

# 2020 Annual Report

## Granville South Creative and Performing Arts High School



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# Introduction

The Annual Report for 2020 is provided to the community of Granville South Creative and Performing Arts High School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## Message from the principal

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2020 was definitely a year that re-defined our perceptions of ourselves, our communities and the world as a whole. How we perceived life in general felt as if it changed overnight, with our health and safety becoming an automatic priority over all else. Resilience on a global scale was tested and as a collective, we continue to succeed through very trying times.

I am incredibly proud of the work done by all of our staff to ensure that every student continued to receive a quality education in 2020. Our teaching staff were able to transfer learning materials and assessments onto online learning platforms in a very short period of time. Their dedication to public education and our ambition to 'create success stories' proved true throughout the year. Staff were able to engage students across grades 7-12, while providing ongoing learning and wellbeing support.

Our most notable achievement of 2020 is the level of engagement and dedication to learning displayed by our students across grades 7-12. During trying times, our students once again proved that they can stand above adversity. What stood out to me was the level of persistence shown by our Year 12 students. During their most important year of schooling, they were able to remain engaged and subsequently achieved some of our best HSC results in recent times. Overall, we achieved a dramatic reduction in Band 1 and 2 achievement, 5 Band 5's and 4 Band 6's. Our DUX for 2020, Taylan Yilmaz, was able to achieve 4 Band 6's, 1 Band 5 and an ATAR of above 90!

We were able to finalise significant projects around the school in order to provide our schooling community with modern day facilities. Our sheltered basketball and netball courts were finalised, much to the pleasure of our students. A pedestrian crossing was built on Excelsior St, ensuring the safety of each student who enters and exit via that gate. I would like to thank Mrs Danielle Webb, our P and C President, for leading the campaign with Cumberland Council for our new pedestrian crossing.

We continued our strong relationship with community organisations including *Cumberland Council, Auburn Youth Centre, Western Sydney University, UNSW, ABCN, Commonwealth Bank, Cumberland Multicultural Community Services, Granville Youth Centre, STARTTS, Granville TAFE, Bernados and Food Bank.*

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

2020 overall was a great success and I anticipate that we will be able to take on our success stories through to 2021 with great passion and enthusiasm.

Kind Regards,

Mr Rabieh Gharibeh

## School vision

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

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

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

## School context

GSCAPAHS is in Guildford, Western Sydney, and has an enrolment of approximately 603 students including approximately 90% from language backgrounds other than English, from over 47 nationality backgrounds and 6 Aboriginal/Torres Strait Islander students. It includes a Support Unit with 5 classes of mild and moderate intellectual disability, and a selective Creative and Performing Arts stream. GSCAPAHS is close to Holroyd and Chester Hill IEC's, with students transitioning to mainstream education from diverse backgrounds.

The 2020 FOIE is 174 and the school budget allocation includes Equity funding for Socio-Economic Background, English Language Proficiency and Low level Adjustment for Disability.

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

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

## Self-assessment and school achievement

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

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

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

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

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

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

## Strategic Direction 1

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

### Purpose

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

### Improvement Measures

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

### Overall summary of progress

#### Student Wellbeing

In 2021, the Wellbeing Team will meet to have a refresher session for the Back on Track program, the Wellbeing Team will re-engage with students identified as at risk in 2020. The school will continue data analysis on behaviour and truancy and continue to strengthen the follow-up procedures by all staff. In 2021, the integration of the 'Nip it in the Butt' initiative will ensure student attendance is monitored, improved attendance strategies are discussed with parents and follow-up measures are completed. In 2021, Wellbeing programs will continue to be tailored towards students' needs and wellbeing programs will be integrated into the curriculum. Staff awareness of wellbeing programs and higher levels of staff participation in wellbeing programs will take place. In addition, the Wellbeing Team will evaluate Rewards excursions through student voice.

The school will continue to strengthen PBL expectations and ensure students, teachers and the community are aware of them at the beginning of 2021. Further support will be provided to beginning teachers through induction, mentoring and beginning teachers' initiatives. In 2021, an update to the playground duty areas will take place to facilitate the need for supervision of the newly built basketball courts. In addition, new basketball court PBL expectations and signage will be provided to remind students about the expected behaviours. The PBL team will analyse the new Department Behavioural Management Policies and impact for PBL at Granville South Creative and Performing Arts High School. In 2021, better utilisation of morning stage meetings will include the delivery of PBL information and reminders. The school will implement PBL expectations at the bus stops to improve student behaviour and safety.

#### Assessment

Updated assessment booklets with new procedures have been distributed to the students. From next year onwards, live links are to be included in the booklet for regular updates. Teachers who will be teaching REAL classes will need individual professional development on how to assess 21st century REAL outcomes for formative and summative assessments. Teachers who would like to learn more about marking criteria reflecting course descriptors and NESA expectations can have refresher courses on their specific KLAs. Faculties are to evaluate their programming proformas to ensure that programs reflect formative assessments in line with the outcomes. This also includes embedding the differentiation activities and assessment in the programs.

Written feedback should be detailed and explicit, and turned into a teachable moment. This practice should be encouraged all across KLAs.

