

Georges River College Peakhurst Campus

2019 Annual Report



8408

Introduction

The Annual Report for 2019 is provided to the community of Georges River College Peakhurst Campus as an account of the school's operations and achievements throughout the year.

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

School contact details

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Message from the principal

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

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

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

As a dedicated and passionate staff, we are committed to talking together, planning together and working together towards a pathway of continuous improvement in teaching practice and the improvement of student learning outcomes. The focus for 2020 will be on Literacy & Numeracy across all the key learning areas, Growth Mindsets in classroom practices, Formative Assessment practices within all the classrooms across all the key learning areas and Differentiated Teaching practices. The key learning strategies for teachers will be the sharing of learning expectations by clarifying and understanding learning intentions with respect to criteria for success in learning. Teachers will elicit evidence by engineering effective classroom discussions and provide meaningful feedback that moves the learners forward. Students will be given the opportunity and the skill-set to self-assess their learning and use peer assessment as an instructional resource.

Student Wellbeing will continue to be a high priority within the school. An additional focus will be on social and emotional learning through our designated early morning PEAK (Peakhurst Expectations and Knowledge) lessons held on Tuesdays, Thursdays and Fridays throughout the year. These lessons are designed to ensure all students are known, feel supported, valued and cared for at GRC Peakhurst Campus. Every face has a place at GRC Peakhurst!

GRC Peakhurst continues to build upon the excellent relationships with our partner primary schools, parent community

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

School background

School vision statement

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

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

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

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

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

School context

Georges River College Peakhurst Campus is the co-educational middle school campus of Georges River College which caters for students from Year 7 to Year 10. The school has an enrolment of 810 students and includes a support unit for students with moderate intellectual and physical disabilities. The student body consists of 58% of students from a Language Background Other Than English and 4% of students from an Aboriginal and Torres Strait Islander background.

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

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

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

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Strategic Direction 1

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

Purpose

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

Improvement Measures

- Increase the number of students exceeding expected growth rates in Year 9 NAPLAN literacy and numeracy compared to Year 7 results.
- Aboriginal and Torres Strait Islander and LBOTE student results are similar to whole-school Year 9 NAPLAN results.
- Decrease the number of students achieving bands 5 & 6 and increase the number of students achieving bands 8, 9 & 10 in Year 9 NAPLAN.
- All students exhibit personal attributes of self-management, social awareness, relationship skills and responsible decision making in line with our school expectations and values.

Progress towards achieving improvement measures

Process 1: • Continue to implement centralised and co-ordinated whole school 'Reading for Meaning' and 'Writing with Purpose' Literacy programs.

Evaluation	Funds Expended (Resources)
Through the Literacy SALT team's discussion of the Learning Sprints to review the observations process and staff survey results, the team found that the Super 6 Comprehension training session, training material, lesson observations and feedback to teachers were all beneficial. For 2020, the team will focus on training new staff to the school, further training existing staff and running Super 6 lesson activities in all faculties.	– Staff Meeting – Professional Learning allocated to SALT Meeting time. – \$58 000 expended to support professional learning for staff and funding for related programs. – \$89 000 Beginning Teacher funds

Process 2: • Develop a centralised and coordinated whole school 'Connecting and Working with Numbers' Numeracy program.

Evaluation	Funds Expended (Resources)
Across 2019, The Numeracy SALT developed KLA numeracy folders to highlight various numerical strategies across various tasks in all KLAs. There were different levels of complexity of tasks targeting the same learning stage to allow for differentiation. For 2020, the folders will be used as a base for identification of numeracy in lessons and the next steps will involve identifying specific focus in developing similar strategies and resources to be shared at a whole school level.	– Staff Meeting – Professional Learning allocated to SALT Meeting time. – \$58 000 expended to support professional learning for staff and funding for related programs. – \$89 000 Beginning Teacher funds

Process 3: • Explicitly teach Social and Emotional Learning (SEL) aligned with school wide expectations through the Positive Behaviour for Learning (PBL) Framework.

Evaluation	Funds Expended (Resources)
Learning Sprints across the year had the team tracking time for students to enter the class and become settled and engaged without an entering routine and do now task compared to with an entering routine/do now task. Classes show this happens quicker when these strategies/routines are in place. There	– Staff Meeting – Professional Learning allocated to SALT Meeting time.

Progress towards achieving improvement measures

is also a reduction in negative behaviours. Do Now tasks shared within team to include 2 minute challenge (vocabulary list), glossary, mind map, quick review questions, stimulus clip. For 2020, the strategies and related data is to be shared with all staff for this to become a common practice in all classrooms. The team will then continue to highlight other effective classroom practices to become consistent school practice.

PEAK Learning lessons (PBL and SEL) and class competitions (3 per term) continued across the year with varying degrees of completion. Reduction in the amount of content included each lesson supported the delivery. Staff feedback found that topical and student led lessons were preferred. For 2020, PL lessons and competitions are to continue (Term 1 = PEAK Values, Terms 2, 3 and 4 = Friendly Schools Plus/Office of esafety commissioner), with a plan to have student leaders deliver the lessons.

Student Wellbeing PEAK Learning group grew in numbers, responsibility and visibility, leading numerous initiatives over the year. For 2020, the group needs to be extended on with representatives from all years. Student mediators have been utilised to help manage minor peer conflict, with all students involved reporting positively about the experience. For 2020, new peer mediators will need to be trained.

– \$58 000 expended to support professional learning for staff and funding for related programs.

– \$89 000 Beginning Teacher funds

Strategic Direction 2

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

Purpose

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

Improvement Measures

- Performance and Development Plans reflect improved teaching skills through the stages of the Australian Professional Standards for Teachers.
- Teaching practices are shared and promoted through quality professional learning experiences.
- An increase in Grade Point Average (GPA) on student reports for all subjects in all years.

Progress towards achieving improvement measures

- Process 1:**
- Engage staff in developing individual Professional Learning Plans and a Growth Mindset that supports relevant and innovative practices explicitly targeted to build their capabilities as learners, teachers and leaders.

Evaluation	Funds Expended (Resources)
Growth Mindset is embedded in all professional dialogue and many staff make reference to language of Growth Mindset in their daily practice. Opportunity for ongoing professional learning to be explored.	

- Process 2:**
- Develop a culture of sharing and understanding expectations of best practice for learning, teaching and leading through a focus on Formative Assessment practices in every classroom.

Evaluation	Funds Expended (Resources)
<p>In 2019, our team has developed an improved ability to facilitate dynamic formative-based learning environments. The team found that success criteria and learning intentions are an evidence-based approach that can improve engagement, behaviour and learning of students.</p> <p>In 2020, our goals are to: – Embed learning intentions and success criteria into all units and lesson plans within our respective faculties.</p> <p>– Support this process by holding collegial discussions to support the implementation process of others.</p> <p>– Observations within our salt team to support professional learning and effective implementation.</p> <p>– Branching out with another salt team to support their facilitation of learning intentions and success criteria. Consistency is paramount.</p>	<p>– Staff Meeting – Professional Learning allocated to SALT Meeting time.</p> <p>– \$58 000 expended to support professional learning for staff and funding for related programs.</p> <p>– \$89 000 Beginning Teacher funds</p>

- Process 3:**
- Continue building staff capacity to individually and collaboratively plan and implement differentiated teaching and learning in every classroom.

Evaluation	Funds Expended (Resources)
<p>In 2019, the Differentiation SALT 's Learning Sprints focused on including Learning Intentions and Success Criteria in all lessons and differentiating Assessment Tasks. The team found that the whole school graphics worked as visual prompts for teachers, minimized distraction and helped set clear student/teacher guidelines. The differentiated Assessment Tasks were well received by the majority of students as evidenced by increased completion</p>	<p>– Staff Meeting – Professional Learning allocated to SALT Meeting time.</p> <p>– \$58 000 expended to support professional learning for staff and</p>

Progress towards achieving improvement measures

rates.

For 2020, the team will focus on a streamlined approach to the differentiated Assessment Tasks across all KLAs.

funding for related programs.

– \$89 000 Beginning Teacher funds

Strategic Direction 3

Strengthening partnerships through an inclusive learning community

Purpose

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

Improvement Measures

- Increase in active parent participation within our learning community.
- Increase co-operation, participation and productivity levels in cross campus college activities.
- Strengthening learning connections with partner primary schools.
- External agencies are aligned and coordinated to meet student needs.

Progress towards achieving improvement measures

Process 1: • Engage parents with the learning community to become active participants in their child's education.

Evaluation	Funds Expended (Resources)
<p>In 2019, the Community SALT explored the impact of positive communication with parents on student's engagement and behaviour at school. Through their Learning Sprints they found that regular and targeted positive phone calls correlated with improved student /teacher relationships, and improved student behaviour.</p> <p>For 2020, the team will focus on embedding this practice as a whole school priority, and other ways to highlight student recognition and build positive relationships with the community.</p>	<p>– Staff Meeting – Professional Learning allocated to SALT Meeting time.</p> <p>– \$58 000 expended to support professional learning for staff and funding for related programs.</p> <p>– \$89 000 Beginning Teacher funds</p>

Process 2: • Enhance the learning and social opportunities for both staff and students within our Georges River College community.

Evaluation	Funds Expended (Resources)
<p>GRC professional learning action teams continue to support and promote the collaboration of teachers across all campuses.</p> <p>Refinement and further development of taster courses for Yr 10 students transitioning into Year 11 at GRC Oatley Campus. Also, teams of students from GRC Peakhurst completed White Card training in building and construction.</p>	<p>– College Teams Meetings and SDD</p>

Process 3: • Continue to engage with partner primary schools in mutually beneficial educational opportunities.

Evaluation	Funds Expended (Resources)
<p>Partnerships with our community of schools continued with students from GRC Peakhurst leading debating coaching and tournaments with our partner Primary Schools. Our PASS students also successfully ran the now annual Gala Day with Year 6 students from our local area.</p>	

Process 4: • Initiate, build and strengthen external agencies to become active participants in our learning community.

Evaluation	Funds Expended (Resources)
<p>External agencies continued to be included within our school community and as an extension of our student wellbeing supports. Students were supported</p>	<p>Generate – \$7000</p>

Progress towards achieving improvement measures

with youth workers from 3 Bridges and Generate, providing one-on-one support and targeted group sessions and workshops.

