

# 2020 Annual Report

## Georges River College Peakhurst Campus



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# Introduction

The Annual Report for 2020 is provided to the community of Georges River College Peakhurst Campus as an account of the school's operations and achievements throughout the year.

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

## School contact details

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Georges River College Peakhurst Campus

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## Message from the principal

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This annual report for Georges River College Peakhurst Campus is reflective of the leadership of three principals throughout 2020. Campus Principal, Terry Vallis retired at the end of term 1 after 6 years in the role. Kim Osborne, one of the substantive Deputy Principals assumed the role of Acting Principal for terms 2 & 3 and I was fortunate to achieve the role of Campus Principal through merit selection to begin in term 4. It was wonderful to be so warmly welcomed to the school and I look forward to continuing the great work of the previous principals. I feel very privileged to lead such a great school and am very glad that I am able to motivate, support and challenge our students to develop their natural abilities and drive them to strive for their personal best.

Our school community, as with all across the globe, had to face the changes required to meet the ever-changing guidelines around COVID-19. The strength and resilience of the staff, the students and the community allowed everyone to work together and support one another through the unprecedented times. Staff adapted and learned quickly, adjusting teaching and learning programs as well as teaching practices, to facilitate online, remote learning for students. The success of this is evidenced through many of these practices continuing beyond the 'Learning From Home' period.

While NAPLAN was cancelled for 2020, the school participated in various external testing, including Year 7 Best Start, Check-In Assessments, VALID and HSC Minimum Standards. This allowed the school to make better determinations about individual student performance and how best to support them moving forward.

While many extra-curricular activities were not able to be held in 2020, some did go ahead with the enthusiastic participation and involvement of many students. Some examples include: Our School Captain was a State semi-finalist Plain English Competition and was selected to host the State Finals. A team of 20 students participated in the Leadership By the River project, resulting in two new initiatives at school: Peaky Podcast, which can be accessed via Spotify and Plastic Bottle Recycling. Another group of leaders applied and were successful in gaining a sustainability grant which has provided the funds for the installation of three cooled water refill stations. Many of the annual sporting events were cancelled for 2020 due to COVID-19 restrictions but as soon as sport was allowed to recommence, the school ran some friendly staff versus student competitions. This encouraged physical activity, increased morale and promoted a positive, inclusive environment.

Three staff members received recognition through the 2020 Metropolitan South Operational Directorate Network Awards: Carolyn Giles in the School Administrative and Support Staff category, Mariam Haidar in the Beginning Teacher category and Terry Vallis in the Principal's category. We are very proud of their work, dedication to the school, their success and accomplishments and we congratulate them on this fine acknowledgment. .

I would like to thank Kim Osborne, Scott Wilson and Sophia Favuzzi for their outstanding work as Senior Executive. Thank you to the Executive team, our School Administrative Manager and the teaching and non teaching staff, for their energy and commitment that allows our students to thrive. Thank you also to our parent community and those who step up to take on executive positions on the P&C to support school initiatives for the benefit of the students.

Diane Wilson

## Message from the school community

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The year 2020 was quite an unusual and difficult year with COVID. The year really challenged our flexibility, adaptability, and creative problem-solving skills. In amidst it all, the community, also faced the challenges of being isolated, where the usual P&C meetings and the face-to-face contact was restricted. The executive positions were made up of pretty much new parents to the roles and were able to navigate through a very unusual environment.

Despite these incredible challenges, we managed to keep some sort of community. There was an overwhelming feeling of support for teachers, and a new found a greater appreciation for the work of teachers, especially as they navigated this challenging learning environment between online and face-to-face learning.

We saw the retirement of a well-respected principal, where we managed to farewell him, well-over 6 months after his official retirement. We also had the blessing of a new principal, which brings with it new enthusiasm.

As a community we need to congratulate the teachers and staff at Georges River College - Peakhurst Campus on such an amazing achievement with such an ambitious challenge. The staff's concern and welfare of the children was felt by the community. It was an amazing time where teachers stepped-up well beyond what should be expected of them and it was greatly felt and appreciated. We cannot speak more highly of the teachers and staff. They did an incredible job and cannot thank them enough.

Thank you to all the parents on the P&C who also managed to fumble our way into our roles and yet were able to successfully execute these roles in a very complex environment. What a great contribution by all the members. We didn't know each other before but managed to work with each other and assist where needed. This was demonstrated so amazingly when we decided to demonstrate our gratitude to teachers with Pizza and thank you card.

They were enthusiastic and extremely supportive of each other and I can't thank them enough and what a great privilege to work with each and every one of them. Sarah, treasurer, Kerri, secretary, Fiona vice-president, Leanne vice-president, Sophie , uniform shop and Anissa. Anissa was able to secure some grants for the school for ATSI program.

We look forward to a more interactive 2021 and are grateful for a slow return to the new norm.

Christina Jamieson

P&C President



Farewell Mr Vallis!

## School vision

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

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

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

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

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

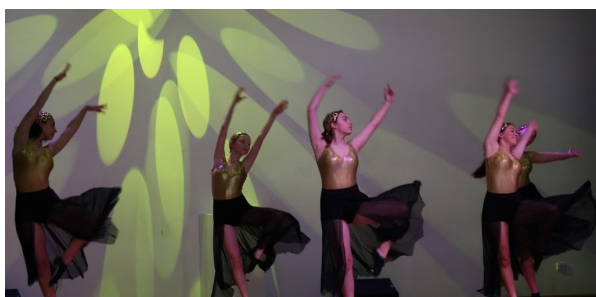
## School context

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

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

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

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



## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

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

### Purpose

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

### Improvement Measures

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

### Overall summary of progress

SALT groups initiated a Learning Sprint with a targeted Year 7 class. During this process, the impact on teaching and learning changes in response to COVID-19 changed the focus of all professional learning sessions in Terms 1 and 2. Teacher Professional Learning during this time reflected the needs such as developing a range of Google Classrooms, technological applications and tools to be used in this online space, and strategies for staff and student wellbeing. An additional challenge was all professional learning needing to be in an online format, with staff meetings utilising Microsoft Teams.

Teacher Professional Learning and Staff Meetings in Terms 3 were allocated to having all staff involved in the Situational Analysis, reviewing the School Excellence Framework and the CESE What Works Best documents, inclusive of the Self-Reflection. Additionally, Executive Staff received training and exposure to utilising SCOUT data.

Teacher Professional Learning and Staff Meetings in Term 4 were allocated to taking this information and creating the Strategic Improvement Plan.

However, due to the systems established in previous years, there was still improvement measures in these targeted areas as evidenced by the teacher Self-Reflection conducted and student data collected and analysed as part of the Situational Analysis.

### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
A focus of the SALT team in 2019 was professional learning in Super Six Reading Comprehension Strategies with a focus on was feedback. Staff also completed surveys evaluating the training with an opportunity to identify where they seek further assistance in using the strategies such as Predict and Visualise in the classroom. EAL/D teacher has been providing support to all KLAs by adding literacy strategies to individual lessons, units of work and programs.	<ul style="list-style-type: none"><li>• SALT Meetings/Staff Meetings (Professional Learning)</li><li>• Situational Analysis Activities</li></ul>

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

Evaluation	Funds Expended (Resources)
A review of T&L programs indicates that Numeracy skills are implemented	<ul style="list-style-type: none"><li>• SALT Meetings/Staff Meetings</li></ul>



## Progress towards achieving improvement measures

throughout; however there is not a coordinated approach to ensure that students numeracy skills have been extended. The College Faculty Teams are currently working with the Tailored Support Team on the project Numbers 4 Learning Numbers for Life.

(Professional Learning)  
• Situational Analysis Activities

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

Evaluation	Funds Expended (Resources)
<p>Implementation of PEAK Learning lessons to address social and emotional learning has successfully continued, encourages staff to build relationships with students through discussions and promoting positive behaviours. Although inconsistency of teacher delivery remains an issue. Incorporating strategies in our classes that encourage student attendance, being on time and student engagement have been implemented by the various Wellbeing Team/staff, inclusive of Youth Workers. 2020 saw the introduction of a very successful whole school Wellbeing Day to address student wellbeing and growth;. Project Pod saw the Wellbeing team grow, providing additional supports to staff and students..</p> <p>Change in Wellbeing Team meeting structure resulted in regular meetings to target students with higher wellbeing needs and then distributing relevant information to staff. Regular communication between all staff when required to put in strategies for particular students, eg. progress reports, learning enhancement and/or Bounce Back referrals. Staff give positive feedback, are supportive and understanding. Staff set differentiated goals and ensure the students succeed wherever possible.</p> <p>Many staff have an 'equipment bank' so students can always access materials/supplies to attempt work. Initiatives such as Breakfast Club, Homework Centre and the Bounce Back Space. Motivating student wellbeing by providing merit awards for great efforts in class/assessment - Merit Draws and Rewards Excursions.</p> <p>Encouraging positive relationships between students and teachers through focus on Mental Health. Establish opportunities for the development of student voice - SRC; Student Wellbeing Committee; Debating and Public Speaking. Creating a safe space for all students, including students with a disability. A well-rounded Wellbeing Team including : Student Wellbeing Support Officers, Youth Workers; Boys and Girls Mentors, Year Advisors. Supporting students with learning needs; Pathfinder program - transition program.</p> <p>All of the Wellbeing strategies, initiatives and programs lead to happy and healthy students who demonstrate a high level of engagement in school and their learning. Students feel supported, safe and well connected and learn how to build positive relationships with staff and their peers.</p>	<ul style="list-style-type: none"> <li>• SALT Meetings/Staff Meetings (Professional Learning)</li> <li>• Situational Analysis Activities</li> <li>• 3 Bridges Youth Workers</li> <li>• Wellbeing Day Special Project</li> <li>• Project Pod Teacher allowances Semester 2</li> </ul>

## Next Steps

**Literacy Next Steps** = Training of all new staff in the use of Super Six Strategies via the process used in 2019. New focus to include Writing, especially of extended responses in various text types as well as paragraph structures. To facilitate this process, there needs to be an analysis of extended response tasks, including student sample work, across all KLAS. Ongoing support from EAL/D teacher to all faculties.