#### Measuring student growth

The school will continue to generate and distribute individualised student Grade Point Average data to staff to inform their differentiated approach to teaching. In 2021, further professional learning on differentiation through content, process and product, staff will use Grade Point Average data to inform their teaching and learning programs. The school will continue data analysis and develop action plans to meet the needs of all students. e.g. Back on Track Program. In 2021, an increased drive to improve students' literacy and numeracy results will be met by implementing tailored literacy and numeracy programs to meet NSW DoE targets. The school will continue to develop, monitor, implement and evaluate

## Progress towards achieving improvement measures

### Process 1: Student Wellbeing

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

Evaluation	Funds Expended (Resources)
<p>The school implemented an improved truancy monitoring process through PBL management plan and flow chart for truancy. Late to school and late to class/truancy Sentral data has shown slight improvement with a stringent monitoring process by the HT Administration. Teachers continued to address partial attendance through data collection and follow up. The PBL team updated the 3x2x1 discipline policy to address behaviour issues more promptly.</p> <p>Student attendance in 2020 included:</p> <p><b>Year 7</b> 81%</p> <p><b>Year 8</b> 74%</p> <p><b>Year 9</b> 70%</p> <p><b>Year 10</b> 63%</p> <p><b>Year 11</b> 71%</p> <p><b>Year 12</b> 67%</p> <p>Due to improved measures in capturing student attendance and wellbeing data in 2020 there were improvements captured with the following in 2020:</p> <ul style="list-style-type: none"> <li>* Accurate attendance and wellbeing data used to allow students to attend reward excursions.</li> <li>* Targeted programs for Year 10 to address school engagement issues in 2020.</li> <li>* Attendance and wellbeing data discussed at regular Wellbeing meetings to monitor student progress.</li> <li>* Analysis of Sentral Wellbeing during PBL meetings</li> <li>* Career Advisor working with Yr. 10-12 to provide external links and transition programs for at-risk students</li> </ul> <p>In all areas of the TTFM survey results we are close to state average or higher than NSW Govt Norm, and there was a significant improvement from 2019 in Advocacy at School and Expectations for success.</p> <p>In relation to Advocacy at school, TTFM student survey results showed 2020 School Mean was 61% compared to 53% in 2019, this is a marked increase from School Govt Norm of 60%. Student Expectations for success included 2020 School Mean was 78% compared to 68%. in 2019, this was an increase from the School Govt Norm of 76%. Student sense of belonging in 2020 was 62% compared to 65% in 2019, this is a marked increase from the School Govt Norm of 57%.</p>	<p>School Funded Head Teacher Student Services, Community Liaison Officer and staff within the Student Services Team</p> <p>Federal Funding for a School Chaplain</p> <p>School Funded student wellbeing programs delivered by the school and with community agencies</p>

### Process 2: Assessment

Develop and implement a whole school approach to assessment where students can demonstrate

## Progress towards achieving improvement measures

**Process 2:** learning and skill development on an individual basis. Ensure assessment reflects analysis of data and whole school teaching and learning priorities.

Evaluation	Funds Expended (Resources)
<p>Assessment booklet Year 12, 2021 completed. Other Assessment Booklets were pending.</p> <p>Whole school assessment procedures were updated in accordance with the release of the 2020 <i>Curriculum planning and programming, assessing and reporting to parents K-12 policy-amended interim policy (from Term 4 2020)</i>. A whole school assessment task policy and procedure document was created based on the Assessment Teams feedback. This document provided consistency of assessment practise across the school. The document ensured that all faculties were following NESA requirements in the establishment and distribution of Assessment Tasks in Stage 4, 5 and 6. Two faculties across the school have demonstrated familiarity and have begun to initiate the policy in their relevant faculty assessment procedures. However, seven faculties have staff who are unfamiliar with the new template.</p> <p>Reporting effort scales were consolidated and published on student reports, allowing parents to understand expectations and how the performance of their children relate/s to others. This allowed for streamlined and consistent messaging. The front page of reports has been amended to clearly indicate the effort scales.</p> <p>Teacher Professional Learning was provided in Term 2 at a whole school and faculty level. Each faculty was provided with specific guidance on how Course Descriptors and NESA expectations could be incorporated into their marking criteria. This created consistency and clarity across the school as students become familiar with the standard structure and language of criteria across all faculties. The inclusion of a 'Non-Serious Attempt' component in the marking criteria was made a standard expectation across all faculties. This component made it easier to communicate the consequences of N-Warnings due to a non-serious attempt. Faculties have begun to work with this marking criteria on a collaborative level as four faculties have begun to engage in practices including corporate marking. 52% of faculties have been engaging in discussions surrounding student performance data as a reflection of the new policies and standardised marking criteria.</p> <p>Assessment Task Notifications and Task Register proformas were developed to be used school-wide. This increased understanding of task requirements leading to consistency across the school. Notifications document is uniform across all faculties and is recognised as an official document and students are aware of where to access information. The Situational Analysis 2020 survey showed all faculties demonstrate collaborative practise when evaluating the quality of assessment tasks. This encouraging sharing of best practice programming and assessment practices.</p>	<p>School Funded Deputy Principal Instructional Leader</p> <p>Teacher Professional Development Funding to cover release time for Assessment Projects</p>

