

Granville South Creative and Performing Arts High School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Granville South Creative and Performing Arts High School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

I would like to thank all our staff for their contributions to Granville South Creative and Performing Arts High School in 2019, and to the students, parents and community members for their contributions.

We were able to recognise outstanding sporting success in our annual sports assembly and academic and community success in our annual presentation assembly. Congratulations to all our award recipients. Congratulations especially to Cecilia Wiredu, our DUX of year 12 and Bailey William–Freeman who received the Principals award, being one of our top performing students who is recognised regularly in our merit system for being co-operative, committed and working well in teams. He shows intuition and creativity, and engages positively and productively in class including in REAL project-based learning. He self-regulates and has a friendly positive manner.

Our guest speaker at the sports presentation was Mr Aidan Roach, Water Polo Olympian. He spoke of challenges and set backs faced and how his 'Never Give Up' attitude has made him successful. It was not easy being successful. He did not always get selected even though he worked harder than others, and had to leave Australia and his family to develop skills for high level competition. Success requires sacrifice. Our guest speaker for the presentation assembly was Lieutenant Sarah Harrington, a local girl who attended public schools and has been very successful in the Australian Navy. She spoke about the commitment required for success and how our LEARN expectations prepare students for their future adult lives.

2019 was an eventful year with many successes.

It is expected that students grow one year in their learning for each year of schooling. In NAPLAN this year, our year 9 students would have been expected to grow 2 years from their year 7 NAPLAN test. In 2019 our year 9 students grew on average over 3 years, with Numeracy being our strongest growth, of nearly 4 years improvement for 2 years education. Our average growth in all areas of NAPLAN is higher than state average and higher than schools considered similar to ours. The area we need to work more on is writing, where we have equal growth to schools similar to ours. In 2019 our staff started working on a whole school approach to writing that students have already started using, so we expect NAPLAN writing to improve further in the coming years.

2019 was our second year for REAL project-based learning classes, with students in years 7 and 8 working together, choosing from a range of projects offered by teachers. It was our first year of REAL project based learning as an elective class in stage 5, years 9 and 10. Student projects included improvement of the school environment, anti-bullying campaigns, being active, food, art, advertising, promotion of our school LEARN expectations, fund raising, charity work, cultural identity and war on waste.

REAL students have showcased their projects at multiple events, including during education week, and an evening performance. They demonstrated their work to parents, community, students and teachers. Students in Stage 4 held a Solo performance afternoon, using a range of media to promote their messages, including dance, slam poetry, drama, and singing. Stage 5 conducted a successful fund raiser, selling soft-serve ice-cream

Our Creative and Performing Arts Ensembles presented their annual performance at the Riverside Theatre to a sold out

audience of family, friends and guests, and performed to hundreds of students from local primary schools. The Visual Arts ensemble participated in workshops with the Whitlam Institute, University of Western Sydney and Sculptures by the Sea. The Drama ensemble performed at several Drama festivals including at NIDA. Dance Ensemble students attended workshops with the Sydney Dance Company and 3 of our students performed on stage with them. 2 of our music ensemble students opened the DoE Festival of Choral Music at the Opera House, singing the national anthem in Dharug and English. We entered the Archibull competition again this year, and although not as successful as 2018, we were still shortlisted as one of the best. Many of our Ensemble students attended live theatre, with support from Belvoir Theatre, Sydney Theatre Company, Bell Shakespeare and Riverside Theatre.

The University of NSW invited our school to join the Boston Children's Chorus at their Human Rights Institute in the school holidays, with several of our parents joining them for this event. Our students were involved in creating a manifesto on Human Rights to influence the work of The Australian Human Rights Institute.

We have also started working with a new community organisation this year, The Story Factory, based at Parramatta. Several groups of students have engaged in literacy projects with them. One involved the Bangara Dance Company and another involved our students as leaders, working with Blaxcell St PS students.

Other community organisations we worked with include Cumberland Council, Auburn Youth Centre, Western Sydney University, UNSW, ABCN, Commonwealth Bank, Cumberland Multicultural Community Services, Granville Youth Centre, STARTTS, Granville TAFE, Bernados, Food Bank, the Giants and Mervac. Several students attended a leadership program called Max Potential in collaboration with Dooleys.

Our staff also created our own programs. Flourish for Stage 4 girls was created with support from Cumberland Multicultural Community Services and Auburn Youth Centre, our school hosting Pendle Hill HS and Greystanes HS students. We have also created Cyberbullying and Positive Psychology programs. One of the programs I would like to highlight this year is the Giants mentoring program delivered in collaboration with Mervac. Our students, Rose Hadaway, Jennah Frankel and Sydney Malu came first place in this program, with their project design for a shopping centre environment.

These partnerships programs enable our students to access diverse opportunities, and develop a broad range of skills. Success is evident with most of our current senior leaders, including captains and vice captains, having participated in one or more community partnerships.

I would like to thank Mrs Danielle Webb, our P and C President, for leading the campaign with Cumberland Council for a new student crossing at the back of the school on Excelsior Street. I am pleased to say that Council has approved this and it be installed some time in the next 2 years.

In 2019, 2 of our teaching staff were recognised at the annual Australian College of Educators' World Teachers' Day dinner. Congratulations to our Head Teacher English, Ms MacDonald-Brown and Science/TAS teacher Ms Azzi. Ms Kehagias was also recognised at a regional DoE awards ceremony. We thank all of these teachers for their service to our school community, and for the significant impact they have had on our students.

Mrs Melissa Johnston

School background

School vision statement

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

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

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

School context

GSCAPAHS is in Guildford, Western Sydney, and has an enrolment of approximately 580 students including approximately 90% from language backgrounds other than English, from over 47 nationality backgrounds and 6 Aboriginal/Torres Strait Islander students. It includes a Support Unit with 5 classes of mild and moderate intellectual disability, and a selective Creative and Performing Arts stream. GSCAPAHS is close to Holroyd and Chester Hill IEC's, with students transitioning to mainstream education from diverse backgrounds.

The 2019 FOIE is 175 and the school budget allocation includes Equity funding for Socio-Economic Background, English Language Proficiency and Low level Adjustment for Disability.

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

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

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>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

The self-assessment process using the School Excellence Framework is an opportunity for staff at Granville South Creative and Performing Arts High School to evaluate our progress in relation to our school plan against the School Excellence Framework. The achievements outlined above are a culmination of a collective analysis involving classroom teachers, Head Teachers and the Senior Executive. All staff are provided the opportunity to assess certain sections of the School Excellence Framework against their corresponding school milestones for 2019. Working in groups, staff are provided with the relevant achievements, action items and data collected in relation to those milestones in order to inform their judgement as a collective.

In addition to the assessment of all school milestones against the School Excellence Framework, a specific faculty is scheduled for review every year. Once a year, as part of our commitment to pursuing excellence within our education system as a school, a core facet (either faculty or whole school program) is reviewed to provide an in-depth critique in order to engage school improvement initiatives. The Annual Faculty Review is intended to promote the discussion of performance and future goals of the faculty in focus. The goal of this review is to provide a retrospective evaluation and suggestions on future areas of improvement while assessing the chosen elements against the School Excellence Framework.

The Mathematics Faculty at GSCAPAHS consists of 4 (FTE) teachers and 1 (FTE) HT and caters to the majority of our students. As a mandatory subject for students 7–10 and an elective for students 11–12, the systems and processes

implemented by the Mathematics Faculty impact directly on all 7–10 students, 33% (25 out of 76) of Year 11(2019) students and 70.2% (33 out of 47) of Year 12 (2019) students. The core areas of focus for this review were that of: Teaching and Learning Programs, Assessment and Pedagogy.