**Numeracy Next Steps** = Raise the numeracy skills of students and have it validated by external assessment.

Staff identified that they need a consistent and systematic use of data to identify student strengths and learning gaps, recognising that this assist with effective differentiation. Staff referred to the need to collect a range of data, including wellbeing data to make thorough and informed decisions on learning. Some staff suggested the idea that students also use their own learning data to make learning goals and how parents can be involved in this process . Most staff identified a need to use data more regularly and collaboratively.

**SEL/PBL Next Steps** = A more consistent approach to PEAK Learning with whole staff buy in - PL lessons that address SEL across all year groups; 2 x Wellbeing Days per year; A return to YAP (Year Advisor Program) Days/Sessions; School attendance at 95%; Lower truancy rates continued to be supported by Bounce Back. Some staff feel they would like to be able to identify wellbeing concerns more promptly; perhaps more staff in PL opportunities such as Accidental Counsellor/First Aid Mental Health. Develop a Wellbeing Flowchart, similar to the behaviour flowchart so all staff are aware of referral procedures. Staff to provide more positive feedback and recognition to parents, eg. more positive phone calls home. Staff regularly checking in on students who seem 'ok', as sometimes these are the students that are falling through the cracks or overlooked. As a staff, look for new ways to embed wellbeing into all classes. Find more time to communicate with students not only about school/class work related topics but also about student's interests etc. Staff report that further building of relationships such as learning student names quicker, using more rewards, knowing students and their interests etc. will assist with classroom management and ensure an inclusive classroom. They recognise that focusing on the positive, rather than focusing on problem behaviour will support this. Teachers identify that they require a range of strategies and have the responsibility to deescalate issues and that consistency is also required. Staff identify that regular routines of practice and engaging lessons are a key area to continuously develop to support classroom management.

**Attendance Next Steps** - Our aim is to have majority of students with at least 95% attendance. Programs - We will continue to run Bounce Back and a range of Wellbeing Programs to target all students who require that extra support. We are also aiming to run a pilot project that will target Year 9 and Year 10 students and offer alternate learning programs that will engage them and help them access future pathways. We will aim to hold 2 whole school Wellbeing Days, in Terms 1 and 3.



Year 7 Peer Support



## Strategic Direction 2

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

### Purpose

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

### Improvement Measures

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

### Overall summary of progress

SALT groups initiated a Learning Sprint with a targeted Year 7 class. During this process, the impact on teaching and learning changes in response to COVID-19 changed the focus of all professional learning sessions in Terms 1 and 2. Teacher Professional Learning during this time reflected the needs such as developing a range of Google Classrooms, technological applications and tools to be used in this online space, and strategies for staff and student wellbeing. An additional challenge was all professional learning needing to be in an online format, with staff meetings utilising Microsoft Teams.

Teacher Professional Learning and Staff Meetings in Terms 3 were allocated to having all staff involved in the Situational Analysis, reviewing the School Excellence Framework and the CESE What Works Best documents, inclusive of the Self-Reflection. Additionally, Executive Staff received training and exposure to utilising SCOUT data.

Teacher Professional Learning and Staff Meetings in Term 4 were allocated to taking this information and creating the Strategic Improvement Plan.

However, due to the systems established in previous years, there was still improvement measures in these targeted areas as evidenced by the teacher Self-Reflection conducted and student data collected and analysed as part of the Situational Analysis.

### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>- PDP process continued with a school goal, faculty goal and personal goal/s</li><li>- Previous focus on Growth Mindset created the foundation for staff to be flexible in managing the changes required to teaching and learning related to COVID-19.</li></ul>	<ul style="list-style-type: none"><li>• SALT Meetings/Staff Meetings (Professional Learning)</li><li>• Situational Analysis Activities</li></ul>

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

Evaluation	Funds Expended (Resources)
There is opportunity to improve consistency of use of Success Criteria and Learning Intentions for staff. While the tools have been provided for staff in relation to this, implementation rates remain below expectations in day to day practice. Lesson observations may support this process.	<ul style="list-style-type: none"><li>• SALT Meetings/Staff Meetings (Professional Learning)</li><li>• Situational Analysis Activities</li></ul>

## Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
There has been an increasing uptake of differentiation strategies in different faculties across the school. Teachers are increasing in confidence to deliver learning activities and tasks for students. School staff are currently completing the online training- Disability Standards - Differentiation online training. Additionally, school-funded 'Special Projects' have enabled us to create flexible learning spaces across the school.	<ul style="list-style-type: none"><li>• SALT Meetings/Staff Meetings (Professional Learning)</li><li>• Situational Analysis Activities</li></ul>

## Next Steps

**PDP Next Steps** = Systematised timeline of PDP steps and processes to be implemented across all KLAs.

**Growth Mindset Next Steps** = staff response to staff wellbeing initiatives was a positive one and suggest that a more structured and regular approach to staff wellbeing needs to be a priority.

**Formative Assessment Next Steps** = Further aims would be to ensure that Success Criteria and Learning Intentions are embedded into faculty programs, within unit outlines and assessment tasks. It could also prove useful to have a shared location for staff to access formative assessment strategies at the drop of hat. i.e. Resource folder for each room. Further professional development, training and relief time could benefit staff to further strengthen and develop explicit differentiation strategies with teaching units. Through increased engagement, behaviour can be managed. It could also be highly beneficial to develop a holistic approach to assessment tasks which sees all faculties create a standardised assessment task as well as a modified and extension version for the same task to cater for all student abilities. Further to this, increased levels of student autonomy and choice with the classroom setting and through assessment tasks could prove useful in challenging students to avoid underachievement and boredom which are both important factors in maintaining high expectations for all students.

Provide feedback in an easy to understand manner that encourages students to implement. Set class time for students to implement the feedback provided. Focus on achievement and effort, rather than marks. Undertake more peer evaluation/ assessment of tasks as a form of feedback Encourage student self assessment or their work such as comparing their efforts to work samples, marking their own work using marking cafeteria etc Visual representation of students of their position against learning outcomes and intentions. Feedback need to be actionable steps, not just general comments on efforts.

**Differentiation Next Steps** = All programs across the school in all KLA's and year groups have programs that are differentiated to meet the individual learning needs, strengths and interests of students, including assessment tasks and all learning experiences. Focus on differentiated class work and assessment tasks, higher order questioning skills, routine consistency in using LI/SC and returning to them throughout the lesson/learning sequence; frequent and quality feedback; balance between teacher-directed, teacher-guided and student-directed strategies in the classroom; strengthen the use of worked samples; use of Formative Assessment to review prior knowledge; use of visuals.

### Strategic Direction 3

Strengthening partnerships through an inclusive learning community

#### Purpose

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

#### Improvement Measures

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

#### Overall summary of progress

Interschool collaboration was hindered due to COVID-19 restrictions with events such as the Debating Coaching with primary schools and the Oz Tag Gala Day being unable to go ahead. Collaboration within campus and across the college required a change to mostly online delivery. Most staff indicated they positively collaborated with colleagues. Collaboration allowed for sharing of resources, team teaching, planned programs and assessments, organised sporting, wellbeing and other school activities. They felt engaged and valued during staff, faculty and committee meetings as well as during professional development activities because of collaborative practices employed. In addition to verbal communication, increasingly, staff are employing technology to collaborate and communicate such as through emails, using google drive and via messaging apps. Staff felt that positive collaboration allowed them to develop into more effective and innovative teachers and helped to contribute to a consistent approach to teaching and learning.

Work with external agencies was paramount during the Learning from Home period and a necessity with increased student needs as they returned to school.

#### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Increased use of school's social media and Sentral emailing system allowed for regular communication. The Student of the Week initiative was key to delivering regular positive contact to our community through challenging times.	Period allowance for Media Crew supervisor

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

Evaluation	Funds Expended (Resources)
College SDD and Team TPL were required to be online versions. A college focus on Staff Wellbeing in Term 3 aligned to Smiling Minds app for ongoing wellbeing support.	Smiling Minds

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

Evaluation	Funds Expended (Resources)
Due to COVID-10 restrictions many events such as the debating and Oz Tag Gala Day did not happen. Year 7 2021 Transition Program was re-designed to feature a number of live and static online options	

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

## Progress towards achieving improvement measures

**Process 4:** community.

Evaluation	Funds Expended (Resources)
Increased support for students and their families provided by an ongoing and formal connection with 3 Bridges was beneficial in improved student attendance and family referrals to support services. Throughout the Learning from Home period, all at-risk students were allocated school staff and external agency staff to be 'checked-in on'. Bounce Back as a new initiative allowed for at-risk students to be re-engaged.	3 Bridges Youth Worker and Student Engagement Officer

## Next Steps

**Collaboration Next Steps** = Staff indicated that while there was a lot of collaboration within faculties, there needed to be more collaboration between faculties and across campuses, such as through STEM programs. They also felt that having more open classrooms so teachers can observe each other, and team teach was also recommended as were more TPL days for faculty planning. Working on improving collaboration between students and teachers and students and students was also suggested.