### Process 3: Measuring Student Growth

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

Evaluation	Funds Expended (Resources)
<p><b>Data Informs Practice:</b> The 2020 TTFM teacher survey data for Data Informs Practice indicated a School Mean of 7.6 and NSW Govt norm was 7.8. The 2019 School Mean was 7.4 with a slight increase indicated over the 2 years. The strongest items for GSCAPAHs were staff identifying assessments helped them understand student difficulties in learning and when students' formal assessment tasks or daily classroom tasks failed to meet expectations, teachers give them an opportunity to improve .</p>	<p>School Funded Head Teacher Student Services, Head Teacher Administration and Deputy Principal Instructional Leadership.</p>



## Progress towards achieving improvement measures

**Overcoming Obstacles to Learning:** The 2020 TTFM survey data for Overcoming Obstacles to Learning indicated a School Mean of 7.5 with a NSW Govt norm of 7.7. The 2019 School Mean was 7.4 with a slight increase over the 2 years. The strongest items for GSCAPAHS were staff having discussions about strategies to increase student engagement. Also, staff discussing with students was of seeking help to increase their learning.

**Quality Feedback:** The 2020 TTFM survey data for Quality Feedback indicated a School Mean of 7.0 with a NSW Govt norm of 7.3. The 2019 School Mean was 6.9. The strongest items were teachers monitoring the progress of individual students and giving students feedback on how to improve their performance on formal assessment tasks.

## Next Steps

### Student Wellbeing

In 2021, the Wellbeing Team will meet to have a refresher session for the Back on Track program, the Wellbeing Team will re-engage with students identified as at risk in 2020. The school will continue data analysis on behaviour and truancy and continue to strengthen the follow-up procedures by all staff. In 2021, the integration of the 'Nip it in the Butt' initiative will ensure student attendance is monitored, improved attendance strategies are discussed with parents and follow-up measures are completed. In 2021, Wellbeing programs will continue to be tailored towards students' needs and wellbeing programs will be integrated into the curriculum. Staff awareness of wellbeing programs and higher levels of staff participation in wellbeing programs will take place. In addition, the Wellbeing Team will evaluate Rewards excursions through student voice.

The school will continue to strengthen PBL expectations and ensure students, teachers and the community are aware of them at the beginning of 2021. Further support will be provided to beginning teachers through induction, mentoring and beginning teachers' initiatives. In 2021, an update to the playground duty areas will take place to facilitate the need for supervision of the newly built basketball courts. In addition, new basketball court PBL expectations and signage will be provided to remind students about the expected behaviours. The PBL team will analyse the new Department Behavioural Management Policies and impact for PBL at Granville South Creative and Performing Arts High School. In 2021, better utilisation of morning stage meetings will include the delivery of PBL information and reminders. The school will implement PBL expectations at the bus stops to improve student behaviour and safety.

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### Measuring student growth

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## Strategic Direction 2

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

### Purpose

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

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

### Improvement Measures

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

### Overall summary of progress

#### Building Leadership Capacity

GSCAPAHS's Performance and Development implementation procedures encourage and support collaboration in planning, implementation and review. The school continues to focus on providing staff with whole professional learning opportunities to support staff achieving their PDP goals and to strengthen their professional development. Therefore, the school has been able to support teachers to achieve their goals through school-based professional learning opportunities, rather than through external professional learning courses. Furthermore, in 2020, professional learning in SASS standards was introduced and SASS staff PDPs were developed and implemented. Following on from 2019 focus to further develop the Executive team leadership skills staff were provided professional learning on collective staff efficacy. As a result, the current leadership team has engaged with current leadership research and has an enhanced understanding of the school's future vision with the 2021-2024 school plan.

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

#### Instructional Leadership

At the commencement of 2020, the Deputy Principal Instructional Leader offered staff support to improve the learning outcomes of all students.

Professional learning on the Quality Teaching Framework was delivered to strengthen teachers' understanding of the model and encourage staff to embed it into their teaching and learning practice. Compliance Faculty review meetings were completed and were led by the Deputy Principal - Instructional Leader in consultation with all Faculty staff members. These meetings were held in accordance with NESA and DoE expectations and School Priorities. All teaching and learning programs had both areas of strength and opportunities identified for future implementation. A noted improvement in the quality of teaching and learning programs was noted from the previous year. Staff were presented with professional learning on NESA audits to improve their understanding of the process.

All faculties have developed faculty plans in consultation with their supervised Deputy Principal. The Faculty plans aligned to the school plan and school priorities. These plans have influenced individual PDP's for all teaching staff and have assisted the professional dialogue and collaboration between Executive and Deputy Principals.

Teacher professional learning on Higher Order Thinking was re-visited to support teachers in developing their differentiation strategies. This practice is steadily increasing in its application in order for students to be better informed of their learning outcomes.

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

HSIE Faculty Review was led by Deputy Principal included validation against SEF and analysis of school priorities. The review recommendations were presented to staff and targeted support has been provided by the Principal and Deputy Principal Instructional Leader to the HSIE Faculty to work towards achieving the recommendations. The 2019 Maths Faculty review recommendations have been achieved with the assistance of the Deputy Principal achieved.

