

Georges River College Penshurst Girls Campus 2019 Annual Report



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Introduction

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

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

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Message from the principal

It is with great pride that we celebrate our achievements in 2019 in this Annual Report. 2019 was another fabulous year for our school and all who learn, work, thrive and succeed within its walls.

Schools are microcosms of our wider community. We face the same challenges and joys, and we work to better ourselves and those we care for in the pursuit of something powerful. That pursuit is often what we call our moral purpose. The moral purpose of our collective work is to support our young women to become independent, thoughtful, intelligent, informed, and active citizens whose moral compass is sound, and whose futures are full of endless opportunities just waiting to be grasped.

Our school has also received recognition from the New South Wales Department of Education as a school that is excelling for the **third year in a row**. The value-added at GRC Penshurst Girls Campus continues to excel and identifies our school as a high performing school. This is a significant achievement and endorses the successful teaching and learning programs that we deliver for the students in our care.

The school's success is driven by a positive school community focused on high achievement. The partnership between families, students, teachers and school support staff is one that supports a strong collective effort towards high achievement in all areas of school life.

This year has seen a significant milestone achieved at Penshurst Girls Campus, with the completion of our Covered Outdoor Learning Area, and the new multipurpose basketball, netball and volleyball court underneath it. In addition, we have added a new volleyball court alongside it. This means our facilities are now significantly improved.

A strong school culture exists at our school that enables a collaborative school community approach to aspirational and high academic achievement. We not only achieve well above the state in literacy and numeracy as demonstrated through our NAPLAN results, but ACARA has also acknowledged that we achieve well above average gain on a national level.

For the past four years, our students have performed significantly above state averages whilst also demonstrating sustained improvement. Students at Penshurst Girls are gaining learning experiences that enable them to excel and achieve ongoing academic success. This growth and improvement is observable across all levels of student achievement.

Most students are exceeding beyond their expected potential. The positive attitude, engagement and behaviour of our students supports the work of teachers through explicit strategies in learning that enable our students to grow at a rate that surpasses so many other schools.

Our school is certainly thriving. A positive school community focused on high achievement drives our continued success. The partnership between families, students, teachers and school support staff is one that supports our strong collective effort towards high achievement in all areas of school life. It is through the dedicated work of our talented teachers, the connectedness of our students to our wonderful school and a strong partnership with families, that we deliver such

success.

It is a pleasure to present our 2019 Annual Report to our school community, in whose pages it is evident to see that every student here at Penshurst Girls is known, every student here is valued, and every student here is deeply cared for.

Noeline Ross

Principal



School background

School vision statement

We are a learning community committed to the development of resilient, independent and respectful girls who aim for personal excellence in all that they do. Our vision is to create a nurturing, collaborative and inclusive environment that prepares our girls to be responsible global citizens with the skills to succeed in our ever-changing world. We are committed to the creation of a culture of positive values that empowers all members of our school community to achieve success within a framework that values diversity, acceptance, equality, equity and active citizenship.

School context

Georges River College Penshurst Girls Campus is located 17 km south of the Sydney central business district and is part of the St George Network of schools. There are 525 students, 76% from backgrounds other than English. Georges River College Penshurst Girls Campus is a leading learning community focused on the educational needs of girls. School structures, curriculum and teaching and learning programs are designed to achieve the best possible outcomes for students. Students participate in challenging comprehensive programs with access to sporting, cultural and community activities. The school succeeds in the creative and performing arts and thrives on the sporting field. The school has strong student welfare programs and an innovative pastoral care system. The school community values a safe and cooperative learning environment and has high expectations across all aspects of school life.



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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Learning, Self-Efficacy

Purpose

To empower students with the skills and capacity that will enable them to be confident and independent life-long learners who are future focused and responsible global citizens.

Improvement Measures

Increase the proportion of students achieving in the top 2 bands of Year 9 NAPLAN Writing in 2020.

Increase the proportion of students achieving in the top two bands of Year 9 NAPLAN Reading in 2020.

Reduce the percentage of students achieving in the lowest 2 bands, and correspondingly increase the percentage of students achieving in Bands 7 and 8 in Year 9 NAPLAN Numeracy in 2020.

Overall summary of progress

We know that for our students to be successful life-long learners, and to have the capacity to achieve and succeed in an ever-changing world, they must be highly literate and numerate. In 2019, this school strategic direction continued with a strengthened focus on improving students' literacy and numeracy skills. Our Year 7 DEAR program was implemented, incorporating the explicit teaching of literacy and numeracy skills. All our programs that support our students' literacy and numeracy skills now live under the umbrella of our *Aiming Higher Program*.

Progress towards achieving improvement measures

Process 1: The school will develop and implement an explicit program to further improve student **literacy** skills: DEAR program and Aiming Higher.

Evaluation	Funds Expended (Resources)
We created and successfully implemented an explicit Year 7 DEAR Literacy Program and continued to implement our Aiming Higher Program for all students. The school achieved excellent value-added results, above the value added by the average school. Student progress and achievement was greater than that of students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. 99% of students in Year 10 reached the HSC Minimum Standard in Reading. 95% of students in Year 10 reached the HSC Minimum Standard in Writing.	\$17,000

Process 2: The school will develop and implement an explicit program to further improve student **numeracy** skills: DEAR program and Aiming Higher.

Evaluation	Funds Expended (Resources)
We created and successfully implemented an explicit Year 7 DEAR Numeracy Program and continued to implement our Aiming Higher Program for all students. The school achieved excellent value-added results, above the value added by the average school. Student progress and achievement was greater than that of students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. 99% of students in Year 10 reached the HSC Minimum Standard in Numeracy.	\$15,500

Next Steps

Our DEAR program will continue to be reimaged, restructured and implemented in 2020. This will continue to be

supplemented with a shared focus on achieving a growth mindset, as well as opportunities for physical activity to enhance overall student wellbeing.

We will continue building and driving our *Aiming Higher* Program in 2020, with an added emphasis on improving teacher use and understanding around student achievement data, so that individual student growth can be tracked and strategies implemented to drive student-learning success.



Strategic Direction 2

Inspired Teaching, Dynamic Culture

Purpose

To foster a culture of dynamic professional staff who lead and embed excellence throughout the school community by engaging in ongoing learning, reflection and a commitment to evidence informed practice.

Improvement Measures

Increased proportion of students engaged in future focused learning to attain expected educational learning outcomes 7–10.

All subject areas will embrace and authentically integrate assessment for learning in a middle school context.

