

# Granville Boys High School

## 2019 Annual Report



## Introduction

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

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

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### Message from the principal

In 2019, Granville Boys High School underwent significant change. Dr. Linda O'Brien AM HFTGN, Principal for 11 years, and well-known to our school community for many more, took on a new and exciting challenge. Three farewells later, we saw Dr O'Brien ride out in a blaze of glory as pillion on a Harley Davidson. Enter Mr Noel Dixon, most recently Deputy Principal, but also known to the school community since 1985, who became Acting Principal, with permanent appointment to the position of Principal at the end of the year.

Despite the changes, Granville Boys High School students aimed for excellence and achieved it. The students took on the challenge, striving for and achieving academic success. The 2019 Higher School Certificate and NAPLAN results both showed significant improvement with the school being placed on the Higher School Certificate merit list for the first time in 5 years. Our 2019 School Dux, Sean Logie, was the recipient of a HSC Distinguished Achievers' Award. Over 20% of the Year 12 cohort received early university entry based on their school assessment and portfolios.

GBHS Teacher Professional Learning focused on embedding Literacy and Numeracy into every program in every subject. A Literacy co-ordinator and a Numeracy co-ordinator were appointed to manage the explicit teaching of Literacy and Numeracy across the school. Through an Action Plan co-designed with School Strategic Services, staff completed online and face-to-face training in using the National Literacy and Numeracy Progressions with PLAN2. They annotated student writing samples against sub-elements of the Literacy Progressions and teachers used this information to develop differentiated teaching and learning sequences for all students, supporting their learning needs. The Peer Coaching Program continued to be the vehicle through which the professional learning was consolidated in the classroom, underpinned by collaboration, observation and reflection.

A number of school projects contributed to the real world learning our students have undertaken:

Our barber shop continued to develop, with students completing over 200 haircuts during the year. The success of our barbershop has directly influenced 4 other schools to use the Granville Boys High School model for establishing their own barbershops. These include Fairfield High School, Mt Austin High in Wagga Wagga and Stewart House School.

Students took part in the Parramatta Light Rail project, where they developed innovative and creative project products, including a Parramatta Light Rail hop-on/hop-off tourist guide. These projects were published by Transport NSW and Western Sydney University for other schools to use. Transport NSW were so impressed that they now want GBHS to develop the tourist guide into a phone app.

Select year 8 students competed in the First League robotics competition. The students had the opportunity to work over several weeks with mechatronic engineer experts from Macquarie University to develop their skills of building and programming robots. As part of the innovation component of the competition, students were required to identify a problem in cities and develop an innovative solution for it. Our students won first place in the innovation competition for their design solution "the wheelcoaster" which helps people with disabilities and the elderly to access Doonside railway station, currently accessed only by stairs. GBHS students also competed in the Universal Robotics Challenge at



University of Technology Sydney and finished a creditable 2nd in the Advanced division.

In semester 2, leadership, collaboration, communication, creativity and critical thinking were embraced as our students took part in the Nationwide Archibull Competition. During the competition, 18 of our Year 8 and 9 students worked together in a team to create a website, blog, infographic and animation artwork. Granville Boys High School were winners of the Best Concept award, winners of the Science Enterprise Skills award and runners up in the Best Blog award. Three of our students (Zaiyan Ahmed, Atakan Ozturk, Henry Wu) were awarded first place in the Enterprise award.

Year 8 students participated in an ongoing cultural exchange with Hyein High School in South Korea through videoconferencing. The program required presentations each session from all participating students. This program promoted intercultural understanding and appreciation.

Years 8–10 participated in several Together For Humanity programs led by Taha Allam, Mr Elhomsy and Mr Pakkiam. The students had the opportunity to realise project solutions with guidance from community members, and meet with students from schools across Sydney, to explore religious and cultural diversity, difference and what we all have in common.