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

## Community Engagement

In 2020, the school's community engagement team was reestablished and immediately set about to promote activities and events that the organises and facilitates. The team set about to prepare and promote events including Harmony Day, Education Week and the school's annual Creative and Performing Arts showcase. However, COVID-19 forced a re-organisation of a number of events and systems. As teachers upskilled to facilitate online learning, the school worked with families to support the learning and wellbeing needs of students. A number of online channels of communication were established for families to be informed, including an Instagram page for social interaction and a google site for information relating specifically to students working online. The school committed to making the IEPs process more welcoming for parents, offering increased collaborative approaches in the planning and evaluation of IEPs. GSCAPAHS continued to maintain contact with families and students to ensure maximum attendance and awareness of HSC examinations.

## Progress towards achieving improvement measures

### Process 1: Building Leadership Capacity

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

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

Evaluation	Funds Expended (Resources)
<p><b>Leadership items:</b> The 2020 TTFM teacher survey data for Leadership indicated a School Mean of 7.3 and NSW Govt norm was 7.1. The 2019 School Mean was 6.7. A significant increase is noted over the past two years and above state average norm. The strongest items for GSCAPAHS were teachers working with school leaders to create a safe and orderly school environment and acknowledging school leaders have supported them during stressful times. Also, teachers identified school leaders helped them establish challenging and visible learning goals for students and create new learning opportunities for students. Teachers acknowledged school leaders provided guidance for monitoring student progress.</p> <p>Qualitative data collected, evaluated, and discussed at Executive meetings to inform improved leadership skills.</p>	<p>School funded Deputy Principal Instructional Leader.</p> <p>Teacher Professional Learning at various leadership development programs.</p>

### Process 2: Instructional Leadership

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

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

Evaluation	Funds Expended (Resources)
<p>Improvement in programming and practice quality was evidence through Faculty Compliance Reviews. All faculty staff members were involved in the compliance review process to develop teacher capacity, develop a collaborative approach and to inform staff about areas of achievement, and</p>	<p>School funded Deputy Instructional Leader.</p> <p>School Funded Peer Observation</p>

## Progress towards achieving improvement measures

areas for further development. Furthermore, the NESA audit professional learning provided staff with insight into the process and allowed them to see the benefits of compliance reviews as they closely aligned to the audit process. Evidence of staff strengthened understanding of the connection between Quality Teaching Framework model and assessment was evident. Following on from 2019, consistency with school priority areas and differentiation are areas that require further development in 2021. Faculty Review process involved qualitative and quantitative data collected from staff, students and parents to help inform the review recommendations. An external Head Teacher HSIE was a part of the process to affirm the team's findings.

Program providing release from face to face teaching

Teacher Professional Learning funds

### Process 3: Community Engagement

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

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

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

Evaluation	Funds Expended (Resources)
<p>Due to Covid-19 restrictions, for the majority of the year many of the community engagement events were unable to be held. However, Presentation Day Assembly was held in late Term 4, student achievements were celebrated including special awards. No parents were in attendance (Covid restrictions), however, the assembly was widely promoted on Facebook and Instagram.</p> <p>In 2020, staff including executive delivered professional learning online and ensured continuity of learning (Google Classroom) and contact with parents (Facebook and Instagram) during the learning from home period. Covid-19 diminished the school's ability to promote attendance of school events, however, a number of social media activities were delivered that saw online engagement increase. 2021 will see many events involving the wider community recommence, including showcase events and harmony day.</p> <p>Staff were delivered professional learning to support learning online and to maintain parent contact during the learning from home period. Staff were empowered and encouraged to use the parent portal of sentral as well as online learning platforms such as the google suite and zoom to prepare and deliver engaging learning opportunities. Covid-19 diminished the school's ability to promote attendance of school events; however, a number of social media activities were delivered that saw online engagement increase.</p> <p>In 2020, Year 7 parents were provided with information on how to access the Sentral Parent and Student portal and the school Facebook page. In 2020 there were 643 registered users of the Parent and Student portal who logged in compared to 548 registered users who logged in, in 2019. During the online learning period, the school regularly communicated with parents. The school Facebook page has seen a significant increase following with some videos reaching 6.7K views. The school provided an online website for parents and students to be kept up to date with the latest information to access school work, staff contact details, planning learning, how to guides for google classroom and zoom, etc.</p>	<p>School funded Community Liaison Officer</p> <p>Release from class for promotion administration</p> <p>School funding for community events</p>

## Next Steps

### Building Leadership Capacity

In 2021, the school will continue to monitor staff and SASS PDP's to support staff achieving their professional development goals and providing staff with opportunities to develop their leadership capacity. The school will continue to provide professional learning that aligns to the standards and to the school's initiative areas. The new school plan includes collective staff efficacy and collective leadership to build the capacity of aspiring staff members. In 2021, staff and SASS roles and responsibilities will be redefined and redistributed to align to 2021-2024 School plan and will be communicated to all staff and SASS members.