Overall summary of progress

As part of our School Plan Strategic Direction, Inspired Teaching, Dynamic Culture, and in line with our school's vision to create a nurturing, collaborative and inclusive environment that prepares our students to be responsible global citizens with the skills to succeed in our ever-changing world, a major School Plan initiative has been our Future Focused Learning Project. All faculties are represented on the team and all faculties have delivered a Challenge or Project Based Learning Project. This is an example of collaborative practice in action, with teachers working together to improve teaching and learning across stages, across faculties and for particular student groups. The staff on the team are committed to the project and can articulate its place in our School Plan. Resources have been maximised to implement the School Plan, physical learning spaces are used flexibly, and technology is available to both staff and students. This Action Team meets regularly and plans innovative curriculum delivery across the school. Team members work across stages and faculties. In 2019, a continued focus on Formative Assessment was included in our School Plan. This focus has led to a positive review of teaching and learning programs and our assessment strategies. It has also aligned with our work on the Growth Mindset, and developing the resilience of our students as learners.

Progress towards achieving improvement measures

Process 1: Future Focused Learning. All faculties will explore flexible learning and innovative & engaging curriculum delivery.

Evaluation	Funds Expended (Resources)
Throughout the duration of 2019, the Quality Staff and Culture team worked on the establishment and implementation of programs to support flexible curriculum delivery, focusing primarily on rich, assessable cross-curricular learning experiences for students. Teachers used a range of formative assessments to inform their teaching, adapt their practice and meet the learning needs of students. The team planned a Year 8 cross curriculum project using the 3 BIG Questions model, with a focus on Sustainability. The team developed and facilitated a number of cross-KLA activities for both formative and summative assessment to heighten student awareness of the construction and interconnectedness of knowledge. These activities involved the utilisation of flexible learning spaces within the school to facilitate an increase in student engagement and cross-curricular awareness. A Covered Outdoor Learning Area (COLA) was built to create an additional engaging learning area. Student survey data (Tell Them From Me) found that students were intellectually engaged and found learning interesting, enjoyable, and relevant at rates 17% higher than the NSW Government norm for Year 8. The data collected also represented a 21% improvement over the course of the year on this measure and demonstrated our progress in achieving the 2019 annual milestone for this improvement measure.	\$3,000

Process 2: Formative Assessment. Assessment for learning will be embedded in teaching and learning programs and in teaching practice.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>All school staff engaged in professional Learning around Assessment for Learning to further embed opportunities for meaningful student and teacher feedback. All teaching and Learning programs, scope and sequences and assessment programs were audited to ensure they meet NESA guidelines. All faculties mapped their formative assessment strategies in their faculty management plans. All Assessment Schedules were reviewed and streamlined. Teachers used a range of formative assessments to inform their teaching, adapt their practice and meet the learning needs of students. By the end of 2019, student survey data (Tell Them From Me) found that students felt classroom instruction was well-organised, with a clear purpose, and with immediate feedback that helped them learn at rates that were above the NSW Government norm for all years. and demonstrated our progress in achieving the 2019 annual milestone for this improvement measure.</p>	\$8,000

Next Steps

- Cross curriculum projects to be embedded in Years 7, 8 and 9.
- Enhance our Covered Outdoor Learning Area (COLA) by building an all-weather stage to enhance curriculum delivery and student performance.



Strategic Direction 3

Engaged Community, Shared Vision

Purpose

To build purposeful relationships as a collaborative learning community focused on enhancing student learning outcomes, which align with and strengthen our vision and values.

Improvement Measures

Increase the percentage of students involved in STEM initiatives and/ or subjects in 2019 and 2020.

All teachers will be confident users of learning technologies to maximise learning opportunities for students.

Improved teaching and learning culture supported by an increase in growth mindsets.

Overall summary of progress

We know that for our students to be successful life-long learners, and to have the capacity to achieve and succeed in an ever-changing world, they must have the ability to use technology in agile and appropriate ways. In 2019 we continued with our work to improve our students' abilities to apply technology in meaningful ways to enhance their learning. Our STEM initiatives are now highly visible and there has been an increase in student participation. We continued our Primary Links STEM enrichment program for our feeder primary schools. We have made very good progress in using iPads to increase student engagement. This has been the direct result of the enthusiasm of teachers in embracing and adopting new technologies and using it in their classrooms. The success of our work promoting the adoption of a growth mindset was the foundation for all our progress in our Engaged Community, Shared Vision strategic direction.

Progress towards achieving improvement measures

Process 1: STEM. A project team will investigate, plan and lead the implementation of STEM initiatives and strategies.

Evaluation	Funds Expended (Resources)
<p>In 2019 iSTEM continued as a Stage 5 elective. We also continued accelerated mathematics, Forensic Archaeology and Marine and Aquaculture Technology into their second successful year. The success of these new electives reflects student enthusiasm to undertake learning in STEM. Student participation rates have improved. We continued a Stage 3 Primary Links STEM enrichment day for our partner primary schools. Evaluations from these days was highly positive and student participation rates were maximized. Staff received further professional learning in Robotics, and a full class set of Robotics Kits were purchased. We now have a Stage 3 and Stage 4 Robotics Project. A lunch time Math's Club continued into its second year and participation rates were high. An extra-curricular lunchtime Science club was created. Demand was so high two groups were formed. Our participation in the 2019 TIMMS study (Trends in International Mathematics and Science Study) provided data which revealed that the majority of our students who participated in the study have high levels of self-confidence in Learning Mathematics, almost 20% higher than the Australian average. The data also revealed that our students enjoyed learning mathematics, and learnt many interesting things in mathematics, again at rates almost 20% higher than the Australian national average. The Validation of Assessment for Learning and Individual Development (VALID) program provides assessments for Science. The test is linked to the science syllabuses, and assesses what students know and can do in science. It also provides useful information about student attitudes towards science. The school's Year 8 VALID results were excellent, with 33% of Year 8 students achieving in the top two achievement bands. Attitudes to Science were also measured, and students responded that Science helps them make decisions about their life at much higher levels than the NSW State average. Attitudes towards</p>	\$25,000

Progress towards achieving improvement measures

Science on all measures were highly positive. In 2019 our participation in the Department of Education's StemShare Project enabled us to successfully integrate 3D virtual reality hardware and software into Stage 4 and Stage 5 Technology programs. This project was supported by teacher professional learning. Members of the project team also attended a two-day STEM conference in the Hunter Valley as part of the Department of Education's STEM Industry School Partnerships (SISP). The school continues to successfully monitor and review its curriculum provision to meet the changing requirements of students, thus supporting high expectations for student learning. The curriculum is enhanced by learning alliances with partner primary schools and other organizations, thus demonstrating our progress in achieving the 2019 annual milestone for this improvement measure.