COVID-style Art Exhibition

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$21 971.00)</li> </ul>	<p>The development of Personalised Learning Plans for ATSI students. Students participating in projects and programs highlighting Aboriginal Culture and strengthening identity connections.</p> <p>Connections with external agencies such as the 3 Bridges Aboriginal Team and the local AECG have supported the students to develop a sense of belonging with their communities and the school.</p> <p>Examples of programs include: Speak Up, Koori Art, NAIDOC Assembly and Campfire Meetings. Our outdoor learning circle provides a serene location for many of the activities.</p> <p>Casual relief utilised to allow the Aboriginal Education coordinator to run programs.</p>
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$141 444.00)</li> </ul>	<p>Teachers to support Teaching and Learning programs in all Key Learning Areas and to support the learning needs of English as an Additional Language / Dialect students (EAL/D).</p> <p>Smaller class sizes provided opportunity for significant individual attention and timely feedback on learning. Teacher-student trust and rapport quickly established with smaller class sizes.</p> <p>Resources and technology purchased to enhance student learning.</p> <p>Professional Learning for staff to increase their capacity and understanding about English as an Additional Language/Dialect (EAL/D) pedagogy and practice and support for staff in the differentiation of classroom lessons and assessments.</p> <p>Administrative support to map English as a Second Language.</p> <p>(ESL) scales with progression phases in identifying student language needs.</p> <p>Development of teaching units, for each faculty, integrating EAL/D teaching strategies in the implementation of reading comprehension skills.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$326 062.00)</li> </ul>	<p>Learning and Support Teachers ensuring specialised provisions and support in classrooms for students with identified learning needs.</p> <p>Professional learning for staff to make appropriate accommodations in lessons to support students with additional learning needs and enable equal access for students in all classrooms.</p>

<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$326 062.00)</li> </ul>	Provisions for flexible staffing of Student Learning Support Officers to assist in increased levels of student participation and engagement in learning by identifying and supporting specific learning needs of students.
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$261 852.00)</li> </ul>	<p>The purchase of teaching and learning resources and equipment across all faculties to increase student engagement in classrooms to enrich learning experiences for students across all equity groups.</p> <p>The purchase of Information and Communication Technologies (ICT) equipment (Class Sets of Laptops and Charging Stations per faculty): Mathematics, Technology and Applied Studies and VET.</p> <p>A variety of wellbeing programs implemented to support physical and mental health, including RAISE mentoring, YAP, Pathfinders and the introduction of a bi-annual Wellbeing Day</p> <p>The purchase of equipment to engage students in the Creative Arts, purchase of additional sporting equipment for PDHPE and Sport,</p> <p>Development of a flexible learning environment in the library to enhance student engagement and learning.</p> <p>Implementation of a Leadership and Resilience Initiative to motivate and inspire young women, while developing self-esteem.</p> <p>Employment of a School Chaplain (\$7,000) - Georges River Life Care Youth Worker to support the wellbeing of students.</p> <p>Employment of Youth Workers from 3 Bridges to support the Wellbeing of students.</p> <p>Homework Club and Breakfast Club to support student learning and wellbeing.</p> <p>Elevate Study Skills Program for Yr 7 students</p> <p>Student Rewards</p> <p>Assistance for families experiencing financial difficulties, including Student Assistance, Uniforms and Student Book Packs</p>
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$139 079.00)</li> </ul>	<p>Funds used towards staffing to reduce beginning teacher and mentor workloads.</p> <p>Employment of casual relief required to cover beginning teachers undertaking professional learning in school and externally.</p> <p>Cost of professional learning courses and guest presenters.</p> <p>All beginning teachers either completed or</p>



<p><b>Support for beginning teachers</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$139 079.00)</li> </ul>	<p>are completing the NESAs proficient teacher requirements. Beginning and second year teachers continue to access individual needs based professional learning for their curriculum area and for teaching and learning growth and student management.</p>
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International Womens' Day Event

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	469	505	539	541
Girls	240	259	294	311

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	93.8	93.1	92	93.7
8	91.6	92	90.7	91.3
9	89.3	91.1	89.7	91.3
10	88.7	90.7	91.6	90.8
All Years	91.1	91.8	91	91.8
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
All Years	89.9	88.7	88.2	89.8

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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	1.5	N/A	N/A
Employment	5	N/A	N/A
TAFE entry	2.5	N/A	N/A
University Entry	0	N/A	N/A
Other	0	N/A	N/A
Unknown	0	N/A	N/A

## Year 12 students undertaking vocational or trade training

0% of Year 12 students at Georges River College Peakhurst Campus undertook vocational education and training in 2020.

GRC Peakhurst Campus is a Year 7-10 school.



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	43.68
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	15.48
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

GRC Peakhurst Campus expects all staff to be active participants in their professional development. Professional learning is focused on evidence based teaching practices, as research demonstrates that teacher effectiveness is the single most important factor in improving students outcomes. The school's commitment to fostering a love of life long learning among its' student population extends to its staff. Due to COVID-19 restrictions in 2020, there was an increase in online training for staff. GRC Peakhurst spent the entire \$69000 allocation from the Department of Education on teacher professional development, inclusive of casual teachers replacement fees, course fees and other costs. It also includes the facilitation of faculty planning days. The nature of professional development undertaken by staff is linked to the school strategic directions as well as mandated DoE compliance and NESA accreditation regulations. It included: Staff compliance training in CPR and Anaphylaxis; curriculum development and professional association conferences; student and staff wellbeing seminars and training. Time was also negotiated to allow staff to complete mandated on line training such as Child Protection. Five Beginning Teachers gained accreditation at Proficient Teacher level. Four beginning Teachers are working towards achieving accreditation at Proficient Teacher level. All other teaching staff are maintaining their accreditation at Proficient Teacher level by undertaking Professional Learning and through the Performance and Development processes. No staff were seeking accreditation at higher levels. A suite of programs to support teachers at all levels of accreditation operates at the school. One of the Deputy Principals updated their online Leadership and Management Credential in preparation for applying for Principal positions.



## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	940,893
<b>Revenue</b>	10,593,076
Appropriation	10,357,365
Sale of Goods and Services	47,773
Grants and contributions	175,183
Investment income	2,687
Other revenue	10,069
<b>Expenses</b>	-10,724,834
Employee related	-9,552,062
Operating expenses	-1,172,772
<b>Surplus / deficit for the year</b>	-131,758
<b>Closing Balance</b>	809,136

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.



Creation and development of the Mulga Mural



## Financial summary - Equity loadings

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

	2020 <b>Approved SBA (\$)</b>
<b>Targeted Total</b>	364,388
<b>Equity Total</b>	751,328
Equity - Aboriginal	21,971
Equity - Socio-economic	261,852
Equity - Language	141,444
Equity - Disability	326,062
<b>Base Total</b>	8,352,551
Base - Per Capita	205,718
Base - Location	0
Base - Other	8,146,833
<b>Other Total</b>	711,276
<b>Grand Total</b>	10,179,542

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.

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.

### 2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Since NAPLAN did not proceed in 2020, the school opted for Year 9 students to participate in some newly developed testing named 'Check-In Assessments'. Check-In Assessment results provide trend data for schools to note areas of strength and areas for development in Reading and Numeracy.

Our students' result were on par with the average results across the state in Reading but slightly below the state in Numeracy.

Through analysis of the Reading components of Comprehension, Vocabulary and Processes, our students showed strength in vocabulary. An area for development includes locating and interpreting information in multi-modal texts.

Through analysis of the Numeracy results, our students showed strength with the Number Sense component. Areas for development include comparing data sets in Statistics, interpreting text to undertake calculations and algebra.



Year 7 Cooking

## Parent/caregiver, student, teacher satisfaction

In 2020, GRC Peakhurst used traditional survey based data collection through the Tell Them From Me survey with parents/caregivers, students and staff. The school also continued using an innovative and personal data gathering approach involving exit surveys, polls, other surveys, small discussion groups and forums. This has allowed GRC Peakhurst to continue to gather qualitative data from parents, students, staff and the wider school community through formal and informal discussions, meetings and interviews.

Parent/caregiver, student and staff opinion was sought and feedback provided on the schools systems, programs and processes.

Feedback during term 1 from Year 7 parents suggested that their children had settled into high school well, had made new friends and were enjoying their subjects. This assisted with re-engagement in school after returning from Learning Remotely due to COVID-19.

Parents have continued to indicate through monthly P&C meetings that they feel the school supports positive behaviour and student learning. They agree that they are well informed and feel welcome at all times. Parents also feel that the school is very inclusive of all and provides a safe learning environment at all times. They value the many extra curricular opportunities that the school provides for the students.

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



Climbing at Year 7 Camp

# 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.

### Aboriginal Education

We respectfully acknowledge the past, present and emerging leaders of the land, on which Georges River College is situated. We pay our respects to the leaders of the traditional custodians of this land and together we acknowledge the contributions Aboriginal and non-Aboriginal educators have made to the Aboriginal students in the school and on the land we share together. Georges River College Peakhurst Campus is a 7-10 co-educational school with 27 Aboriginal students enrolled on a fulltime basis.