In July, our 7 SUPPA students created advertisements as part of Sydney Water's "Brand Without a Bottle" competition. They explored why we should be drinking tap water instead of drinking bottled water and with their ad, answered resoundingly 'how can we persuade others to drink tap water?' Creative and critical thinkers, our students wrote, directed and starred into their own film and won, for our school, a new water refill station valued at \$10 000.

Over 120 GBHS students have completed training in peer mediation with Dr Nicky McWilliam, from the UTS Law Faculty, and Ms Donnelly. This program has enabled these students to develop their mediation skills and to create positive resolutions to conflict. Peer leaders have taken turns to assist students at our school to resolve discord by talking it out and understanding each other's perspectives using a formal mediation process. Our team of mediators are developing excellent communication and conflict resolution skills to use in upcoming law society mock trials. Stage 4 students have, also, had the opportunity to develop characteristics and skills to cope with unexpected challenges through the resilience program. The students learnt strategies to identify and deal with stressful situations.

Granville Boys High School continued its strong links with major universities. Through Western Sydney University, our students engage in the Aspire Program and through the University of New South Wales, the Fast Forward Program. Students, from 7–12, are encouraged to see the value in continuing their education through Year 12 and beyond. The students, guided through various educational crossroads, are helped to commit to continuing through senior school and are assisted in subject selection with a focus on future career choices. The University of Technology offered our students a connection with higher education and future STEM industries through participation in the Wanago project, a joint partnership in robotics, coding and cyber security projects.

Music groups continue to perform and promote our school within the Granville community. GBHS Concert Band opened the 'Our Spectacular' Concert at the Sydney Opera House in September. The School Arabic band and The Islander Dance group continue to perform within and outside of our school, notching up over 30 community performances in 2019, including performances at local Primary schools and community celebrations.

Throughout the year, select Year 11 students participated in the Max Potential Leadership program, in which students worked with business leaders on self-management, problem solving and resilience development and importantly, community volunteering. They exhibited their learning with an expo style presentation at Dooleys Catholic Club, Lidcombe.

In sport, our students have represented our school at the highest levels. Our senior AFL team won the Bashir Houli Cup for the second time since 2016. In school sport, students had the opportunity to develop their skills and fitness in a range of sports – Oztag, Cricket, Soccer, Touch Football, Basketball, Handball, Mini Tennis, Badminton, Table Tennis and Lawn Bowls.

Granville Boys High School developed a joint partnership with Granville TAFE, which enabled parents to complete accredited TAFE courses at our school. Two eight-week courses were completed in 2019. In Term 3, the front office regularly displayed flamboyant floral displays created in the Floristry course and in Term 4, the school was inhabited by glamorous parents made up in the Professional Make-up course. Both these courses allowed parents to build their vocational skills as well as create a strong connection within our school community.

The Annual Eid Celebration Dinner was a highlight on the school community calendar again with about 1,000 people coming together in our school hall. Students, school staff, parents and community members all worked together to create a convivial evening of food, entertainment and company. Marking the end of Ramadan, the dinner provided the opportunity for everyone in our multicultural community to support our Muslim community and join in the celebration. The performances showcased the musically talented students of our school, including the Arabic drummers, Concert band, Islander dancers and some special guest performances.

Aligned with our aim for excellence, the executive made changes to move to a Direct Instruction model for the delivery of Curriculum in 2020, allowing for a more academic model of learning. Enquiry focused curriculum, through our Project Based Learning model remains an important part of our school's learning environment, allowing for students to develop their 21st century skills for future employment. We aim to fully prepare our students for academic excellence.



# School background

## School vision statement

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

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

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

## School context

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

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

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



## Self-assessment and school achievement

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>

Across the domains of Learning, Teaching and Leading the school has determined that we are Sustaining and Growing.