Under the **Learning Domain**, the faculty demonstrated strengths in some areas. Under the theme of 'High Expectations', the faculty was assessed at the stage of Delivering, with the faculty encouraged to increase their overall communication with parents and students in the planning phases of learning. The theme of 'Individual Learning Needs' was assessed at a Delivering stage, with the faculty encouraged to work closely with the Senior Executive in developing their overall differentiation skills for students with additional learning needs. This was similar with the theme of 'Behaviour', where an achievement of the stage of delivering was determined and staff were encouraged to continue their work with the Senior Executive to establish and maintain systems of behaviour support in the classroom. 'Curriculum Provision' included the assessment of evidence based practices utilised by the faculty as a whole and this was assessed at Delivering. The theme of 'Teaching and Learning Programs' provided insight into the development, implementation and monitoring of specific programs within the faculty. There was evidence that the faculty as a whole was at the stage of Sustaining and Growing. An area identified that could help improve the overall quality of the teaching and learning programs was the next theme, that of 'Differentiation', which was assessed at the stage of Delivering. Staff across the entire school have started professional learning on this theme and this will continue through to 2021 and beyond. Assessment at an overall level was quite satisfactory within the faculty Under 'Formative Assessment', the faculty was assessed at the level of Delivering however, their 'Summative Assessment' was identified to stand at the stage of Excelling. This allowed the assessment of 'Student Engagement' to be comfortably measured at the stage of Sustaining and Growing, with student responses identifying strong support that the assessment tasks issued by faculty were engaging.

The **Leading Domain** allowed for the faculty to be reviewed in terms of its overall leadership performance (both, in the classroom and as a faculty throughout the school). Under the theme of 'Instructional Leadership', the faculty was identified to be functioning at the stage of Delivering. They have been encouraged to engage further in whole school professional learning. They however, were quite strong in their 'High expectations culture', achieving the stage of Sustaining and Growing, with staff showing their consistency in all of the lessons observed during the review process. 'Community Engagement' was an area which the review identified as an area that could be strengthened, being assessed at the stage of Delivering. Their maintenance of their 'Facilities' as a whole was satisfactory, achieving an assessment of Sustaining and Growing while their use of 'Technology' was also assessed at Sustaining and Growing. Overall, their pursuit for 'Continuous Improvement' was measured at the stage of Sustaining and Growing, showing a good level of dedication by the staff as a whole to continuously strive for improvement.

The **Teaching Domain** allowed for the faculty to be evaluated under the themes that directly correlate with pedagogy as a whole. Under the theme of 'Lesson Planning', the faculty was assessed at the stage of Sustaining and Growing, with clear emphasis shown on lesson intention and success criteria for all students in the lessons observed. 'Explicit Teaching', falling similarly with the previously mentioned theme of 'Differentiation', was assessed at the stage of Delivering. The faculty as a whole was encouraged to work closely with the Deputy Principal – Instructional Leader to help strengthen in this area. The theme of 'Classroom Management' was assessed at Delivering, however, some teachers were assessed at Sustaining and Growing. 'Feedback' to students, along with 'Collaborative practice and feedback' were both assessed at Sustaining and Growing. Finally, 'Expertise and Innovation' were assessed at the stage of Delivering.

Strategic Direction 1

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

Purpose

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

Improvement Measures

1. Improvement in student engagement indicated by:
 - 'Tell Them From Me' student survey items relevant to engagement being close to state average and/or improved
 - Sentral attendance and wellbeing data indicates improvement
2. 'Tell Them From Me' – Teacher items (Data informs practice, Overcoming obstacles to learning and Quality feedback) are close to state average and/or improved
3. Increased percentage of students demonstrating expected or above growth in year 9 NAPLAN

Overall summary of progress

In 2019, student wellbeing programs and initiatives were delivered across the school to meet the wellbeing needs of all students.

GSCAPAHS developed a Transition Policy for Year 6 to 7 in order to build collaborative relationships with primary schools and to transfer student learning and wellbeing information particularly for at-risk students. The LaST worked closely with all primary schools to collect student and wellbeing data and profile students who required additional support. The Year 7 Year Advisor and LaST worked closely together to ensure they got to know the students and provided teachers with the essential knowledge about students.

The Careers Advisor worked closely with Year 10 to 12 to ensure students' needs were met in relation to their further study or employment options. The Career's Advisor engaged with tertiary institutions, TAFE such as YES program, one to one interview with students and Links programs. She also engaged with external providers supporting student transitions.

The Wellbeing team were responsible for communicating with families and students about attendance. The HSLO worked closely with our school by conducting fortnightly meetings, interviewing students and engaging with families about the needs for their child. Cases of serious non-attendance were followed up with home visits, FACS notifications and/or external agency referrals. Students with positive attendance of above 98% were rewarded during the school Academic Assemblies. Students with 98% attendance and above were acknowledged at the end of each term. Students with positive attendance were acknowledged with an end of year reward excursion.

Wellbeing team, teaching and non-teaching staff were involved in a student mentoring program. Students identified a member of staff they would approach to seek support. The Circle was accessible to students with SLSO & LaST support at designated times of the week. Staff utilised the Circle to support students learning needs. A Youth worker was employed as an additional resource to the school and delivered Cyberbullying and self-discover programs. Both programs were well received by students.

The school is working towards fostering positive and respectful relationships amongst staff and students. This was reflected in increased numbers of excursions and the consistent increase of merits for students who demonstrated PBL expectations and engaged with learning. In Addition, long standing relationships with community members such as the Youth Workers, Links to Learning (L2L), tertiary institutions and ASPIRE, fostered and promoted positive behaviour and behaviour which was modelled and translated back into the school community.

Early in 2019, all staff were presented with a 'refresher' on the GSCAPAHS PBL expectations. With this knowledge fresh in teachers' minds, they were able to effectively deliver high quality PBL lessons explicitly covering the classroom expectations. These sessions were delivered to all students across all years. Sessions covering PBL expectations for outdoor setting were also explicitly delivered over a six-week period by Year Advisors and Assistant Year Advisors at fortnightly year assemblies. In a PBL survey facilitated by the SRC and aimed at evaluating student understanding of PBL, students were able to correctly identify most indoor and outdoor PBL expectations and indicated that they did in fact remember being taught the expectations. Other results from this survey provided the PBL Team with valuable information on the strengths and weaknesses in terms of PBL awareness across the student body, informing future

directions for the team.

PBL expectations were also delivered to new staff members at a beginning teacher meeting in order to support their implementation of PBL theory into behavioural management strategies.

The Lateness and Truancy Policy was revised in 2019, reflecting the need for quicker escalation and follow up of chronic truants. A change was made in the number of interventions carried out by teachers, Head Teachers and Deputy's from a 3x3x3 referral process to a 3x2x1 process. This information was communicated to the community via the school newsletter. The PBL team will be looking to evaluate this modification in 2020.

As part of the 2019 Harmony Day celebrations, an assembly was held to focus on anti-bullying/anti-racism in relation to the concept of 'respect', derived from school LEARN expectations. This was an opportunity for more exposure to the PBL expectations for teachers and students and has cemented a firm link between the annual Harmony Day ceremony and the school PBL expectations, being the third year running that this connection has been made.

New in 2019 were the PBL expectations for incursions and excursions. These expectations were created by the PBL Team in consultation with all staff and are now embedded into school permission notes and VOR processes, ensuring that all students are aware of behavioural expectations when representing the school during either incursions or excursions.

Also new in 2019 was the decision to modify the 'social development' and 'commitment to learning' sections of the academic reporting template to better reflect the schools LEARN expectations. In consultation with staff, reporting statements were developed by the PBL Team and the first reporting cycle of 2020 will see teachers directly reporting on students' progress in all areas reflected in the LEARN expectations – Listen, Equipped, Achieve, Respect and Responsibility and Never Give Up.

In an effort to include more student voice in PBL decision making, Term 4 saw a student survey conducted regarding the current merit system. Students were asked directly how they felt about the current system, did they feel they were recognised for positive behaviour and how they would like to be recognised in future. This provided the PBL Team with some new ideas on how to move forward with recognising positive behaviour in 2020.