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

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

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

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

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

\* Assessment tasks are modified according to individual students learning needs

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

\* Funding support offered through the 2020 RAM budget has availed the purchase of school uniforms, footwear, stationary, school fees, excursions and technological equipment.

### Culture and Identity:

During 2020 the Aboriginal Education coordinator has continued to work to develop trusting relationships with parents, community, staff and students within GRC Peakhurst Campus and across the college.

During this process, Personal Learning Pathways (PLP's) for students have continued to evolve. These meetings are aimed at establishing better communication strategies with and between our local community, students and families. The

implementation of PLP's is organised through meetings with parents and students. In 2015, a generic PLP framework for all of the 4 campuses was established to ensure consistency and address the schools and the student's diverse learning needs, aspirations and goals. This framework was reworked during 2020 through project POD and will be adapted and utilised throughout 2021. In 2019-2020 changes were implemented to these documents aligning with the school plan and wellbeing policy.

In 2021, subject teachers will be requested to produce a basic report highlighting student's specific strengths and weakness in particular learning areas. Information provided will be utilised to further develop their strengths. A portfolio of their achievements and samples of their work is currently being developed for individual students to take with them when they graduate.

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

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

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

**Transition Points Including Pathways to Post-School Options** Aboriginal and Torres Strait Islander children and young people are supported at critical stages of their education to improve engagement, retention and attainment and develop the skills to participate fully in schooling, society and work. GRC Peakhurst is also outsourcing local community agencies to engage programs with the students' to encourage better attendance inclusive of 3 Bridges Aboriginal Education Program, Local elders and AECG members. Further discussions on the implementation of these programs are to be engaged through consultation with executives/parents/students.

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

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

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

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

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



Future direction is aimed at a connection with local meeting groups and the continued partnership with the local AECG group. In 2021 GRC will continue its partnership with the local AECG in line with the new Partnership agreement with the DoE initiating with executives updated cultural awareness training for all staff. The aim is to continue our work at GRC Peakhurst to ensure all our students are represented across the wider community, have knowledge of their language and culture, share the knowledge with their Non Indigenous peers and believe they can attain the same results as their Non Indigenous cohort (Appendix 1 and 2).

AECG partnership Agreement (2021) [https://www.aecg.nsw.edu.au/wp-content/uploads/2020/10/DRAFT7\\_PartnershipAgreement\\_AECG\\_DoE\\_2020-2030\\_tagged.pdf](https://www.aecg.nsw.edu.au/wp-content/uploads/2020/10/DRAFT7_PartnershipAgreement_AECG_DoE_2020-2030_tagged.pdf)

Closing the Gap Report (2020). <https://ctgreport.niaa.gov.au/sites/default/files/pdf/closing-the-gap-report-2020.pdf>

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

### **Post School Options:**

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

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

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

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

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

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

- \* Deadly Kids doing well awards
- \* Opera House Traineeships
  - AIME mentoring programs at Sydney University.
  - Aboriginal Representative Committee- Open night, Harmony Day, Shave for a cure, NAIDOC.
  - 3 Bridges Aboriginal cultural engagement program.



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

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

## Other School Programs (optional)

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### English Faculty

The English staff in 2020 included: Ms A. Talevski, Ms K. Eleos, Ms L. Osmond, Ms L. Dunstan, Ms R. Ali, Ms L. Sanunu, Mr Maunder and Mr N. Zouroudis. The faculty worked in close association with EAL/D teacher Ms K. Nguyen and school Librarian Ms S. Baker. In December, Mr Maunder was successful in gaining a permanent appointment as an English teacher at Randwick Boys High School.

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

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

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

Stage 5 language skills, literary concepts and themes were introduced in Year 9, and then extended upon in Year 10. In Year 10, the focus was on completing Stage 5 work, but also on preparing students for Preliminary and HSC studies in English with topics ranging from Textual Perspectives, consisting of a study of a novel and poetry, and then students moved on to the study of short stories, Shakespearean and/or modern drama, media (advertising) and film. The year finished with Year 10 completing a transition course to further prepare them for the study of English at Oatley Senior Campus.

Students leaving our school for study at Oatley Senior Campus will be well represented in all senior English courses including: Advanced, Extension, Standard, English Studies and EAL/D. Former GRC Peakhurst Campus students achieved impressive results in all of these courses in the 2020 HSC.

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

To enhance literacy and learning in a digital age, the English faculty continued to provide students with direct has access to faculty laptops. This assisted students in their research, and most significantly in editing and developing a range of extended responses in various text types. This laptop access also offered students access to a range of websites and

online learning tools.

The faculty offered Debating and Public Speaking as extra-curricular activities, mainly via Zoom and video uploads. The teachers responsible for selecting, training and managing these teams in 2020 were: Ms L. Osmond, Ms R. Ali and Mr D. Maunder. In recent years, the school has achieved great success in debating and public speaking.

In 2020, debating teams achieved great success, with the Year 7 and 8 debating teams becoming Zone Winners. The Year 9 and 10 debating teams worked in a dedicated manner, improving their skills in all debates in which they competed. After having been knocked out in the first knockout round, they then entered the repechage rounds in the hope of re-joining the main draw. Their success in the repechage rounds, placed them back into the main draw where they eventually competed in the State Quarter Finals.

In Public Speaking, one of our Year 10 students progressed to the State Preliminary Final in the Plain English Speaking Award (a competition open to students aged 15-18). We also had eight students participate in a School Final of the Legacy Public Speaking Competition (open to students aged 12-14) with two students representing our school at a zone level. This high level of student success was a product of the effort of all students and staff involved in the debating and public speaking program that included regular training and coaching provided by our dedicated, experienced and highly competent staff.

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

### **Mathematics and Computing Faculty**

Throughout 2020, the Mathematics and Computing Faculty has continued to adopt and implement a number of initiatives and interventions geared towards improving student engagement and the achievement of syllabus outcomes. COVID-19 certainly played its hand in necessitating additional measures to be taken, however, as a school and a faculty, challenges posed were embraced.

Measures included:

- \* Setting clear and achievable student expectations during unprecedented times.
- \* Continuing to maintain Google Classrooms to allow students to access coursework remotely from home.
- \* Committing to providing fortnightly cyclic overviews outlining 'Must Do', 'Should Do' and 'Optional Extra' tasks both during and beyond the remote 'Learning from Home' period during lockdown.
- \* Continuing to revisit and explicitly teaching Mathematics study tips and encouraging students to regularly revise in preparation for examinations.
- \* Continuing to allow the use of hand-written reference sheets for tasks to encourage revision.
- \* Developing differentiated remedial, enrichment and gifted and talented activities catering for a diverse range of student abilities.

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

Details of these initiatives are outlined below.

**Formative and Ongoing Assessment:** This year our faculty continued to focus its attention on determining how students are progressing through certain learning goals and outcomes by implementing ongoing formative assessment strategies to complement summative assessment tasks. This has continued to provide us with crucial information about which concepts students understand and which concepts require further attention. This was particularly important during the remote 'Learning from Home' period. We have continued to use this information to further guide our mode of instruction to determine future content and activities. The ongoing monitoring of student progress and achievement has also proven to be valuable guides for students in helping them reflect on their own learning and enhance their performance by targeting necessary areas. We are finding that when formative assessment is consistently and effectively integrated into teaching and learning, students continue to improve and excel in their attainment of course outcomes.

The implementation of previously developed practical hands-on activities, designed to extend the learning and understanding of mathematical concepts beyond the classroom, was put on hold this year in accordance with health

guidelines. Students were instead involved in online activities which they could complete from home. Reintroducing hands-on activities to further challenge students' abilities to think outside the box will be made a priority once restrictions ease. Our vision is to develop their independent learning and critical thinking skills whilst making meaningful connections between both the theoretical mathematical content and its practical applications.

Curriculum delivery was certainly different this year. The faculty aimed to increase student engagement during the remote 'Learning from Home' period through the creation and compilation of online resources. As such, the use of technological resources in both the Mathematics and IST classroom settings has continued to expand. Lesson delivery and revision comprised:

- \* Development and compilation of instructional videos, BoardWorks and animated PowerPoint presentations as well as relevant YouTube clips for more engaging content delivery.
- \* Electronic textbook and resource accessibility through Google Classroom and take home-packages to increase student participation and engagement.
- \* Kahoot quizzes and Jeopardy games for competitive class revision.
- \* Mathletics (an interactive online computer resource which includes activities, support lessons and sample tests)

Mathletics remained an integral component of our lessons in 2020 and was once again incorporated into teaching, homework and assessment programs to help students:

- \* Consolidate content taught during lessons.
- \* Revise course content at home.
- \* Receive online assistance when struggling with specific concepts.

Students without the Internet at home were offered alternative Mathletics booklets.

Some COVID-19 impacted activities that were not run this year included our annual Pi Day (Year 8), Digi Ed (Year 9 IST) and Robotics (10 IST), which we hope to resume in 2021.

Information and Software Technology (IST) lessons saw students challenged in Digital Media and Authoring and Multimedia. Students explored the use of green screens and utilised a range of software, including PowerPoint, Prezi, PhotoShop, Andrea Mosaic, FantaMorph, Audacity, iMovie, Windows Movie Maker and Filmora to create presentations, animations and movies on a past, current or emerging technology of their choice. The quality and standard of the final multimedia product is a testament to the students' levels of interest, engagement and commitment.