3 Bridges \$12000

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$15, 654	<p>The development of Personalised Learning Plans (\$5,000) for ATSI students. Students participating in projects and programs (\$6,000) highlighting Aboriginal Culture and strengthening identity connections.</p> <p>Examples of such programs include: Speak Up, The Great Debate, Koori Art, NAIDOC Assembly and Campfire Meetings. A 10 day immersion to Homelands in Kakadu National Park and Arnhem Land was enabled students to connect with culture and each other. Also our sister partnership with Coolah Central School and an outdoor learning circle established as a learning space ensures whole school engagement and sharing.</p>
English language proficiency	\$31, 954 (Flexible Funding) \$64, 030 (Staffing)	<p>Teachers to support Teaching and Learning programs (\$95, 984) in all Key Learning Areas and to support the learning needs of English as an Additional Language / Dialect students (EAL/D). Collaborating with staff in the differentiation of classroom lessons and assessments.</p> <p>Professional Learning for staff to increase their capacity and understanding about English as an Additional Language/Dialect (EAL/D) pedagogy and practice. Administrative support to map English as a Second Language.</p> <p>(ESL) scales with progression phases in identifying student language needs.</p> <p>Development of teaching units, for each faculty, integrating EAL/D teaching strategies in the implementation of reading comprehension skills. This provided professional development for respective teachers from each faculty.</p>
Low level adjustment for disability	\$116, 032 (Flexible Funding) \$202, 760 (Staffing)	<p>Learning Support Teachers ensuring specialised provisions and support in classrooms for students with identified learning needs (\$202, 760).</p> <p>Professional learning for staff to make appropriate accommodations in lessons to support students with additional learning needs and enable equal access for students in all classrooms.</p> <p>Provisions for flexible staffing of Student Learning Support Officers (\$116,032) to assist in increased levels of student participation and engagement in learning by identifying and supporting specific learning needs of students.</p> <p>Professional Development of staff in using specific modifications and accommodations to ensure every student has access to the curriculum at all times.</p>

Socio-economic background	<p>\$206, 681 (Flexible Funding)</p>	<p>The purchase of teaching and learning resources and equipment (\$55,000) across all faculties to increase student engagement in classrooms to enrich learning experiences for students across all equity groups.</p> <p>The purchase of Information and Communication Technologies (ICT) equipment (Class Sets of Laptops and Charging Stations per faculty)</p> <p>Careers : \$16,500</p> <p>English : \$12,500</p> <p>HSIE : \$27000</p> <p>Special Education \$27000</p> <p>Science \$27000</p> <p>Photography and Digital Media: \$15000</p> <p>Visual Arts: \$31000</p> <p>The purchase of musical instruments and provision of performance opportunities (\$18 000) to engage students in the Creative and Performing Arts.</p> <p>Purchase of additional new sports equipment: \$7500</p> <p>Purchase of a Laser Cutter in Technology : \$31000</p> <p>Future Focused Learning Spaces in PDHPE : \$18000</p> <p>Purchase of Real Care Babies in Child Studies: \$7000</p> <p>The employment of a School Chaplain (\$7,000) – Georges River Life Care Youth Worker to support the wellbeing of students.</p> <p>Employment of Youth Workers (\$12,000) – 3 Bridges – support the Wellbeing of students.</p> <p>Homework Club (\$5 000) and Breakfast Club (\$2 500) to support student learning and wellbeing.</p> <p>Elevate Study Skills Program for Yr 7 students (\$4500)</p> <p>Uniforms for Students in need (\$2000)</p> <p>Student Rewards (\$1500)</p> <p>Student Study Skill Booklets (\$6000)</p> <p>Student Book Packs (\$2000)</p> <p>Student Assistance (\$10000)</p>
Support for beginning teachers	<p>\$107, 448</p>	<p>Key Initiatives:</p> <ul style="list-style-type: none"> • Mentoring

Support for beginning teachers	\$107, 448	<ul style="list-style-type: none"> • Coaching • Professional Learning • Adjusted Teaching Load • School–Based Beginning Teacher Network <p>Impact Achieved:</p> <p>Beginning Teachers have reduced teaching loads to support the development of their skills and practice.</p> <p>Beginning teachers have been allocated a mentor. Mentors are allocated release time to engage in supportive, structured and collaborative conversations to further develop and strengthen teaching practices.</p> <p>The school conducts two school network meetings per term for Beginning Teachers. Numerous educational, school and performance issues are discussed during these meetings.</p> <p>Beginning Teachers are encouraged to participate in professional learning that focuses on classroom management, student engagement strategies and productive learning relationships with all school stakeholders.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	459	469	505	539
Girls	215	240	259	294

Student attendance profile

School				
Year	2016	2017	2018	2019
7	94.1	93.8	93.1	92
8	92.4	91.6	92	90.7
9	90.8	89.3	91.1	89.7
10	91.6	88.7	90.7	91.6
All Years	92.3	91.1	91.8	91
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
All Years	90	89.9	88.7	88.2

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	N/A	N/A
Employment	5	N/A	N/A
TAFE entry	1	N/A	N/A
University Entry	0	N/A	N/A
Other	0	N/A	N/A
Unknown	0	N/A	N/A

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Georges River College Peakhurst Campus undertook vocational education and training in 2019.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	41.45
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	14.48
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	955,318
Revenue	10,113,541
Appropriation	9,582,966
Sale of Goods and Services	68,114
Grants and contributions	449,384
Investment income	6,995
Other revenue	6,082
Expenses	-10,127,966
Employee related	-8,658,727
Operating expenses	-1,469,238
Surplus / deficit for the year	-14,425

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,076,900
Equity Total	637,111
Equity - Aboriginal	15,654
Equity - Socio-economic	206,681
Equity - Language	95,984
Equity - Disability	318,792
Base Total	6,848,516
Base - Per Capita	184,510
Base - Location	0
Base - Other	6,664,006
Other Total	720,570
Grand Total	9,283,097

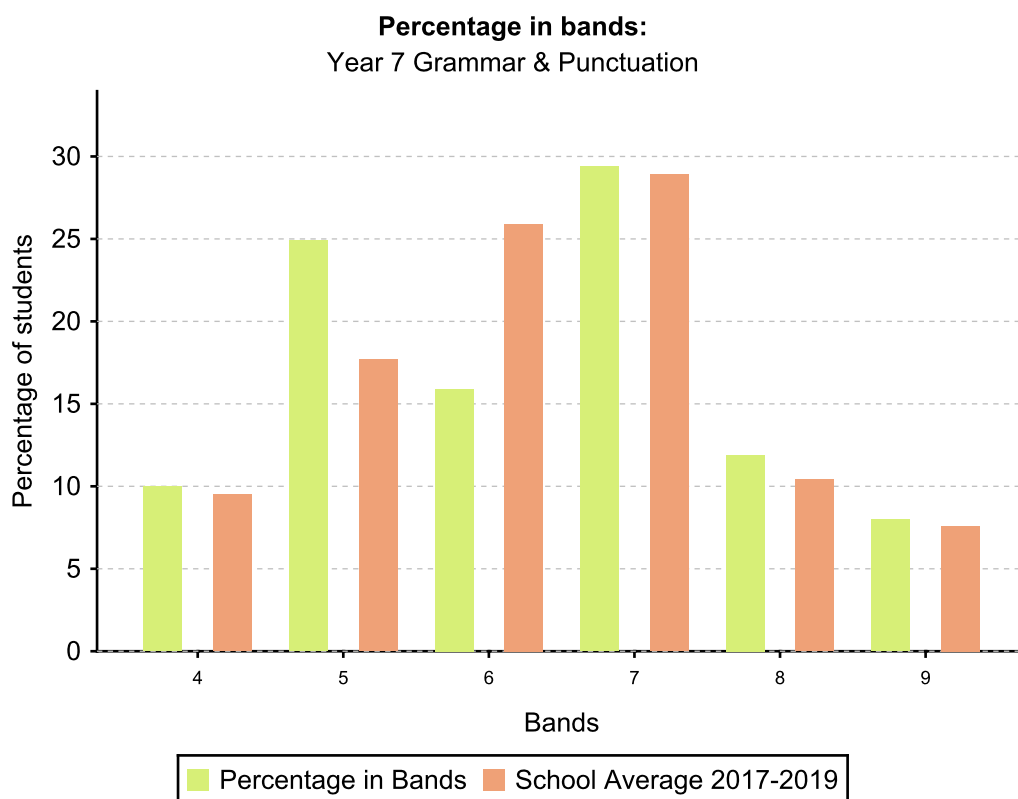
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

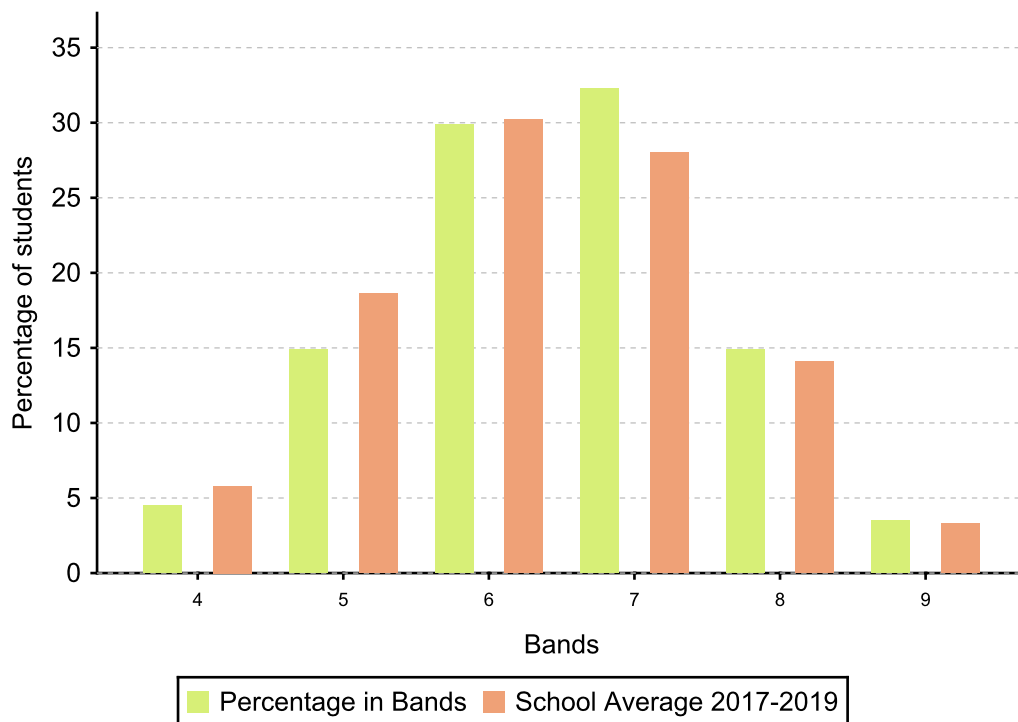
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



