capably represented the school to speak about their work on **ABC Radio National Drive** and on **ABC TV Weekend Breakfast**.

Creative writers this year have travelled to Baradine in far western NSW for a writers' camp with poets and writers from Westwords. The publication of their works in **A Secretive Sky** along with students from Arthur Phillip High School and Dubbo College Delroy Campus demonstrate the talent of our students.

The Story Factory has led inspiring workshops for our Year 9 & 10 students. Early this year the Magazine **Close Enough** was launched at ICE Parramatta and students also exhibited this work at the Zine Fair at the Museum of Contemporary Art. **Manifesto for Tomorrow** work experience program at Art Gallery of NSW for the year 10 students saw students participate in the planning process for the expansion of the Art Gallery of NSW. Hassan Taher presented their work and their suggestions to the director, committee members and the artists of the Art Gallery. Hasan, Harley Scopic and Karem Aljerf also presented at the Power House Museum at Castle Hill.

**The Groom Room** the only in school Barber Shop in a NSW school has been a huge success. The students have become very proficient as barbers and have tenderly cut hair for the residents from the retirement facility at Chester Hill, police from Granville and made sure that the many students who wanted to look their best for Eid have been very happy with their new look.

At our school we are very conscious of the influences on our boys sense of masculinity and their identities as young men. As they grow boys need to grow in confidence to become successful young men. Sometimes the pressures from peers or the broader society encourage students to take risks by adopting antisocial behaviours. We take great care to mentor our boys so that they are proud of themselves, their diverse cultural backgrounds and their school. We have incorporated a range of mentoring programs to support them. Our close partnership with Sydney Youth Connect (SYC) and Sheikh Wesam Charkawi who we consider part of the family here at GBHS, not only provides mentorship for the students but also psychological support to deal with anxiety stress and anger management. This year through SYC our students participated in a range of community and recreational events and were again invited to Canberra as Guests of the Australian Federal Police. Of great significance to the students they were accompanied during their holidays by Wesam and his mentors on a trip to Arnhem Land Northern Territory to live among the Yolgnu people for a few days.

Our goal for leadership is to ensure that the mission, operation and resources within are committed to fostering a school-wide culture of excellence. In collaborative partnerships with parents and the wider community we prioritise high expectations and authentic relationships so that there is a collective responsibility for student engagement, learning development and success.

This year we have continued to overhaul the curriculum with the introduction of Project Based Learning for all students in Year 7 and 8 and the preparation for PBL in Stage 5 in 2019. 4 of our teachers again travelled to the PBL World Conference in the NAPA Valley in the USA and the team of teachers from Hilltop Road shared their work with us at the Staff Conference.

Engagement in learning has also been the focus of the PBIS program in our school this year. Importantly positive behaviour is recognised through this school wide program with the aim of developing healthy relationships between all members of the community. By developing a positive culture we ensure the wellbeing of all our students.

## School background

### School vision statement

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

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

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

### School context

Granville Boys High School (520 students, 99% Non English Speaking Background) is a partially academically selective secondary school with an intake of one class each year into Year 7. The school has a Support Unit with four classes, including one for students with autism, two classes for students with a mild intellectual disability and one for students with a moderate disability.

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

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

In the domain of **Leading** the analysis of data collected was judged by the school to be excelling in the area of planning and resource allocation. In the domain of **Teaching** the school's self-assessment of the evidence collected to assess the Learning and Development indicated that professional learning in the school is aligned with the school plan and significantly impacts on the quality of teaching and learning in the school. The implementation of Project Based Learning in Stage 4 & Stage 5 has been enthusiastically embraced by teachers and students and evaluated as sustaining and growing.

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>

### LEARNING

#### Purpose

To support our students to make successful transitions to future learning and employment. By adopting consistent learning protocols and emphasising enquiry–focussed pedagogy our students will engage in rich learning experiences. As increasingly self–motivated, creative, problem solvers and critical thinkers they will become confident, informed citizens and leaders within our society.

#### Overall summary of progress

Through the *Platform for Collaborative Education* at Granville Boys High School students have adopted enquiry–focused, Project Based Learning, and participated in evaluation of their learning through feedback and reflection. During the teaching and learning as well as at the completion of each STEM and HUMANITIES project to an audience, students, teachers and the parents have an opportunity to provide feedback on student learning. Their feedback has helped refine teaching practices, programs and strategies for future learning. Each student also completes a reflective journal on all the projects they do. The learning goals for the projects and individual reflections are aligned with their academic reports for the semester.

In term 2, faculties began planning for 'Project Selection' for year 9 in the following year. Teachers aligned the projects to the syllabus outcomes. All year 9 students in 2019 would do PBL style of learning for their core as well as elective subjects. Stage 5 PBL planning and timetabling was successfully implemented. Students chose their elective projects through an information night where they could discuss project details with school staff. In 2019, for the first time, PBL has been offered to Year 9 students. Parents have successfully engaged with PBL practices as information continues to be shared through school programs such as orientation day workshops, subject selections, entry events, exhibitions of projects and student folios.

All students from 7–9 have an Individual Educational Plan which have been developed in consultation with their parents by the Learning Services faculty. Additionally, IEP's were also developed for all students in the Support Unit. As a result of this planning and analysis of data, student groups for Reading and Writing were developed to address learning needs of students. All year 12 students had a teacher–mentor to support them with advice and strategies to cope with the demands of HSC.

In 2018, the school implemented programs such as Study Skills through Elevate Education, 10% on top, Mentoring and University tutors who worked two days a week to help HSC students with their studies. The school also engaged students in leadership programs such as Aspire, Leadership Summit, Another World is Possible, Together for Humanity, Human Sound Project Collaboration, Youth Frontiers, Junior Top Blokes etc. These programs were offered to engage a range of students and link them to external agencies.

From the 2018 'Tell Them From Me' survey data, 76% of students in years 7–9 had high expectations of success at school and 66% felt a sense of belonging.

In 2018, the school implemented an internal procedure for managing 'Late to school' and 'Fractional truancies' As a result, the overall attendance improved by 2% since 2017.

NAPLAN data showed an overall 4% decrease in the top two bands in Reading and Numeracy last year over the 2017 cohort. However, when comparing student growth from 2016 to 2018, there is a growth of 0.2% for Grammar and Punctuation and 0.7% growth for Numeracy. There is also negative growth of 1.9 % growth for Reading, 2.5% for Spelling and 6.5% for Writing.

In the HSC, student results in 2018 indicate an increase the top two bands and a decrease in the number of students achieving the lowest band. There is recorded decrease in students achieving Band 1 in English Standard (12.1%), Chemistry (44.4%), Business Studies (25.5%) and Biology (4.9%) There were no Band 1s in English Advanced and Construction. There was also an increase in the number of students who achieved Band 5 or Band 6 in Biology (5.9%), Business Studies (11.4%) and English Advanced (14.3%).