Process 2: Towards Transformation. The school will implement an evidence-based iPad Project. All teachers will integrate iPads into their teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>The work of our <i>Towards Transformation</i> team continued in 2019. Collaborative practice was a large component of the program. Four teacher leaders were identified and subsequently they spearheaded the project. In 2019 the team distributed their expertise by coaching two colleagues each. The <i>Towards Transformation</i> team were supported by a School Plan Action Team that regularly met to drive the project, and the achievement of its milestones. Our Bring Your Own Device policy and User Agreement was firmly in place in 2019 and student access to technology was tracked. School resources were deployed to support students to loan an iPad to any student who did not have one, thus ensuring equal access to the curriculum for all students. Our school-based Learning Technologies coordinator received a period allowance so she could work with other staff in improving their practice. Support was provided to plan for and implement a variety of iPad Ideas Lounges. Teacher evaluations of their professional learning in technology was positive. The school identified expertise within its staff and drew on this to further develop its professional learning community. Areas for development in teacher expertise were identified and addressed. Teachers were supported to trial innovative and evidence-based, future-focused practices, thus demonstrating our progress in achieving the 2019 annual milestone for this improvement measure.</p>	<p>\$7,000</p>

Process 3: Growth Mindset. We will implement a whole-school approach to nurture and develop a growth mindset in our school community.

Evaluation	Funds Expended (Resources)
<p>We have successfully implemented a whole-school approach to nurture and develop a growth mindset in our school community. A teacher leader was identified and supported to lead a whole school approach to developing growth mindsets. Growth mindset and mindfulness activities were incorporated into our DEAR program and delivered to all students every second Monday and all students completed Growth Mindset SMART goal setting plans that were regularly reviewed. This has led to an improved teaching and learning culture and greater self-efficacy amongst students and staff. A school team led by the Principal engaged in the 3 Rivers 4 Learning Program, in partnership with the University of Wollongong, and led by acclaimed educational expert Ann McIntyre. The team's focus was on improving student sense of belonging and self-efficacy. By the end of 2019, student survey data (Tell Them from Me) found that student participation in extracurricular school activities was high, and represented a participation rate that was 11% above the NSW government norm. The survey also revealed high numbers of students with positive behaviour at school, 9% above the NSW government norm. The survey found that we have high levels of students with a positive growth orientation, who set challenging goals for themselves in their schoolwork and aim to do their best, which was at a rate</p>	<p>\$6,000</p>

Progress towards achieving improvement measures

that was 7% higher than NSW government norms. There is demonstrated commitment within the school community that all students make learning progress. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, thus demonstrating our progress in achieving our 2019 annual milestone for this improvement measure.

Next Steps

- Teacher professional learning from educational expert Daniela Falecki.
- Continued and reinvigorated partnership with Apple Education, working with the Apple Learning Institute in 2020.
- Growth mindset initiative to continue.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4,854	All students have an Individual Education Plan that was collaboratively developed. All Aboriginal students are supported by our Learning Support Team. Participation in the Deadly Kids Doing Well awards.
English language proficiency	\$128,059	These funds were used to employ 1.2 EAL/D teachers who supported all EAL/D students across all stages and faculties, either through team teaching or individual student withdrawal. The International Student Coordinator organised a cultural excursion and International Student Morning Teas and meetings.
Low level adjustment for disability	\$209,749	In addition to our Learning & Support Teacher allocation of 1.3 FTE, an additional 0.3 FTE was employed to support students with additional learning needs and to work with teachers and families to improve the learning outcomes of students experiencing a range of barriers to their learning.
Socio-economic background	\$88,205	A School Learning & Support Officer (SLSO) was employed for 3 days a week to support students across a range of classes. iPads for student loans were also purchased to ensure all students had equal access to the curriculum.
Targeted student support for refugees and new arrivals	\$848	Teacher professional learning was undertaken to support refugee students and student assistance was applied to support students to access learning resources and technology for learning.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	0	0	0	0
Girls	660	638	604	564

Student attendance profile

School				
Year	2016	2017	2018	2019
7	94.3	94.2	94	93.1
8	92	94	91.7	91.8
9	90.7	91.3	91	89.1
10	89.2	89.2	87.9	90.4
All Years	91.5	92.2	91	90.9
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
All Years	90	89.9	88.7	88.2

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	N/A	N/A
Employment	0	N/A	N/A
TAFE entry	0	N/A	N/A
University Entry	0	N/A	N/A
Other	100	N/A	N/A
Unknown	N/A	N/A	N/A

Year 12 students undertaking vocational or trade training

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



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	25.75
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	8.48
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.

A highlight of the school's 2019 professional learning program for staff was the work undertaken with Dan Haesler. Dan

Haesler works with individuals and organisations around issues of leadership, engagement, mindset and wellbeing. Dan consults to corporate business, the education sector, elite sporting organisations, as well as the *The Black Dog Institute* and other not-for-profit organisations.

Dan Haesler is an international keynote speaker and regularly presents alongside well-known thought leaders and industry experts, as well as Olympians, Oscar winners and His Holiness the Dalai Lama.

Dan Haesler led school staff through a series of highly positive evening sessions relating to:

- Student engagement
- Wellbeing, resilience and Positive Psychology
- Growth Mindset – a disposition that embraces challenge, seeks out feedback and values effort as the pathway to mastery

Our work with Dan Haesler followed on from our partnership with Daniela Falecki. Daniela Falecki holds a Masters in Education (Leadership) from the University of Western Sydney, a Bachelor of Education from the University of Wollongong, a Certificate in Rudolf Steiner Education from Parsifal College and is a certified Life Coach and NLP Practitioner. Daniela is a Senior Associate for the Positivity Institute and a member of the International Coach Federation and International Positive Psychology Association, and a licensed Mental Toughness user. Daniela also lectures at Western Sydney University in Educational Psychology, Pedagogy and Wellbeing. Daniela worked with school staff on the *Staff Wellbeing Toolkit – Resilience from the Inside Out*. Daniela led staff through the 5 dimensions of wellbeing, with practical strategies to acknowledge the great work staff already do and ways to better manage times of stress. In this workshop, school staff were able to:

- Explore a shared vision of wellbeing at work for staff and students
- Unpack the 5 dimensions of wellbeing and their relevance to school staff
- Discuss how mindfulness, character strengths and gratitude can become simple habits
- Use the research of Seligman's five pillars known as PERMA to put together a personal wellbeing plan

The professional learning undertaken with both Dan Haesler and Daniela Falecki was accredited with the NSW Education Standards Authority (NESA).