## Strategic Direction 1

### LEARNING

#### Purpose

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

#### Improvement Measures

- \* Student engagement as measured by comparative wellbeing data improvement.
- \* Feedback from parents and community partners demonstrates an sophisticated understanding of enquiry focussed learning through consultation and participation in the design of student learning programs
- \* Naplan results for Years 7 & 9 are at or above state average
- \* Value added in Naplan results is moving towards state average.
- \* Formative assessment and reflections on student learning from PBL demonstrates creativity, collaboration, critical thinking and communication
- \* Retention and achievement data demonstrates Stage 6 students are well prepared for their future

#### Progress towards achieving improvement measures

**Process 1:** Through the *Platform for Collaborative Education at Granville Boys High School* **students** will negotiate enquiry–focused learning programs and participate in evaluation through feedback and reflection. They will develop their project–based learning (PBL) with their peers and their teachers to reach solutions to a range of social and scientific issues.

#### Targets

**2018** – All Stage 4 PBL– Teachers and students present critique and reflection of PBL

–Stage 5 PBL timetable and teachers commence project planning

**2019** – Refine Stage 4 PBL through student voice and choice

–Introduction and trial of Stage 5 portfolio defence

–Parent engagement through reflection and evaluation of PBL

**2020** – All students in Years 7–10 are actively engaged in Literacy and Numeracy through quality teaching and learning programs Students develop their informative, persuasive and imaginative writing on a range of social and scientific issues.

AITSL 2.5 Literacy and Numeracy strategies

All students in Years 7–10 are actively developing their information literacy and quality research skills through quality teaching and learning programs.

AITSL 3.4 Select and use resources

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Throughout the year there was ongoing refinement Stage 4 PBL through student voice and choice to develop and enhance programs

Parent engagement through reflection and evaluation of PBL indicated that while parents saw the value of PBL they felt it should be a part of a wider curriculum.

Due to a strategic direction change the Introduction and trial of Stage 5 portfolio defence did not occur

Teaching Resources \$5,000.00

IWB \$12,327.00

Additional Teacher \$104,113.00

**Process 2:** **Students** will be provided with diverse and rich learning opportunities supported by physical classroom environments with additional interaction with the wider community through a range of communication protocols and excursions

### Targets

**2018** – All stage 4 learning spaces are adapted for PBL

**2019** – Flexible learning spaces are able to accommodate Year 9

**2020** – Flexible learning spaces for teachers and students to accommodate future-focused learning which facilitates collaborative teamwork, development of critical and creative thinking through stage 5 PBL electives and other relevant classes across stages 4–6.

AITSL 6.3 Engage with colleagues and improve practice

Evaluation	Funds Expended (Resources)
<p>Students engaged in University partnerships:</p> <ul style="list-style-type: none"> <li>• UTS Wanago Project,</li> <li>• University and Community partnership,</li> <li>• Light Rail Project with WSU – GBHS students contributed to the design and development of the Sydney to Parramatta line in 2019,</li> <li>• Arts for Agriculture – GBHS students won multiple awards in 2019,</li> <li>• Badminton NSW,</li> <li>• Greater Western Sydney and Cricket NSW.</li> </ul>	Teaching Resources \$10,000.00

**Process 3:** A consultative structure will be embedded in school operations to allow all students and their parents to participate in interviews with staff to negotiate education plans for student growth in learning as measured by internal and external assessment.

AITSL 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

### Targets

**2018** – All students in Years 7 –9 have an IEP developed in consultation with their parents and the Learning Services Faculty. IEPs are developed for HSC students.

**2019** – The Consultative process engages with executive, teachers, students and carers to develop effective IEPs and regular parent involvement through exhibitions of PBL.

**2020** – Ongoing home/school collaboration for effective planning for all students in 7 –12 to ensure that all students are engaged in learning and student learning outcomes improve.

AITSL 3.7 Engage parents / carers in the educative process

Evaluation	Funds Expended (Resources)
<p>Selected parents, students and staff collaborate in the development of student centred Individual Education Plans.</p> <p>Parents attended selected PBL exhibitions.</p>	Teaching Resources \$5,000.00.

## Strategic Direction 2

### TEACHING

#### Purpose

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

#### Improvement Measures

\* Our teaching practice demonstrates that our teachers are committed and motivated **to provide a high challenge, high support curriculum that ensures** student learning is highly engaging and successful.