### **Science Faculty**

For the Science Faculty, 2020 was another year of providing students in each of years 7 - 10 with a broad range of learning experiences to maximise their engagement and learning in Science.

Teaching programs focused on providing a wide range of activities including hands-on practical work, independent work, group work, communication skills, literacy skills, numeracy skills and particular high emphasis on the use of computer skills. Due to COVID-19, Ruben Meerman the 'Surfing Scientist', was unable to visit our school and perform his enriching presentations to Year 7 and Year 9. However, we expect him to make a return in 2021.

Learning from home demonstrated the students' highly developed and independent work ethic. The Science faculty were able to provide meaningful learning by utilising the online platform *Google Classroom* and the science resource *Stile*. Furthermore, faculty members performed and uploaded experiments into YouTube, which the students were able to access. These experiments encouraged students to perform at-home Science experiments, including the Science bear hunt and making simple mixtures such as jelly and sherbet.

2020 VALID results for Year 8 showed that the number of students achieving the top two bands (5 and 6) remained the same as the previous years. Additionally, the number of Year 8 ATSI students in bands 5 and 6 increased from 2019 and there was a slight increase for the Year 8 girls average. The survey showed that the Year 8 2020 cohort had a deeper understanding of how science helps them make decisions about their life and how it affects them on a daily basis.

### **H.S.I.E. Faculty**

During 2020, the H.S.I.E. faculty engaged in a number of activities and learning opportunities to develop students' literacy, numeracy, technology, problem-solving and research skills. The H.S.I.E. faculty delivers Mandatory History and Mandatory Geography to students from Year 7 to 10. In addition, the faculty also offers Commerce and History Elective

as elective subjects in Year 9 and 10.

2020 also saw the implementation of VET courses run by the H.S.I.E. faculty. Two classes from Year 9 completed their VET Certificate I in Retail Services. This group will continue their vocational education by completing a Certificate I in Business Services Administration in Year 10.

With the advent of COVID-19, our faculty goal was refocused to include the further development of innovative teaching and learning strategies in order to improve student engagement and increase learning outcomes. This goal saw the successful development of a range of strategies used during the home learning period and within the classroom throughout the remainder of the year.

In addition, another faculty focus was the implementation of the new Commerce and History Elective syllabus. Correspondingly, the faculty worked to realign all teaching programs and learning activities to maximise student engagement and to accommodate for a diversity of learning needs. The impetus for this development also corresponds with the release of the High Potential and Gifted Education policy.

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

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

Year 8 students began their learning in H.S.I.E. with History and the Medieval Europe Unit. Following on from this core topic, students immersed themselves in Shogunate Japan. Reinforced through fun origami activities, making sushi rolls and writing in hiragana.

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

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

At the beginning of Term 3, studies in Geography started with a Sustainable Biomes unit. This study included the creation of Infographics, leading students to develop their research and technology skills. Focus was also placed on the development of a deep understanding of current global issues, particularly in relation to food production.

Year 9 Commerce began with the Consumer Choice and Personal Spending topics. After they learnt to budget and make good financial decisions, students worked collaboratively in the 'Running A Business' unit where small groups developed a business plan, marketed a product, faced a panel of financial backers to obtain finances and ran their business during an allocated week at the end of Term 3. Profits from these ventures were donated to the charity nominated by the students.

Year 9 History Elective refined their historical research and presentation skills through their archaeological site research unit while completing a corresponding topic focusing on source analysis and the development of other historical and literacy skills. Following this, students continued their studies through the 'Life in Nazi Germany' and 'Heroes and Villains' topic.

Term 4 saw History Elective students completing a 'choice board' task on Aztec society. Throughout this unit, students were able to choose from a variety of activities that best matched their learning style.

Year 10 Geography began the year with the 'Environmental Change and Management' topic, with a case study on 'Coasts'. Due to COVID-19, the planned fieldwork excursion to the Bate Bay area in the Sutherland Shire was replaced by a virtual excursion expertly created by GRC Peakhurst H.S.I.E. staff. This virtual excursion was designed to give students a chance to see the impacts of erosion on Australia's coastlines. This important experience allowed students to combine their content knowledge and understanding with a purposefully designed visual record of the site, with fieldwork being carried out in-situ.

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

Correspondingly, Year 10 History began the year with the 'Changing Rights and Freedoms' topic, a core study into the changing rights of our indigenous people. This topic is compared and contrasted with the U.S. Civil Rights movement and explores the impact of significant figures like Australian Charles Perkins and Martin Luther King Jr. A highlight of this topic was an incursion with the Kinchela Boys' Home corporation. During this valuable experience, students were able to meet survivors and explore a mobile exhibit whilst learning about the impact of this devastating government policy.

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

Year 10 Commerce began 2020 with an engaging topic on 'Law and Society' and 'Political Involvement'. With the usual excursion to NSW State Parliament and Sydney District Court being cancelled, our year 10 Commerce students had the opportunity to undertake mock trials and mock elections, complete with ballot boxes and voting officials. Studies in Year 10 Commerce concluded with the 'Employment Issues' unit, and 'Towards Independence' topics, with students learning crucial information relating to their future career and financial options.

Year 10 History Elective began the year with a thematic study on 'Crime and Punishment from Ancient Times', involving the creation of a historical 'documentary'. Working in isolation during this topic, student groups employed a variety of problem-solving and technology skills to complete their task. Studies then progressed onto a unit focusing on the 'Life and Assassination of J.F.K.', 'The Rise and Collapse of Easter Island Society' and finished with an intriguing unit on 'Henry VIII and the life and death of his wives'.

As part of our High Potential and Gifted program, year 7, 8, 9 and 10 HPG students competed in the Australian Geography Competition. Many excellent results were achieved, with a high proportion of students receiving a High Distinction, Distinction or Credit award.

### ***PDHPE Faculty / Sports Report***

Sport and Physical Education was a shade of its usual self in 2020 due to the impact of COVID-19. This meant that many much-loved annual sporting events unfortunately didn't run. However, GRC Peakhurst is proud to report on the following sporting endeavours and achievements for the year just past.

### ***Whole School Carnivals - Swimming***

Our school carnivals have always been showcased events which are highlighted on our sporting calendar each year. We were fortunate enough to squeeze in our annual Swimming Carnival which was once again at Roselands Pool. Despite the weather taking some time to make up its mind, the whole school turned out in their house colours making for a very colourful carnival. Students were able to earn points in competitive events, marathon races as well as through engaging house chants at regular intervals. It was a closely contested carnival, however, our overall winning house on the day was McGrath. In the weeks after the carnival, GRC is proud to acknowledge that 44 students competed at the Zone carnival and a further 23 progressed onto the regional competition at Sydney Olympic Park.

The success of sporting days and carnivals relies heavily on the hard work and commitment of staff and students. In 2020, the role of our house captains was a vastly different one, however, the following students contributed significantly to many in house sporting events and various other whole school activities in the absence of much loved usual events that house captains would be involved in.

Congratulations and thank you to our **House Captains** for 2020:

Beachley:- Louisa A, Madeline M, Giorgio D and Dean M

Goodes:- Serina S, Olivia S, Vedanta K and Alex M

Freeman:- Ashlee M, Ana M, Kai D and Jayden G

McGrath:- Susana F, Anastacia S, Jaden N and Hamzah S

### ***Wednesday Sport***

With the absence of regular competitive grade sport, Wednesday sport was run as a competitive in-house sport competition which saw students rotate and compete through a variety of sporting areas throughout the term in their respective year groups. The sporting structure provided a healthy competition opportunity that many students were

crying out for. It also provided an engaging platform for students to develop specialised movement skills within a variety of contexts. A big thank you to all students for their active participation each week and to the teachers for keeping up with our ever-changing format.

### ***Year 7 Sport***

When we were able to have our Year 7 sport rotation back up and running again our Year 7 students dove right in to the opportunity and participated in a range of sports, from swimming and flag football to ultimate frisbee and AFL. The Most Valuable Participants awards were given to the students who, week in and week out, gave everything a go, were always positive and were exceptional team players. Congratulations to our Year 7 MVPs:

Diamonds:- Tyrell T

Matildas:- Vincent W

Pearls:- Dzamal D

Opals:- Cody J

Kangaroos:- Noah S

Kookaburras:- Kai H

Wallabies:- Kgotso S

### **Oz-Tag Gala Day**

With restrictions easing towards the back end of the year, an abundance of students were excited to be involved in sporting gala days which have been thoroughly enjoyed in years gone by.

During Week 9 - Term 3, over 140 of our students competed in an inter-school OzTag Gala day which was organised in conjunction with Oz-Tag NSW to replace our involvement in the St George Regional Oz-Tag Gala day. In accordance with strict safety measurements, boys and girls competed together in-house teams to try and earn points for their respective houses. The day was an overwhelming success with our students actively engaged with rarely a mobile phone in sight! Congratulations to all involved. It was a fantastic day!

### ***Annual Teachers VS Students competition***

Our annual Teacher's VS Student's competition continued into Term 4 with the easing of COVID restrictions.

Round 1 (Swimming): The students took out the annual swimming race making it 2 years on the bounce in the combined teachers VS students freestyle relay all the way back in Term 1.

(Teachers 0 - 1 Students)

Round 2 (Basketball): The teachers were dominant from the outset here getting off to a quick lead. The students rallied hard to make a slight comeback, but the experience of the old heads prevailed to take out the game (13-9). Special mention must go to the likes of Mr Maunder and Mr Smithard who were MVP's on the day.