### **Instructional Leadership**

In 2021, the school will continue to have compliance review meetings and to use google drive evidence folders. The school will continue to provide review recommendations to improve teaching and learning practice school wide. The Year 12 Exit Survey and Leavers survey will be given to students upon their departure, the exit and leaver's data will be analysed to inform future directions. The Deputy Principal Instructional Leader will continue to support staff to improve their teaching and learning practice and to provide targeted professional learning where required.

### **Community Engagement**

Resume events that involve wider community including Showcase events and harmony day. Share move video content to promote the school and its activities. Re-establish relationships with community partners who were unable to engage with the school due to covid-19. Increase social media presence. Wider representation from faculties on the community engagement team.

## Strategic Direction 3

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

### Purpose

At GSCAPAHS teachers:

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

### Improvement Measures

#### 1. Tell Them From Me':

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

#### 2. Improvement in data informed teaching practice

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

### Overall summary of progress

#### School Improvement Team

Staff have been involved in the POP with TPL provided to staff including the planning, observation and feedback protocols. Cross-curricular programming continues to be implemented and will be evaluated by the end of 2020. Feedback will be sought from both student and teacher voice. Further development/TPL is required for the development of specific marking criteria. REAL teachers have undertaken an evaluation process and sought feedback from REAL staff and students, including online surveys, to evaluative data to inform PBL tasks for the next launch.

The expectations for the next round have been evaluated through assessment of student growth. Teaching and learning programs, assessment and reporting continue to reflect SIT priorities with accountability evaluated through faculty compliance review meets. The Deputy Principal - Instructional Leader, through faculty compliance meetings has collected evidence of implementation of student voice feedback. Online learning compliance reviews have been added to the compliance review system.

In 2020, the School Improvement team prioritised POP, TPL, student voice, Higher Order Thinking, Real and Bloom's Taxonomy and conducted compliance reviews. POP team members were informed about the expectations of the program via email and the google drive folders. Professional learning was delivered including resources found on the staff using resources, feedback and data collection tools. TPL programming days were provided, planned, and supervised by DPIL. Following the process REAL students were selected using evaluative data to undertake developing projects in 2020, with Stage 5 students developing their own projects based on interest. The Assessment team provided TPL to staff meetings and reviewed assessment task marking criteria's, in line with Higher order thinking and Bloom's taxonomy model. The team also reviewed the REAL results in Stage 4 and 5. Analysis from the teacher surveys indicated that Newman's Analysis, narrative and pace and Soles were not widely used across all faculties therefore no further TPL required to staff at this point in time. The team further identified that student survey would take based on a termly basis during Week 9 and that the data should be placed inside the SIT evidence drive.

#### Analysis of data

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

#### Professional Accountability



Our Performance and Development Plan (PDP) guidelines for SASS staff were reviewed and updated to clarify the support available to them in developing and executing their annual PDPs and to provide additional guidance in relation to goal setting. Teachers and School Administration and Support Staff (SASS) planned their PDPs according to the professional development plan guidelines in order to achieve a whole School practice for performance and development.

## Progress towards achieving improvement measures

### Process 1: School Improvement Team (SIT)

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

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

Evaluation	Funds Expended (Resources)
<p><b>Tell Them From Me Teacher's data includes:</b></p> <p><b>Collaboration:</b> The 2020 TTFM teacher survey data for Collaboration indicated a School Mean of 7.4 and NSW Govt norm was 7.8. The 2019 School Mean was 7.1. The strongest items for GSCAPAHS were discussing assessments strategies with other teachers and talking to other teachers about strategies to increase student engagement.</p> <p><b>Inclusive School:</b> The 2020 TTFM teacher survey data for Inclusive School indicated a School Mean of 7.6 and NSW Govt norm was 8.2. The 2019 School Mean was 7.8. The strongest items for GSCAPAHS were teachers create opportunities for success for students who are learning at a slower pace. Also, teachers were strong in establishing clear expectations for classroom behaviour.</p> <p><b>Learning Culture:</b> The 2020 TTFM teacher survey data for Learning Culture indicated a School Mean of 7.6 and NSW Govt norm was 8.0. The 2019 School Mean was 7.7 with no change indicated over the 2 years. The strongest items for GSCAPAHS were teachers setting high expectations for student learning and talk to students about the barriers to learning.</p> <p><b>Planned Learning Opportunities:</b> The 2020 TTFM teacher survey data for Planned Learning Opportunities indicated a School Mean of 7.1 and NSW Govt norm was 7.6. The 2019 School Mean was 7.2. The strongest items for GSCAPAHS was to present a new concept and try to link it to previously mastered skills and knowledge and teachers using two or more teaching strategies in most class periods. Teachers scored high on helping low-performing students plan their assignments.</p> <p><b>Tell Them From Me Student's data includes:</b></p> <p><b>Student Rigour (who are interested and motivated):</b> 2020 School Mean 32%; NSW Govt mean 28%. 2020 result indicates an increase in this area.</p> <p><b>Positive Learning Climate:</b> 2020 School Mean 5.8; NSW Govt mean 5.6; GSCAPAHS is performing above the state average in this area.</p> <p><b>Expectations of Success:</b> 2020 School Mean 6.6; NSW Govt mean 7.0. 2020 result indicates female students have a higher expectation of success than male students.</p>	<p>School funded Deputy Instructional Leader</p> <p>Release from class for Peer Observation Program</p> <p>Teacher Professional Learning funds</p>