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	916,507
Revenue	6,664,592
Appropriation	6,310,115
Sale of Goods and Services	31,015
Grants and contributions	301,504
Investment income	11,209
Other revenue	10,750
Expenses	-6,570,018
Employee related	-5,804,814
Operating expenses	-765,204
Surplus / deficit for the year	94,575

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	20,048
Equity Total	464,901
Equity - Aboriginal	4,854
Equity - Socio-economic	88,205
Equity - Language	162,093
Equity - Disability	209,749
Base Total	5,107,044
Base - Per Capita	141,721
Base - Location	0
Base - Other	4,965,323
Other Total	614,465
Grand Total	6,206,458

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

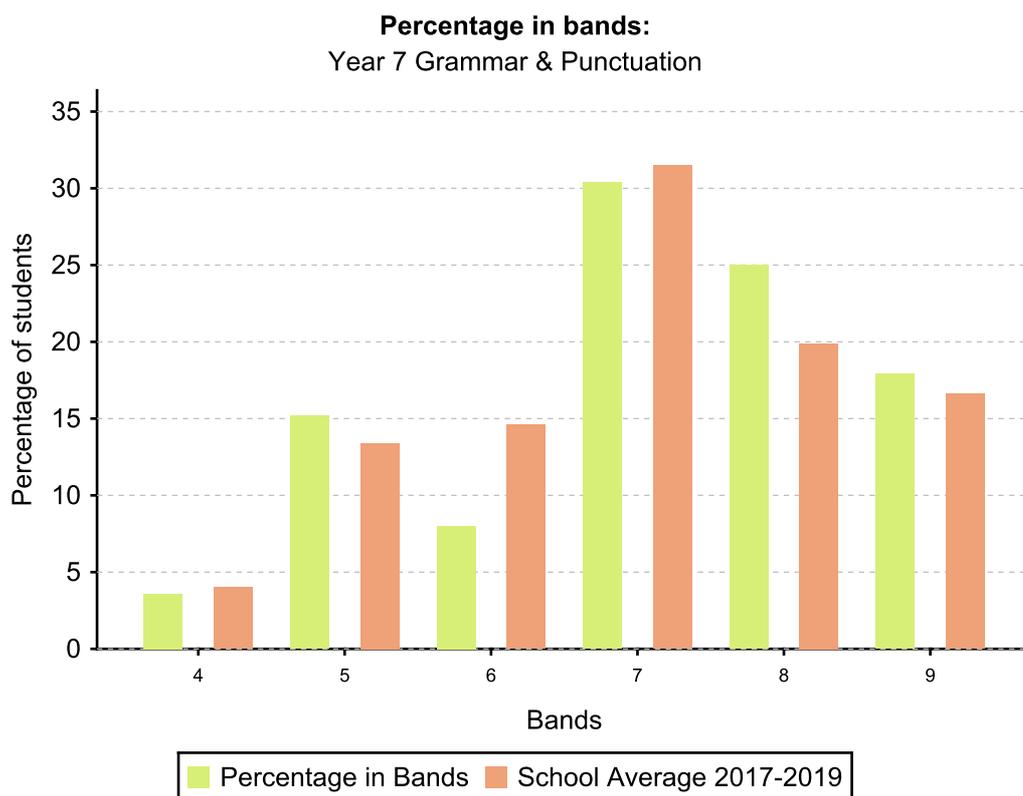


School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

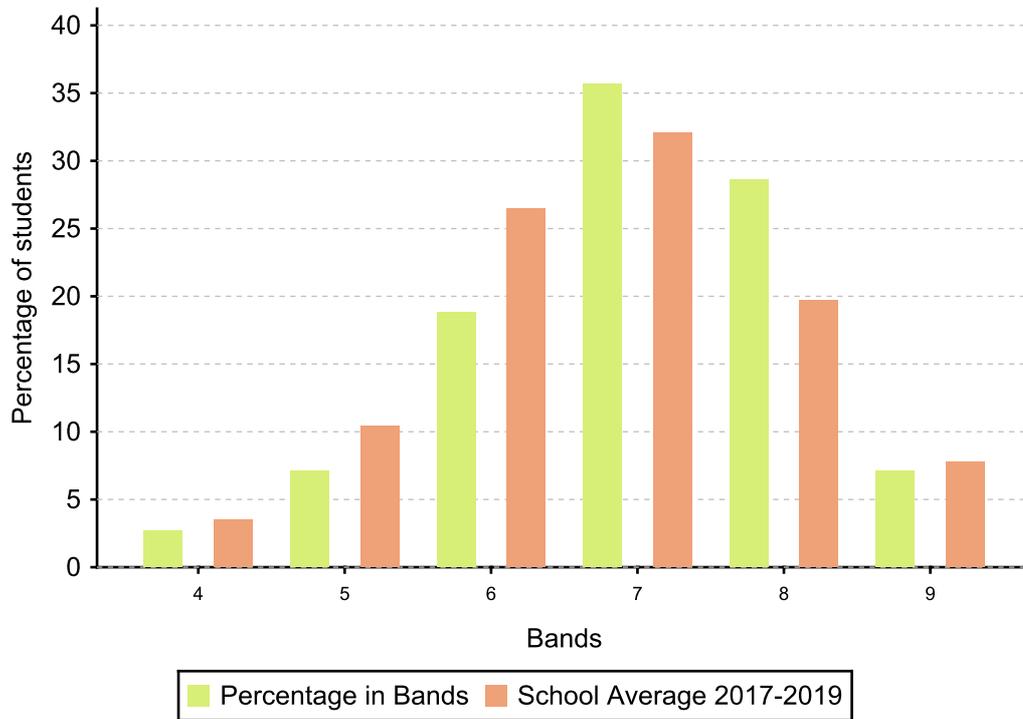
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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