(Teachers 1 - 1 Students)

Round 3 (Netball): The teachers continued on our winning way during the Netball clash which took place during Week 1 Term 4. The staff dominated in what was initially a one-sided affair from the first of 'many' whistles. The students fought back late to make the score a bit more respectable. Result (6-5)

(Teachers 2 - 1 Students)

Round 4 (Oz Tag): Term 4, Week 2. The students went into this contest slight favourites as they looked to level up the competition 2 all. There were convincing winners here on the day and the scoreboard probably flattered the teachers slightly here, finishing 2-0.

(Teachers 2 - 2 Students)

Round 5 (Volleyball): Term 4, Week 5. Our student Volleyball team had been practising once a week in the lead up to this game for the best part of 6 weeks. They were clearly well organised outfit; however, the big lights were too much for the students as they succumbed to a late charge home from the teachers who won 25-23.



(Teachers 3 - 2 Students)

Round 6 (Soccer): Term 4, Week 6. It was a warm Friday, hitting well over 30 degrees. In a tightly battled contest, the teachers got away to an early lead before sealing the game off with a second goal moments before the end. As this was the final game in the calendar year, the teachers went on to win the trophy back from the students for 2020.

### **TAS Faculty**

2020 saw the implementation of new syllabi for Year 9 in the following courses.

- Food Technology
- Industrial Technology- Timber
- Graphics Technology
- Design and Technology
- Marine Studies

Staff undertook professional development and reviewed and rewrote programs in line with the syllabus. New resources such as student textbooks were sourced to assist with the delivery of the course. A greater emphasis on sustainability is a feature of these syllabuses and hence the Tiny Houses unit in Graphic Technologies and the Balcony Gardens unit in Design and Technology have been developed. The school garden continues to flourish with students using the produce in Food Technology.

The Engineered Systems unit was implemented for the first time to year 8's in 2020 as part of the 200-hour Stage 4 Technology Mandatory syllabus introduced in 2019. Students enjoyed learning about the different types of engineering and in designing and constructing mobile toys where they learnt about the effects of mechanisms, forces, energy, and motion. Year 8 continued to expand their digital technology skills they gained in Year 7 by building websites for cafes as part of their Food and Agriculture unit and creating designs that were laser cut onto timber for their lamp bases in their Materials unit. To assist students to develop technology skills 40 new laptops were purchased as was a 3D printer.

As part of their studies in Marine and Aquaculture Technology, in February and early March 2020, Year 9 and Year 10 students were fortunate enough to engage in external activities to supplement their respective units of work. Year 9 students attended Peakhurst West Primary School to complete a practical assessment which emphasised water safety techniques and the correct use of equipment. With the aid of instructors from Royal Life Saving Australia, students demonstrated ten water safety skills that included stride entry, diving, treading water, fitting and using personal flotation devices (PFDs). Students were also given the opportunity to portray and hone in on skills requiring team work. This was demonstrated with certain activities including safety tow. Year 10 Marine Studies students attended Cabbage Tree Bay Aquatic Reserve for a snorkel tour. This excursion complemented the snorkelling unit of work as students were given the experience to apply and hone in on skills that were taught in class, including streamlining, duck diving and using correct equalisation techniques. It was also a great opportunity for students to assess the benefits of protected marine parks on aquatic biodiversity. Students observed some rather unique effects of global warming as they were able identify tropical species native to Queensland reefs now dwelling on Sydney shores. They also witnessed first-hand how plastic crates are used as platforms for micro-organisms in the development of artificial reefs.

Unfortunately, due to COVID-19, there were no excursions in TAS beyond March 2020. We were unable to run our annual MasterChef challenge, however, many of students showed us that they were MasterChefs at home, providing photographic evidence on Google Classroom of the meals they cooked at home during online learning. Year 10 Design and Technology too undertook practical work during online learning, constructing kits of model tanks and planes supplied by the school. Indeed, Google Classroom is now an integral part of teaching and learning in TAS.

### **Dance**

The Peakhurst Dance program was up and running at the beginning of 2020 meaning auditions and rehearsals went ahead. There were 36 students who successfully made it into our dance groups for 2020 and attended early morning rehearsals before school. These rehearsals focused upon technique, flexibility and performance skills. Due to COVID-19 both of the performance opportunities Peakhurst applied for were unable to go ahead however, when restrictions eased the dancers were back to the morning rehearsals eager to further develop their dance skills.

We also had a high performance and gifted dance group who had the opportunity to perform at both the year 10 graduation and school presentation day. These students worked extremely hard to rehearse a dance within one day and this was met with such positive feedback from both students and staff. These students should be very proud of themselves.

### **CAPA Faculty**

**Introduction:** 2020 was an exciting but challenging year for the CAPA department at Georges River College Peakhurst Campus. Like every other subject area, we spent the year adapting and re-adapting to the changing requirements of our

students and staff as we managed our response to COVID 19.

**Performing Arts** classes, learned their dances from videos created by our dance students and posted online. Having returned to school they were still unable to perform together on stage or indoors or run a Performing Arts Day. Instead they performed in class groups an outdoor flash mob, which lifted the mood of the school and was available on social media for parents and carers to see courtesy of our Event Crew our Media Crew and filming by Ms Yates using a drone mounted camera to capture the spread-out, outdoor action.

**The Creative Arts** worked with Artist 'Mulga' to create a *Mural* which consisted of a humorous, colourful, playful series of images with animal characters in sunglasses portraying the activities of our school. This work was enabled by special projects funding and the support of Relieving Principal Kim Osbourne. The work stretched along one entire side of the quadrangle adding colour and joy to the school community and giving Visual Arts students the opportunity to work with a professional artist on a large-scale artwork in real life conditions. *PeakView*, our annual art exhibition, was successfully held online and on the school fences where forty large 900mm X 1200mm reproductions of our best artworks were attached to our fences for our parents, carers, neighbours and the public to see.

**Music** in 2020 was a steep learning curve for our Event Crew and music teachers as they learned to record performances such as assemblies in an empty hall and live stream to students in classrooms. They also recorded and live streamed '*Peakform*' (our major music spectacular) in an audience free hall to parents, carers and students.

**Crews** are groups of students who volunteer to assist with various activities around the school. In doing so, they learn a range of skills and how to use them in real life situations. Two of the crews who come under the auspices of the CAPA staff are the *event crew* and the *media crew*. These two groups and their supervising teachers - especially the media crew worked tirelessly throughout the year to learn the skills and help carry out the enormous task of recording and communicating from the school to its stakeholders, which was essential as COVID 19 physically isolated us from our community.

**In Conclusion:** It has been an inspiring time to be a part of the vibrant group that is the CAPA department of GRC Peakhurst Campus with its ability to overcome obstacles and still achieve excellent results. All classes were put online with Google classrooms, events still ran, even if in modified form. Indeed, some of the modifications were so successful that they will be included in future events even when Covid restrictions have been removed.

### ***Special Education Faculty***

2020 was a very year for Special Education here at GRC Peakhurst, both within the Support Unit and Learning Enhancement Team. Due to the pandemic, our learning shifted to online learning via Google Classroom. It was a steep technology learning curve for most and we also provided hard copies of all tasks. The speed in which learning transferred to this format was incredible and we thank all our parents, students, siblings and staff for their enthusiasm, support and overall patience.

Some students continued to attend school, due to a variety of reasons. These students combined online and hard copy learning. It was great to see their smiling faces. Students participating in Yr 9 and 10 elective classes, continued to access these via Google classroom. Well done and congratulations! We are very proud of you and the fabulous work you produced during these difficult and often frustrating times.

Our Work Experience program was another casualty of the pandemic. Hopefully 2021 will enable us to resume participation in this valuable program targeted at Year 9 and 10 students. The students will travel to and from the workplace, independently and are supported by Support Unit staff. This program is funded by LINK monies.

Unfortunately, our combined annual SRC and Support Unit camp also was postponed. Hopefully 2021 will see us all venturing to Stanwell Tops for our 3 day experience.

In Term 4, we had 9 Year 10 students participate in 'Virtual Transition' to Oatley in preparation for Year 11 and 12. It provides students with the opportunity to experience the day in the life of a senior student as well as orientating themselves with the changes they face as they begin their last two years of schooling. They were able to visit in person, supported by the GRC Oatley Support Unit staff as well as an SLSO from Peakhurst, after the HSC was completed.

Our Year 6 transition went ahead in Term 4, with 9 students from 5 schools attending the program. We look forward to welcoming them and their families into the GRC community and wish them every success.

Our Autism Class was established and a new classroom teacher was employed through the merit selection process. In 2021, this class will have 5 Year 7 students enrolling and 2 Year 8 students. An Autism class enrolls a maximum number of 7 students.

### ***Learning Enhancement***

## **The Team**

In 2020 Learning Enhancement identified a total of 103 students who needed classroom adjustments to help them access the curriculum on the same basis as their peers. There were 14 students receiving integration funding and the remainder of the students were covered under flexible funding. We had a LaST allocation of 1.9 teachers and 9 part-time School Learning Support Officers.

## **Programs Offered**

*Morning Reading Roll Call* - We started the year with 10 students from year 7, 8 and year 10, all of whom had reading levels below benchmark. The students were assisted by our SLSOs, LaST and school librarian. The number of students decreased throughout the year as students graduated off the program. We also had 4 students who attended our morning roll-call. These students were diagnosed high-anxiety and the library reading group gave them a settled start to the school day.