\* Through our **enquiry focused curriculum**, teaching practice continues to be innovative and flexible to support high quality teaching and learning

#### Progress towards achieving improvement measures

**Process 1:** Through *Whole staff Professional Learning*, teachers will develop, implement, reflect on and refine *collaborative and consistent teaching and learning protocols* for *Gold Standard PBL* informed by *qualitative and quantitative evidence*.

##### Targets

**2018** –All staff demonstrate **understanding** of Gold Standard PBL T & L protocols across Stage 4 through the use of a range of Models of Practice and teacher actions and underpinned by high quality professional learning.

**2019** – All staff demonstrate a **proficient level** of implementation of Gold standard PBL T&L protocols across Stage 4 and Year 9 through a range of Models of Practice and teacher actions and underpinned by high quality professional learning.

**2020** – All staff demonstrate an accomplished level of implementation of Gold standard PBL T & L protocols across Stage 5 through a range of Models of Practice and teacher actions and underpinned by high quality professional learning.

AITSL 3.6 Evaluate and improve teaching programs

All staff demonstrate an accomplished level of using the Literacy and Numeracy progressions, plan 2 and Best Start Year 7 across Stage 4 through both online and face to face Literacy and Numeracy professional learning.

AITSL 6.2 Engage in professional learning and improve practice.

Evaluation	Funds Expended (Resources)
Through professional learning staff have honed and developed their PBL T&L protocols across Stages 4 and Year 9. Using a range of strategies from Curiosity and Powerful Learning Models of Practice.	Additional Teachers \$208,226.00 Professional Learning \$100,000.00
All staff have completed their PDPs with their direct supervisor with targets aligned with the school's strategic direction.	

**Process 2:** Staff seeking and maintaining accreditation be given the opportunity through regular workshops, to develop the understanding knowledge and skills to demonstrate the Australian Teaching (APTS) Professional Standards and the strategic directions of GBHS in their teaching practice

##### Targets

**2018** – In their practice, teachers demonstrate an understanding of the proficient application of the



## Progress towards achieving improvement measures

**Process 2:** AITSL descriptors and the relationships between the descriptors and the GBHS Strategic Directions.

**2019 –** In their practice teachers demonstrate an understanding of the proficient application of the AITSL descriptors and the relationships between the descriptors and the GBHS Strategic Directions.

**2020 –** In their practice teachers demonstrate an understanding of the proficient application of the AITSL descriptors and the relationships between the descriptors and the GBHS Strategic Directions.

AITSL 6.4 Apply professional learning and improve student learning

Evaluation	Funds Expended (Resources)
Teachers have engaged in professional learning sessions which concluded with reflection activity developing the 'collective wisdom' in the school.	Professional Learning \$10,000
Teachers have the opportunity to maintain or develop thier accreditation through timetabled fortnightly accreditation workshops.	Casual Relief \$70,000

**Process 3:** **2020 –** In Year 9 NAPLAN 66% of students achieved expected growth in Numeracy and 11% of students achieved results in the top two bands.

In Year 9 NAPLAN 60% of students achieved expected growth in reading and 7% of students achieved results in the top two bands.

In the HSC 8% of students achieved results in the top 2 bands and 23% of students achieved results in the top three bands.

AITSL 2.1 Content and teaching strategies of the teaching area

AITSL 2.5 Literacy and Numeracy strategies

Evaluation	Funds Expended (Resources)
Literacy and Numeracy Co–ordinators appointed	
7–10 students engaged in Reading program during roll call.	
NAPLAN cancelled due to COVID19 but Learning from home included discreet Literacy and Numeracy activities.	
All staff attended professional learning facilitated by School Services and in–house GBHS PL.	
Online lessons and tutoring by University tutors.	



## Strategic Direction 3

### LEADING

#### Purpose

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

#### Improvement Measures

\* An analysis of school climate and culture indicates a high level of social cohesion and social inclusion as student participation in authentic learning increases.