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
* Student engagement as measured by comparative wellbeing data improves	Upgrade of Barber Shop \$7000  Teacher release \$,2000	<p>The Barber Shop project has been operating and students have established their own home barbershops. Students have presented their work on sustainability at the Museum of Applied Arts and Science. The Royal Agricultural Society Project has been displayed in the foyer of the school and students gained 2nd place in the people's choice award.</p> <p>The Peer mediation program has been extended to all year 7 students and students have commenced mediations with other students across the school. Together For Humanity HSIE project has been publically reported and researchers from WSU will assess this project and report next year. Stage 6 students in the Support unit met with teacher, Head teacher, Transition teacher from Nirimba Office to develop a plan and ensure that NDIS requirements are in place for the future.</p> <p>All Stage 4 and Stage 5 students have chosen their courses for 2019 in consultation with staff and parents</p> <p>The text in this column has been imported from your School Plan. Copy the relevant information into the appropriate field</p>
* Feedback from parents and community partners demonstrates an sophisticated understanding of enquiry focussed learning through consultation and participation in the design of student learning programs	Resourcing and teacher release \$5,000	Parents of Year 6 students transitioning to GBHS participated in an orientation program for Project Based Learning. Teachers modelled this program on the scaffold for PBL and parent feedback was very positive. Parent participation in the exhibitions of student portfolios in Years 7 & 8 has further developed parents' understanding of enquiry focussed curriculum, however further collaboration with parents is necessary to assist them to gain a sophisticated understanding of PBL.
<p>* Naplan results for year 7 &amp; 9 are at or above state average</p> <p>* Value added in Naplan results is above state average.</p>		
* Formative assessment and reflections on student learning from PBL demonstrates creativity, collaboration, critical thinking and communication		Formative assessment and program planning are systematically back-mapped from NESA syllabus requirements and are further informed by student progress and achievement data and student feedback to ensure continuous improvement for every student.
* Retention and achievement data demonstrates Stage 6 students are well prepared for their future		

## Next Steps

In 2019, using feedback from student, teacher and parent reflections, faculties will design projects for the compulsory core and Elective subjects. Following an information evening in term 2, students will choose their projects for year 10. IEP's will continue to be developed for all students in years 7–9.

Developing Literacy and Numeracy is an area of focus. With the implementation of Best Start and internal NAPLAN practice, students are supported to develop their skills.

The school continues to link students to external agencies in 2019. All the programs that were offered to students in 2018 will continue this year. Study skills program through Elevate Education will be extended to year 10 students. 10% on top, mentoring and external tutors will be available to HSC students this year.



## Strategic Direction 2

### TEACHING

#### Purpose

To improve our teaching practice so that our teachers are committed and motivated to ensure that students' learning is highly engaging and successful. By adopting consistent teaching protocols and emphasising enquiry-focused learning, teachers are able to collaboratively evaluate their effectiveness and reflectively adapt their practice to maximise students learning outcomes.

#### Overall summary of progress

The leadership team at GBHS is committed to the delivery of curriculum through High Quality Gold Standard Project Based Learning from years 7–10 inclusive by 2020 to improve student excitement for, engagement and commitment of learning and the development of the skills being called for employers – creative and critical thinkers, self-directed and collaborative problem solvers who can communicate a variety of solutions to a wide and diverse audience.

The Collaborative Platform for Education underpins all systems and structures at the school to scaffold and support systematic and strategic Staff professional Learning for the continued delivery of stage 4 curricula through Project Based Learning. Both expert and school delivered PL for PBL provide opportunities for collaborative planning, peer observation, critique and reflection, evaluation and feedback by skilled practitioners with expertise about good teaching. Staff PL mirrors classroom curricula delivery as a hands-on learning experience; it models PBL practice and requires recorded teacher reflection on their learning.

Strategic professional learning will continue to improve teachers' effective use of data to evaluate student understanding of lesson content.

Teachers utilise explicit teaching techniques to identify student learning needs and use a range of models of practice to enable student access to knowledge. They provide specific and regular feedback which reflects defined learning intentions and success criteria to support improved achievement of student learning outcomes. Continual refinement of these processes will continue through strategic professional learning. Strategic planning for 2018 included staff development days, the annual staff conference, regular weekly sessions and 1 period/fortnight allocation for collaboration with a peer for coaching purposes.

All curricula was delivered to the 2018 year 7 and year 8 cohorts through High Quality Gold Standard PBL. The structure implemented in 2017 was continued for both year 7 and year 8 students in 2018 with the addition of a third class of mixed ability learners in both years. Year 8 students continued to study two subjects that incorporate the mandatory KLAS and General Capabilities: STEM which comprises Maths, Science, Technology and PDHPE; Humanities which comprises English, HSIE, LOTE, Art and Music. Year 7 and Year 8 teachers collaborated in their own time to plan, create and refine projects with the rest of the staff twice a term in the allocated session on Tuesday afternoon.

To ensure the ongoing implementation of High Quality Gold Standard PBL and consistent teaching and learning protocols, staff continued to use Buck Institute project proformas and principles and the Curiosity and Powerful Learning Framework to scaffold their teaching and learning sequences.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
* Our teaching practice demonstrates that our teachers are committed and motivated to <b>provide a high challenge, high support curriculum that ensures</b> student learning is highly engaging and successful. .	Presenters, teacher release, resources, professional learning courses  \$100 000	Staff Professional Learning in 2018 built on the process developed in 2017 and underpinned by the Collaborative Platform for Education. Collaborative planning, teaching observations and peer feedback framed by APSTs and the Gold Standard PBL elements, took place in a variety of forums: ECT/Beginning Teachers Program; Accreditation workshops, faculty collaboration, Whole school collaboration; Peer Coaching sessions, Staff Development Days and Staff Conference.