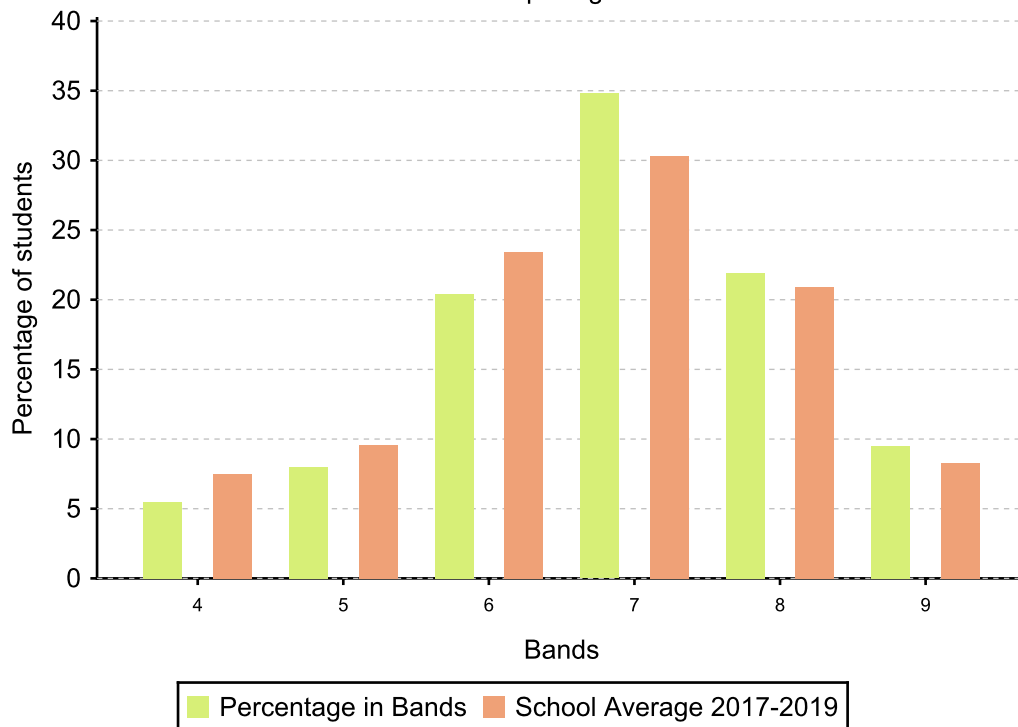
Band	4	5	6	7	8	9
Percentage of students	10.0	24.9	15.9	29.4	11.9	8.0
School avg 2017-2019	9.5	17.7	25.9	28.9	10.4	7.6

Percentage in bands:
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	4.5	14.9	29.9	32.3	14.9	3.5
School avg 2017-2019	5.8	18.6	30.2	28	14.1	3.3

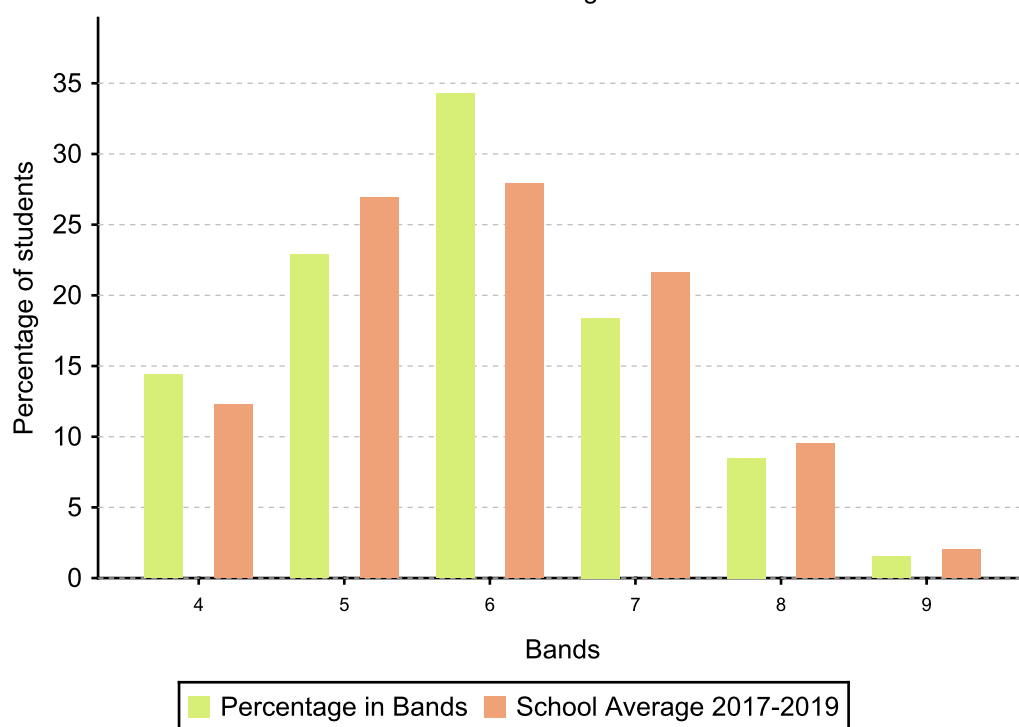
Percentage in bands:
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	5.5	8.0	20.4	34.8	21.9	9.5
School avg 2017-2019	7.5	9.6	23.4	30.3	20.9	8.3

Percentage in bands:

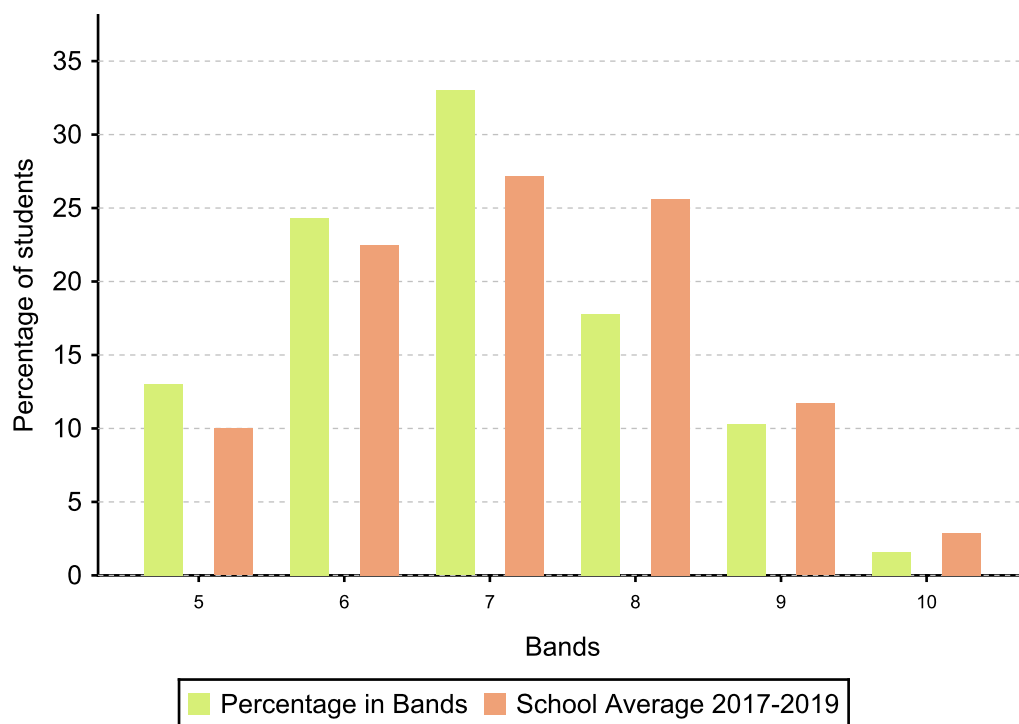
Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	14.4	22.9	34.3	18.4	8.5	1.5
School avg 2017-2019	12.3	26.9	27.9	21.6	9.5	2

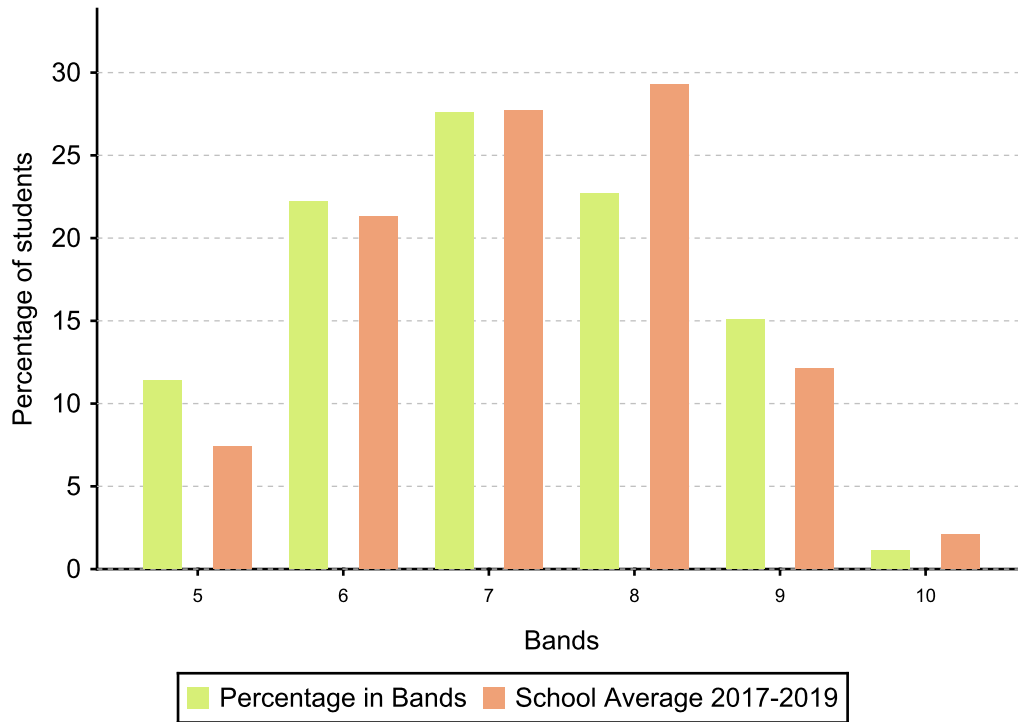
Percentage in bands:

Year 9 Grammar & Punctuation



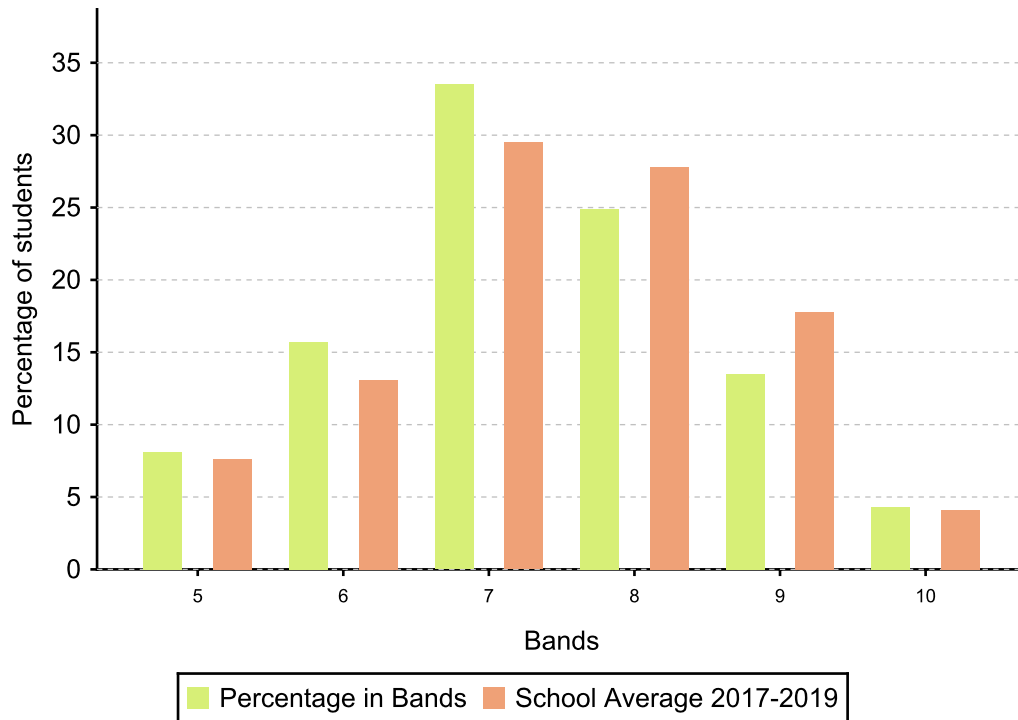
Band	5	6	7	8	9	10
Percentage of students	13.0	24.3	33.0	17.8	10.3	1.6
School avg 2017-2019	10	22.5	27.2	25.6	11.7	2.9

Percentage in bands:
Year 9 Reading



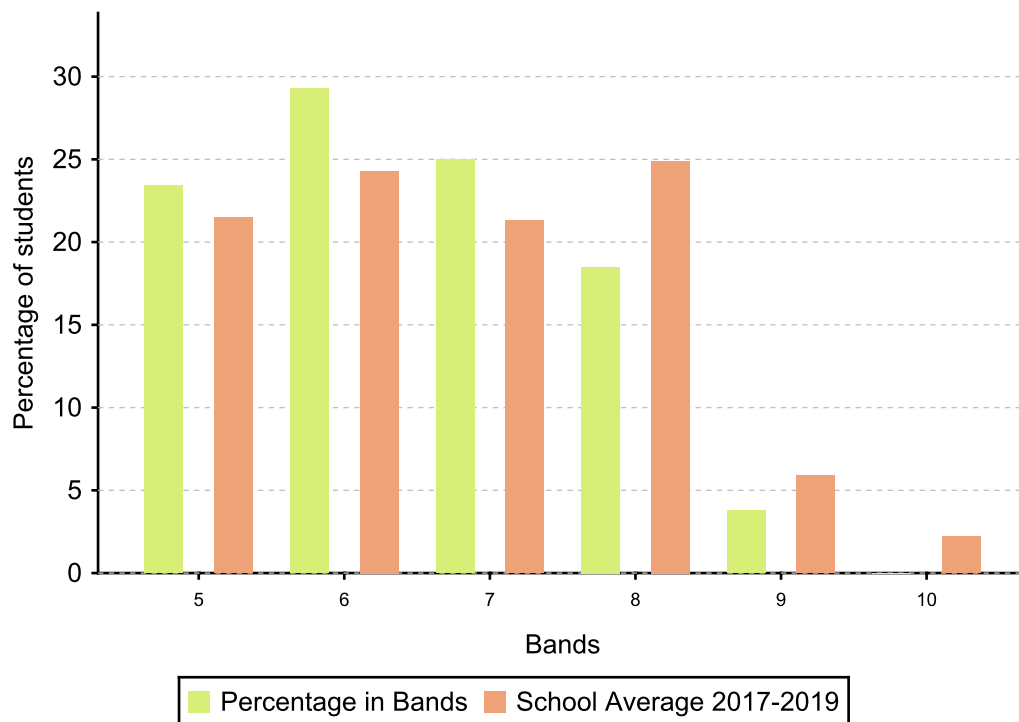
Band	5	6	7	8	9	10
Percentage of students	11.4	22.2	27.6	22.7	15.1	1.1
School avg 2017-2019	7.4	21.3	27.7	29.3	12.1	2.1

Percentage in bands:
Year 9 Spelling



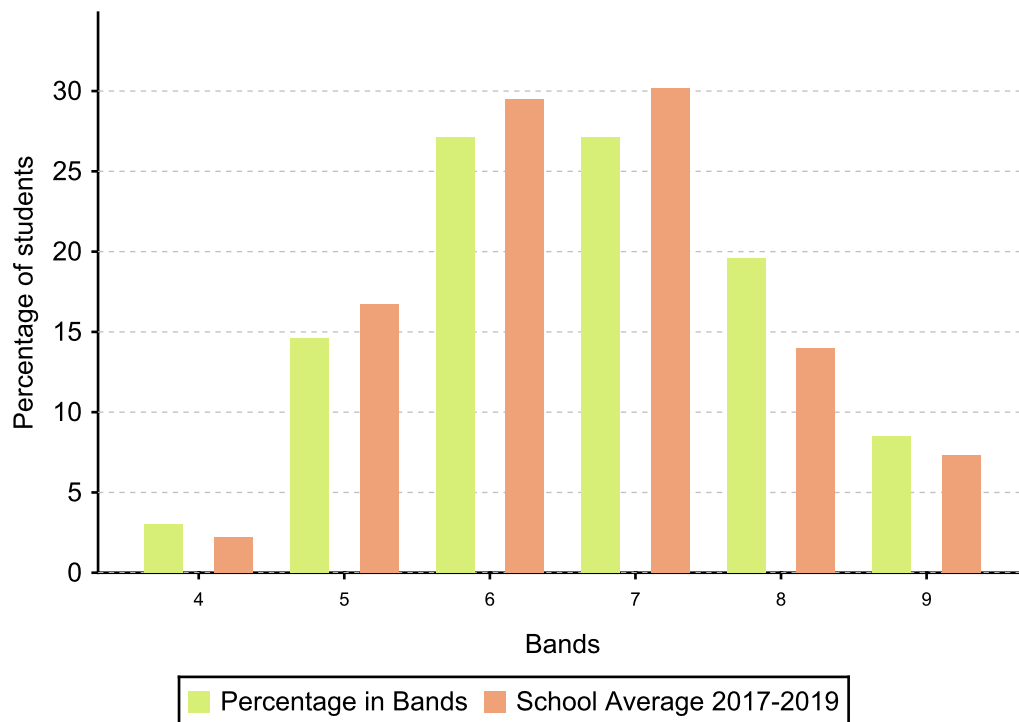
Band	5	6	7	8	9	10
Percentage of students	8.1	15.7	33.5	24.9	13.5	4.3
School avg 2017-2019	7.6	13.1	29.5	27.8	17.8	4.1

Percentage in bands:
Year 9 Writing



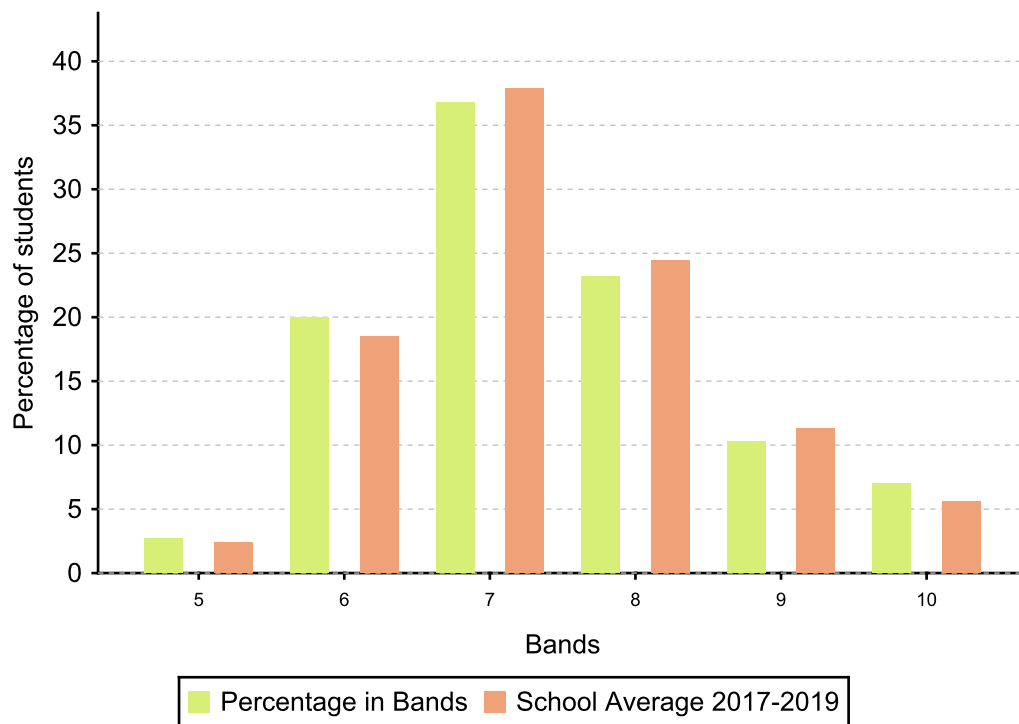
Band	5	6	7	8	9	10
Percentage of students	23.4	29.3	25.0	18.5	3.8	0.0
School avg 2017-2019	21.5	24.3	21.3	24.9	5.9	2.2

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	3.0	14.6	27.1	27.1	19.6	8.5
School avg 2017-2019	2.2	16.7	29.5	30.2	14	7.3

Percentage in bands:
Year 9 Numeracy



Band	5	6	7	8	9	10
Percentage of students	2.7	20.0	36.8	23.2	10.3	7.0
School avg 2017-2019	2.4	18.5	37.9	24.4	11.3	5.6

Parent/caregiver, student, teacher satisfaction

In 2019, GRC Peakhurst used traditional survey based data collection through the Tell Them From Me survey but also continued using a more innovative and personal data gathering approach. Following success using this approach in 2018, GRC Peakhurst continued to gather qualitative data from parents, students, staff and the wider school community through formal and informal discussions, meetings and interviews. Parent, student and staff opinion was sought and feedback provided on the schools systems, programs and processes. Again, positive feedback from Year 7 parents suggested that their children had settled into high school well, had made new friends and were enjoying their subjects. Parents have continued to indicate through monthly P&C meetings that they feel the school supports positive behaviour and student learning. They agree that they are well informed and feel welcome at all times. Parents also feel that the school is very inclusive of all and provides a safe learning environment at all times.