\*Parent participation and representation in school governance teams increases.

\*Teacher leadership of curriculum projects and wellbeing programs within the Professional and Continuing Education, includes representatives from all faculties and provides teachers with opportunities to develop their educational leadership.

\* The amenity of the learning spaces is innovative and resources are expended for continuous upgrade and improvement.

#### Progress towards achieving improvement measures

**Process 1:** Provide an inclusive and diverse curriculum for students to ensure their well-being and sense of belonging at school so that they become successful citizens and community leaders who have equal access to future learning and employment opportunities. Teachers are enabled to develop their leadership through the provision of this curriculum.

##### Targets

**2018** – Students will participate in a variety of programs to develop leadership.

**2019** – As well as participation in leadership programs, students will develop programs for their peers.

**2020** – Student leaders participate in a variety of programs to develop leadership. They also take an active role in identifying, adapting, developing, delivering and evaluation of future and current leadership programs.

AITSL 4.1 Support student participation.

Evaluation	Funds Expended (Resources)
Students participated in university programs from Western Sydney University, University of Technology, University of NSW.	Head Teacher Welfare \$136,141.00
The Barber Shop program, facilitated by the Information and Cultural Exchange, is to be extended into 2020.	Resources \$5,000

**Process 2:** Provide opportunities for students to practise democracy in school and develop their capacity to lead school events.

##### Targets

**2018** – Students practise democracy to select leaders and representatives and participate in school governance.

**2019** – Student representatives organise and lead school events.

**2020** – Student are represented on school management committees.

## Progress towards achieving improvement measures

**Process 2:** AITSL 4.1 Support student participation.

Evaluation	Funds Expended (Resources)
<p>Student Representative Council elections held.</p> <p>Student Representative on Finance committee for the first time.</p> <p>Student Representative for canteen panel selected.</p> <p>Student Representatives, who were equal participants on the team that developed and introduced a new house system.</p>	

**Process 3:** Engage all stakeholders in consultations and through participation in events so that they develop confidence to collaboratively develop school plans and programs.

### Targets

**2018** –Parents participate in consultative committees for school programs

**2019** – Parents participate in and develop school programs

**2020** – Develop a family school action team to review, plan, organise, implement and evaluate family school partnership

AITSL 3.7 Engage parents / carers in the educative process

AITSL 7.3 Engage with the parents/carers

Evaluation	Funds Expended (Resources)
<p>2020 PBL to be implemented through stage 5 electives.</p> <p>Year 8 students have selected their Year 9 PBL electives.</p> <p>School captains chair school assemblies.</p>	<p>Teaching Resources \$5,000</p> <p>Additional Teacher \$ 117,388</p>

**Process 4:** **2020** – Identify, develop and assess an attendance plan to improve student attendance so 57% of students have attendance records above ninety percent.

Review identify, implement and assess an anti-bullying plan including current and new programs, developed collaboratively with students, staff, parents, careers and community so 63% (through the TTFM survey) of students report positive wellbeing.

AITSL 3.7 Engage parents / carers in the educative process

AITSL 7.3 Engage with the parents/carers

Evaluation	Funds Expended (Resources)
<p>Introduce Parent Portal to improve communication between school, students and parents.</p> <p>HSLO to spend 1 day/week at school to address issues of attendance.</p>	<p>\$11,000 to move Sentral to the cloud to introduce Parent Portal.</p>