Finally, late in 2019, an analysis of Sentral Wellbeing data was conducted with a focus on identifying trends in both positive and negative behaviours and referrals. This data will be presented to both the PBL Team and the whole staff early in 2020, where future directions will be decided on, based on what the data has revealed.

Assessment

2019 provided staff at GSCAPAHS with an opportunity to reflect on the developments made throughout 2018 in relation to formative and summative assessments. Staff have been able to effectively measure student outcomes by utilising formative assessment rather than just summative assessments. This has been reflected in the feedback provided to students through ongoing feedback during lessons, along with feedback on their assessment tasks and also through their semester reports. This has enabled students to receive ongoing and productive feedback that informs them of their skill development and knowledge attainment. In addition, faculties were able to share their formative assessment strategies with one another, providing every staff member with a transparent approach that is consistent across the school.

The Executive Team at GSCAPAHS was able to map all Year 7 assessment tasks for 2019 with a focus on understanding the weighting, timing, and assessment focus of each task distributed to each student. The information informed current and future planning for Year 7 and provided insight to all faculties on the cross-faculty demands placed on our current Year 7 students.

The Support Unit was able to utilise the *NSW Literacy Progressions* to align their existing assessment data of Year 7 – Support Unit (I.M.) students against the Progression Indicators. This provided the Support Unit staff with an opportunity to gain exposure to the *Progressions* and to also best understand how to support our students by utilising the Progression Indicators as a support tool for programming and assessing. In addition, this provided the Senior Executive with clearer direction as to how to best approach the introduction of the *Literacy Progressions* across the whole school.

Measuring Student Growth

Best Start, NAPLAN and HSC RAP analysis data helped inform judgement on the overall areas/skills necessary for improvement as a collective. This subsequently helped inform the whole school pursuit of the PEEL writing strategy across a number of faculties. In addition, the Best Start data has helped inform the Learning and Support team on individualised approaches for targeted students. The Deputy Principal Instructional Leader worked with several staff to use Best Start and NAPLAN data to inform their teaching practice.

Grade Point Average growth based on student semester reports was acknowledged during grade assemblies and a system put in place to continue tracking growth to implement targeted support systems. The Learning and Support

faculty strengthened the development and implementation of all mainstream IEP's and demonstrated a good knowledge of individual student needs.

Progress towards achieving improvement measures

Process 1: Student Wellbeing

Strengthen the whole school approach to student wellbeing where students are connected, succeeding and thriving at each stage of their schooling

Evaluation	Funds Expended (Resources)
<p>Sentral Attendance and Wellbeing data</p> <p>Staff continued to reward positive behaviours, there was a significant increase in the number of students being rewarded in our higher levels in the merit reward system. Teachers continued to address partial attendance through data collection and follow up. The PBL team addressed strategies to combat these behaviours. The 'Gotcha' reward system was revised by the PBL team, which resulted in students having increased opportunities to be rewarded for positive behaviour.</p> <p>Student attendance in 2019 included:</p> <p>Year 7 83%</p> <p>Year 8 81%</p> <p>Year 9 75%</p> <p>Year 10 72%</p> <p>Year 11 72%</p> <p>Year 12 80%</p> <p>Due to improved measures in capturing student attendance and wellbeing data in 2018 there were improvements captured with the following in 2019:</p> <ul style="list-style-type: none"> • Accurate attendance and wellbeing data used to allow students to attend reward excursions. • Targeted programs for Year 10 to address school engagement issues in 2020. • Attendance and wellbeing data discussed at regular Wellbeing meetings to monitor student progress. • Analysis of Sentral Wellbeing during PBL meetings • Career Advisor working with Yr. 10 – 12 to provided external links and transition programs for at risk students <p>Tell Them From Me Items relevant to Engagement include:</p> <p>In all areas we are close to state average or higher than NSW Govt Norm, and there was improvement from 2018 in Positive Teacher/Student Relationships</p> <ul style="list-style-type: none"> • Intellectual Engagement Composite – 2019 School Mean 50%; 2018 School Mean 52%; 2019 NSW Govt norm 46% • Students who are interested and motivated – 2019 School Mean 32%; 2018 School Mean 36%; 2019 NSW Govt norm 28% • Positive Teacher/Student Relationships – 2019 School Mean 75%; 2018 School Mean 69%; 2019 NSW Govt norm 78% 	<p>School Funded Head Teacher Student Services, Community Liaison Officer and staff within the Student Services Team</p> <p>Federal Funding for a School Chaplain</p> <p>School Funded student wellbeing programs delivered by the school and with community agencies</p>

Process 2: Assessment

Develop and implement a whole school approach to assessment where students can demonstrate learning and skill development on an individual basis. Ensure assessment reflects analysis of data and whole school teaching and learning priorities.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Data Informs Practice: The 2019 <i>TTFM</i> teacher survey data for <i>Data Informs Practice</i> indicated a School Mean of 7.4 and NSW Govt norm was 7.8. The 2018 School Mean was 7.4 with no change indicated over the 2 years. The strongest items for GSCAPAHS were providing students with opportunities to improve their formal assessment tasks and daily classroom tasks and using formal assessment tasks to help students set challenging goals.</p> <p>Overcoming Obstacles to Learning: The 2019 <i>TTFM</i> survey data for <i>Overcoming Obstacles to Learning</i> indicated a School Mean of 7.4 with a NSW Govt norm of 7.7. The 2018 School Mean was 7.4 with no change indicated over the 2 years. The strongest items for GSCAPAHS were staff discussing with students' ways of seeking help to increase their learning. Also, discussing learning problems of particular students with other teachers and making an effort to include students with special learning needs in class activities.</p> <p>Quality Feedback: The 2019 <i>TTFM</i> survey data for <i>Quality Feedback</i> indicated a School Mean of 6.9 with a NSW Govt norm of 7.3. The 2018 School Mean was 7.1. The strongest items were teachers being regularly available to help students with special needs and teachers helping students use computers or other interactive technology to undertake research.</p>	<p>School Funded Deputy Principal Instructional Leader</p> <p>Teacher Professional Development Funding to cover release time for Assessment Projects</p>

Process 3: Measuring Student Growth

Build capacity of staff and develop systematic processes for measuring student growth..

Evaluation	Funds Expended (Resources)
<p>The following student value added expected improvements were achieved in the 2019 NAPLAN by Year 9 students:</p> <p>Writing 51%</p> <p>Spelling 64%</p> <p>Reading 52%</p> <p>Numeracy 51%</p> <p>Grammar and Punctuation 60%</p> <p>These results indicate improvement in the past four years for Writing, Spelling, and Grammar and Punctuation. Spelling and Grammar and Punctuation are above average when compared to similar Secondary school results. In 2019, an increased percentage of students achieving at the highest band has been noted in Reading, Spelling and Grammar and Punctuation. Reading is improving with a record for the first time in four years of students achieving the highest band.</p>	<p>School Funded Head Teacher Student Services, Head Teacher Administration and Deputy Principal Instructional Leadership.</p>

Next Steps

Wellbeing

The Wellbeing team will analyse Grade Point Average data and refer students with a significant reduction in growth to targeted programs such as the Back on Track Program. Year Advisors are to develop a policy and flowchart for the new initiative called 'Back on Track Program'.

In 2020, ART therapy will include both boys and girls, for students who have experienced trauma.

Targeted programs for Year 10 students will be delivered to meet the wellbeing needs of students and to strengthen their

sense of belonging at school.

GSCAPAHS will continue to develop partnerships with primary schools to provide a smooth transition from Year 6 – 7.

A whole school approach to developing student social and emotional learning (SEL) will be developed and implemented. Alignment of SEL with the curriculum will commence, to help support seamless integration. Teacher professional learning will be delivered to build classroom teacher capacity to teach resilience and provide integrated strategies to help support students develop their wellbeing skills.

In addition, staff professional learning will include more effective use of SENTRAL and First Aid Mental Health training. The Head Teacher Student Services will provide professional learning on staff wellbeing during staff meetings.