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

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Other School Programs (optional)

English Faculty

The English staff in 2019 included: Ms A. Talevski, Ms K. Eleos, Ms L. Osmond, Ms L. Dunstan, Ms R. Ali, Mr Fisher and Mr N. Zouroudis. The faculty worked in close association with EAL/D teacher Ms K. Nguyen and school Librarian Ms S. Baker. In December, Mr Fisher was successful in gaining a promotion to Head Teacher, Teaching and Learning, at Asquith Girls High School.

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

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

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

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

Students leaving our school for study at the Oatley Senior Campus are well represented in all senior English courses including Advanced, Extension, Standard, English Studies and EAL/D. Former GRC Peakhurst students have achieved impressive results in all of these courses, with some excellent English results achieved in the 2019 HSC.

The English Faculty will continue to promote literacy through wide reading. Numerous modern and interesting texts based on various genres are available for students to borrow through the library. The reading of these texts will broaden student knowledge of contemporary issues, increase reading comprehension skills and develop a life-long interest in reading.

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

The faculty offers Debating and Public Speaking as extra-curricular activities. The teachers responsible for selecting, training and managing these teams in 2019 were: Ms L. Osmond, Ms L. Dunstan, Ms R. Ali and Mr P. Fisher. In recent years, the school has achieved great success in debating. In 2019, the Debating teams achieved significant victories in the Premier's Debating Challenge, with teams becoming Zone Winners and Inter-Zone Champions. The highlight was the success of the Year 9 & 10A Debating Team which progressed to the NSW State Semi-Finals. In Public Speaking, one of our current Year 10 boys progressed to the NSW State Final of the Legacy Public Speaking Competition. This success is a credit to the effort of all students involved in the debating and public speaking teams that met regularly for training and coaching by our dedicated and highly competent staff.

To further encourage writing of extended imaginative and creative texts, in 2020 the faculty will introduce a writing club, *Peakhurst Writes*. This club will meet on a regular basis and enter student work in a range of writing competitions, offering a broad literacy experience for the entrants who will benefit from the valuable feedback offered by staff and external markers.

Mathematics and Computing Faculty

Throughout 2019, the Mathematics and Computing Faculty has continued to adopt and implement a number of initiatives and interventions geared towards improving student engagement and the achievement of syllabus outcomes.

These strategies included:

- Setting clear and achievable student expectations.
- Establishing Google Classrooms to allow students to access coursework from home.
- Promoting and explicitly teaching and revisiting Mathematics study tips and encouraging students to regularly revise in preparation for examinations.
- Continuing to allow the use hand-written reference sheets for tasks to encourage revision.
- Developing differentiated remedial, enrichment and gifted and talented activities.

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

Details of these initiatives are outlined below.

Formative and Ongoing Assessment

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

Practical Units

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

ICT and BYOD

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

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

Mathletics

Mathletics (an interactive online computer resource which includes activities, support lessons and sample tests) remained an integral component of our lessons in 2019. Mathletics was once again incorporated into teaching, homework and assessment programs and helped students:

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

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

Pi Day

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

During Term 3, we celebrated "A Piece of Pi Day". The sessions were devoted to the irrational constant Pi and were filled with Pi (and pie) related activities. Sessions included a practical investigation to calculate Pi, a cross-KLA Kahoot, Towers of Hanoi challenge, Pi Hunt and, of course, Pi recitals. The entire Mathematics faculty were instrumental in making the sessions a success for the Year 8 participants.

National Assessments

NAPLAN

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

GRC Peakhurst gathered some informative results in NAPLAN in 2019. A detailed analysis of our NAPLAN results is provided elsewhere in this report. It was both encouraging and rewarding to see that, on the whole, results highlighted the value-added to student progress and overall performance. It is anticipated that students will continue to make significant progress and we look forward to monitoring these students' successes over the coming years and incorporate more intensive strategies to support students in attaining the national HSC minimum standard in Numeracy via online testing.

MINIMUM STANDARDS TESTING

Our Year 10 students were given opportunity to meet national minimum standards through progressive tests scheduled over the course of the year. By the end of testing, most students had successfully attempted all tests and met the required national minimum standard. Students who did not attempt or complete testing this year will have several opportunities to do so at our senior campus in 2020, or may enrol into TAFE to complete the testing, which will enable them to receive their RoSA credential.

Outstanding Academic Achievement

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

In Mathematics:

Year 7: Josh P.

Year 8: Yash G.

Year 9:

- 5.1: Jerry Y.
- 5.2: Johnson L.
- 5.3: Quihan Eileen W.

Year 10:

- 5.1: Nakeeta H.
- 5.2: Bo Wing (Nikki) H.
- 5.3: Xueao (Leo) L.

In Information and Software Technology (IST)

Year 9: Adib S.

Year 10: Xueao (Leo) L.

Digital Media, Authoring and Multimedia and Robotics

Digital Media, Authoring and Multimedia and Robotics are three of the IST (Information and Software Technology) option topics offered in 2019 where students focus on the importance of learning about and integrating new technologies.

As a part of the Digital Media topic, students had the opportunity to partake in a hands-on project to create their own custom animation. Students were required to design their own storyboard, construct their specialised characters from clay, slowly animate their models by capturing images using an SLR camera, frame by frame, and compose their final animation using the latest movie editing software and post production tools. Students thoroughly enjoyed and appreciated the effort and detail required to turn over 3 hours of positioning and photography into a 30 second animation!

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

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

Science Faculty

For the Science Faculty, 2019 was another busy year of providing students in each of years 7 – 10 with a broad range of experiences to maximise their engagement and learning in Science.

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

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

2019 VALID results for Year 8 showed that the number of students achieving the top two bands (5 and 6) slightly increased and there was a general increase in overall achievement. Additionally, the number of Year 8 girls in bands 5 and 6 increased from 2018. 2019 VALID results for Year 10 showed 47% of students placed in the top three bands. Most Year 10 girls were able to maintain or exceed expected growth, however this was not replicated with the boys and a general decrease in the cohort for overall achievement. The survey showed that Year 10 female students had a more positive attitude to Science than male students.

HSIE Faculty

During 2019, the H.S.I.E. faculty engaged in a number of activities and learning opportunities to develop students' literacy, numeracy, technology, problem-solving and research skills. The H.S.I.E. faculty provides Mandatory History and Mandatory Geography to students from Year 7 to 10. In addition, the faculty also offers Commerce and History Elective as elective subjects in Year 9 and 10.

Our faculty focus for 2019 was the programming of the newly released Commerce and Elective History syllabus. This will be implemented in Stage 5 from 2020. In addition, the H.S.I.E faculty worked to revamp all teaching programs and learning activities to maximise student engagement and to accommodate for a diversity of learning needs through differentiated teaching and learning strategies.

In Year 7, our class activities for term one included a literacy-based topic on 'Ancient Egypt'. This purposefully designed unit aimed to develop student writing, reading and research skills. Highlights of the semester included mummifying a tomato, writing in hieroglyphics and analysing historical artefacts in the classroom. To complete the semester, Year 7 History focused on the Investigating the Ancient Past core topic with a case study on the life and death of Otzi the iceman and a short unit on Ancient China.

Year 7 H.S.I.E. studies changed to Stage 4 Geography mid-way through the year, beginning with an introductory skills unit called 'What is Geography?' Students demonstrated their ability to use and apply a variety of topographical mapping skills by creating their own map. Studies quickly progressed into the Landforms and Landscapes core topic. Highlights of this unit included a research task on a landform of their choice, demonstrating plate tectonics using Oreo cookies and learning about contour lines with Play-doh. The semester was completed with the Place and Livability topic.

Year 8 students began their learning in H.S.I.E. with History and the Medieval Europe Unit. Following on from this core topic, students immersed themselves in Shogunate Japan. Reinforced through fun origami activities, making sushi rolls and writing in hiragana. The semester was completed with a short topic on Aztec society and the impact of European colonisation.

In the second half of the year, Year 8 Geography learning activities began with a 'Water in the World' depth study. This unit explored the differing access to this crucial natural resource within and between countries. The year was completed with the 'Interconnections' unit, focusing on the nature and impact of globalisation on our modern world.

Year 9 History students began the year with the 'Making of the Modern World' topic to introduce the Industrial Revolution and the period prior to the outbreak of the First World War. Subsequently, students learnt about the rising tensions that led to the war and explored the involvement of Australian soldiers in Gallipoli and the Western Front. After a short unit on the interwar years, studies then progressed into a unit on World War II. To complete the year, Year 9 also worked through a school-developed case study on the Holocaust.

Correspondingly, Year 9 Geography completed a Sustainable Biomes unit. This study included the creation of Infographics, leading students to develop their research and technology skills further. Focus was also placed on gaining a deep understanding of current global issues, particularly in relation to food production.

Year 9 Commerce began their elective course with the Consumer Choice and Personal Spending topics. While they learnt to budget and make good financial decisions, Year 9 History Elective refined their historical research and presentation skills through their archaeological site research unit while completing a corresponding topic focusing on source analysis and other historical and writing skills. Following this, students continued their studies through the 'Life in Nazi Germany' and Heroes and Villains' topic.

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

After completing this topic, studies in Geography moved onto the 'Human Wellbeing' core topic, which delved into the differences in human wellbeing on a regional, national and global level.

Correspondingly, Year 10 History began the year with the 'Changing Rights and Freedoms' topic, a core study into the changing rights of our indigenous people. This topic is compared and contrasted with the U.S. Civil Rights movement and explores the impact of significant figures like Australian Charles Perkins and Martin Luther King Jr.