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>* Our teaching practice demonstrates that our teachers are committed and motivated <b>to provide a high challenge, high support curriculum that ensures</b> student learning is highly engaging and successful.</p> <p>.</p>		<p>A further four staff attended PBL World Conference in June 2018 in California, participating in a three day PBL 101 and 201 Workshop based on High Quality Gold Standard Project-Based Teaching Practice. The knowledge, understanding and skills gained at this conference in 2017 and 2018 informed the agenda for day 2 of the 2018 Annual Staff Conference in Term 3. Session 1 consolidated the development of Driving Questions around which classroom enquiry is facilitated and sustained. Session 2 addressed the need to align KLA outcomes with Project Learning Goals to ensure the integrity of PBL pedagogy and learning outcomes on which to report to parents. Sessions 3 and 4 provided PL on sustaining enquiry to ensure that deep learning occurs in each unit. Session 5 provided the staff with practical tools for coaching the students through their learning. On the first day of the 2018 Annual Staff Conference, 10 members of staff presented projects to their peers, they had implemented to stage 4 during semester 1. These presentations were followed by an address from a Principal of a primary school further ahead in their journey of implementing assessment in a PBL approach.</p>
<p>* Through our <b>enquiry focussed curriculum</b>, teaching practice continues to be innovative and flexible to support high quality teaching and learning</p>	<p>Resources, teacher release, professional learning</p> <p>\$10, 000</p>	<p>Staff</p> <p>Development Day in term 2 focused on PBL pedagogy for stage 5 implementation in 2019. PL was presented within a PBL framework as a slice of project. Following a review of PBL pedagogy and developing a set of Need to Knows, staff collaborated in faculty groups to develop project plans for both individual KLAs and stage 5 electives. These project plans were shared with whole staff who reflected on them and provided feedback through the Wows/Wonders/I have format. This feedback informed further reflection and refinement by the relevant faculty.</p> <p>Staff</p> <p>Development Day in term 3 focused on developing a reinvigoration of PBIS (Positive Behaviour Implementation Strategies) program at GBHS to support staff in managing student behaviour in the classroom to ensure positive and amenable learning environments.</p> <p>Student</p> <p>reflection has continued to be a critical part of the reflection and refinement of PBL units in years 7 and 8. Whilst project topic, focus and levels of achievement are predetermined by teacher interpretation of NESA syllabuses and support documents, student voice and choice is</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
* Through our <b>enquiry focussed curriculum</b> , teaching practice continues to be innovative and flexible to support high quality teaching and learning		<p>provided through differentiation strategies during the sustained enquiry phase of a PBL unit. In 2018, the GBHS stage 4 reporting to parents format was altered to accurately reflect the PBL pedagogy including student reflection on their learning.</p> <p>GBHS, in compliance with the DOE framework, has developed a negotiated performance and development process for all staff which is underpinned by the Platform for Collaborative Education and addresses the APSTs. The process requires staff to meet regularly with their supervisors (HT KLA) and their coaches to negotiate planning, implementation and review of their professional goals. Individual Performance and Development Plans are developed in collaboration with the KLA HT and articulate the teacher's professional goals and the support they require to realise them. The PDP reflects the strategic directions of the DoE, the School Management, Professional Learning and Faculty Plans and addresses the APSTs. The cycle is reviewed mid-year and evaluated at the end of the school year to inform the next cycle of performance and development for each staff member.</p>

## Next Steps

Project Based Learning will be implemented in 2019 for stage 4 and year 9 students. PBL units will replace traditional elective subjects for year 9 students:

PBL units will be delivered to students in all year 9 KLAs: Food4Thought, Algebra, Money, Money, Money, Master Chef Storytelling, Computer Games, Invent It, Targeted Literacy and Numeracy support for students will be integrated in learning programs

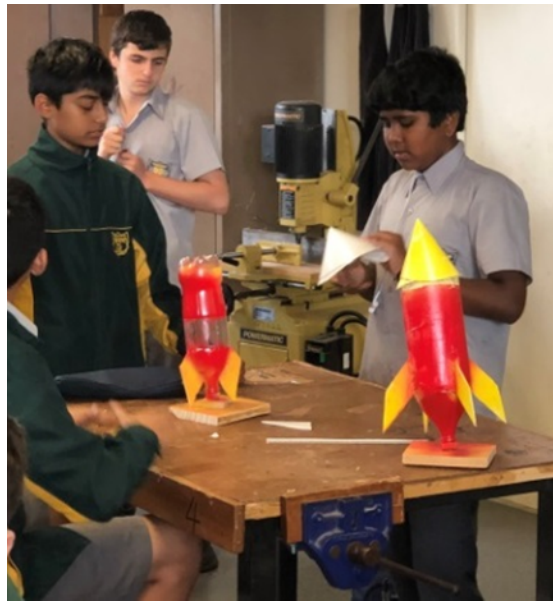
– A fortnightly PL program will continue in 2019:

– A one and a half hour session of PL alternating with half hour faculty collaboration and one hour PL. These sessions will continue to consolidate the implementation of consistent teaching protocols, PBL pedagogy and amenable learning environments. These sessions will continue to follow the structure of knowledge/understanding input to whole-school staff followed by planning, implementation and reflection/refinement facilitated by the peer coaching program and finally through presentation, critiqued by whole-school staff.

–An Induction program for new teachers to GBHS early in term 1 and a regular program reflecting on practice which is aligned to the APSTs throughout the year for early career teachers who are seeking accreditation at Proficient level.

–Individual workshops for teachers maintaining accreditation through negotiation on a needs basis.

–Performance and Development of staff will continue to be an ongoing process. Staff will develop PDPs through negotiation with their supervisors in term 1, review and refine them at the end of term 2 and reflected on during term 4.



## Strategic Direction 3

### LEADING

#### Purpose

To lead the school to ensure that the mission, operation and resources within are committed to fostering a school-wide culture of excellence. In collaborative partnerships with parents and the wider community we will prioritise high expectations and authentic relationships so that there is a collective responsibility for and leadership of student engagement, learning development and social cohesion.

#### Overall summary of progress

An analysis of school climate and culture at Granville Boys High School indicates a high level of social cohesion and social inclusion as student participation in authentic learning increases. Students across all cohorts have been provided opportunity to explore further education through university partnerships. Student leadership is valued and opportunity is provided through participation in the student elected SRC and school governance committees including finance, PBIS and through student voice and choice in PBL protocols. In 2018 the addition of the Barbershop and associated creative and performing arts programs allowed for greater exploration of gender workshops, social media production. A scholars program was also introduced that allowed for further authentic learning for select students aspiring to high education.

Parent participation and representation at Granville Boys High School in school governance teams has demonstrated the positive collaboration between school and community. Parents are represented at the P&C meetings and are instrumental in fundraising for a range of programs and school environment enhancements that support the learning of our students. There is parent representation on the finance committee. This representative is actively involved in the allocation and distribution of school funding. Such transparent processes builds a culture of trust. Parents support for cultural celebrations including our annual Eid dinner and PBIS day is evident through their generous donation of time, food and their enthusiastic participation. Regular representation of a parent on the PBIS team would be ideal to ensure that parent voice is constant.

Distributive leadership (as demonstrated through the Collaborative Platform for Education) of curriculum projects and wellbeing programs allows for staff to develop their capacity and undertake whole school roles and responsibilities. Staff lead management teams including Stage 4 and Stage 5 STEM and Humanities (PBL), ICT, PBIS, Learning Support, VET, SRC, WHS and Finance. All staff are involved in school wide teams and there is at least one faculty representative on each team ensuring collaboration, consultation and fair representation is evident.