Literacy and Numeracy Graphs



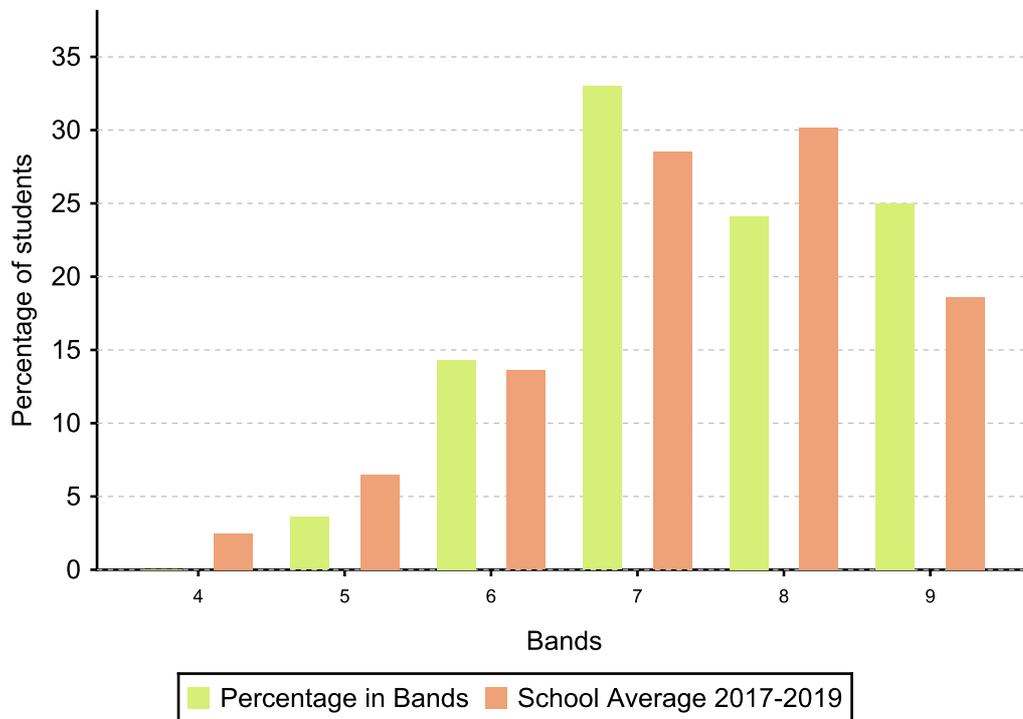
Band	4	5	6	7	8	9
Percentage of students	3.6	15.2	8.0	30.4	25.0	17.9
School avg 2017-2019	4	13.4	14.6	31.5	19.9	16.6

**Percentage in bands:
Year 7 Reading**



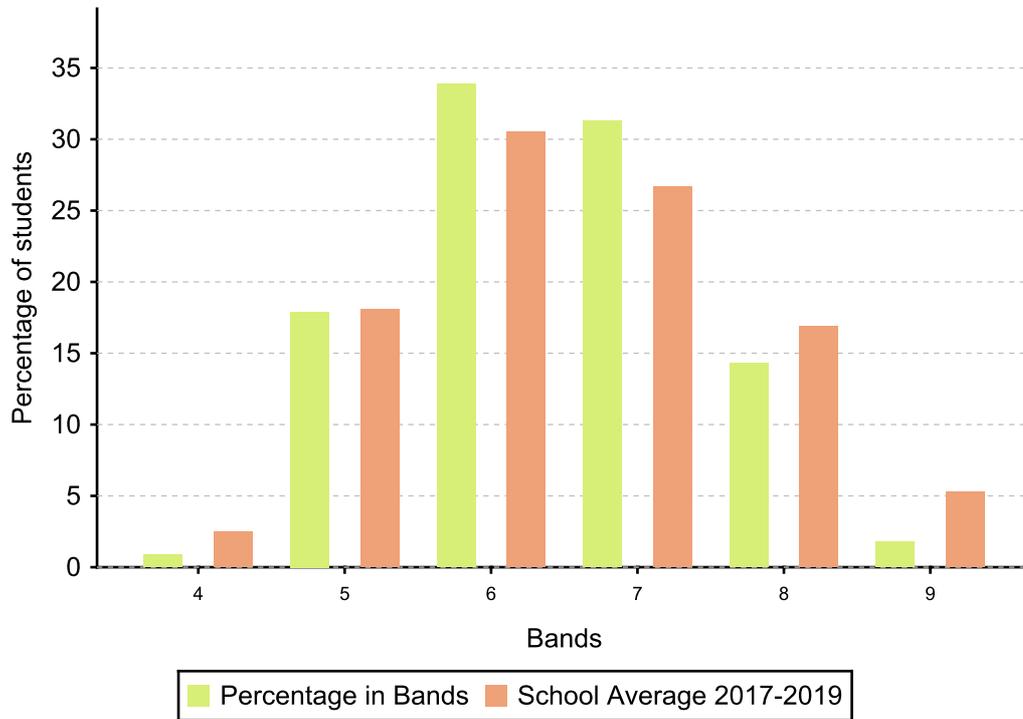
Band	4	5	6	7	8	9
Percentage of students	2.7	7.1	18.8	35.7	28.6	7.1
School avg 2017-2019	3.5	10.4	26.5	32.1	19.7	7.8

**Percentage in bands:
Year 7 Spelling**



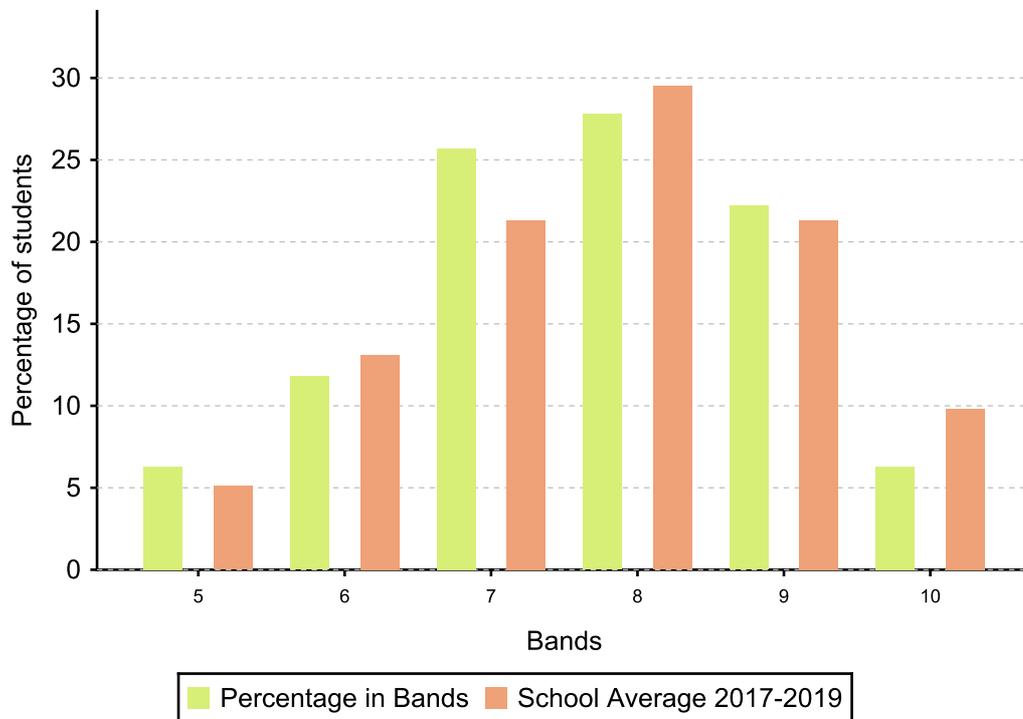
Band	4	5	6	7	8	9
Percentage of students	0.0	3.6	14.3	33.0	24.1	25.0
School avg 2017-2019	2.5	6.5	13.6	28.5	30.2	18.6