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	<p>Funding provides for four support teachers and four SLSO's for students with Autism Spectrum Disorder and for students with Mild and Moderate Intellectual disabilities.</p> <p>Staffing \$256,000</p> <p>Flexible Funding \$118,000</p>	<p>The NCCD is undertaken by the Learning and Support Team annually.</p> <p>The Learning Services Team's focus support on Years 7–9. Specific support is given to grouping students and to making accommodations and adjustments to process, content and product. The employment of additional SLSOs impact on student learning in the Support Unit.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>An additional Deputy Principal and 1 additional Head Teacher (Welfare) provide invaluable support to staff and students ensuring the delivery of quality professional learning as well as providing for the development of an amenable learning</p>	<p>Students are tested upon enrolment at GBHS. GAT, PAT and NEALE testing results assist in identifying students requiring additional support. In 2019, GBHS utilised the Best Start Assessment.</p>
<b>Socio-economic background</b>	<p>Resources \$5,000</p> <p>Additional Teacher \$117,388</p>	<p>In 2019, Increased diversity of subjects were offered to students</p> <p>Smaller class sizes</p> <p>Connections with and excursions to Universities, institutions and business.</p>
<b>Support for beginning teachers</b>	<p>Professional Learning \$6,000</p> <p>Beginning Teacher \$20,000</p>	<p>Period allowances for Peer Coach Leaders to mentor small groups of staff.</p> <p>Beginning teachers were released to work with their mentors to facilitate professional growth.</p>
<b>Targeted student support for refugees and new arrivals</b>	<p>Resources \$5,000</p>	<p>Personalised Learning Plan was developed for each refugee student</p> <p>Withdrawal support and in class support from the EAL/D teacher.</p> <p>Participation in specific community refugee programs.</p>
<b>Aboriginal background loading</b>	<p>Resources \$3,000</p>	<p>All Aboriginal and Torres Strait Islander students have PDPs developed in consultation with the student, parent, school counsellor, year adviser and LaST..</p> <p>Aboriginal and Torres Strait Islander Professional Learning for selected staff.</p>
<b>English language proficiency</b>	<p>Additional SLSO \$60,000.</p>	<p>Ongoing formative and summative assessment.</p> <p>Withdrawal support and in class support from the EAL/D teacher.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	510	481	490	509
Girls	0	0	0	0

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	87.2	92	88.7	90
8	85.5	87.8	88.3	87.8
9	84.4	87.1	87.9	84.6
10	76.5	83.6	84	82.4
11	75.2	81.9	83.1	81.4
12	77.9	81.1	85.6	87.6
All Years	81.7	85.8	86.2	85.8
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	0
Employment	17	8	19
TAFE entry	18	0	23
University Entry	0	0	47
Other	1	5	11
Unknown	0	0	0

In 2019, 62 students completed Year 12. These students were supported through strategic mentoring programs throughout Stage 6 to ensure post school pathways were clearly defined. Students utilised their mentors and a variety of programs to develop thoughtful choices about post school destinations. Significantly, all students who aspired to, were able to access a pathway that included some form of higher education and training. 3 students were supported by the NDIS to participate in a work program.

### Of those 62 students:

52 students received a HSC (84%).

4 students received a Life Skills HSC (6%).

6 students received a RoSA (10%).

## Year 12 students undertaking vocational or trade training

69.57% of Year 12 students at Granville Boys High School undertook vocational education and training in 2019.

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

82.4% of all Year 12 students at Granville Boys High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

## Vocational Education and Training

### VET Students

48 students did a VET course.

### Of those 48 students:

27 students did 1 VET course (56%).

14 students did 2 VET courses (29%).

6 students did 3 VET courses (13%).

1 student did 4 VET courses (2%).

24 students did **Construction**.

21 students received a Statement of Attainment (86%).

3 students received a full Certificate (13%).

14 students did **Hospitality (Kitchen Operations)**.

12 students received a Statement of Attainment (86%).

2 students received a full Certificate (14%).

7 students did **Metal and Engineering**.

7 students received a Statement of Attainment (100%).

6 students did **Retail Services**.

1 student received a Statement of Attainment (17%).

5 students received a full Certificate (83%).

14 students did **Information Digital Media Technology**.

14 students received a Statement of Attainment towards Cert. III (100%).

13 students did **Sports Coaching**.

13 students received a Statement of Attainment (100%).