Granville Boys High School have worked to upgrade learning spaces to allow for innovation in teaching and learning. The installation of LED lights, refurbishment of a further three PBL classrooms, the addition of a electronic projector screen installed in the hall for whole school use have supported a range of learning experiences including assemblies, performances and has enhanced the school hall making it a flexible learning space. The upgrade of technology across the school is an impressive accomplishment with students in Year 7 – 9 each being issued with a laptop for educational use ensuring equity of access to learning outcomes and technology skills.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
* An analysis of school climate and culture indicates a high level of social cohesion and social inclusion as student participation in authentic learning increases	Head Teacher Welfare \$132,000	
*Parent participation and representation in school governance teams increases.		
*Teacher leadership of curriculum projects and wellbeing programs within the PCE, includes representatives from all faculties and provides teachers with opportunities to develop their	Additional teachers x2	Teachers readily volunteer to lead events that contribute to the richness of the school curriculum and promote student wellbeing and a sense of belonging.  Paint Auburn REaD– Year 9 students dressed up

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
educational leadership.		<p>as mascots to promote reading among children at Auburn and Regents Park.,</p> <p>– "Another world is Possible" event at Cabramatta High School – Sydney Peace Foundation Prize ceremony 2018, "–</p> <p>Social Good Summit Australia "at Sydney University. The Summit challenged our students and other participants to think about sustainable developments goals we would like to see by 2030.,</p> <p>Our prefects attended the "OUT THERE SUMMIT", Western Sydney Leadership Dialogue. Planning for Western Sydney,</p> <p>Hassan Taher received the School Citizenship Award from Auburn Review at Dooley's club Lidcombe., Prefect clusters,</p> <p>Eid/Iftar Dinner at other schools. White ribbon assembly</p> <p><b>Vaccination</b></p> <p>The nurses visited GBHS three times this year to vaccinate the year 7, 8, 10 and 11 students.</p> <p><b>Mobile dental Service</b></p> <p>Mobile dental service visited GBHS for three days to provide our students with general check-up and cleaning.</p>
* The amenity of the learning spaces is innovative and resources are expended for continuous upgrade and improvement	Classroom upgrades \$50,000	

## Next Steps

In 2019 GBHS will continue to increase student participation in leadership opportunities and begin developing relevant and engaging programs for their peers. Their leadership skills will enable them to organise and lead school events and parents too will also participate in and develop range of school programs. Student leadership training will be sourced from a range of providers including internal and external providers. There will be a focus on further developing peer mediation skills with the support of Dr Nikki McWilliams from the University of Technology Sydney.

Parents will also be invited to participate in a range of leadership development opportunities provided by both internal and external providers. This will include the training and development for the insightful refining of the school plan for 2020, PBIS development, under the instruction of a regional coach, Open Days for Primary School families and PBL exhibitions.

A culture of social cohesion will continue to be developed and celebrated through a range of programs with community partners including the Information Cultural Exchange, University and academic partners and local council. The school barbershop program will be expanded to reach students in Year 7– 11 with stakeholders working towards the development of a VET hairdressing course for engaged students. This will enhance not only the cohesion of the students and staff collaborating on the project but support the development of future focused work place training. Students will continue to work with Sheik Wessam Chakawi on projects including the development of films such as 'Before 1770', the 'Who am I?' program and the Together for Humanity (interfaith and intercultural understanding project). Students will be extended through university partnerships including the Sydney University Social Good summit, UTS Summer School, Macquarie University Robotics, ASPIRE, Fast Forward. Our local council – Cumberland Council also supports the



development of social cohesion between students and communities through the provision of programs including 'Top Blokes'. These programs build self efficacy amongst participants, the focus of the program included harm minimisation and innovatively presented through the use of coaching and mentoring strategies.

Student engagement will be promoted through the range of rich and authentic learning opportunities provided to all students by their teachers who have engaged enthusiastically in professional learning around Curiosity and Powerful Learning teaching protocols and through the participation in professional development around Gold Standard PBL practices. Innovative teaching allows for authentic learning and the demonstration of positive behaviour and increased engagement (SENTRAL data, Tell Them From Me data) informs the schools professional learning calendar. Student learning is displayed through PBL exhibitions where staff, students, parents and special guests are invited to attend and celebrate student accomplishments.. Further to the PBL exhibitions in 2019 students will begin to utilise portfolios and learn about the protocols of portfolio defence which will assist in the assessment of projects.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	Funding provides for 4 support teachers and four SLSO's for students with Autism Spectrum Disorder and for students with Mild and Moderate Intellectual disabilities.	<p>The NCCD is undertaken by the Learning and Support Team annually.</p> <p>The LST focus much support on the implementation of PBL throughout stage 4 classes. Specific support is given to grouping students and to making adjustments to tasks.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	An additional Deputy Principal and 2 additional Head Teachers (Teaching and Learning & Welfare) provide invaluable support to staff and students ensuring the delivery of quality professional learning as well as providing for the development of an amenable learning environment.	Students are tested upon enrolment at GBHS. PAT testing results assists in identifying students requiring additional support. In 2019 GBHS will utilise the Best Start Assessment.
<b>Targeted student support for refugees and new arrivals</b>	The EAL/D developed ILP's with refugee students in consultation with their families and other support agencies.	<p>10 refugee students enrolled at GBHS in 2018. 5 were supported through small group withdrawals. The other 5 were supported in class.</p> <p>Refugee support plans were developed for 2 students.</p>
<b>English language proficiency</b>	The EAL/D teacher works across the school to support teachers in implementing TELL strategies into their programming to ensure equity in access to curriculum for our EAL/D students.	<p>Approximately 244 students are identified as EAL/D.</p> <p>4 students are currently sitting at Phase 1 (Limited literacy background) and receive intensive support through in class tuition and intensive reading groups for 10 periods per fortnight.</p> <p>8 students are identified as being in Phase 2 (emerging English) and receive support in small group withdrawals for 10 periods per fortnight</p> <p>98 students are identified as Phase 3–4 (developing and consolidating English). These students are supported in class and through adjustments made to their curriculum.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	566	510	481	490
Girls	0	0	0	0

Improvement in enrolment numbers, although relatively small (490 in 2018) is a result of communicating the changes in the curriculum to the community and particularly to our feeder primary schools who have sought professional learning about Project –Based Learning. The support for improved public relations has been supported by the Department of Education's Communications team. It is expected that enrolments will improve steadily over the coming years.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	89	87.2	92	88.7
8	87.5	85.5	87.8	88.3
9	83.7	84.4	87.1	87.9
10	79.2	76.5	83.6	84
11	75.2	75.2	81.9	83.1
12	78.1	77.9	81.1	85.6
All Years	83.3	81.7	85.8	86.2
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

Attendance is monitored on a period by period basis by all teachers. This data is reviewed daily by the Head Teacher Welfare and the Deputy Principals. The school works with families and carers to ensure that students understand the importance of attendance at school.

A Home School Liaison Officer is based at the school

for one a morning a week to support the monitoring and follow-up of attendance issues. The Welfare Team led by the Deputy Principal including Year Advisors, Careers Advisor and Counsellors meets fortnightly to review concerns about individual students and supports these students and their families.

There has been demonstrated improvement in attendance in all grades except Year 7. This can be attributed to high level behaviour and social support needs of the cohort. GBHS have shown overall improvement greater whereas the DoE trend for 2018 was a decrease.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	13
TAFE entry	0	0	46
University Entry	0	0	38
Other	0	0	3
Unknown	0	0	0

In 2018, 63 students completed Year 12. These students were supported through strategic mentoring programs throughout Stage 6 to ensure post school pathways were clearly defined. Students utilised their mentors and a variety of programs to develop thoughtful choices about post school destinations, pleasingly, all students who aspired to, were able to access a pathway that included some form of higher education and training. 8 students were supported by the NDIS to participate in a work program.