In 2020 the PBL team will be looking to evaluate some of its attendance and wellbeing processes, including the modification to the Lateness and Truancy and behavioural management policies, namely the change in the referral process to 3x2x1. This evaluation will be based on how effectively the recommended chain of referral is being implemented.

The PBL Team will be looking at Sentral behavioural data from previous years and comparing that with current data to complete a SWOT analysis, and use this data to develop solutions to combat identified issues. The team is looking to deliver more engaging PBL lessons that include student-made audio-visual materials that explicitly explain PBL expectations in action. Continued and increased support of beginning teachers, temporary teachers and casual teachers in understanding and implementing PBL framework will be provided.

Data collected from various student surveys and Sentral analyses completed late in 2019 to be delivered to the whole staff and further analysed in PBL meetings.

Investigation will be conducted into a stronger link between Sentral Wellbeing entries and PBL LEARN expectations where Sentral entry categories reflect PBL expectations.

Staff professional development will be delivered on changes to reporting template that reflect LEARN expectations.

Assessment

2020 will provide an opportunity to further expand on the work done previously under formative assessment. Throughout 2020, a clear and structured approach towards evidence-based formative assessment strategies will be embedded into programming across all KLA's.

Staff will be provided an opportunity to work one on one with the school Principal on improving their current N-Determination procedures and overall assessment documentation and tracking. This will enable all staff to develop and improve their current practices to ensure that they meet best practice and internal and external guidelines and expectations.

2020 will provide an opportunity for staff at GSCAPAHS to develop their own report writing style guide that reflects the requirements to provide clear, reliable and productive feedback to students and their families.

Staff will be provided with an opportunity to develop their overall assessment tasks and marking criteria to enable students to access all tasks, at differentiated levels, with confidence and clear direction.

2020 will also provide staff at GSCAPAHS with a unique opportunity to develop the CAPA Ensemble learning progressions that will help inform and strengthen the programming and assessment for all students within our Ensemble program.

Measuring Student Growth

In 2020, the Literacy team is to develop strategies around Best Start by providing teachers with literacy strategies around the differentiated indicators. In addition, the Numeracy team will develop a Numeracy Assessment that aligns to the Numeracy progressions.

Data analysis used to measure the effect size of 7–9 NAPLAN for whole and specific groups will take place to determine strategies to improve student learning outcomes. In addition, internal and external data will be used to inform student Individual Education plans.

Students will be provided with differentiated targeted intervention as identified in learning quadrants. Student Grade Point Average data will be analysed and will influence the Executive's decision to nominate targeted students in the Back on Track program. Year Advisors will be trained in developing, implementing and monitoring the Back on Track student plans to improve student's results.

Teacher Professional Learning on visible learning will be delivered to provide teachers with the knowledge and skills to embed visible learning practices in their pedagogical practices.

Strategic Direction 2

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

Purpose

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

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

Improvement Measures

1. Tell Them From Me – Teacher data close to state average and/or improved in relation to leadership items
2. Improvement in programming and practice quality with consideration to NESA expectations, school priorities and faculty plans.
3. Increased parent engagement in use of parent portal and attendance at school events

Overall summary of progress

Building Leadership Capacity

GSCAPAHS's Performance and Development implementation procedures encourage and support collaboration in planning, implementation and review. The school's focus has been to align individual PDP goals to whole school strategic directions, faculty specific goals and the Australian Professional Standards. The Deputy Principal Instructional Leader mapped PDP goals across the school. The data collected, guided the Senior Executive team to plan and implement whole school professional learning based on the priorities identified by staff. Therefore, the school has been able to support teachers achieve their goals through school based professional learning opportunities, rather than external professional learning courses. Furthermore, in 2019, the process of linking all external Teacher Professional Learning applications to the school strategic directions and PDP goals was utilised to substantiate the reasoning for teachers attending external professional learning.

The Executive Team sought to analyse and further develop their leadership skills as a team by seeking feedback from staff on their performance. Staff were given an opportunity to provide feedback through the NSW DoE School Leadership Diagnostic survey. The 360–survey feedback allowed members of the leadership team to analyse their leadership practice and reflect on the team's performance. Through the evidence sourced via the 360 survey feedback, areas of strength and improvement amongst the current leadership team were identified. Working in collaboration with this data and current leadership research, Senior Executive provided professional learning through the annual Executive Conference which focused on building effective leadership capacity and establishing a common moral purpose to help inform the 2021–2023 School plan. As a result, this informed the necessary changes required to further strengthen the current leadership team at GSCAPAHS.

At GSCAPAHS staff were provided leadership opportunities to lead whole school initiatives. The responsibilities of staff in leadership positions included implementing milestones and updating information through SPARO. In addition to this, staff were given the opportunity at the end of the year to evaluate and measure the school's progress towards achieving each strategic direction. Recommendations for future planning and analysis of evidence sets provided staff with improved understanding of whole school planning.

Instructional Leadership

The role of the Deputy Principal – Instructional Leader was explained to all staff at the commencement of the 2019 school year. Staff were more aware of the role and more staff sought support to improve the learning outcomes of all students in 2019.

Compliance review meetings for faculties have now been completed and were led by the Deputy Principal – Instructional Leader in consultation with faculty Head Teachers of relevant KLA teachers. These meetings were held in accordance with NESA and DoE expectations and School Priorities. All teaching and learning programs had both areas of strength and opportunities identified for future implementation.

All faculties have developed Faculty plans that are aligned to the school plan and school priorities. These plans have influenced individual PDP's for all teaching staff. This process has assisted the continued improvement of professional dialogue and peer collaboration while promoting greater cooperation across all KLA's.

Teachers are regularly using Learning Intentions and Success Criteria as part of their daily teaching practice. This practice is steadily increasing in its application in order for students to be better informed of their learning outcomes.

The Peer Observation Program, which involves most staff, has proven to be a positive strategy in promoting quality teaching practice across KLAs while enhancing peer collaboration and professional dialogue.

Faculty compliance meetings and their outcomes are leading to improvement consistent, quality teaching programs that address NESA and DoE expectations and School Priorities.

Community Engagement

Granville South Creative and Performing Arts High School continued to make connections with the community through many different platforms.

The school facilitated community engagement through Parent Teacher Evenings, Year 7 Meet the Teacher Night, Iftar dinner, Recognition Assembly, Parent Information evening, ANZAC commemoration ceremony, Subject Selection Expo, REAL showcases and CAPA performances.

Progress towards achieving improvement measures

Process 1: Building Leadership Capacity

The leadership team will engage in reflective practice and continuous improvement. They will foster and sustain a culture of high expectations for self and others.

All staff (including SASS) will have opportunity to engage in capacity building, decision-making and school planning and will be developed in use of language consistent with the schools strategic directions

Evaluation	Funds Expended (Resources)
<p>Building Leadership Capacity</p> <p>Leadership items: The 2019 <i>TTFM</i> teacher survey data for <i>Leadership</i> indicated a School Mean of 6.7 and NSW Govt norm was 7.1. The 2018 School Mean was 7.2. The strongest items for GSCAPAHS were teachers noting that school leaders created a safe and orderly school environment and teachers were supported during stressful times. In addition, school leaders helped improve teaching practice and provided guidance for monitoring student progress.</p> <p>Qualitative data collected, evaluated and discussed at the 2019 Executive Conference and Executive meetings to inform improved leadership skills.</p>	<p>School funded Deputy Principal Instructional Leader.</p> <p>Teacher Professional Learning funded Executive Conference and attendance by staff at various leadership development programs.</p>

Process 2: Instructional Leadership

The senior executive will lead compliance and performance management to address NESA, DoE and school teaching and learning expectations. This will include compliance meetings and Annual Faculty/Focus Area reviews.