Percentage in bands:
Year 7 Writing



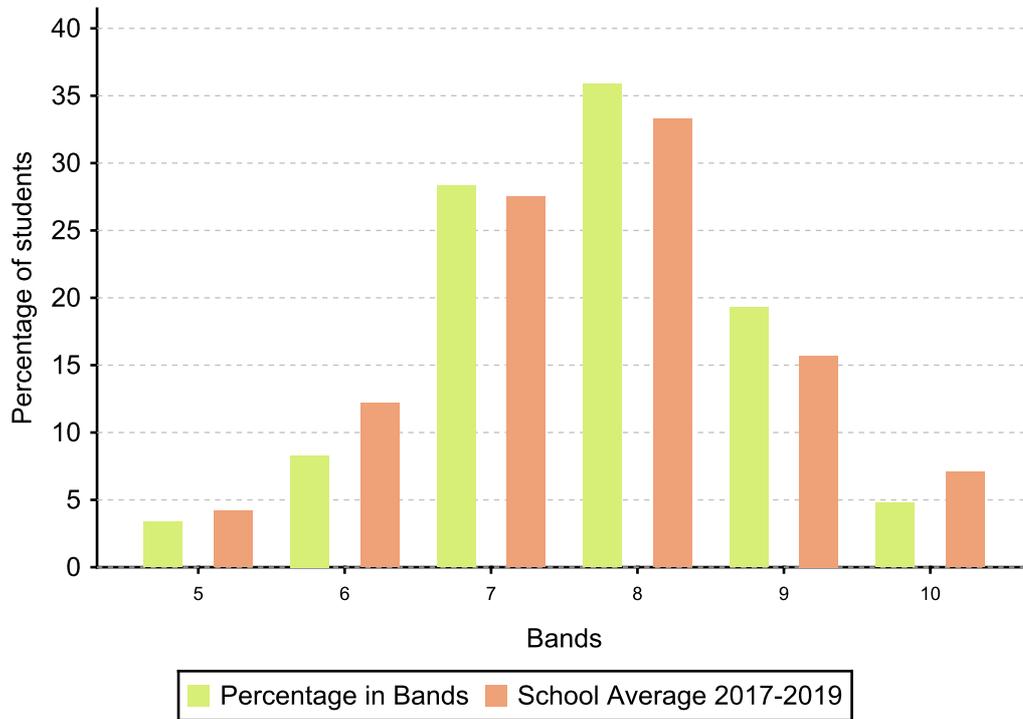
Band	4	5	6	7	8	9
Percentage of students	0.9	17.9	33.9	31.3	14.3	1.8
School avg 2017-2019	2.5	18.1	30.5	26.7	16.9	5.3

Percentage in bands:
Year 9 Grammar & Punctuation



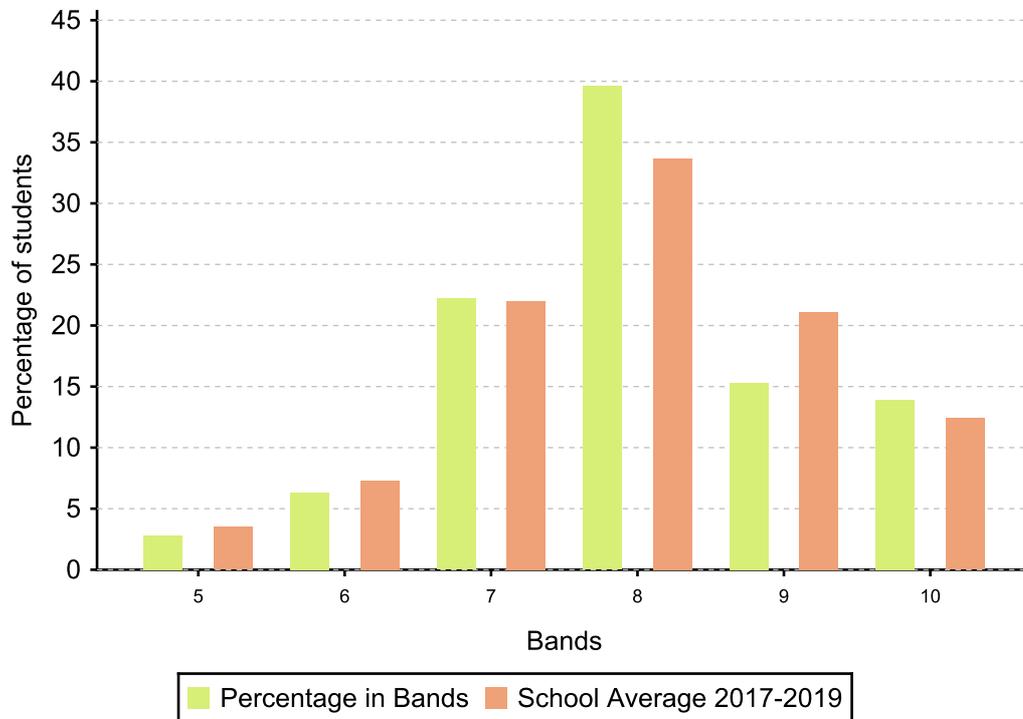
Band	5	6	7	8	9	10
Percentage of students	6.3	11.8	25.7	27.8	22.2	6.3
School avg 2017-2019	5.1	13.1	21.3	29.5	21.3	9.8