*Games Room* - This room was open recess and lunch on Tuesday, Thursday and Friday for all students in the school. This was run and supervised by a LaST at all times. The room offered board games that students can play in a social situation. Students from all years attended. Unfortunately, due to Covid 19 restrictions the games room was shut down for term 2 and 3. Only small numbers attended term 4 as the games room had lost its momentum.

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

The LaSTs and SLSOs offered assignment and class work assistance during recess and lunch.

As a new trial project, the library was staffed full-time and teachers were able to book students into the library either individually or in small groups to receive additional 1:1 instruction and support on content being taught in class. On average, Covid-19 restrictions permitting we averaged approximately 5 students per period. We also worked with the senior executive to assist with those Year 10 students who had outstanding 'N' awards. This project was very successful and we hope to carry the model of this support into 2021.

## **Student Support**

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

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

*Special Provisions* - For all assessment tasks and exams eligible students are provided with the special provisions of either/or a reader, a writer, separate supervision, time to rest and time to process, and the use of a word processing device. Students are assisted by either a LaST or SLSO. This year we had a total of 80 students who regularly accessed this service. The bulk of these students were from Year 7. Unfortunately, due to Covid-19 it was a harder to cull the long list of students who were recommended support from our feeder primary school.

*Support Unit Sport* - The LaST has significant involvement with the Support classes including taking students from the units for sport on Wednesday afternoons. During sports students required assistance to participate and be supervised during sports activities.

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

*Year 6-7 Pathfinders Program* - This program was unable to run this year due to Covid -19. As an alternative transition program, Enhancement worked with the school deputy principal to develop an online transition program available to all Year 6 students attending GRCPeakhurst in 2021. We will then run a more extensive transition program for all students in 2021.

The goals of the program were for students to understand the routine of high school, understand and experience the structure of GRC Peakhurst, develop positive attitude/feelings to high school and be introduced to specific members of staff such as the senior exec, counsellor, year adviser, LaST etc.

*Minimum Standards* - Enhancement was responsible for administering Minimum Standards this year. Due to Covid-19 restrictions, however, Enhancement was only able to offer two attempts to all Year 10 students.

*Check-in* - This assessment program was offered to schools as a replacement for NAPLAN. It was not mandatory but our school opted to run the program for both Year 7 and 9 students. The program was implemented by the Enhancement team.

*Covid-19 working from home support* - During the Covid-19 school shut down all Enhancement staff, which involved the two LaSTs and the SLSOs were allocated a set of students from our Enhancement list. Each day we contacted our allocated students, ensuring they were attending online lessons, completing set tasks and helping them with problems encountered. As time went by we also assisted other students in the school who struggled with the online learning.

Enhancement was also responsible for collating and organising the student work packs that were sent home to students who did not have internet, technology or who struggled with digital learning. These packs were sent home on a weekly basis. At our school there were approximately 150 students who needed work packs.

### **Staff Support**

*Classroom Teacher Assistance* - In 2020 we assisted teachers by withdrawing small groups of students on both a weekly basis, or a short-term basis. These small groups were taken in the Enhancement centre situated in the library. Support was given upon teacher request. Teachers from all KLA's used our small group withdrawal program on a regular basis

*Curriculum Support* -LaSTs worked with classroom teachers upon request and advice was given regarding adjustments in the classroom. The LaSTs also adjusted classroom work, created worksheets and booklets and adjusted assessment tasks in all KLAs throughout the year.

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

### **Professional Learning**

*Professional Learning courses were provided to staff on* students identified by Support Staff in 2020. Collaborative meetings were also held periodically regarding students who may need additional help throughout the year.

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

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

*Enhancement Team Meetings* - These meetings are held on every other Tuesday after school every week B. They are attended by the school's senior executive, school counsellor, Wellbeing HT, Support Head Teacher and the school LaSTs. Student concerns and progress are discussed.

### **Parent Support**

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

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

*Review Meetings* - Review meetings were held during term 4 for all students with funding.

### **Administration**

*Individual Education Plan (IEP)* - Each student identified by the Learning Enhancement Team and placed on the NCCD register is given a PLP which has been developed collaboratively with students, parents, class teachers and any other interested parties. These IEPs are available to all staff members on SENTRAL and are sent home for parent review and input.

*Collation and Dissemination of Information* - This happens on a regular basis whenever new information is provided on students under Enhancement care. This can be from parents or other outside agencies or other classroom teachers. All

student information is placed on SENTRAL for easy access by classroom teachers.

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

*Transition Meetings* - Transition meetings happen between teachers from other schools and/or outside agencies. Transition meetings happen between students in Year 6 moving to Year 7, and students in Year 10 moving into Year 11 on a regular yearly basis. Other meetings occur throughout the year when new students are enrolling in our school.

*Primary School Visits* - This is part of our transition program for year 6-7 students. Due to Covid -19 restrictions primary school visits were not permitted. This year the LaST sent each primary feeder school a spreadsheet to complete on all incoming Year 6 students. Phone interviews also occurred for those primary schools wishing to convey more extensive information. This information collected included academic records, classroom behaviour, learning needs and social needs. Collecting this information allows us to plan for student needs and create as smoother transition for our students.

*The Transition of Year 10-11 students*, Similar to the Year 6 program, due to Covid-19 restrictions all transition information was conveyed online or face to face with the senior college deputy principal. We also worked with our careers adviser to interview all students in our care to ensure appropriate subject selections were made for the senior years.

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

Access Requests-Access requests are made each year for students requiring funding, additional funding or placement at another school. This year we completed an access request for one student only requiring a new placement for 2021.

*Timetable for SLSOs* - The LaST timetables SLSO support to faculties on a need basis. This is an ongoing process and changes are made regularly throughout the year depending on requests and need.

*Support Budget* - Integration and flexible funding is budgeted by the Learning Enhancement Team and the allocation of SLSOs is organised according.

*Acer Testing* - was not able to occur due to Covid-19 restrictions. Instead incoming Year 7 students will be tested next year through Best Start.

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

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

#### *Professional Learning*

1. Regional LaST meetings
2. Tuesday afternoon Wellbeing Meetings.
3. Mandatory Child Protection
4. CPR and Anaphylaxis e-learning
5. E-Emergency Care
6. PANDA - Autism in-service
7. Best Start Year 7 eLearning
8. Disability Standards for Education for Junior Secondary
9. Code of Conduct online

#### **EAL/D and International Students Program**

In 2020, Georges River College Peakhurst Campus continued to provide a comprehensive support structure for students who enrolled with English as an Additional Language and/or Dialect.

The 2020 EAL/D Annual Survey indicated that GRC Peakhurst had a total of 523 LBOTE students (61.6%- an increase of 2.2% from the previous year) with 285 students requiring EAL/D support including 3 international students. The school had also received a 0.8 EAL/D allocation, an increase of 0.2 compared to 2019. To cater for all the EAL/D needs, the school utilised the Flexible funding to provide extra 0.2 EAL/D support in addition to the existing allocation. This Flexible funding also allowed the EAL/D teacher to run a special literary program which provided an opportunity for each faculty to work with the EAL/D teacher to develop program/ unit of work based on Super Six reading and EAL/D teaching strategies. However, due to the Covid-19 restrictions, not all faculties had the opportunity to participate in this literacy program.

In 2020, most EAL/D students at GRC Peakhurst were clustered in targeted EAL/D classes. The school's EAL/D program was delivered through various modes including:

- *Direct teaching*: delivered through parallel English class in year 9, year 10 and EAL/D PL lessons, with approximately 19 students receiving intensive support in a small group setting for 14 periods per week.
- *Collaborative teaching*: where the EAL/D teacher worked collaboratively in a team teaching environment targeting stages 4&5 including approximately 119 students over 7 hours per week
- *Resource*: the EAL/D teacher worked closely with classroom teachers to provide or modify resources to cater for the EAL/D students' needs. This covered stages 4&5 and targeted over most of the students across all KLAs.

All year 7 participated in an EAL/D diagnostic writing activity at the beginning of the school year. This activity allowed the EAL/D teacher to assess and update the EAL/D learning progression on all students. The result was also analysed and made available to all teachers which allowed them to have a general understanding of the students' language capability.

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

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

In 2020, EAL/D flexible funding allocation had allowed the school to provide an opportunity to run an EAL/D parallel English class in year 9 and 10, targeting the needy EAL/D students. This EAL/D parallel English class focused on the explicit teaching of the English language in relation to the content of the year 9 and 10 English program. The contents of the year 9 and 10 English courses and tasks were modified and differentiated to cater for the need of these targeted EAL/D students. The purpose was to enhance students' literacy and language skills so they could achieve the course outcomes.

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

### **High Potential & Gifted Education**

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

Firstly, the Selected Enrichment Class program offers students the opportunity to benefit from a differentiated curriculum that caters to their unique educational needs through a continued focus on higher order thinking skills. In 2020, a Selected Enrichment Class ran in Years 7 and 8 for identified Gifted and Talented students, with 26 students in the Year 7 class and 28 students in the Year 8 class.

Selection for the Year 7 class is based on literacy and numeracy testing coupled with other supporting evidence which takes place at the end of Year 6 at the school. However, due to the constraints posed by COVID last year and safety concerns and guidelines which had to be adhered to, the tests which should have taken place in 2020 for the 2021 Year 7 cohort did not proceed. Alternative tests will take place for the 2021 cohort before the students are placed in their classes.