## Process 2: Analysis of Data

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

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

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

Evaluation	Funds Expended (Resources)
<p>Staff contributed to Teacher Professional Learning of HSC results and have been upskilled in the use of RAP. Furthermore, Faculty Head Teachers led faculty specific HSC presentations outlining strengths and weaknesses of cohorts as well as successful teaching strategies within the faculty. Executive members of staff have undergone Teacher Professional Learning for the new SCOUT application and have made use of this application in analysing different aspects of the school.</p> <p>SMART Goals were implemented throughout mainstream Individual Education Plan's and were based off SMART Goal data. Class placements for Year 7 were based on pre and post-testing of students and this data informed, accurate class placements. Year 7 Best Start and NAPLAN data was analysed and used to inform teaching practices across the whole school. Exit surveys have been implemented for Year 12. The Deputy Principal Instructional Leader worked with classroom teachers to analyse data to inform faculty and staff about teaching strategies and practice.</p>	<p>School funded Deputy Instructional Leader</p> <p>Teacher Professional Learning funds</p>

## Process 3: Professional Accountability

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

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

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



### **School Improvement Team**

The team will be reassessing the SIT priority areas in 2021 and provide TPL for all teaching staff, with additional training for new staff. TPL will address; Learning Intentions and Graded Success Criteria, PEEL, Differentiated Learning, as well as the 4C's. These SIT priorities will be integrated in all faculty teaching and learning programs. In addition, the teaching and learning programs and assessment tasks will reflect student voice. Furthermore, the success of SIT priorities will be measured by the data collected using internal and external pre and post-tests.

### **Analysis of Data**

The school will continue to make improvements to the capacity of staff to analyse the HSC and NAPLAN data through RAP and SCOUT. The Instructional Leader will work with faculties to embed strategies informed by data into their teaching and learning programs. Staff will be developed on the use and application of Grade Point Average (GPA). Student GPA will be generated and analysed and provided to the Student Wellbeing Team and Head Teacher Student Service to identify trends in student achievement and inform practice. Yr 10, 11 and 12 students are to be informed of the Student Exit Survey process. Exit Surveys will be developed and reviewed by staff for feedback, then administered to all leavers in Years 10, 11 and 12. Best Start data will be analysed and compared with NAPLAN data to identify trends in student skill sets. Wellbeing Sentral reports will be analysed for patterns of student progress.

### **Professional Accountability**

The integrated School guidelines for PDP's will be finalised and implemented in early 2021. Further professional learning on PDP's for SASS will be conducted in 2021. Teacher professional learning on PDP goals will be provided, addressing measurable, specific, attainable, and challenging goals, and relating these to the School Plan, Faculty plan and aligned to the Australian Professional Standards for teachers. Staff will collect evidence to support their progress to achieve PDP goals and to discuss them with their supervisor. SASS PDP's will include SASS standards and will be completed. The Deputy Principal Instructional Leader will continue working with staff seeking Higher Accreditation. Mandatory training will be monitored by the Business Manager and tracked, staff registering teacher identified hours in eTAMS.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal funding enables some release time for a Learning and Support Teacher to provide support to Aboriginal students.	<p>We had 11 students in total who identified as being Aboriginal or Torres Strait Islander.</p> <p>2020 was dedicated on establishing stronger learning links with the school, community and local AECG. Planning is underway to ensure that student PLP's involve a greater amount of student voice, along with greater parental/carers involvement.</p>
<b>English language proficiency</b>	ELP Flexible Funding and Equity funding used to employ a Community Liaison Officer and provide release from face to face teaching for an EaLD trained teacher. A Youth worker was also employed. The community Liaison Officer and Youth Worker worked collaboratively with the Student Services Team.	<p>Programs such as those facilitated by the Youth Worker and Student Services Team addressed both welfare and learning needs of EaLD students, and also involved consultation and communication with parents/carers.</p> <p>Specific students were targeted for intensive EAL/D support both in parallel EAL/D English classes taught by an EAL/D specialist teacher and further supported individually as needs dictated. This enabled targeted learning and wellbeing support.</p>
<b>Low level adjustment for disability</b>	Funding is provided for resources, teachers and School Learning Support Officers in the Support Unit. Flexible Funding, Integration Funding and Equity funding enable additional staffing to be employed to support student learning and wellbeing needs in the mainstream, including employment of a Head Teacher Student Services and School Learning Support Officers.	<p>In 2020, 49 students with an identified disability were enrolled in the Support Unit. The students in attendance were placed on an Individual Education Plan and/or Individual Transition Plan in order to provide them with appropriate personalised support in order to allow enable to access the curriculum and transition support measures with ease.</p> <p>The transition measures enabled students to access community and employment, through regular travel training and weekly work experience opportunities.</p>
<b>Socio-economic background</b>	Equity funding is utilised for a range of resources including staffing (Deputy, Class Teachers, School Learning Support Officers, Community Liaison Officer - CLO), Ensemble program (staffing, Riverside, transport), school buses, student assistance, Student Services wellbeing programs and provision of learning devices such as computers and upgrading of facilities such as the covered basketball courts.	<p>Additional staffing has enabled a focus on professional development in teaching and learning through support of a dedicated Instructional Leader. Smaller class sizes provided support for student learning and a more diverse curriculum, meeting the needs of a diverse school community.</p> <p>Ensemble students were able to successfully engage in smaller showcases of their talents (due to COVID restrictions).</p> <p>Student Services was able to engage with several community organisations to deliver wellbeing programs for students in year groups and smaller targeted groups.</p>
<b>Support for beginning teachers</b>	The school was provided GTIL funding for 2 permanent beginning teachers in their first year of appointment, 2 in their second year of appointment. All were provided release from face	The Beginning Teachers program engaged new staff and early career teachers with targeted professional learning to improve their classroom practice. in alignment with GTIL. Sessions included GTIL Mentor Program roles and responsibilities, report writing, escalating negative incidents using Sentral & PBL discipline structure, school assessment