**Percentage in bands:
Year 9 Reading**



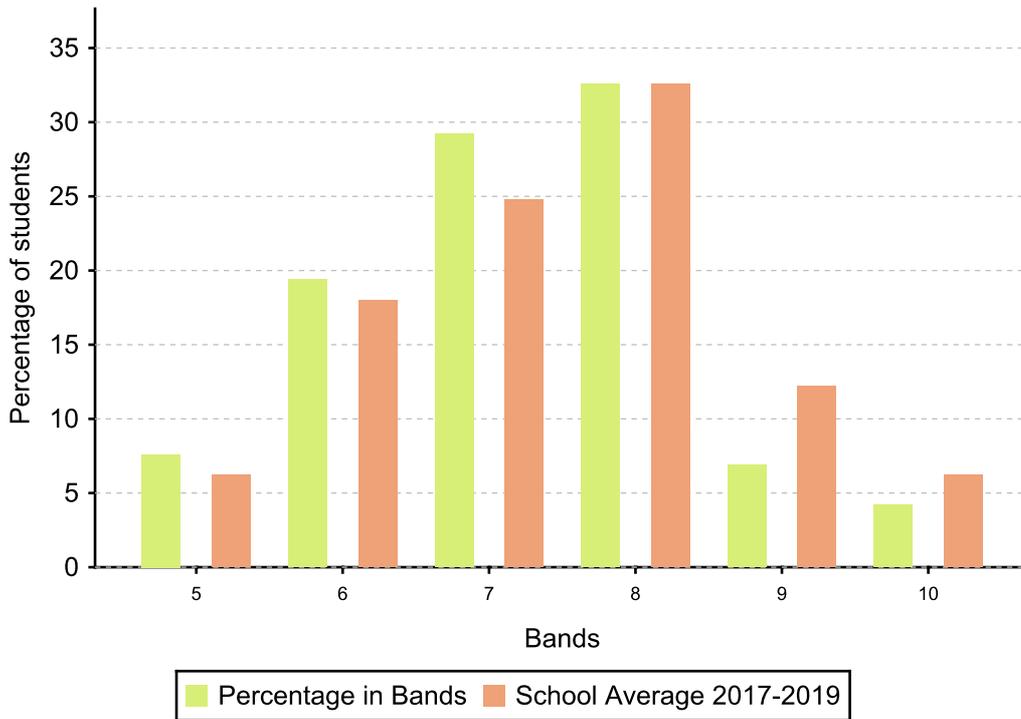
Band	5	6	7	8	9	10
Percentage of students	3.4	8.3	28.3	35.9	19.3	4.8
School avg 2017-2019	4.2	12.2	27.5	33.3	15.7	7.1

**Percentage in bands:
Year 9 Spelling**



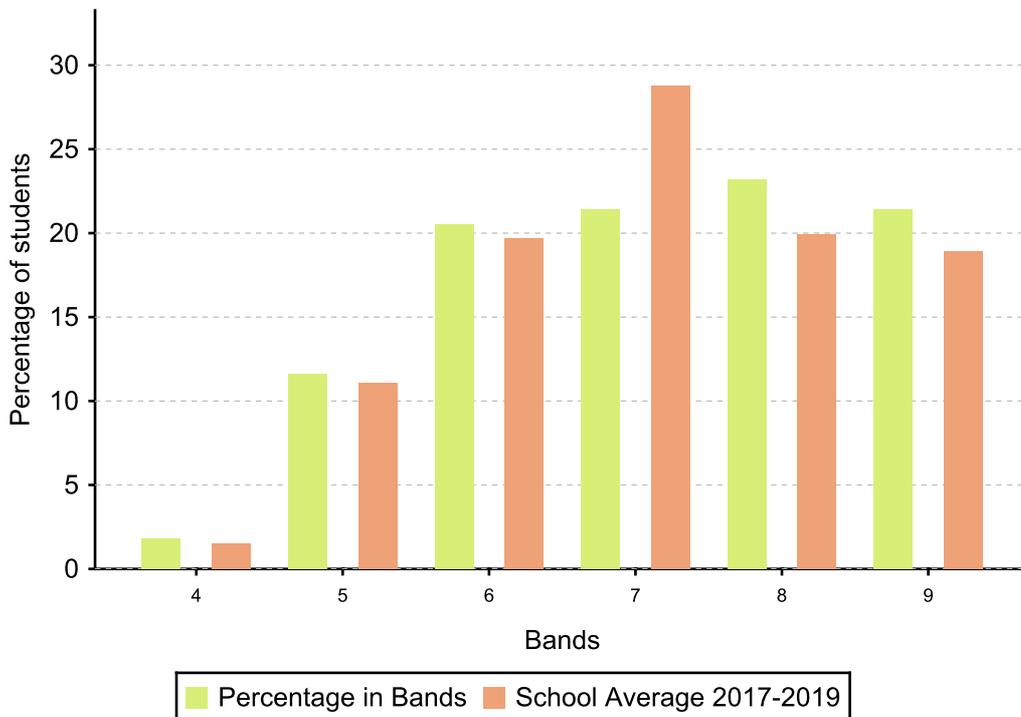
Band	5	6	7	8	9	10
Percentage of students	2.8	6.3	22.2	39.6	15.3	13.9
School avg 2017-2019	3.5	7.3	22	33.7	21.1	12.4

Percentage in bands:
Year 9 Writing



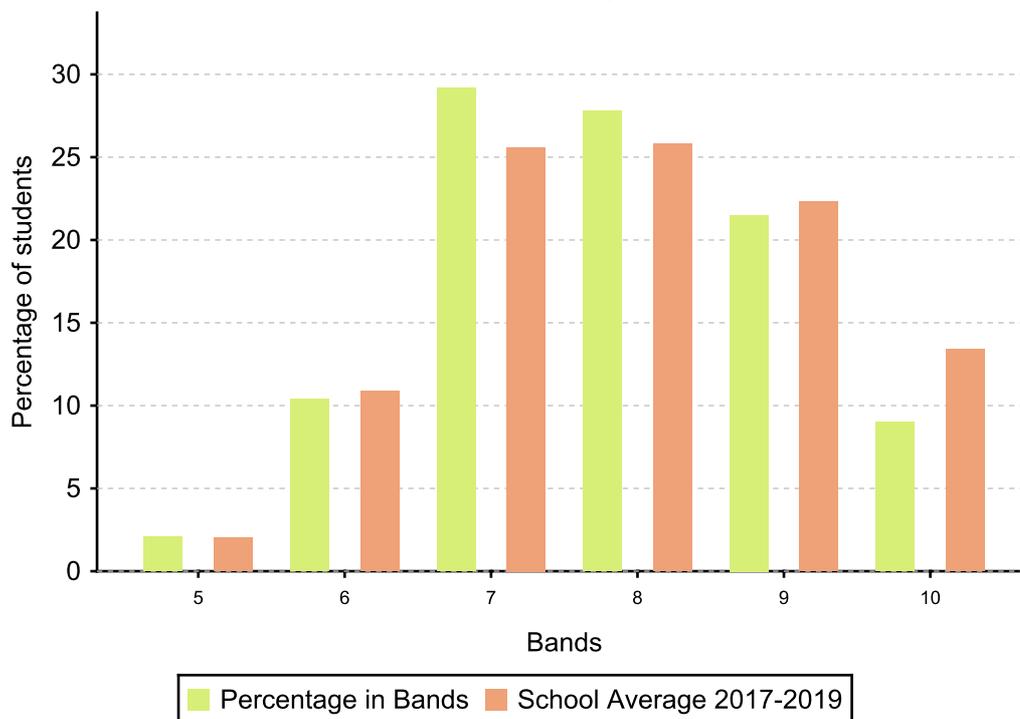
Band	5	6	7	8	9	10
Percentage of students	7.6	19.4	29.2	32.6	6.9	4.2
School avg 2017-2019	6.2	18	24.8	32.6	12.2	6.2

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	1.8	11.6	20.5	21.4	23.2	21.4
School avg 2017-2019	1.5	11.1	19.7	28.8	19.9	18.9

**Percentage in bands:
Year 9 Numeracy**



Band	5	6	7	8	9	10
Percentage of students	2.1	10.4	29.2	27.8	21.5	9.0
School avg 2017-2019	2	10.9	25.6	25.8	22.3	13.4

2019 NAPLAN RESULTS

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.