Studies in Year 10 History continued with a school-developed unit on 'Australia's involvement in the Vietnam War', topics on 'Popular Culture' and 'Changing Technologies' Learning was reinforced through a performance by a talented musician and dramatist, who recounted the experiences of his father in Vietnam.

After working through an engaging topic on 'Law and Society', our year 10 Commerce students had the opportunity to attend an excursion to the Police and Justice Museum and State Parliament. This excursion supported the Political Involvement topic, a unit which also included a mock election in class and a passing of a Bill in Parliament. Studies in Year 10 Commerce concluded with the 'Employment Issues' unit, and 'Towards Independence' topics, with students learning crucial information relating to their future career and financial options.

Year 10 History Elective began the year with a thematic study on 'Crime and Punishment from Ancient Times', involving the research and creation of a historical 'documentary' by students, extending their research and technology skills further. Studies then progressed onto a unit focusing on the 'Life and Assassination of J.F.K.', 'The Rise and Collapse of Easter Island Society' and finished with an intriguing unit on 'Henry VIII and the life and death of his wives'.

As part of our Gifted and Talented program in H.S.I.E., year 7, 8, 9 and 10 GAT Geography students competed in the Australian Geography Competition. Many excellent results were achieved, with a high proportion of students receiving a High Distinction, Distinction or Credit award. In 2019, one remarkable Year 7 student was able to score in the top 1% of all competitors in that age group.

Year 8 Gifted and Talented students were given the opportunity to participate in a program called 'Dead Men Do Tell Tales'. This short course, written and delivered by the Head Teacher, taught students about the application of archaeological, scientific and forensic techniques in identifying human remains. After being instructed on basic strategies, students were tasked with applying their newly learnt skills to the scenario provided to them.

PDHPE / Sport Faculty

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

In the St George Zone competition, we had an outstanding return from our teams with 7 of our grade teams gaining success in their respective grand finals and taking out premiership titles. In the annual competitions, we were successful in the boys competition in the 1st Grade Mini Soccer, 15A and 15B Soccer, 3rd Grade Basketball and 4th Grade Basketball. The girls had a great year, being successful in the 14A and 14B Netball.

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

Congratulations to the following students who were named 2019 House Captains

Beachley:– Nadine Y, Hassan K, Rabin M, Eddy M

Goodes:– Sinead G, Benjamin W, Leah A and Edrian S

Freeman:– Tia B, Nathan S, Chloe C, Oliver L

McGrath:– Chloe A, Joshua C, Anna W, Alexander M

Our Swimming Carnival was once again at Roselands Pool. Despite the weather taking some time to make up its mind, the whole school turned out in their house colours making for a very colourful carnival with the overall winners being Goodes. 42 students competed at the Zone carnival with 19 progressing further to the regional competition at Sydney Olympic Park. We also had four students, Ahmed Y, Callum S, Theodore V and Said D represent GRC Peakhurst and the Sydney East Region at the Combined High Schools (CHS) Championships in the 13 years boys 4 x 50m Freestyle Relay, which was a fantastic achievement.

It was a bit of a rainy day for our Cross Country Carnival for 2019, but nonetheless, students turned out to run their laps of Gannons Park. Again, Goodes were the house victors and we managed to send 41 students through to zone level. 12

of our athletes were successful in gaining a top 10 spot in their age groups and managed to progress to regional level, with two students, Jarad B and Cameron J, progressing to the CHS Championships. Well done boys!

We were blessed with an unseasonably warm day for our Athletics Carnival this year, with outer layers of clothing coming off before the end of the first event rotation! The students' effort, participation and behaviour was outstanding and a credit to our school. Our zone team consisted of a huge 74 students in total. 17 students progressed to regional level with Shante R progressing through to the CHS Championships for long jump – no easy feat!

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

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

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

Caitlin C – CHS Gymnastics

Victoria G – CHS Gymnastics

Jacinta T – CHS Tennis

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

Our sportsperson of the year this year was Shante R. She is an outstanding all-round athlete who has a natural ability across a range of both athletic and sporting team events. Based on her participation, effort and results across our carnivals, as well Shante's achievements at zone and regional level and her involvement in knock-out competitions and gala days, she is an athlete to watch out for. Shante is an extremely talented, yet humble and level-headed sportswoman, letting her skills and ability do the talking on the sports field.

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

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

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

CAPA Faculty

TAS Faculty

After several years of syllabus consultation and preparation through professional development, 2019 saw the implementation of a new syllabus for Stage 4 Technology Mandatory.

Food and Agriculture, a compulsory unit under Technology Mandatory, has a strong emphasis on how food is produced from paddock to plate. As a result, the TAS faculty has continued to maintain and expand their garden plots for students to grow, harvest and use fresh vegetables and herbs. Year 7 enjoy making their Bruschetta using their school grown fresh cherry tomatoes and fresh herbs. They also grow micro-herbs in containers to demonstrate how balcony gardening is possible. An incursion for year 7 students even saw cows on the school grounds, where students learnt about different types of cows and experienced milking a cow as well as making some yogurt and feta cheese. This incursion was also technology based as students were explained how GPS trackers are used to locate cows and how when they come in for feeding, the GPS also works out how much food they can consume based on the cow's weight.

Our expertise in this area, was also utilised at GRC– college level when we collaborated with GRC– Hurstville Boys to assist them in their programming and implementation for Food and Agriculture as well as Food Technology Stage 5.

Under the new Technology Mandatory syllabus, year 7 students must complete 50 hours of digital technology. In 2019

year 7 completed 35 hours of digital technology using CROK Learning (an online learning tool) gaining certificates as they developed skills in coding using Python computer language. The other required 15 hours of digital technology to be embedded into other focus areas of Materials and Food and Agriculture in 2020.

Engineered Systems is another compulsory unit under the stage 4 Technology Mandatory syllabus. In 2019, GRC–campuses of Penhurst Girls, Hurstville Boys, Oatley Senior and ourselves collaborated to develop resources to help with programming the unit for Year 8 in 2020.

TAS faculty in 2019 were also busy programming and undertaking professional development regarding the implementation of new syllabi for Stage 5 Food Technology, Industrial Technology Timber, Graphics Technology and Design and Technology for 2020.

The MasterChef Peak Feast Challenge for stage 4 students continued to be popular with students excelling in their skills in food preparation and presentation. The student initiative Instagram page [grc_peakhurst_instafeed](#) continues to gain many followers, including other schools and even from educational institutes from around the world who view the work of our students undertaking food preparation. Two light boxes were purchased by the faculty in order to help students style food professionally for the page.

Using special funds, a laser cutter was purchased by the faculty in 2019. Staff undertook professional development regarding its operation and applications. The advantage of this machine is it allows students to create intricate designs using a variety of materials and ICT skills in using drawing software programs. Year 9 for example produced creative acrylic jewellery stands and key tags. The laser cutter was also used for making teacher name tags for parent teacher events.

Excursions were again an integral part of student learning in 2019. As sustainability is a general capability area in all courses, students in Years 8 and 9, visited the Macarthur Centre for Sustainable Living where they gained valuable insight on the importance of avoiding food wastage. They also gained information and prepared an indigenous bush foods meal. The Sydney Tower Dining excursion for Stage 5 Food Technology once again gave students a valuable insight into the food service and catering industry.

Regarding student wellbeing the TAS faculty continued to coordinate Breakfast Club. It services over 100 students each Tuesday and Thursday morning to help meet their nutritional needs and for improved concentration for learning.

Special Education Faculty

2019 was a productive year for Special Education here at GRC Peakhurst, both within the Support Unit and Learning Enhancement Team.

It also saw some Support Unit students taking on whole school roles and responsibilities and participating in mainstream activities. We had a Yr 10 SRC representative as well as students participating in Yr 9 and 10 Elective classes and mainstream Sport. Well done and congratulations! We are very proud of you.

Our Work Experience program continued at Coles, Hurstville Westfield, during Terms 2 and 3. Thankyou to the wonderful Coles staff for their ongoing support and guidance. Our target group of Year 10 students, which was divided into two groups attended work experience every alternate Thursday for a semester. The students travelled to and from the workplace, independently. They were supported by our dedicated Support Unit teachers. This program is funded by LINK monies. We look forward to participating in this program again in 2020.

Term 3 saw us debut a joint school program; SRC and Support Unit students combined their annual camps! By all accounts it was a huge success and our joint venture is booked for Term 3 in 2020.

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

Lastly, we received confirmation of approval for GRC Peakhurst to establish an Autism Class in 2020. This is our fifth Support Unit class.

The Learning Enhancement Team was busy supporting many students in the classroom and withdrawal groups for assistance across all KLA's, homework and assessment tasks by our fantastic team of LaST and Learning Support Officers. As of 2020, they will be located in the school Library.

Learning Enhancement

The Team

In 2019 Learning Enhancement identified a total of 87 students who needed classroom adjustments to help them access the curriculum on the same basis as their peers. There were 8 students receiving integration funding and the remainder of the students were covered under flexible funding. We had a LaST allocation of 1.9 teachers and ten part-time School Learning Support Officers, totalling on average 20 Days per week.

Programs Offered

Morning Reading Roll Call– We started the year with eight students from year 8, all of whom had reading levels below benchmark. The students were assisted by our SLSO's, LaST and school librarian. The number of students decreased throughout the year as students graduated off the program. In term 3, we included seven year 7 students who were placed on the reading box program after NAPLAN results were released..

Learning Enhancement Centre / Games Room – This room was open recess and lunch on Tuesday, Thursday and Friday for all students in the school. This was run and supervised by a LaST at all times. The room offered board games that students can play in a social situation. Students from all years attended. In term 3 a year 9 student became involved in the games room as part of his Duke of Edinburgh program and offered his ideas and resources to broaden the range of students who participated in this room.

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

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

Student Support

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

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

Special provisions – For all assessment tasks and exams, eligible students are provided with the special provisions of either/or a reader, a writer, separate supervision, time to rest and time to process, and the use of a word processing device. Students are assisted by either a LaST or SLSO. This year we had a total of 46 students who regularly accessed this service.

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

Support of mainstream students in sports – Four mainstream students required 1:1 support during Wednesday afternoon sports. These supervisions were completed by SLSOs.

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

The goals of the program were for students to understand the routine of high school, understand and experience the structure of GRC – Peakhurst, develop positive attitude/feelings to high school and review or learn subject skills needed for Year 7. There were 22 students who participated in this program for 2019.