<p><b>Support for beginning teachers</b></p>	<p>to face teaching, as were the mentors, following the guidelines for use of GTIL funding. They were also provided additional days release to work on targeted strategies according to their plans. Additional Equity funding was provided to sustain the employment of a Deputy Principal - Instructional Leader who managed the Beginning Teacher program and to provide personal support to teachers.</p>	<p>policy, assessment tasks, marking rubrics, and professional dialogue and boundaries. All TPL was underpinned by relevant research and provided opportunities for teachers to self-reflect and further develop their classroom practice, engage with the school's strategic directions, and follow key processes and procedures.</p> <p>In addition, the School Improvement Team priorities were also covered, learning intentions and success criteria, higher-order thinking, student voice and assessment, concept attainment, and team teaching.</p> <p>Support with teacher accreditation was also provided to staff with individualised support from their mentor and Deputy Principal Instructional leader. Six beginning teachers were accredited with their proficiency with the support and guidance of the Deputy Principal Instructional Leader.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>A specialist EaLD teacher, Youth Worker through Chaplaincy Funding supported by STARTTS, and the Student Services Team enabled support to be provided to students transitioning from local IECs.</p>	<p>Specific refugee students and new arrivals, where appropriate, were targeted for intensive EAL/D support in parallel EAL/D English classes taught by an EAL/D specialist teacher supporting learning and wellbeing needs.</p> <p>Refugees and new arrivals, where appropriate, were further supported individually by an additional staff member who worked in consultation with the Youth Worker to address social, emotional, welfare and learning needs.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	285	293	323	313
Girls	245	263	263	294

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	87.4	88.9	84.9	79.8
8	79.9	83.8	81.6	73.4
9	81.9	79.3	76.3	68
10	74.2	78.5	71.4	61
11	68.8	65.4	72.5	69.2
12	78.5	79.9	73.8	65.5
All Years	78.9	79.8	77.1	69.6
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
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

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	N/A	N/A	12.2
Employment	8.2	11.6	32.1
TAFE entry	N/A	7.2	9.2
University Entry	N/A	N/A	27.5
Other	N/A	2.9	9.8
Unknown	N/A	N/A	9.2

## Year 12 students undertaking vocational or trade training

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62.86% of Year 12 students at Granville South Creative and Performing Arts High School undertook vocational education and training in 2020.

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

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56.5% of all Year 12 students at Granville South Creative and Performing Arts High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	38
Learning and Support Teacher(s)	2.9
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	13.88
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

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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

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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.

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

Deputy Principal Instructional Leader

Head Teacher Student Services

Head Teacher Administration

14 additional Teaching staff

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,760,041
<b>Revenue</b>	9,857,125
Appropriation	9,772,780
Sale of Goods and Services	30,101
Grants and contributions	50,537
Investment income	3,606
Other revenue	100
<b>Expenses</b>	-9,226,879
Employee related	-8,522,813
Operating expenses	-704,066
<b>Surplus / deficit for the year</b>	630,246
<b>Closing Balance</b>	2,390,287

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



## Financial summary - Equity loadings

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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>	4,909
<b>Equity Total</b>	1,885,933
Equity - Aboriginal	7,291
Equity - Socio-economic	1,300,000
Equity - Language	97,932
Equity - Disability	480,710
<b>Base Total</b>	7,257,477
Base - Per Capita	153,345
Base - Location	0
Base - Other	7,104,131
<b>Other Total</b>	370,796
<b>Grand Total</b>	9,519,114