Literacy – Year 7

In Year 7 Reading, 66% of students achieved greater than or equal to expected growth. These results are well above state averages.

In Year 7 Writing, 59% of students achieved greater than or equal to expected growth. These results are above state averages.

In Year 7 Spelling, 66% of students achieved greater than or equal to expected growth. These results are well above state averages.

In Year 7 Grammar & Punctuation, 55% of students achieved greater than or equal to expected growth.

Literacy – Year 9

In Year 9 Reading, 80% of students achieved greater than or equal to expected growth. These results are well above state averages.

In Year 9 Writing, 66% of students achieved greater than or equal to expected growth. These results are well above state averages.

In Year 9 Spelling, 78% of students achieved greater than or equal to expected growth. These results are well above state averages.

In Year 9 Grammar & Punctuation, 71% of students achieved greater than or equal to expected growth. These results are well above state averages.

Since 2016, there has been a 26% improvement in average scaled growth in Year 9 Grammar & Punctuation, a 10% improvement in average scaled growth in Year 9 Spelling, an 8% improvement in average scaled growth in Year 9 Writing and a 13% improvement in average scaled growth in Year 9 Reading.

Numeracy

In Year 7 Numeracy, 81% of students achieved greater than or equal to expected growth. These results are well above state averages.

In Year 9 Numeracy, 54% of students achieved greater than or equal to expected growth. These results are above state averages.

NAPLAN – ADDITIONAL STATE REPORTING REQUIREMENTS

Year 7

In Year 7 Reading, 36% of students achieved results in the top two performance bands.

In Year 7 Writing, 16% of students achieved results in the top two performance bands.

In Year 7 Spelling, 49% of students achieved results in the top two performance bands.

In Year 7 Grammar & Punctuation, 43% of students achieved results in the top two performance bands.

In Year 7 Numeracy, 45% of students achieved results in the top two performance bands.

Year 9

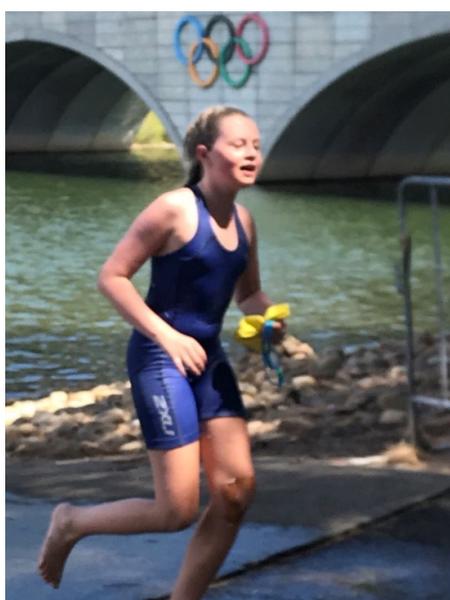
In Year 9 Reading, 24% of students achieved results in the top two performance bands, with 80% of students achieving greater than or equal to expected growth.

In Year 9 Writing, 11% of students achieved results in the top two performance bands, with 66% of students achieving greater than or equal to expected growth.

In Year 9 Spelling, 29% of students achieved results in the top two performance bands, with 78% of students achieving greater than or equal to expected growth.

In Year 9 Grammar & Punctuation, 29% of students achieved results in the top two performance bands, with 71% of students achieving greater than or equal to expected growth.

In Year 9 Numeracy, 31% of students achieved results in the top two performance bands, with 54% of students achieving greater than or equal to expected growth.



Parent/caregiver, student, teacher satisfaction

In 2019, students at GRC Penshurst Girls Campus completed the *Tell Them From Me* survey. This survey is an evaluation system that includes dynamic web-based student, teacher and parent surveys. The system provides leading indicators of student engagement and wellness, and the aspects of classroom and school learning climate that research has shown affect student engagement and learning outcomes. Please see www.thelearningbar.com for further information.

The *Tell Them From Me* student survey **Student Outcomes and School Climate** measured 38 indicators based on the most recent research on school and classroom effectiveness. Well above NSW Government norm results were found in high rates of participation in sports. In our school, 64% of students had positive homework behaviours and 94% of students had positive behaviour (students that do not get in trouble at school for disruptive or inappropriate behaviour). These results were also well above NSW Government norms.

Results also reflected an excellent school climate that minimised bullying. Good results were found in a Positive Learning Climate, where students reflected there are clear rules and expectations for classroom behaviour. The school also measured well in expectations for success, where the school staff emphasises academic skills and hold high expectations for all students to succeed.

Many students also feel they have someone at home or in their community who consistently provides encouragement and can be turned to for advice. Survey data reflected that students rated very highly in this area.

The survey included the ten measures of student engagement alongside the five drivers of student outcomes. Student engagement is "a disposition towards learning, working with others, and functioning in a social institution". It includes students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning. Measures of these aspects of engagement can be classified as social engagement, institutional engagement and intellectual engagement. Engagement and learning go hand-in-hand. Student engagement needs to be considered an important schooling outcome in its own right, sitting alongside academic achievement as a key measure of student success.

Students who are socially engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. The percentage of our students that are socially engaged are well above NSW government norms. Student sense of belonging has improved since 2018, and is above NSW Government norms. Participation rates in sports and clubs are well above NSW Government norms, and positive relationships are above NSW Government norms.

Students who value schooling outcomes and meet the formal rules of schooling are considered institutionally engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their school and class attendance and their effort in doing homework. At our school, levels of institutional engagement are high and well above NSW Government norms. This has been measured by positive student behaviour, homework behaviour, attendance and the valuing of school outcomes.

The survey results also indicated there are good levels of student intellectual engagement at our school. This is defined as a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. At our school there are good levels of student interest and motivation, effort and appropriate student challenge.

The survey focused around the four school-level factors that are consistently related to student engagement: quality instruction (averaged across students and three key subjects), teacher-student relations, classroom learning climate and teacher expectations for success. Overall, our results once again compared favourably when measured against statewide norms.

We will continue to focus on making learning challenging, engaging and relevant, as detailed in our School Plan. Moving forward, we will focus on continuing to nurture a growth mindset in our students. We will further strengthen our support of students through our student well being programs to foster a greater sense of advocacy for students, so that all students feel they have someone at school who consistently provides encouragement, and to whom they can turn to for advice.







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.