Minimum Standards – This year Enhancement organised and held the 3 minimum standard sessions throughout the year. They did the administration involved and supported students to achieve the minimum standard testing. In total, we had over a 184 students complete minimum standard testing, with 139 students successfully achieving minimum standards.

7G Classroom – This year we trialled a Year 7 class made up of students with strong social and emotional needs. The

class was highly supported with Lasts and SLSOs in class to support the classroom teacher. A number of projects were expected to be implemented, however, the strong needs of the class did not allow for extra curricula activities.

Staff Support

Team Teaching – Classroom teachers are offered the service of team teaching. In 2019 we assisted teachers by withdrawing small groups of students on a regular weekly basis, and on a short term basis. The LaSTs also team taught in regular classes on both a long term and short term basis. Support was given upon teacher request. This year LaST support was provided in Math, Year 10 careers and English.

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

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

In-servicing of staff

In-services were provided on;

- Students identified by Support in 2019.
- Making classroom adjustments – SALT group
- Collaborative meetings were also held periodically regarding students who may need additional help throughout the year.

College meetings – For Enhancement these occurred 4 times a semester. We worked and liaised with other Support staff from our college schools to ensure we were all sharing and collaborating on common goals

Wellbeing Team Meetings – These are held on Tuesday afternoons, after school every week A. They are attended by the schools senior executive, school counsellor, Year Advisors and the Enhancement teachers. Discussion of student needs and progress on wellbeing projects are discussed.

SALT group – Enhancement were team leaders in the SALT group of Differentiation. This was our second year in this role. We continued to up-skill our team members and concentrated on developing differentiated assessment tasks. We also focused on differentiation in Environment with 4 class teachers differentiating their classrooms for flexible learning.

Parent Support

Consultation with parents is offered on an ongoing basis. Parents are encouraged to speak with the LaST and Support Head Teacher whenever they feel the need. Consultation is also organised for the completion of student PLPs

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

Review meetings – Review meetings were held during term 3 for all students with funding.

Administration

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

Collation and dissemination of information – This happens on a regular basis whenever new information is provided on students under Enhancement care. This can be from parents or other outside agencies or other classroom teachers. All student information is placed on SENTRAL for easy access by classroom teachers.

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

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

Transition meetings – Transition meetings happen between teachers from other schools and/or outside agencies.

Transition meetings happen between students in Year 6 moving to Year 7, and students in Year 10 moving into Year 11 on a regular yearly basis. Other meetings occur throughout the year when new students are enrolling in our school.

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

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

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

NCCD – There were 98 students on the NCCD list from mainstream and our 5 special Unit classes. Evidence was collected via teacher surveys and declarations. The results of the surveys were also used to update student PLPs.

Access Requests–Access requests are made each year for students requiring funding, additional funding or placement at another school. This year we completed an access request for one student only requiring a new placement for 2020.

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

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

Acer testing for prospective Year 6/7 Students was conducted in August. Information collected was disseminated to the Head Teachers of each faculty and used by the deputy principal to collate classes for 2020. The results also allowed us to check GAT class placements.

Liaised with outside therapists to communicate student needs, implement their recommendations and organise adjustments in the classroom.

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

PROFESSIONAL LEARNING

1. Regional LaST meetings
2. Tuesday afternoon Wellbeing Meetings.
3. Mandatory Child Protection
4. CPR and Anaphylaxis e-learning
5. E-Emergency Care
6. Developing a growth mindset in students
7. Scout introduction
8. Introduction to the literacy and numeracy progressions online.

Aboriginal Education

We respectfully acknowledge the past, present and emerging leaders of the land, on which Georges River College is situated. We pay our respects to the leaders of the traditional custodians of this land and together we acknowledge the contributions Aboriginal and non-Aboriginal educators have made to the Aboriginal students in the school and on the land we share together. Georges River College Peakhurst Campus is a 7–10 co-educational school with 24 Aboriginal students enrolled on a full time basis.

As a campus we are committed to improving the educational achievements of Aboriginal students in our school and this is actioned through the opportunities provided. Communicating and collaborating with community agencies and parents to engage a strong sense of culture and identity in turn supporting their social and emotional wellbeing to succeed and thrive at school and beyond. Key competencies that are in line with the GRC Peakhurst Campus school plan and the Department of Education's key strategic directions for Aboriginal Education (Appendix 1). This report provides an overview of our commitment to Aboriginal Education implemented through ongoing partnerships with the local community and important services and agencies, professional development, cultural programs and student learning opportunities.

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

Aboriginal student enrolments

(24 as of Term 4 2019)

Partnerships: Ongoing development with various agencies within the Peakhurst area inclusive of: The Australian Electoral Commission, Local members of Parliament, Hurstville Council, Hurstville Regional Gallery, Greater Sydney Local Land Service, Local AECG, AEC within the GRC College, Aboriginal Education, Aboriginal team 3 Bridges, consultants, community and elders groups, parents and families along with feeder primary and secondary schools. These connections encourage and strengthen the inclusive learning environment within a dynamic learning community that is GRC Peakhurst (Appendix 2).

2. School and Child Readiness: Transition programs include pathfinders and primary links for year's 4–6 students. Orientation programs for students in year 7 and 10. Personal Learning Pathways documentation forwarded to the relevant higher education bodies. Connecting with mentors and leaders to guide and support new enrolments to maintain cultural identities with key school staff, community agencies, parents and school leaders all involved in the process.

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

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

* Assessment tasks are modified according to individual students learning needs

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

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

4. Culture and Identity:

During 2019 the Aboriginal education coordinator has continued to work to develop trusting relationships with parents, community, staff and students within GRC Peakhurst Campus and across the college.

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

In 2020, subject teachers will be requested to produce a basic report highlighting student's specific strengths and weakness in particular learning areas. Information provided will be utilised to further develop their strengths. A portfolio of their achievements and samples of their work is currently being developed for individual students to take with them when they graduate.

5. Attendance and Retention: The vigilance of our executive staff and wellbeing coordinators has increased the Attendance for our Aboriginal Students at GRC Peakhurst. Long term attendance issues are supported with assistance from outside agencies.

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

Outcome: Community Action Plan is an idea that will be considered, adopted from the Community Festivals Engagement program (part of DEEWR funding initiative) targets events which encourage Aboriginal students to attend school and lead healthy lifestyles. GRC Peakhurst, through the campfire initiative, has implemented stronger smarter ideals to engage students in the importance of being stronger and smarter at attending school, learning and growing as

individuals and being productive members of their community. A 10 day immersion to Homelands in Kakadau National Park and Arnhem Land was enabled through funding and RAM to connect students with culture and each other. Also our sister partnership with Coolah central school and an outdoor learning circle established as a learning space ensures whole school engagement and sharing.

6. Transition Points Including Pathways To Post-School Options: Aboriginal and Torres Strait Islander children and young people are supported at critical stages of their education to improve engagement, retention and attainment and develop the skills to participate fully in schooling, society and work. GRC Peakhurst is also outsourcing local community agencies to engage programs with the students' to encourage better attendance inclusive of AIME mentoring. Further discussions on the implementation of these programs are to be engaged through consultation with school/parent /students.

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

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

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

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

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

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

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

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

Post School Options:

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

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

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

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

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

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

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

Appendix

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EAL/D

In 2019, Georges River College Peakhurst Campus continued to provide a comprehensive support structure for students who enrolled with English as an Additional Language and/or Dialect.

The 2019 EAL/D Annual Survey indicated that GRC Peakhurst had a total of 494 (59.4%) LBOTE students with 192 students requiring EAL/D support including 3 international students. The school had also received a 0.6 EAL/D allocation, 0.4 allocation less compared to 2018. To cater for all the EAL/D needs, the school utilised the Flexible funding

In 2019, most EAL/D students at GRC Peakhurst were clustered in targeted EAL/D classes. The school's EAL/D program was delivered through various modes including:

- *Direct teaching*: delivered through parallel English classes in year 9 and EAL/D PL lessons, with approximately 17 students receiving intensive support in a small group setting for 8 periods per week.
- *Collaborative teaching*: where the EAL/D teacher worked collaboratively in a team teaching environment targeting stages 4&5 including approximately 95 students over 13 hours per week
- *Resource*: the EAL/D teacher worked closely with classroom teachers to provide or modify resources to cater for the EAL/D students' needs. This covered stages 4&5 and targeted over 192 students.

All year 7 were asked to participate in an EAL/D diagnostic activity at the beginning of the school year. This activity allowed the EAL/D teacher to assess and update the EAL/D learning progression on all students. The result was also analysed and made available to all teachers which allowed them to understand their students' language capability.

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

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

In 2019, the EAL/D flexible funding allocation had allowed the school to provide an opportunity to run an EAL/D parallel English class in year 9, targeting the needy EAL/D students. This EAL/D parallel English class focused on the explicit teaching of the English language in relation to the content of the year 9 English program. The contents of the year 9 English course were modified and differentiated to cater for the need of these targeted EAL/D students. The purpose was to enhance students' literacy and language skills so they could achieve the course outcomes.

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

Gifted and Talented

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

Firstly, the Selected Enrichment Class program offers students the opportunity to benefit from a differentiated curriculum that caters to their unique educational needs through a continued focus on higher order thinking skills. In 2019, a Selected Enrichment Class ran in Years 7 and 8 for identified Gifted and Talented students, with 26 students in the Year 7 class and 28 students in the Year 8 class. Selection for the Year 7 class is based on literacy and numeracy testing coupled with other supporting evidence. Placement in the Year 8 class is based on demonstrated academic achievement in the core subjects of English, Mathematics, Science and HSIE. Students are also obliged to participate in relevant extra-curricular activities that facilitate their ongoing social and academic development in different contexts. Positions in the class are monitored throughout the year and alterations made based on teacher recommendations, summative assessment task data and grade point averages.

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

Georges River College – Peakhurst Campus recognises that academic development occurs both inside and outside of the classroom. As a result, there are numerous extension and enrichment activities offered that foster the development of students' oral communication, teamwork and evaluative thinking skills. In 2019, extension activities were offered in Dance, Debating/Public Speaking and Sports. This provided students with the opportunity to participate in subject–

specific ICAS competitions, that provided information about their academic achievement in relation to their state-wide cohort.

Teachers used this information to inform future programming decisions and make adjustments to their instructional strategies. This also assisted the Year 10 GAT students to make informed subject selection choices for their senior studies at GRC Oatley Campus suited their to academic abilities and interests to further their academic development.