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	33.7
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	12.08
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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	624,183
<b>Revenue</b>	8,674,944
Appropriation	8,517,684
Sale of Goods and Services	19,574
Grants and contributions	130,652
Investment income	7,034
<b>Expenses</b>	-8,381,618
Employee related	-7,518,607
Operating expenses	-863,011
<b>Surplus / deficit for the year</b>	293,326

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	900,812
<b>Equity Total</b>	1,460,533
Equity - Aboriginal	0
Equity - Socio-economic	928,337
Equity - Language	157,157
Equity - Disability	375,039
<b>Base Total</b>	5,517,272
Base - Per Capita	123,448
Base - Location	0
Base - Other	5,393,824
<b>Other Total</b>	383,197
<b>Grand Total</b>	8,261,814

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](https://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 website.

### Literacy

While the school NAPLAN results in Literacy reflected the downward trend of state results, there were some outstanding individual results in both Years 7 and 9. Individual growth in specific areas of NAPLAN exceeded expected growth by as much as 300%. 25% of those Year 9 students whose results showed significance value added, demonstrated outstanding individual results in Writing, 20% in spelling, 19% in reading and 22% in grammar and punctuation.

### Numeracy

While the school NAPLAN results in Numeracy reflected the downward trend of state results, there were significant individual results. 10% of the year 9 cohort achieved outstanding growth results in Numeracy.