54 students received a HSC

9 students received a ROA

39 students completed a VET course

### Year 12 students undertaking vocational or trade training

Granville Boys High School offered 6 VET Courses – Construction, Metal and Engineering, Hospitality, Retail Services, Information Digital Media Technology and Sport Coaching

39 students undertook VET courses in 2018.

62% completed 1 VET course

23% completed 2 VET courses

15% completed 3 VET courses

#### **Construction 12 students**

9 received full qualification 75%

3 received statement of attainment 25%

#### **Retail Services 12 students**

10 students received full qualification 83%

2 students received statement of attainment 17%

#### **Metal and Engineering 10 students**

5 students received full qualification 50%

5 students received statement of attainment 50%

#### **Information and Digital Media Technology 14 students**

14 students received Statement of attainment toward C3 in Information Digital Media and Technology

100%

#### **Hospitality (Kitchen Operations) 5 students**

2 students received full qualification 40%

3 students received statement of attainment 60%

#### **VET BEC Sport Coaching 15 students**

15 students received Statement of attainment 100%

One staff member retrained in Information Digital Media technology and all VET staff updated their Certificate 4 qualifications.

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

54 Students received HSC  
86%

9 Students received ROA  
14%

39 Students completed VET  
62%

### **Workforce information**

#### **Workforce composition**

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	33.3
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	12.08
Other Positions	1

\*Full Time Equivalent

in 2018 Granville Boys High School had an entitlement of 49.8 teaching staff and 12.8 SASS staff.

Funding was used to support above establishment positions including an extra Deputy Principal in charge of professional learning as well as two additional Head Teachers.

#### **Teacher qualifications**

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

#### **Teacher qualifications**

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	58

#### **Professional learning and teacher accreditation**

The ECT/Beginning Teacher program provided additional mentoring in addition to that provided by their primary supervisor (Faculty HT); the Peer Coaching program continued to provide the structure for developing strong coaching relationships which provided staff with support in developing and aligning their teaching and learning practice with the GBHS strategic directions through the coaching cycle: Plan/Implement/Reflect/Refine.

Whole school, faculty and individual professional learning is a focus of strategic planning at the school and a collective understanding of practice is developed

through an in-school program that engages all staff in focussed reflection and critique of practice through coaching, mentoring and instructional rounds.

All teachers at GBHS are either working towards achieving proficiency or are currently maintaining proficiency. Interested staff who wish to work towards High Accomplished or Lead Teacher will be supported through the process in 2019.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	241,496
<b>Revenue</b>	8,403,800
Appropriation	8,125,272
Sale of Goods and Services	23,259
Grants and Contributions	248,956
Gain and Loss	0
Other Revenue	0
Investment Income	6,314
<b>Expenses</b>	-8,021,112
Recurrent Expenses	-8,021,112
Employee Related	-7,085,396
Operating Expenses	-935,717
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	382,688
<b>Balance Carried Forward</b>	624,183

The Finance Committee comprises the Principal, Deputy Principal, Business Manager, Executive representative, Teacher representative, Parent representative and Student representative meets once per term to review budgets and expenditure throughout the year.

Faculties submit their budget to the finance committee for approval at the first meeting in Term 1. The Finance Committee recommendations are then considered and approved by the School Executive.

- In 2017 additional expenditure for technology was approved for the purchase of student laptops to

be rolled out in 2018 and the school expended resources on the installation of air-conditioning in some classrooms. This funding of \$30 000 supplemented funds of \$65 000 raised by the P&C for this purpose. In addition the school resources were used to install solar panels to power the air conditioners.

The balance carried forward of \$241,496 will be expended on the installation of LED lighting and the expansion of the laptop program for students.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	5,430,580
Base Per Capita	99,740
Base Location	0
Other Base	5,330,840
<b>Equity Total</b>	1,378,992
Equity Aboriginal	0
Equity Socio economic	833,518
Equity Language	185,013
Equity Disability	360,461
<b>Targeted Total</b>	881,997
<b>Other Total</b>	159,162
<b>Grand Total</b>	7,850,732

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.

## Reading

In Year 7 24% of students were in Band 4, this was down from the previous year by 2%. Band 5 had 28% of students a reduction of 4% from the previous year. There was an increase of 7% of students in Band 6 to 30%. Bands 7 was 10% a reduction of 1% from the previous year and Bands 8 and 9 remained consistent at 7% and 1%. In Year 9 most students are in bottom two bands with 30% of the students in Band 5 and 35% in Band 6. Band 7 has 26% of students. There were 5% of students in Band 8 and 4% in Band 10. In Reading 92% of students experienced growth and 61% of these students experienced significant growth.

## Writing

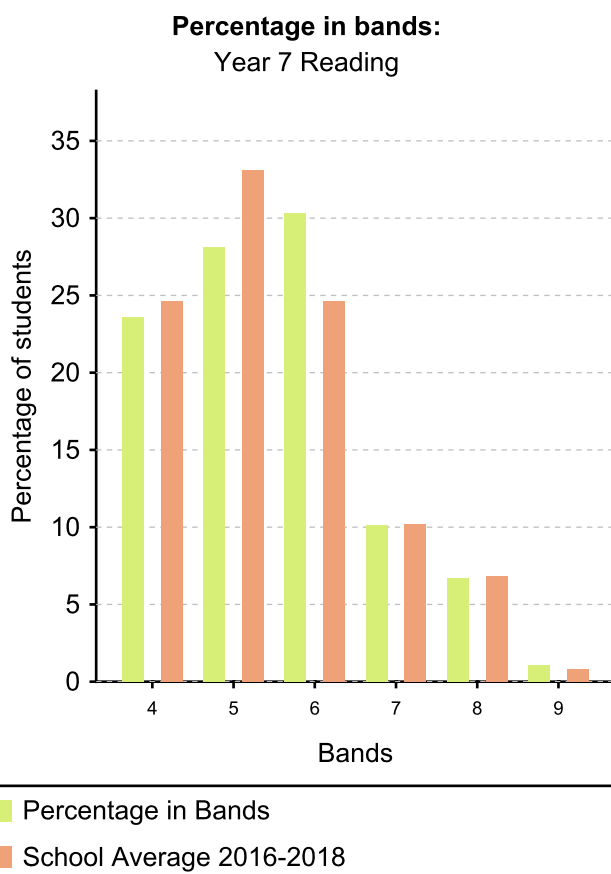
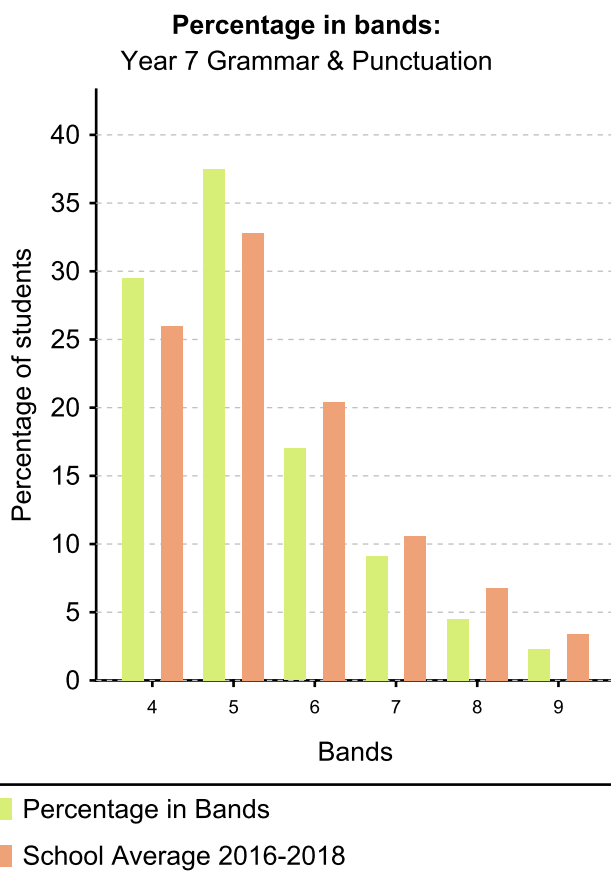
In Year 7 Writing 25% of the students were in Band 4 and 38% of the students were in Band 5. In Band 6 there was 14% of the students and Band 7 had 6%. There were no students in Band 8 or 9. Year 9 Writing had 25% of students in Band 5 and 16% in Band 6. There were 11% of students in Band 7 and 9% in Band 8, no students received band 9 or 10.