Capacity building for staff will include collaboration in implementing compliance and performance management

Evaluation	Funds Expended (Resources)
<p>Improvement in programming and practice quality was evidence through Faculty Compliance Reviews. In 2019, teacher understanding of program expectations was evident through teacher input during compliance review</p>	<p>School funded Deputy Instructional Leader.</p>

Progress towards achieving improvement measures

discussions. An increased number of classroom teachers were involved in the compliance review process to build the capacity of staff with NESA expectations, school priorities and faculty plans. Adherence to NESA curriculum expectations was evident across all faculties. Consistency with school priority areas and differentiation are areas that require further development. Feedback on improvement measures was provided by the Deputy Principal Instructional Leader.

Qualitative data collected indicates a notable improvement in teachers' ability to improve their teaching practice. Evidence collected included Best Start data analysis, PEEL writing samples, and Grade Point Average data.

School Funded Peer Observation Program providing release from face to face teaching

Teacher Professional Learning funds

Process 3: Community Engagement

The school will engage with and promote the schools strategic directions and success stories with the community so that the community can assist with service delivery.

The school will utilise collaboration and resources from the community to enhance teaching and learning and wellbeing.

Staff will be supported to improve communication via Sentral parent portal, phone calls, parent meetings.

Evaluation	Funds Expended (Resources)
<p>In 2019, Year 7 parents were provided with information on how to access the Sentral Parent and Student portal and the school Facebook page. In 2019 there was 877 registered users of the Parent and Student portal as compared to 635 registered users in 2018</p> <p>There was increased attendance by parents and community members at school events led by the Creative and Performing Arts Faculty, REAL showcases, formal assemblies and information evenings.</p> <p>Community event catering was provided by the TAS faculty and VET Hospitality students for events such as the Recognition Assembly Morning Tea and Year 12 Graduation Morning Tea. In addition, the TAS faculty provided catering for teachers attending professional learning events hosted by GSCAPAHs.</p>	<p>School funded Community Liaison Officer</p> <p>Release from class for promotion administration</p> <p>School funding for community events EG: Iftar, formal presentation events and parent morning teas</p>

Next Steps

Building Leadership capacity

2020 will see the delivery of Teacher Professional Learning on leadership, Senior Executive will run a number of building capacity workshops throughout the year.

The Senior Executive will continue to support Executive develop their PDP goals, Faculty plans, establishing links with external networks and embedding 360 feedback and application.

Faculties will continue to use milestone documents to monitor their progress and track their professional development courses with the Head Teacher Admin, with a commitment to continual improvement.

SASS professional development on the SASS professional standards to be delivered. PDP goals will continue to be collected, analysed and mapped against the school plan to support the professional development of staff in their leadership capacity.

Whole staff will be involved and engaged with the evaluation and review of the current school plan data collection. Data to be used inform the future planning cycle. In addition, whole staff will contribute to 2021–2023 school planning and establish new strategic directions. Professional Learning on the new School Plan and Annual Report will be led by Senior Executive

Instructional Leadership

Planning for 2020 will involve the continuation of faculty compliance meetings that will continue to address NESA and DoE expectations and School Priorities, performed under the leadership of the Deputy Principal – Instructional Leadership.

Teacher Professional Learning will address NESA audit expectations and the Quality Teaching Framework document.

In 2020 the Human Society in its Environment (HSIE) faculty will be reviewed in line with NESA and DoE expectations and School Priorities as well as the School Excellence Framework.

The student exit survey will provide the school with data regarding student destinations post Year 12.

The recommendations from the 2019 Mathematics faculty review will be implemented and evaluated in line with NESA and DoE expectations and School Priorities.

Community Engagement

The COMET team will resume regular meetings in 2020 and plan to increase communication through Sentral Parent and Student Portal by uploading assessment tasks, assessment schedules, upcoming events for student and parent access. The COMET Team will be seeking feedback from community and parent attendees at major school events e.g. Riverside Theatre and Parent/Teacher progress interviews.

In 2020, Teacher professional learning will be provided on how to use the DoE interpreting services to engage parents to effectively communicate important messages. The promotion of P&C in multiple languages will enable increased parent membership and engagement with the school.

The COMET team will develop a processes and procedures document that ensures media exposure is consistent on all platforms. In addition, a promotions calendar that maps all the calendar events in 2020 will be distributed to all staff, parents and students.

Strategic Direction 3

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

Purpose

At GSCAPAHS teachers:

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

Improvement Measures

1. Tell Them From Me':

- Teacher – data close to state average and/or improved in relation to collaboration, inclusive school, learning culture and planned learning opportunities
- Student – maintain state average and above for rigour, close to state and/or improved for expectations for success

2. Improvement in data informed teaching practice

3. Increased alignment of PDP goals and identified professional learning with school plan

Overall summary of progress

School Improvement Team

The school has invested in a School Improvement Team (SIT) that focuses on improving teacher practice by implementing the Curiosity and Powerful Learning program. The school provides TPL that focuses on covering the school SIT priority areas, and teachers are provided with opportunities to build their expertise with these SIT priority areas to improve their practice and to improve student learning outcomes.

In 2019, the School Improvement Team (SIT) strengthened staff application of student voice through teaching and learning programs. Teacher professional learning was delivered on the process of evaluation, collecting student voice, and ways to integrate student feedback into teaching and learning programs. Members of the School Improvement Team (SIT) worked collaboratively with their faculty to create student survey questions that focussed on students providing feedback about teaching and learning programs, content delivery and assessment. All faculties developed a student evaluation survey that captured student voice. As a result, faculties utilised these surveys at the end of each term and attached them to their teacher registration. Teachers engaged in professional dialogue when analysing and discussing student survey feedback. These discussions informed future planning and allowed faculties to identify their strengths and areas for improvement.

At GSCAPAHS teachers were supported with the delivery of 21st-century pedagogy including project-based learning, team teaching, and cross-curricular teaching. Staff were provided with TPL that supports innovative practice through modelled examples. Stage 4 & 5 REAL project-based learning courses delivered authentic real-world learning, designed to give students skills to meet the changing needs of the 21st century workforce. REAL teachers were guided by the Deputy Principal Instructional Leader in developing their understanding of research-informed enquiry-based teaching and learning. Teacher professional learning on enquiry-based learning, explicit teaching, project-based learning structures, future-focussed research, success criteria, formative assessment practices and 21st century skills was delivered. Student progress was monitored and tracked against 21st century skill. At the end of each project parents, community members, staff and students were invited to the school, including in Education Week, to showcase and provide students with an authentic audience to discuss their projects. Student's end products ranged from portfolios, websites, posters, drama and musical performances, artwork, videos, menus, budgets and survey results. In addition, REAL reporting outcomes were introduced to assess student's skill development in collaboration, communication, critical thinking and creativity. In addition, the Student Representative Council shared joint initiatives with REAL projects to improve the school. Students in REAL worked with the SRC on cyberbullying projects and the creation of an affirmation tree. The benefit to students included a demonstrated commitment and a vested interest in improving the school culture.

One of the school priority areas was to link lesson intention and success criteria to differentiation, formative assessment and assessment. Teacher Professional Learning on learning intention and success criteria, provided teachers with educational research to inform their teaching practice. Visual posters with lesson intention and success criteria were

displayed in classrooms. Further teacher professional learning was delivered on how to link lesson intention and success criteria to formative assessment to increase teacher repertoire of effective assessment strategies. Examples of graded success criteria, success criteria checklists and exemplars were provided.

In addition, the School Improvement Team (SIT) collaboratively developed a team-teaching observation tool. A planning document that outlined the different team-teaching methods, planning questions and most importantly a team teaching observation tool in the form of a rubric. The team-teaching rubric was tiered to indicate if a teacher was at commencing, intermediate, accomplished and/or expert practice.

The school continues to facilitate collaborative practice and feedback among colleagues. The Peer Observation Program (POP) provides staff with timetabled provisions (allowances) to participate in collaborative practice across KLA's that involve professional dialogue, collaboration, classroom observations and specific and timely feedback. Staff involved in the POP were provided with Teacher Professional Learning on peer coaching that focuses on the language of feedback and protocols of coaching. The POP team focused on improving their teaching practice through the school priority areas.