The school will implement two HPG classes in Yr 7 and 8 in 2021 which will allow students extra opportunities in different subjects to participate in enrichment activities enabling them to be exposed to and address their different HPG qualities.

Placement in the Year 8 class is based on demonstrated academic achievement in the core subjects of English, Mathematics, Science and HSIE. Students are also obliged to participate in relevant extra-curricular activities that facilitate their ongoing social and academic development in different contexts. Positions in the class are monitored throughout the year and alterations made based on teacher recommendations, summative assessment task data and grade point averages.

In addition, Selected Enrichment Classes ran in Years 9 and 10. Separate classes were offered for English, Geography,



History, Mathematics and Science for students with demonstrated academic achievement in those subjects. Students in all classes benefit from activities specifically catered to their ability levels, a differentiated curriculum and a sustained emphasis on critical analysis skills.

Georges River College - Peakhurst Campus recognises that academic development occurs both inside and outside of the classroom. As a result, there are numerous extension and enrichment activities offered that foster the development of students' oral communication, teamwork and evaluative thinking skills. However, due to the impact of COVID 19 throughout the year, a majority of the extension and enrichment activities planned early in the year were postponed or cancelled due to students not permitted to attend off site venues.

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

### ***Student Wellbeing***

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

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

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

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

Ongoing wellbeing planning initiatives such as our Wellbeing Planning/Evaluation Days, illustrate an ongoing commitment to the planning and evaluation of our wellbeing programs and to our local Wellbeing Framework as a whole. The Student Advisors work tirelessly to provide support to all the students in their year group.

**Wellbeing Initiatives and Activities in 2020** - The GRC Peakhurst Wellbeing Team in 2020 was involved in creating and delivering exciting programs and initiatives that provided students with opportunities in leadership, mentoring, public speaking, increasing their self-esteem and many other self-awareness activities. 2020 was an extremely challenging and 'different' year, due to the global pandemic that is Covid-19. It meant that many programs and initiatives that were intended to run, were unable to.

Programs and initiatives that were able to continue as normal include:

- \* The Shine Program, coordinated and run by Georges River Life Care and our SWSO (Student Wellbeing Support Officer) Ellen Power
- \* Project Youth Programs
- \* Peer Support
- \* Year 10 Orientation / Transition Program

- \* PBL (Positive Behaviour for Learning), renamed Peak Learning (PL)
- \* Student Wellbeing Committee
- \* Year Assemblies
- \* Rewards Incursions
- \* Inaugural Wellbeing Day #ME\_Day

**School Partnerships** - During 2020, GRC Peakhurst Campus continued its association with External Agencies such as Georges River Life Care, 3 Bridges Community Hurstville and Project Youth. Georges River Life Care ran the Shine Program for students in Year 7.

Shine Program - Was an 8 week program held during Term 4 for female students in Years 7. The benefits of the program included: building on student strengths, looking at respect for themselves and others, personal appearance, health, resilience, managing emotions and making students aware of cyber bullying. These activities provided our students with the positive tools for success in the future.

3Bridges - GRC Peakhurst Campus also continued our successful partnership with the 3Bridges Community, Hurstville. Unfortunately, successful programs such as the OWN IT Program, were unable to run this year. However, we were very fortunate to have Ruth Ryder, a youth worker from 3Bridges attend GRC Peakhurst every Monday and Thursday to work with and support many of our students. Ruth will continue with us in 2021. 2020 also saw the introduction of a new wellbeing initiative - Bounce Back. The Bounce Back space is located in the school library and run by another 3Bridges youth worker, Larra. The space is available on Mondays, Tuesdays, Thursdays and Fridays and is for targeted students nominated by the school Wellbeing Team. Students selected to utilise the space are able to work on Student Engagement Plans and Goal Setting strategies, whilst having 1:1 support and undertaking class work at the same time. It provides students with some 'time out' from their normal class schedule when and if they require it. The Bounce Back initiative was very successful in 2020, as we saw an increase in school attendance rates and lower truancy rates.

Rewards Incursions - During 2020, unfortunately our usual Rewards Excursions were unable to run due to Covid-19 guidelines and restrictions. Instead, the Wellbeing Team organised two Rewards incursions which were held in the school hall. Students participated in fun 'Movie Days' where they were treated to popcorn, slushies and zaatar whilst watching a movie as voted on by the selected students. These days celebrated student achievements and positive movement in our Welfare Point System.

#ME\_Day - 2020 saw the introduction of our inaugural whole school Wellbeing Day. This took place during Term 3, on Friday 11th September. Students were involved in a range of wellbeing initiatives and activities, as well as hearing guest speakers, such as Luke Kennedy and Melinda Tankard or viewing a performance by Action Education - 'Backflips Against Bullying'. Students were provided with lunch and overall, had a great day participating with their peers in all sessions. Students were extremely well behaved and demonstrated a great sense of camaraderie. Due to the success of #ME\_Day, Wellbeing Days will continue to run in 2021.

Student Wellbeing Committee - Students at GRC Peakhurst Campus are actively encouraged to participate in the GRC Peakhurst Student Wellbeing Committee. This student committee is involved in the promotion of Social Justice Initiatives. A volunteer group of students regularly speak at our formal assemblies and write articles that are published in our school newsletters. This group is also responsible for activities to promote events and initiatives such as anti-violence and anti-bullying, Harmony Day, Wear It Purple Day and Love Your Body Week, just to name a few. In 2020, the Student Wellbeing Committee promoted and supported Harmony Day, the National Day of Action Against Bullying and Violence, RUOK? Day and Love Your Body Week, Wear It Purple Day and the One Girl Foundation as well as assisting the Student Representative Council (SRC) in their activities. Another of the roles of the Student Wellbeing Committee is to support students in Peak Learning lessons which take place most mornings during Peak learning (PL) time.

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

GRC Peakhurst Campus also recognises and values the importance of staff wellbeing. Members of the Wellbeing Team actively organise and promote in-school professional development dedicated to Staff Wellbeing and also encourage staff

to participate in dedicated after-school wellbeing activities and social events that lead to staff feeling appreciated, valued and relaxed.

In 2020, GRC Peakhurst Campus continued to improve the organisation of data, the accuracy and expediency of information and the ability of all staff to access it, through the school's SENTRAL database. Through the SENTRAL Attendance Module, accurate attendance data is collected and processed by the Wellbeing Team in order to gain detailed overviews of student attendance, leading to improved monitoring capability. Fortnightly reports outlining students with attendance below 95% are distributed to Student Advisors for follow-up which has led to student interviews, parent contact or HSLO referral.

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

In 2020, GRC Peakhurst Campus continued a community partnership with Generate and Georges River Life Care to fund a School Youth Worker. The School Youth Worker complements our local Wellbeing Framework by providing the Wellbeing Team with additional expertise and capacity to provide individual case management for students and facilitate specialised workshops for identified students and year groups. This has led to an increase in individuals being case-managed, positive relationships being formed with disengaged students and identified wellbeing concerns being addressed. Ellen Power was available to provide students with wellbeing support on Tuesdays and Friday and will continue her role in 2021.

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

Although 2020 was extremely difficult for students, especially during the Learning From Home period, GRC Peakhurst was still able to provide as much Wellbeing Support to students and families as possible. All of our Youth Workers continued to work during this time, checking in on many of our students and their families. Many wellbeing initiatives and programs that were able to run, were very successful and will continue to be utilised in 2021.

### ***Student Leadership***

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

Throughout 2020 - our most challenging year together yet, the SRC took on the responsibility of designing and implementing various initiatives that have a positive and tangible impact on our school and local community. Students have fostered a culture of mutual support that celebrates achievement and nurtures empathy amongst our student body.

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

It must be noted that school leadership is not the exclusive domain of SRC representatives. Instead, it is a quality that runs through our entire student cohort. Each and every student who assisted on Open Night, Meet the Teacher, Year 6 Orientation, Peer Support programs as well as represented us at various conferences such as Leadership By The River should be commended for taking up these opportunities. They enabled these events to run seamlessly and opened our wonderful school up to the community.

Throughout our 'learning from home' period, SRC members were highly active on our SRC Google Classroom, implementing various online ideas aimed at promoting and enhancing student and staff wellbeing. They prioritised acknowledging our GRC Peakhurst staff and their phenomenal efforts in ensuring their learning remained at such a high standard, and submitted photos and quite moving messages of thanks, in order to farewell Mr Vallis at the same time.

The team also wrote personalised letters to all members of staff: to thank them for their patience, persistence and drive to support, empathise with, guide and teach our students throughout this challenging time. These letters from our student leaders were highly appreciated at a time where staff workload had increased astronomically and had a very positive impact on wellbeing.

Then, as soon as we were able to hold physical events, we did. The SRC coordinated a Term 3 fundraiser in support of AusRelief and the victims and families affected by the Beirut bombing. This was held in response to an anonymous and highly articulate letter from our suggestion box, demonstrating our deep empathy and awareness of global issues that are close to our school community's hearts. By 2.58pm on the day we had raised exactly \$1000 and sold dozens of Lebanese sweets. Many thanks to the Ghany family for their immensely generous donation of the maamoul for the sweet shop, as well as Mohamad and Sami for coordinating the entire event.

Congratulations to the 2020 Student Representative Council at GRC Peakhurst. They have been truly incredible young leaders who have fostered a vibrant school community. They provide a constant reminder of the ways every person in our school community can create change in the world, if you retain the passion, resolve and resilience to make your aspirations a reality.



HSIE Incursion - Kinchela