## Spelling

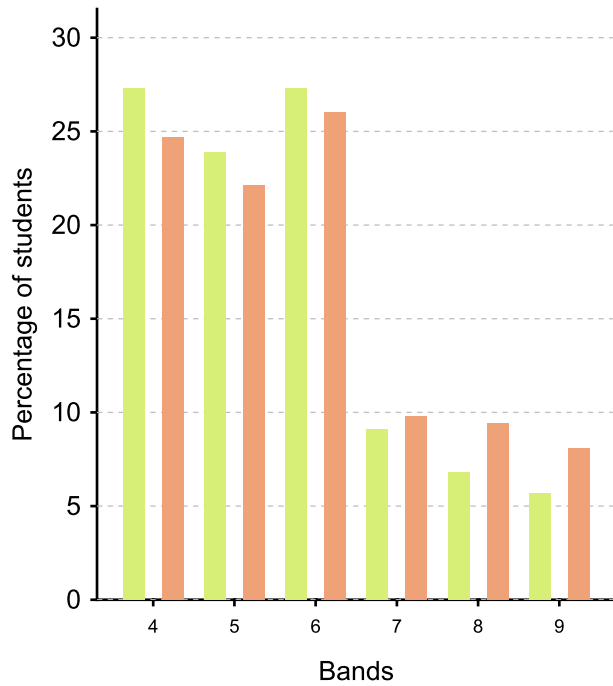
In Year 7 Spelling 27% of students were in Band 4 and 24% Band 5. In Band 6 there were 27% of students Band 7 had 9% of students, Band 8 had 7% and Band 9 had 6%. The Year 9 results show Band 5 had 37% of students and Band 6 had 23% of students. In Band 7 there were 21% of the students while Band 8 had 12%. Band 9 had 5% of the cohort and Band 10 had the remaining 2%. In Spelling 86% of students experienced growth and 56% of these students experienced significant growth.

## Grammar and Punctuation

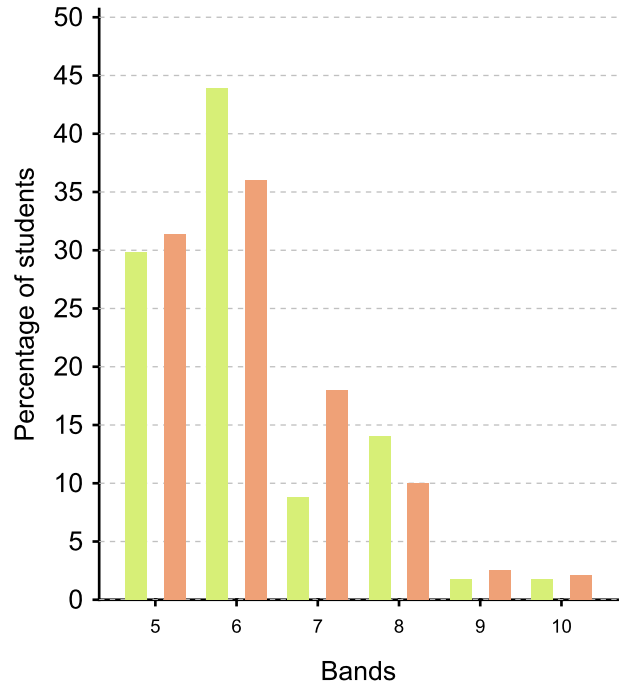
Year 7 Grammar and Punctuation had 30% of the students in band 4 and 38% in Band 5. In Band 6 there were 17% of the cohort and 9% in Band 7. Band 8 had 5% of the students while Band 9 had the remaining 2%. Year 9's Grammar and Punctuation had 30% of students in Band 5 and 44% in Band 6. Band 7 had 9% of the cohort and Band 8 had 14%. Band 9 and 10 each had 2% of student numbers. In Grammar and Punctuation 82% of students experienced growth and 52% of these students experienced significant growth.



**Percentage in bands:**  
Year 7 Spelling



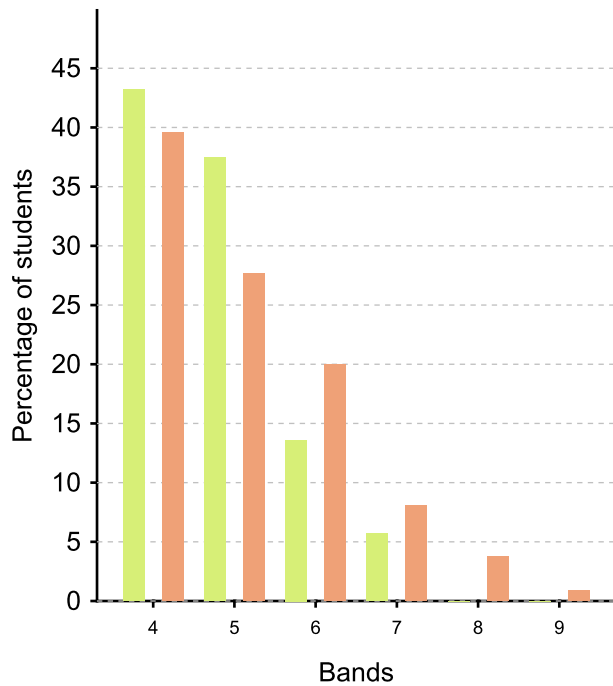
**Percentage in bands:**  
Year 9 Grammar & Punctuation