A key focus in 2019 was to implement a consistent school wide writing approach. Teacher professional learning about the components of writing, cross KLA syllabus outcomes, success criteria checklist, feedback, and examples of PEEL paragraphs from various KLA's were delivered. A tailored and targeted Literacy Professional Learning Day delivered by the Deputy Principal Instructional Leader included one faculty representative to strengthen teacher capacity to lead effective PEEL writing and formative assessment strategies within their faculty. In consultation with the Literacy & Numeracy consultants and Teacher Quality Advisor's, teachers were able to build their literacy and numeracy knowledge and skills. Staff were presented with relevant contemporary research to provide them with strategies to improve students' literacy achievements in their classroom and faculty. As a collective, the Literacy team developed a PEEL teacher toolkit that consisted of KLA specific graded PEEL writing exemplars, student-friendly success criteria checklist, student self-reflection sheet, sentence starters, PEEL scaffold and suggested feedback strategies.

Analysis of Data

All 2019 HSC course data was analysed by school executive and through this, whole staff Teacher Professional Learning occurred to inform teaching practice with school-wide strengths and weaknesses outlined. School Individual Education Plans/Personalised Learning Plan's were developed and informed by various data sources. All staff were trained in the use of the SCOUT application. Staff were provided with Teacher Professional Learning on using Best Start data to improve student literacy outcomes. 2019 HSC leavers completed Student Exit Surveys with findings to be presented to staff during Term 1 2020.

Professional Accountability

Our Performance and Development Plan (PDP) guidelines for teaching staff were reviewed and updated to clarify the support available to teachers in developing and executing their annual PDPs and to provide additional guidance in relation to goal setting. Work has also commenced integrating guidance materials for School Administration and Support Staff (SASS) into the PDP guidelines for teaching staff so that we can achieve a whole School practice for performance and development.

Progress towards achieving improvement measures

Process 1: School Improvement Team (SIT)

The SIT will plan delivery of high quality research informed TPL to address teaching and learning priorities including:

- currency in professional practice and future focused pedagogy
- strategies to support students to reach their academic potential.
- Collaborative practice through peer observation and team teaching including POP
- ongoing, regular, and consistent feedback to and from students to inform teaching and learning
- student-centred assessment and learning

Evaluation	Funds Expended (Resources)
Tell Them From Me Teacher's data includes:	School funded Deputy Instructional Leader
Collaboration: The 2019 <i>TTFM</i> teacher survey data for <i>Collaboration</i> indicated a School Mean of 7.1 and NSW Govt norm was 7.8. The 2018	Release from class for Peer

Progress towards achieving improvement measures

School Mean was 7.2. The strongest items for GSCAPAHS were discussing learning problems of particular students with other teachers and talking to other teachers about strategies to increase student engagement.

Inclusive School: The 2019 *TTFM* teacher survey data for *Inclusive School* indicated a School Mean of 7.8 and NSW Govt norm was 8.2. The 2018 School Mean was 7.7. The strongest items for GSCAPAHS were teachers being regularly available to help students with special learning needs and include them in class activities. Also, teachers were strong in establishing clear expectations for classroom behaviour.

Learning Culture: The 2019 *TTFM* teacher survey data for *Learning Culture* indicated a School Mean of 7.7 and NSW Govt norm was 8.0. The 2018 School Mean was 7.7 with no change indicated over the 2 years. The strongest items for GSCAPAHS were teachers setting high expectations for student learning and discussing learning goals for the lesson. In addition, teacher survey results indicated that teachers monitored the progress of individual students.

Planned Learning Opportunities: The 2019 *TTFM* teacher survey data for *Planned Learning Opportunities* indicated a School Mean of 7.2 and NSW Govt norm was 7.6. The 2018 School Mean was 7.3. The strongest items for GSCAPAHS was to present a new concept and try to link it to previously mastered skills and knowledge and teachers using two or more teaching strategies in most class periods. Teachers scored high on helping low-performing students plan their assignments.

Tell Them From Me Student's data includes:

Student Rigour: 2019 School Mean 6.3; NSW Govt mean 6.4; 2018 School Mean 6.2. 2019 result indicates an increase in this area.

Positive Learning Climate: 2019 School Mean 6.0; NSW Govt mean 5.6; 2018 School Mean 6.2. GSCAPAHS is performing above the state average in this area.

Expectations of Success: 2019 School Mean 7.0; NSW Govt mean 7.0; 2018 School Mean 6.9. 2019 result indicates an increase in this area and an equal comparison to the state average.

Observation Program

Teacher Professional Learning funds

Process 2: Analysis of Data

There will be regular timed data analysis to inform planning at various levels. Staff capacity building will address:

- designing and using data tools
- data analysis skills
- use of SCOUT
- use of data analysis to differentiate learning and assessment
- consistency of feedback based on data analysis
- using data to inform programming

All staff will be involved in HSC RAP analysis, sharing this analysis with the whole school including how the data has been used to inform teaching and learning.

Evaluation

Funds Expended (Resources)

Staff contributed to Teacher Professional Learning of HSC results and have been upskilled in the use of RAP. Furthermore, Faculty Head Teachers led

School funded Deputy Instructional Leader

Progress towards achieving improvement measures

faculty specific HSC presentations outlining strengths and weaknesses of cohorts as well as successful teaching strategies within the faculty. Executive members of staff have undergone Teacher Professional Learning for the new SCOUT application and have made use of this application in analysing different aspects of the school.

SMART Goals were implemented throughout mainstream Individual Education Plan's and were based off SMART Goal data. Class placements for Year 7 were based off pre and post-testing of students and this data informed accurate class placements. Year 7 Best Start and NAPLAN data was analysed and used to inform teaching practices across the whole school. Exit surveys have been implemented for Year 12. The Deputy Principal Instructional Leader worked with classroom teachers to analyse data to inform faculty and staff on teaching strategies and practice.

Teacher Professional Learning funds

Process 3: Professional Accountability

There will be clear expectations for Accreditation, maintenance of accreditation and PDP's. Staff will be encouraged and supported when seeking higher levels of accreditation including Highly Accomplished and Lead.

Accreditation evidence and PDPs are to reflect consistency and commitment to whole school priorities

Evaluation	Funds Expended (Resources)
<p>In 2019 faculties prepared faculty plans including milestones to directly support the implementation of the whole school 2018–2020 Strategic Plan, and this influenced teaching staff in their goal setting for PDP's. Staff identified PDP goals that aligned and directly linked to the school plan and Australian Professional Standards. The Deputy Principal Instructional leader mapped the whole staff PDP goals and worked closely with Senior Executive to plan professional development. The Deputy Principal Instructional Leader worked with classroom teachers on focus areas to improve pedagogical practice or accreditation and to support teachers in achieving their PDP goals.</p> <p>Beginning Teachers were provided with regular support by their Head Teachers, mentors and Deputy Principal Instructional Leader. Beginning teachers attended regular meetings and 6 staff were accredited at Proficient level with the support of the Deputy Principal Instructional Leader.</p>	<p>School funded Deputy Instructional Leader</p> <p>Teacher Professional Learning</p>

Next Steps

School improvement Team

In 2020 the planning and alignment of Social Emotional Learning (SEL) with the curriculum will begin. The implementation of an integrated whole school approach will enable staff to teach resilience through problem solving and real-life application within their curriculum area.

During Compliance reviews, the Deputy Principal Instructional Leader will be seeking evidence of the integration of Student Voice feedback from 2019 into teaching and learning programs. In addition, students will be given further opportunities to provide feedback, this will include assessment task and REAL semester reports.

In 2020, the development of Creative and Performing Arts learning progressions will begin, the CAPA progressions will provide a framework for teachers to map student progress and to provide explicit strategies that support students in improving their performance in the Ensemble programs. The CAPA programs will form the basis in providing students with detailed written feedback.

The Deputy Principal Instructional Leader will continue developing Stage 4 cross-curricular programs and lead evaluation of the program by seeking teacher and student feedback to inform future teaching and learning.