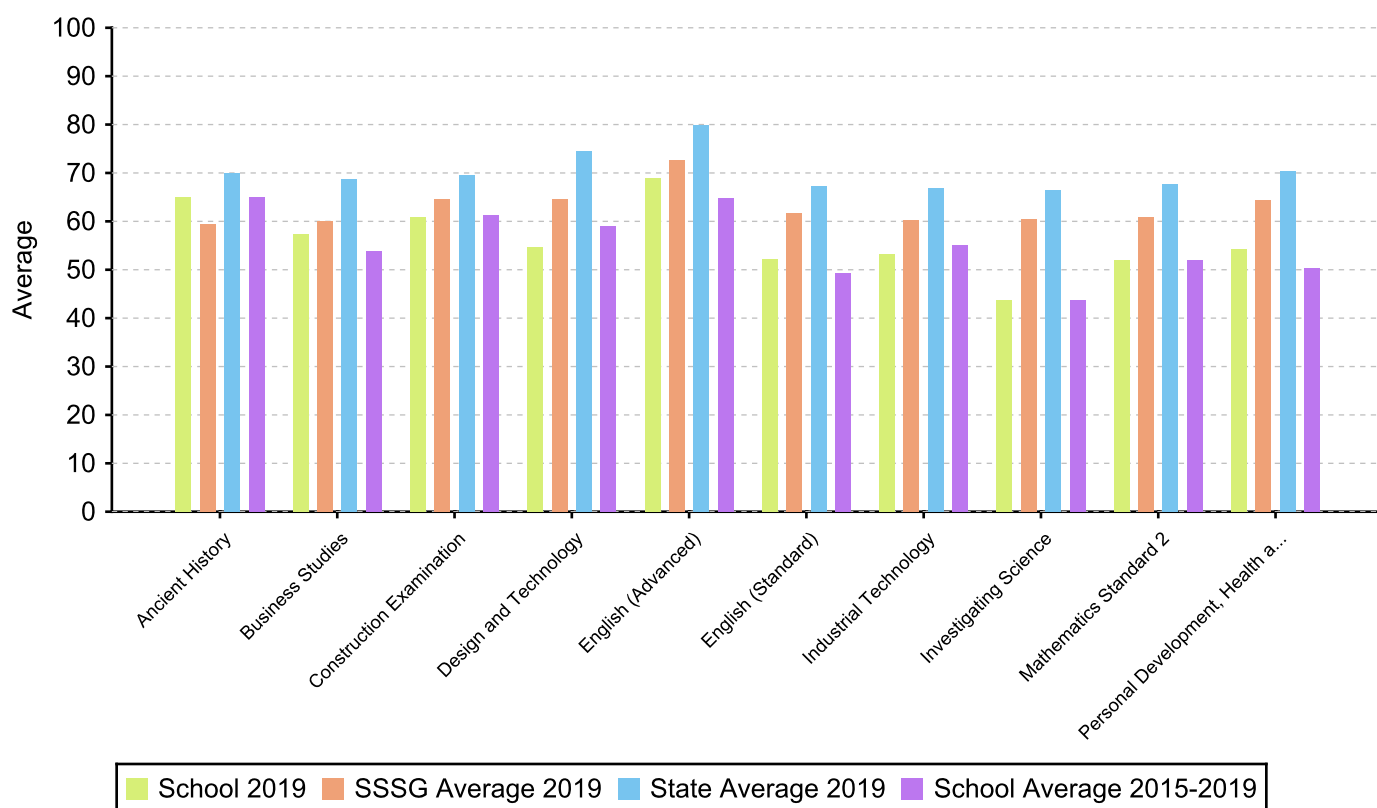




## School performance - HSC

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
Ancient History	64.9	59.4	69.9	64.9
Business Studies	57.3	59.9	68.6	53.8
Construction Examination	60.8	64.7	69.6	61.3
Design and Technology	54.7	64.5	74.5	59.0
English (Advanced)	68.9	72.7	80.0	64.8
English (Standard)	52.2	61.6	67.3	49.2
Industrial Technology	53.3	60.3	66.8	55.0
Investigating Science	43.7	60.4	66.5	43.7
Mathematics Standard 2	51.9	60.8	67.7	51.9
Personal Development, Health and Physical Education	54.3	64.3	70.5	50.4



## Parent/caregiver, student, teacher satisfaction

In 2019 student satisfaction data was obtained through the Tell Them from Me Survey. Students reported that they had a strong sense of belonging at school and were warmly welcomed into the school community, however, they felt there weren't always enough extra curricular activities.

Parents were consulted through focus groups on delivery of curriculum. Parents stated that while they valued the PBL model and the development of 21st Century skills, they wanted more KLA specific explicit instruction to prepare their sons for future learning. Changes have been made to the timetable to accommodate the delivery of Enquiry based learning for 30% of classes and direct instruction in the core KLAs of English, Mathematics, Science and HSIE. Staff consultation through faculty and individual interviews, supported the parents' preferred method of curriculum delivery.

Staff achievements were celebrated with notable awards recognizing their outstanding contributions to the school community and student learning.. Elizabeth Havea was the recipient of the Regional Principal's Award and both Ehab Bakour and Sandra Love were honoured with the The Teachers' Guild of New South Wales World Teachers' Recognition Certificate.







# 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.

In 2019 there was one student who identified as having Aboriginal heritage in attendance the school. who was supported with an IEP.

Students in Stages 4, 5 & 6 participated in a community commemoration of the anniversary of the First Act of Reconciliation held at Prospect Hill between the European settlers and Aboriginal Australians. Curriculum programs and community partnerships, in which the cultural contexts, values and practices of Aboriginal people are incorporated, provide access to learning for all students and especially for Aboriginal students.

In Semester 1, a group of Aboriginal students from Newcastle High School performed at our Annual Eid celebration.

## 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.

Stage 5 HSIE students worked on an Anti-Racism project involving refugee students and have also worked closely with the Together For Humanity Organisation to foster understanding between people of different religions and cultural backgrounds. Students participated in an event in which a UN representative addressed students about bullying and racism.

Stage 4 HSIE students participated in the Walk a Mile in My Shoes Learning Project. Students undertook studies to identify and understand the causes of migration and the impact of becoming a refugee. Student submissions were developed to support refugee people.

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

The school has a rich cultural mix with approximately 99% of students coming from culturally and linguistically diverse backgrounds. The curriculum incorporates the cultural knowledge of the students to build social inclusion and cohesion. Through sporting, cultural and interfaith activities the students are able to learn about one another and celebrate the diversity in the school. In 2019, the school continued to recognise and celebrate diversity through:

Eid Celebration

Concert Band

Arabic Drumming groups



Arabic Band

Pacific Islander Dance Troup

Pacifica University Project

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

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