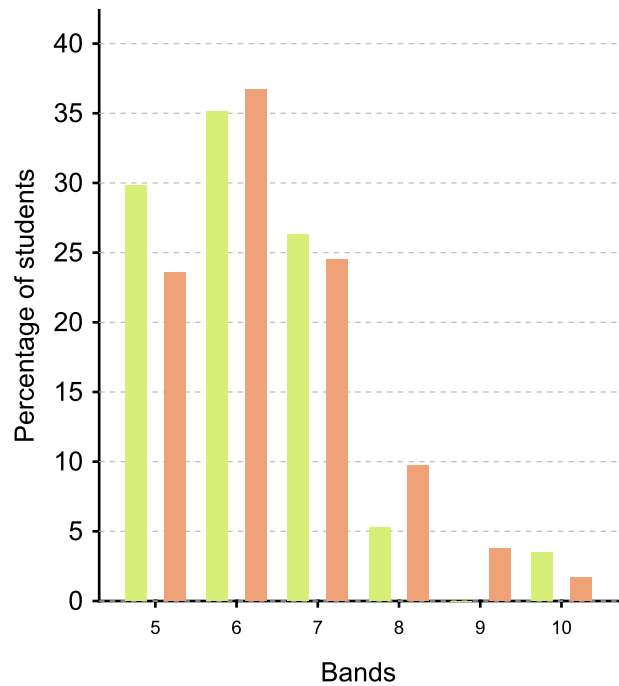
Percentage in Bands  
School Average 2016-2018

Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 7 Writing



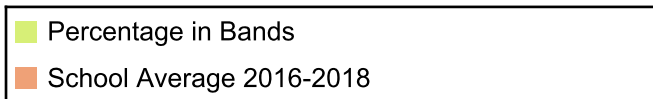
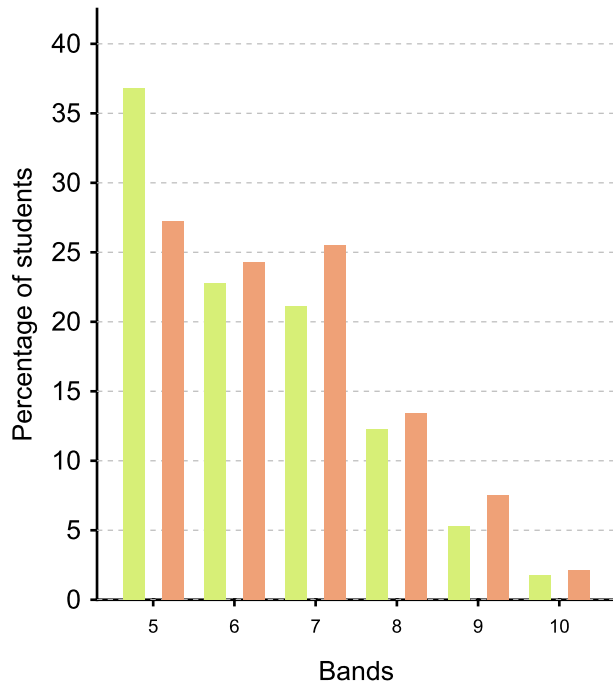
**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2016-2018

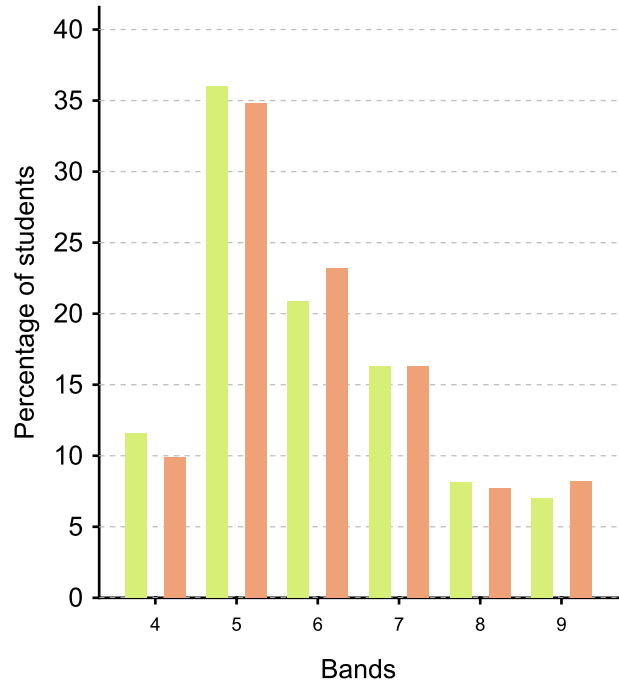
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 9 Spelling



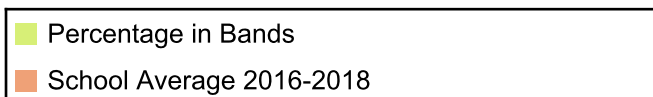
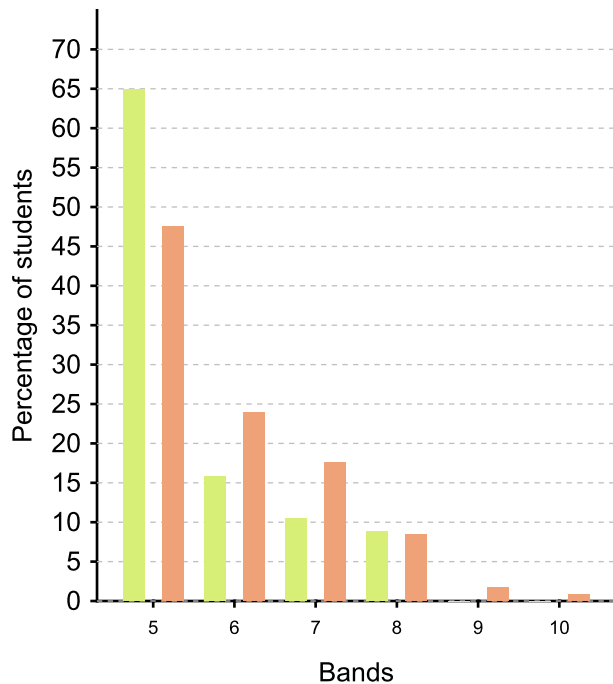
cohort, down 3% from the previous year. There was an increase of 17% in Band 6 with 42% of students receiving a Band 7, Band 8 was down 1% to 16% and Band 9 and 10 each had 2% of student numbers. All students had growth in Numeracy and 74% of students had significant growth

**Percentage in bands:**  
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	11.6	36.0	20.9	16.3	8.1	7.0
School avg 2016-2018	9.9	34.8	23.2	16.3	7.7	8.2