GSCAPAHS will work collaboratively with another comprehensive high school on Instructional Rounds to strengthen teachers understanding of the Curiosity and Powerful Learning strategies and SIT priority areas.

Analysis of data

The school will continue to make improvements to the capacity of staff to analyse the HSC and NAPLAN data through RAP and SCOUT. The Instructional Leader will work with faculties to embed strategies informed by data into their teaching and learning programs.

Staff will be developed on the use and application of Grade Point Average (GPA). Student GPA will be generated and analysed and provided to the Student Wellbeing Team and Head Teacher Student Service to identify trends in student achievement and inform practice.

Yr 10, 11 and 12 students are to be informed of the Student Exit Survey process. Exit Surveys will be developed and reviewed by staff for feedback, then administered to all leavers in Years 10, 11 and 12.

Best Start data will be analysed and compared with NAPLAN data to identify trends in student skill sets.

Wellbeing Sentral reports will be analysed for patterns of student progress.

Professional Accountability

The integrated School guidelines for PDP's will be finalised and implemented in early 2020. Further professional learning on PDP's for SASS will be conducted in 2020.

Teacher professional learning on PDP goals will be provided, addressing measurable, specific, attainable, and challenging goals, and relating these to the School Plan, Faculty plan and aligned to the Australian Professional Standards for teachers. Staff will collect evidence to support their progress to achieve PDP goals and to discuss them with their supervisor. SASS PDP's will include SASS standards and will be completed. The Deputy Principal Instructional Leader will continue working with staff seeking Higher Accreditation. Mandatory training will be monitored by the Business Manager and tracked, staff registering teacher identified hours in eTAMS.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal funding enables some release time for a Learning and Support Teacher to provide support to Aboriginal students.	<p>We had 11 students in total who identified as being Aboriginal or Torres Strait Islander.</p> <p>Aboriginal and Torres Strait Islander Students went on an excursion to Prospect Hill on Thursday 3rd May, 2019. The excursion involved a Welcome to Country and Smoking Ceremony, cultural performances, a history lesson about the significance of Prospect Hill as well as a re-enactment of the story of the warrior Pemulwuy. Our students had the opportunity to interact with local Aboriginal Elders and leaders as well as students from other schools.</p> <p>The New South Wales Aboriginal Education Consultative Group Inc. (NSW AECG Inc.) in conjunction with the Aboriginal and Torres Strait Islander Mathematics Alliance (ATSIMA), invited our students to STEM Youth Development Camps for Aboriginal students from Years 5 to 11. One of the camps was hosted by the Sport and Recreation Centre at Berry. Even though it was the middle of winter, the students enjoyed three days of STEM. The other camp was hosted by The Tops Conference Centre at Stanwell Tops. Some of the activities we participated included Music and Maths, Stringing Nature, Culture and Mathematics, Corroboree Equations, Game Design, Cultural Night, Royal National Park Environmental Education Centre, Science Space: University of Wollongong, Engineers Without Borders, Boomerangles and Crime Scene Investigation.</p>
English language proficiency	ELP Flexible Funding and Equity funding used to employ an Arabic speaking Community Liaison Officer and provide release from face to face teaching for an EALD trained teacher. A Youth worker was also employed. The community Liaising Officer and Youth Worker worked collaboratively with the Student Services Team.	<p>Programs such as those facilitated by the Youth Worker and Student Services Team addressed both welfare and learning needs of EALD students, and also involved consultation and communication with parents/carers.</p> <p>Specific students were targeted for intensive EAL/D support both in parallel EAL/D English classes taught by an EAL/D specialist teacher and further supported individually as needs dictated. This enabled targeted learning and wellbeing support.</p>
Low level adjustment for disability	Funding is provided for resources, teachers and School Learning Support Officers in the Support Unit. Flexible Funding, Integration Funding and Equity funding enable additional staffing to be employed to support student learning and wellbeing needs in the mainstream, including employment of a Head	<p>In 2019, 59 students with an identified disability were enrolled in the Support Unit. The students in attendance were placed on an Individual Education Plan and/or Individual Transition Plan in order to provide them with appropriate personalised support in order to allow enable to access the curriculum and transition support measures with ease.</p> <p>The transition measures enabled students to access community and employment, through regular travel training and weekly work experience opportunities.</p>

Low level adjustment for disability	Teacher Student Services and School Learning Support Officers.	<p>In 2019, 59 students with an identified disability were enrolled in the Support Unit. The students in attendance were placed on an Individual Education Plan and/or Individual Transition Plan in order to provide them with appropriate personalised support in order to allow enable to access the curriculum and transition support measures with ease.</p> <p>The transition measures enabled students to access community and employment, through regular travel training and weekly work experience opportunities.</p>
Socio-economic background	Equity funding is utilised for a range of resources including staffing (Deputy, Class Teachers, School Learning Support Officers, Community Liaison Officer – CLO), Ensemble program (staffing, Riverside, transport), school buses, student assistance, Student Services wellbeing programs and provision of learning devices such as computers and upgrading of facilities such as the covered basketball courts.	<p>Additional staffing has enabled a focus on professional development in teaching and learning through support of a dedicated Instructional Leader. Smaller class sizes provided support for student learning and a more diverse curriculum, meeting the needs of a diverse school community.</p> <p>Ensemble students have successfully engaged in community projects and delivered several high quality performances including at the Riverside Theatre in Parramatta.</p> <p>Student Services was able to engage with several community organisations to deliver wellbeing programs for students in year groups and smaller targeted groups.</p> <p>The CLO delivered a well attended and supported Iftar, with representation from diverse families, teachers and community organisations.</p>
Support for beginning teachers	The school was provided GTIL funding for 3 permanent beginning teachers in their first year of appointment, 2 in their second year of appointment and 1 temporary teacher. All were provided release from face to face teaching, as were the mentors, following the guidelines for use of GTIL funding. They were also provided additional days release to work on targeted strategies according to their plans. Additional Equity funding was provided to employ a Deputy Instructional Leader who managed the Beginning Teacher program and to provide personal support to teachers.	<p>The Beginning Teachers program engaged new staff and early career teachers with targeted professional learning to improve their classroom practice. in alignment with GTIL. Sessions included GTIL Mentor Program roles and responsibilities, report writing, escalating negative incidents using Sentral & PBL discipline structure, school assessment policy, assessment tasks, marking rubrics, and professional dialogue and boundaries. All TPL was underpinned by relevant research and provided opportunities for teachers to self-reflect and further develop their classroom practice, engage with the school's strategic directions, and follow key processes and procedures.</p> <p>In addition, the School Improvement Team priorities were also covered, learning intentions and success criteria, higher-order thinking, student voice and assessment, concept attainment, and team teaching.</p> <p>Support with teacher accreditation was also provided to staff with individualised support from their mentor and Deputy Principal Instructional leader. Six beginning teachers were accredited with their proficiency with the support and guidance of the Deputy Principal Instructional Leader.</p>

<p>Targeted student support for refugees and new arrivals</p>	<p>A specialist EaLD teacher, Youth Worker through Chaplaincy Funding supported by STARTTS, and the Student Services Team enabled support to be provided to students transitioning from local IECs.</p>	<p>Specific refugee students and new arrivals, where appropriate, were targeted for intensive EAL/D support in parallel EAL/D English classes taught by an EAL/D specialist teacher supporting learning and wellbeing needs.</p> <p>Refugees and new arrivals, where appropriate, were further supported individually by an additional staff member who worked in consultation with the Youth Worker to address social, emotional, welfare and learning needs.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	283	285	293	323
Girls	227	245	263	263

Student attendance profile

School				
Year	2016	2017	2018	2019
7	88.2	87.4	88.9	84.9
8	84.3	79.9	83.8	81.6
9	81.6	81.9	79.3	76.3
10	79.1	74.2	78.5	71.4
11	68.7	68.8	65.4	72.5
12	73	78.5	79.9	73.8
All Years	79.4	78.9	79.8	77.1
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
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

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	0	15
Employment	0	1	13
TAFE entry	0	1	28
University Entry	0	0	23
Other	1	0	11
Unknown	1	0	13

In 2019, 12 HSC students gained successful entry into Western Sydney University and the areas of interest ranged from Construction Management, Construction and Design, Medical Science, Nursing, Business and Criminology. 2 students gained successful entry into University of NSW studying B. Psychology and B. Engineering. In 2019 students applied to Torrens University, 2 students gaining entry in B. Interior Design and B. Software Engineering. A student gained entry with ACAP to study B. Psychology/Criminology

In 2019, 9 HSC students selected to continue their education at TAFE studying the following courses: Dip Website Development, Dip. Business. Pathology, Education Support, Beauty and Make up, and Retail.