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

Student Wellbeing

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

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

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

Our local Wellbeing Framework integrates the GRC Peakhurst Wellbeing Team, the GRC Peakhurst Student Wellbeing Committee, the GRC Peakhurst Student Representative Council and Staff Wellbeing initiatives, resulting in improved wellbeing outcomes for both students and staff. The GRC Peakhurst Wellbeing Team is a diverse and comprehensive mix of staff with vast experience in delivering quality wellbeing outcomes. The team consists of the Principal, Deputy Principals, Wellbeing co-ordinators, School Counsellors, Student Advisors, Student Wellbeing Committee Coordinator, Student Representative Council Coordinator, Careers Advisor, Girls Supervisor, School Chaplain / youth workers and Learning and Support Teachers.

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

Initiatives and activities in 2019 – The GRC Peakhurst Wellbeing Team in 2019 was involved in creating and delivering exciting programs and initiatives that provided students with opportunities in leadership, mentoring, public speaking, increasing their self-esteem and many other self-awareness activities.

These included programs such as:

- * The Shine Program, coordinated and run by Georges River Life Care
- * The Switch Program and the OWN IT Program, coordinated and run by 3Bridges
- * The Love Bites and a Year 7 Life Skills program, coordinated and run by Riverwood Community Centre
- * Project Youth Programs, one particular success being the Pacific Islander Program

- * The Pathfinders Program (Year 6 Transition)
- * Peer Support
- * Peer Mediation
- * Year 10 Orientation / Transition Program
- * Harmony Day
- * PBL (Positive Behaviour for Learning), renamed Peak Learning (PL)
- * Student Wellbeing Committee
- * YAP Days (Year Advisor Program Days)
- * Year Assemblies
- * Rewards Morning Teas
- * Rewards Excursions

School Partnerships – During 2019 GRC Peakhurst Campus continued its association with External Agencies such as Georges River Life Care, 3 Bridges Community Hurstville, Riverwood Community Centre and Project Youth. Georges River Life Care ran the Shine Program for students in Year 7.

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

GRC Peakhurst Campus also continued our successful partnership with 3 Bridges Community Hurstville through running the Own It Program for students in Year 7 and 8 and the switch Program for boys in Year 8. These programs allowed participants to explore and challenge themselves to be leaders in their own lives. The programs empowered students to take responsibility for their behaviours, life choices, life circumstances and provided opportunities for them to become leaders.

GRC Peakhurst Campus continued its partnership with Riverwood Community Centre in 2019 by again running a popular course for selected Yr 10 students called 'Love Bites'. Students were provided with a variety of workshops revolving around developing positive relationships. Riverwood Community Centre also facilitated a Year 7 Life Skills program for selected Year 7 students to provide a variety of workshops focusing on developing day to day life skills.

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

Rewards Excursions – during 2019, the Wellbeing Team organised two Rewards excursions, celebrating student achievements and positive movement in our Welfare Point System. In the first week of Term 3, students who achieved Gold, Silver Bronze or Level +3 / +2 in semester 1 were taken to King Pin Laser Skirmish and Bowling – Darling Harbour. Over 80 students were in attendance. In Term 4, students who achieved Gold, Silver Bronze or Level +3 were provided with an opportunity to attend Jamberoo Recreation Park. Over 100 students were in attendance.

All students at GRC Peakhurst Campus are actively encouraged to participate in the GRC Peakhurst Student Wellbeing Committee. This student committee is actively involved in the promotion of Social Justice Initiatives. A volunteer group of students regularly speak at our formal assemblies and write articles that are published in our school newsletters. This group is also responsible for activities to promote anti-violence and anti-bullying. These students make posters, sell ribbons, produce videos and run whole school assemblies to support a range of causes. In 2019, the Student Wellbeing Committee promoted and supported Harmony Day, The Cancer Council's Biggest Morning Tea, the National Day of Action Against Bullying and Violence, RUOK? Day and Love Your Body Week, as well as assisting the Student Representative Council (SRC) in their activities. Another of the roles of the Student Wellbeing Committee is to support students in Peak Learning lessons which take place most mornings during Peak learning (PL) time.

The Student Representative Council (SRC) forms an integral component of our local Wellbeing Framework. Our Student Representative Council Constitution has recently been reviewed to ensure transparency in the actions, organisation and

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

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

In 2019, GRC Peakhurst Campus continued to improve the organisation of data, the accuracy and expediency of information and the ability of all staff to access it, through the school's SENTRAL database. Through the SENTRAL Attendance Module, accurate attendance data is collected and processed by the Wellbeing Team in order to gain detailed overviews of student attendance, leading to improved monitoring capability. Fortnightly reports outlining students with attendance below 95% are distributed to Student Advisors for follow-up which has led to student interviews, parent contact or HSLO referral.

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

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

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

In 2019, GRC Peakhurst Campus continued a community partnership with Generate and Georges River Life Care to fund a School Youth Worker. The School Youth Worker complements our local Wellbeing Framework by providing the Wellbeing Team with additional expertise and capacity to provide individual case management for students and facilitate specialised workshops for identified students and year groups. This has led to an increase in individuals being case-managed, positive relationships being formed with disengaged students and identified wellbeing concerns being addressed.

The Peer Support Program is considered highly valuable and rewarding for all students. Year 7 students split into small groups of between twelve to fifteen students with two-three Peer Support leaders from Years 9 and 10. The objective of this program is to foster friendships and allow the discussion of many issues that Year 7 students may be experiencing. It also creates a bond between the new students at the school with our senior students. It is fantastic to see our leaders gain strong leadership skills throughout the program. It is a wonderful program and aims to effectively implement our school values of Respect, Responsibility and Excellence.

Peer Mediation programs are used in schools to teach students the principles and techniques of conflict resolution so that they can solve their own minor disputes. In both primary and secondary schools, students are trained under the supervision of a teacher to use a systematic mediation process to resolve disputes. Peer Mediation fits into the Department's Student Wellbeing, Anti-bullying, Student Discipline, Anti-racism and Anti-discrimination policies and procedures.

Peer Mediation invites students (disputants) to take responsibility for their actions by working together to find solutions to conflict. It involves two trained students (mediators) leading the disputants through a structured process. The mediators do not take sides and conflicts mediated remain confidential.

The program aims to:

- increase awareness of how conflict affects people's lives.
- improve communication between students and between teachers and students.
- teach students skills such as listening, critical thinking and problem-solving.
- empower students by having them take greater responsibility for resolving their own disputes.

Peer mediation programs are coordinated by school staff who provide training, ongoing supervision and support for student mediators.

The trained student mediators will deal with minor disputes such as:

- name calling
- rumour spreading
- friendship problems
- property issues
- teasing
- exclusion

In 2019, 18 Year 9 and 10 students were trained as peer mediators and the response from students and staff was very positive. This is a wellbeing initiative that will continue to run at GRC Peakhurst in 2020.

Student Leadership

The Student Representative Council plays a pivotal role at Georges River College Peakhurst Campus, providing students with varied opportunities to develop their leadership skill, whilst simultaneously celebrating school values and fostering a sense of inclusivity and social justice.

Throughout 2019, the SRC designed and implemented various initiatives that have had a positive and tangible impact on our school and local community. Students have fostered a culture of mutual support that celebrates achievement and nurtures empathy amongst our student body.

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

Furthermore, the SRC spearheaded the school's involvement in the Woolworths Earn and Learn program. This program enabled the school to buy a range of sporting and learning supplies to enhance their educational opportunities available in classrooms.

In addition, the SRC ran an Autism Awareness mufti day in recognition of Autism Awareness month. The theme was 'Wear It Blue' and students were able to show their belief in inclusivity by wearing blue clothes and accessories. In total, we were able to raise over \$800 in support of this worthy cause.

It must be noted that school leadership is not the exclusive domain of SRC representatives. Instead, it is a quality that runs through our entire student cohort.

Each and every student who assisted on Open Night, Meet the Teacher, Peakform, Peakview, Year 6 Orientation as well as represented us at various conferences should be acknowledged for their efforts. These students have enabled events to run seamlessly and open our wonderful school up to the community. Thank you as always to our wonderful crew, who are truly the backbone of every school event that we run.

In Term 2, members of the SRC were involved in one of the school's most impressive achievements, participating the Mental Health Public Speaking Challenge. The team were assigned the topic, 'In what ways do our leaders (political and other) influence a culture of bullying? – Discuss positive and negative influences'. Our team was able to critically explore the complexities of this issue, considering how cultural trends are shaped by political behaviours and discourse.

Impressively, the GRC Peakhurst team was awarded victory in the competition, defeating a number of academically

selective and independent schools. This means that GRC Peakhurst will be given the opportunity to host the challenge ourselves in Term 3, 2020.

Additionally, a range of student representatives were provided the opportunities to attend various leadership excursions, including the World Vision Youth Conference, the Conviction Group Young Men's Health Forum, Altitude Day and the Secondary Schools Leadership Conference. Students were able to hear a range of inspiring individuals discuss resilience, grit, leadership and perseverance. This newfound knowledge was taken back to school and communicated to other students.

These skills were utilised in the SRC Cross-College Conference and Leadership By The River, which facilitated the development of strong working relationships with the leadership teams at our neighbouring campuses and primary and high schools in the Georges River Region. Students delivered session about public speaking, improvisation taking initiative and teamwork.

In Term 3, the SRC as well as other identified leaders were involved in our annual Leadership Camp, a 3 day event that allowed them to participate in a range of informative, fun and successful leadership activities that developed their team, critical thinking, oral communication skills. This year we combined our camp with our school's Support unit to great success and this will continue into next year. Furthermore, the attendance of the Support unit students at the camp provided everyone with ongoing opportunities to develop positive peer relationships and meet new friends.

Additionally, the SRC ran a Multicultural Mufti Day, raising \$367 for the school. Students ran a range of stalls that celebrated cultural diversity, including selling zaatar, dumplings and quiche. In addition, the crowd were treated to a Bollywood dance lesson, a digeridoo performance and a Serbian dance.

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

We also recently celebrated National Fairybread Day – yes, this is a real thing, where SRC members contributed ingredients to make this occasion an enjoyable day for all students. National Fairybread Day is all about creating a sense of nostalgia for our childhood and appreciating the simple and delicious things in life. We sold over 330 slices of fairybread and raised vital funds for our Rural Fire Service.

Congratulations to the 2019 Student Representative Council at GRC Peakhurst. They have been truly incredible young leaders who have fostered a vibrant school community. They provide a constant reminder of the ways every person in our school community can create change in the world, if you retain the passion, resolve and resilience to make your aspirations a reality.