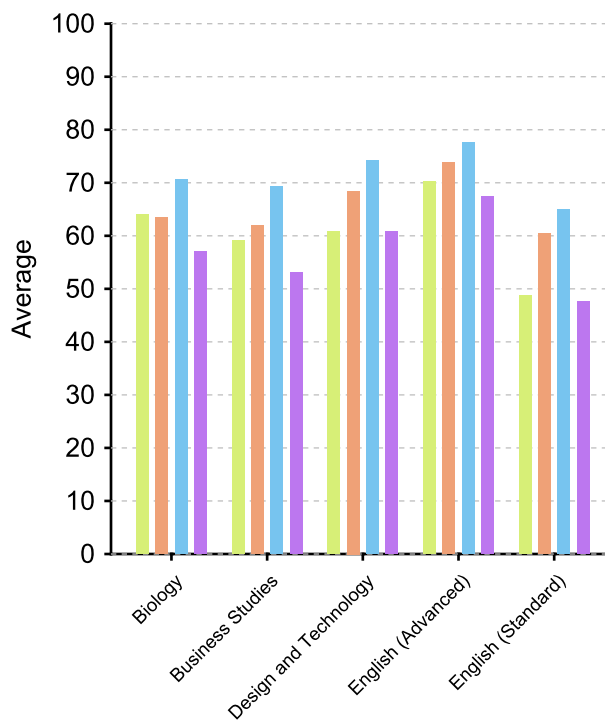
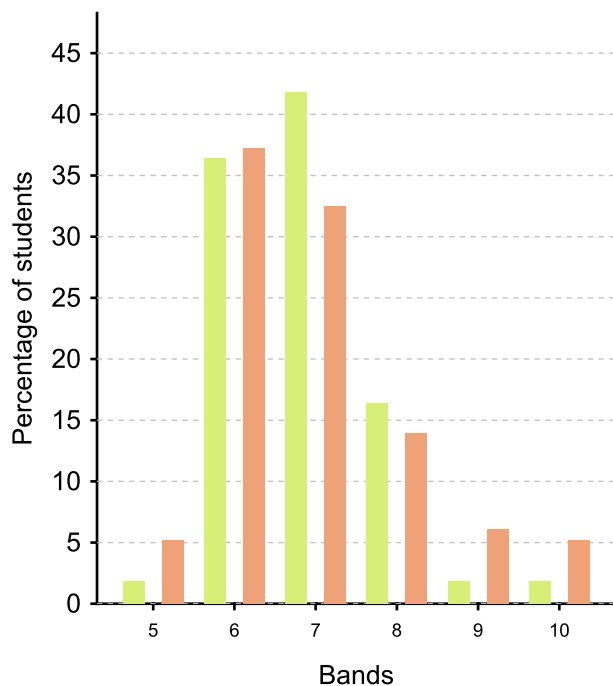
**Percentage in bands:**  
Year 9 Writing



## Numeracy

In Year 7 Numeracy 12% of the students were in Band 4 while 36% of them were in Band 5. Band 6 had 21% of the cohort and Band 7 had 16%. There was 8% of students in Band 8 and 7% in Band 9. Year 9 Numeracy had 2% of students in Band 5, a reduction of 3% from the previous year. Band 6 had 36% of the

**Percentage in bands:**  
Year 9 Numeracy



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

Band	5	6	7	8	9	10
Percentage of students	1.8	36.4	41.8	16.4	1.8	1.8
School avg 2016-2018	5.2	37.2	32.5	13.9	6.1	5.2

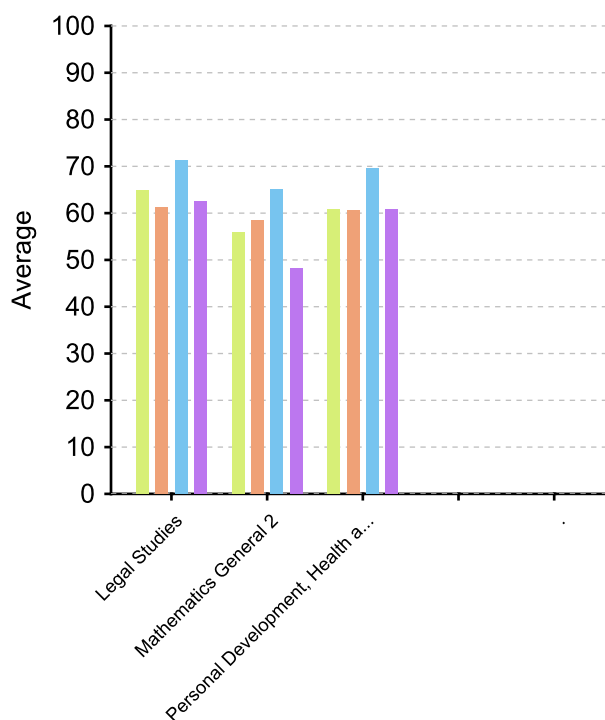
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the Premier's Priorities:

Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. GBHS will continue to work to evaluate and reinvigorate Literacy and Numeracy teaching and learning opportunities across the school to support growth in Year 9.

### Higher School Certificate (HSC)

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



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

The schools HSC results have been similar over the past four years are below state average and below SSSG average. This indicates that a more targeted approach to HSC preparation and support is required from the school.

In 2018 the school introduced the elevate study

program and will extend the roll out of this to include Grade 10, and 11 also.

In 2019, the first GBHS selective students will undertake the HSC.

## Parent/caregiver, student, teacher satisfaction

In 2018 student satisfaction data was obtained through the Tell Them from Me Survey. Students reported that they had a strong sense of belonging at school, however they did not feel that their culture was always understood.

Teachers responses to professional learning demonstrated that they were supportive of the Project –Based learning initiatives that the school had undertaken and that the students had responded positively.

## Policy requirements

### Aboriginal education

In 2018 there were no students of Aboriginal heritage in attendance the school. Students in Stages 4, 5 & 6 participated in a community consultation with the Aboriginal Officer at Cumberland Council for the development of their policy for . As well students participate in an event organised by the council to commemorate the anniversary of the First Act of Reconciliation held at Prospect Hill between the colonial authorities and Aboriginal Leader Pemulwuy.

A group of students also travelled to Arnhem Land in the Northern Territory with Sheik Wesam Chakawi and members of Sydney youth Connect to stay with members of the Yolgnu people and learn about early trade with Muslims for Macassar. Student and SYC made a film of the trip entitled, Before 1770.

In 2018 the HSIE faculty ran a Stage 5 unit on Aboriginal history and Aboriginal education is integrated into programs across all faculties.

In June 40 aboriginal students from Newcastle High School performed at our Annual Eid celebration.

### Multicultural and anti-racism education

The school has a rich cultural mix with approximately 99% of students coming from culturally and linguistically diverse backgrounds. The curriculum incorporates the cultural knowledge of the students to build social inclusion and cohesion. Through sporting, cultural and interfaith activities the students are able to learn about one another and celebrate the diversity in the school.. In 2018 the school continued to recognise and celebrate diversity through:

PBIS Day

Eid Celebration

Arabic Drumming groups

Arabic Band

Pacific Islander Dance Troup

Pacific Islander Vocal Troup

Pacifica University Project

The performance groups played at all major school events, as well as other local schools and in the community. The Arabic performers have played for local councils, the Multicultural Disability Advocacy Association, the Madiba Project (Bankstown RSL) and the Walk for Respect. The Pacific Islander dancers and singers performed at schools on the Northern Beaches of Sydney.

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

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