At least 10 of the HSC students who have proceeded in higher education and TAFE have secured part-time and/or casual employment to support their studies.

7 HSC students were successful in gaining full time employment. 2 student have gained full time employment with an apprenticeship in Electrical and Plumbing. 6 students engaged in Job Support seeking employment.

Year 12 students undertaking vocational or trade training

34.48% of Year 12 students at Granville South Creative and Performing Arts High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

Year 12 students were able to study the following VET courses at school: Retail Services, Hospitality, and Sports Coaching. 11 students studied one of the VET courses on offer. Three students studied at least two courses. Five students were involved in SBAT. This equates to 38% of the Year 12 cohort.

Year 12 students attaining a HSC or equivalent vocational education qualification were 75 % of the year 12 students. 25% of the cohort were eligible for the Record of Achievement as a result of non-attendance at HSC exams or due to N-Determination.

75% of all Year 12 students expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	36.4
Learning and Support Teacher(s)	2.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.48
Other Positions	1

*Full Time Equivalent

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.

In addition to the staff identified in the 'Workforce composition' table, Granville South Creative and Performing Arts High School employed additional staff as follows:

Deputy Principal Instructional Leader

Head Teacher Student Services

Head Teacher Administration

1.3 Teaching staff

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	2,020,485
Revenue	9,341,243
Appropriation	9,168,660
Sale of Goods and Services	25,466
Grants and contributions	135,064
Investment income	12,053
Expenses	-9,601,687
Employee related	-8,218,837
Operating expenses	-1,382,850
Surplus / deficit for the year	-260,444

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	1,113,773
Equity Total	1,688,728
Equity - Aboriginal	4,876
Equity - Socio-economic	1,171,108
Equity - Language	51,069
Equity - Disability	461,675
Base Total	5,706,883
Base - Per Capita	143,172
Base - Location	0
Base - Other	5,563,711
Other Total	377,223
Grand Total	8,886,606

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.

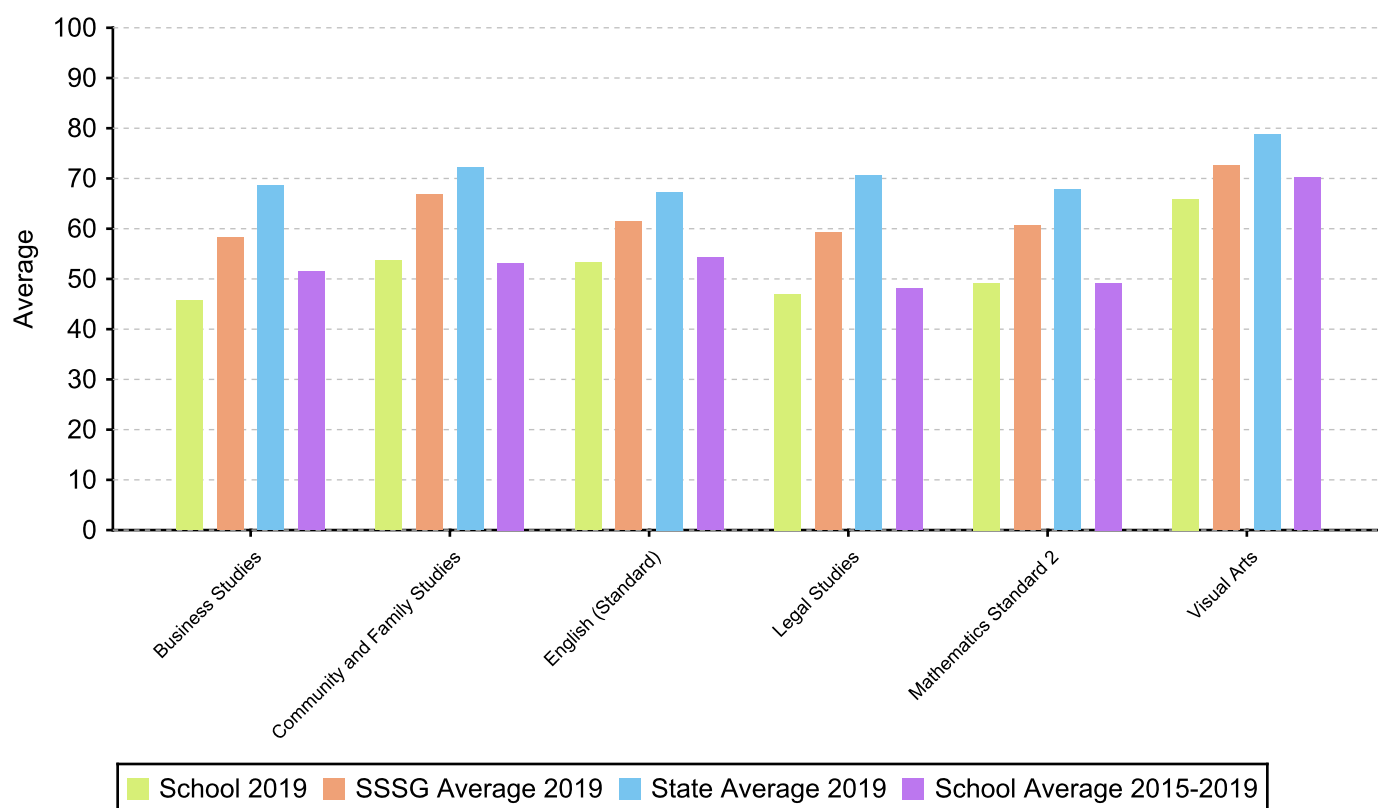
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Business Studies	45.7	58.3	68.6	51.5
Community and Family Studies	53.6	66.8	72.2	53.2
English (Standard)	53.2	61.5	67.3	54.3
Legal Studies	47.0	59.2	70.6	48.0
Mathematics Standard 2	49.2	60.6	67.7	49.2
Visual Arts	65.9	72.6	78.8	70.2

Parent/caregiver, student, teacher satisfaction

In 2019 the Student Services Team facilitated the 'Tell Them From Me' survey which was completed by students, parents and teachers of Granville South Creative and Performing Arts High School. The student survey aims to help improve the learning outcomes of students. The survey is designed to measure, assess and report insights from the student point of view at the school and system levels. The focus of the survey is on student wellbeing, engagement and effective teaching practices. The Teacher survey focused on student learning, as well as classroom and school practices. The parental survey covers several aspects of parents' perceptions of their children's experiences at home and school. It is designed to help develop and foster positive relations between the school and the community.

Data from these surveys has been provided in the Strategic Directions parts of this report.

Through the Mathematics Review process, 11% of our parents engaged in a survey which assessed parent and carer perspectives on the performance of the Mathematics Faculty as a whole. Overall, the perception of the faculty in terms of the support provided to the students at our school was quite positive, with 42% of responses indicating this. In addition, a large proportion of the parents surveyed (33%) indicated that they were aware when assessment tasks were due.

The parent/carers participation in this review highlighted some areas for improvement. 66% of the parents/carers surveyed requested that they be regularly informed of the content covered in the classroom while 69% of the parents surveyed indicated that they would like more information on specific assessment task requirements.

The information collated helps support the school as a whole in strengthening its existing relationship with parents/carers and has helped establish clear goals for the Mathematics Faculty for 2020 and beyond.

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.