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

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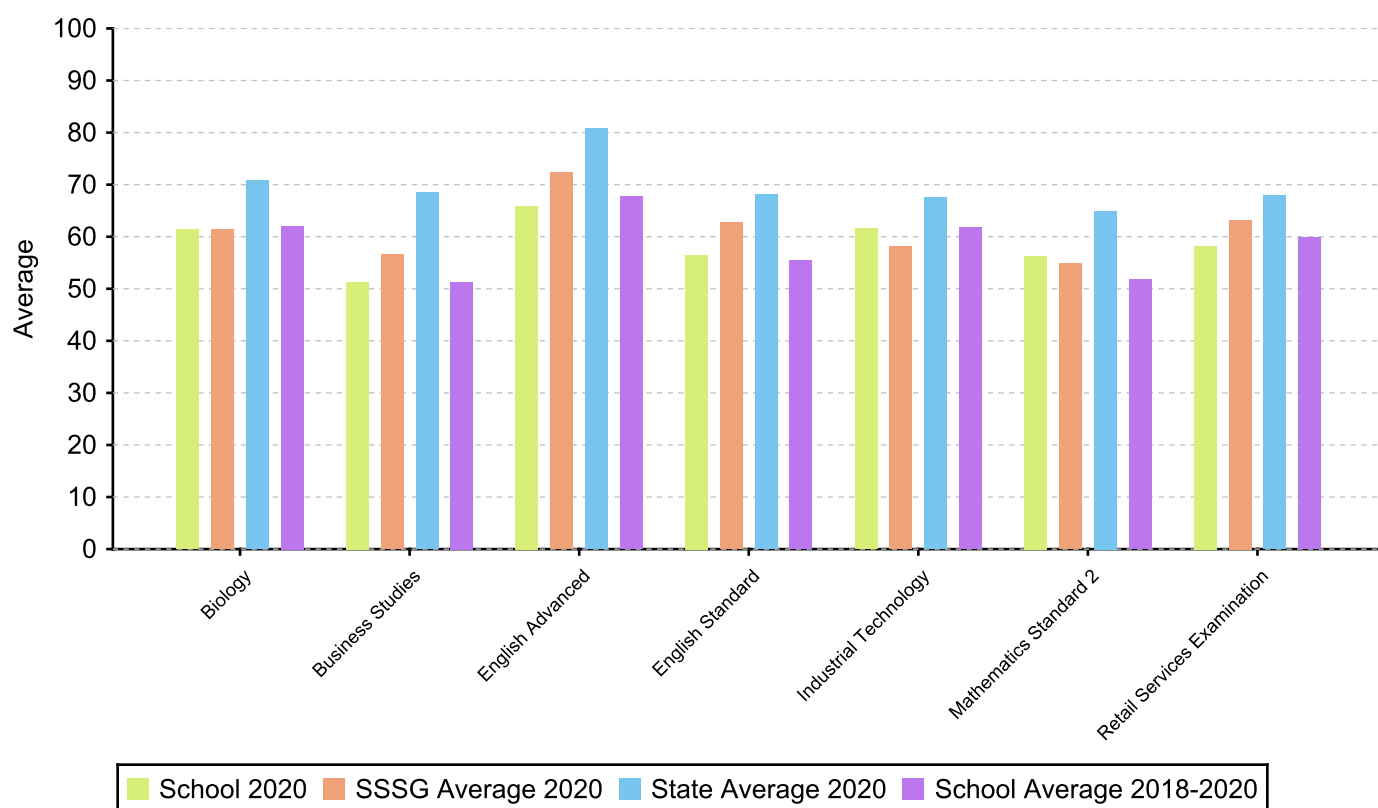
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.

## School performance - HSC

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

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



Subject	School 2020	SSSG	State	School Average 2018-2020
Biology	61.4	61.4	70.8	62.1
Business Studies	51.3	56.6	68.6	51.3
English Advanced	65.9	72.4	80.8	67.7
English Standard	56.5	62.7	68.1	55.5
Industrial Technology	61.6	58.1	67.5	61.7
Mathematics Standard 2	56.3	54.8	64.9	51.8
Retail Services Examination	58.2	63.2	67.9	59.8

Our HSC results for 2020 have shown a dramatic improvement from our results in 2019. In comparison, our overall growth in band achievement from 2019 to 2020 has identified:

1. An overall band 1 decrease of 42.1% in 2020 compared to 2019.
2. An overall band 2 decrease of 10.9% in 2020 compared to 2019.
3. An overall band 3 increase of 53.1% in 2020 compared to 2019.
4. An overall band 3 decrease of 3.7% in 2020 compared to 2019.
5. An overall band 5 increase of 100% in 2020 compared to 2019.
6. An overall band 6 increase of 400% in 2020 compared to 2019.

## Parent/caregiver, student, teacher satisfaction

In 2020, the Student Services Team facilitated the 'Tell Them From Me' survey, which was completed by students and teachers of Granville South Creative and Performing Arts High School. The student survey aims to help improve the learning outcomes of students. The survey is designed to measure, assess and report insights from the student's point of view at the school and system levels. The focus of the survey is on student wellbeing, engagement, and effective teaching practices. The Teacher survey focused on student learning, as well as classroom and school practices.

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

Through the HSIE Faculty review process, 7% of our parents engaged in a survey which assessed parent and carer perspectives on the performance of the HSIE Faculty as a whole. Overall, the level of engagement was slightly lower than previous faculty reviews however, it was understandable considering the impact of COVID-19 and many parents working from home.

Parent feedback in this process indicated they would like a greater amount of *timely and explicit feedback* on student learning provided by the teachers, along with regular communication with parents on assessment tasks.

The information collated helps support the school in strengthening its existing relationship with parents/carers and has helped establish clear goals for the HSIE Faculty for 2021 and beyond.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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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.