

# 2020 Annual Report

## Girraween High School



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# Introduction

The Annual Report for 2020 is provided to the community of Girraween 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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Girraween High School

110 Gilba Rd

Girraween, 2145

[www.girraween-h.schools.nsw.edu.au](http://www.girraween-h.schools.nsw.edu.au)

[girraween-h.school@det.nsw.edu.au](mailto:girraween-h.school@det.nsw.edu.au)

9636 7293

## School vision

Girraween High School is an academically selective environment where we are committed to developing high potential and gifted learners. Our vision is to develop well rounded, confident and responsible students who actively aspire to reach their full potential in all domains of their education. We cultivate an environment of inclusivity, where every student is known, valued and cared for.

At Girraween High School, we foster a challenging, stimulating and differentiated learning environment. Academic rigour and creative and critical thinking skills are promoted through our work within the classroom. Students at our school enjoy a breadth and depth of curriculum which is tailored to meet the needs of students in the selective educational context. We work towards developing our students' gifts into talents and students leave our school as resilient, lifelong learners prepared for tertiary study and the world of work.

At Girraween High School, we empower our students to achieve their personal best and enrich their social and emotional wellbeing. Beyond the classroom, students have considerable opportunities to undertake cocurricular, sporting and leadership pursuits.

## School context

Girraween High School (755 students, 17% from an EAL/D background at the level of *Consolidating*), is a fully academically selective, co-educational high school located in Western Sydney. Student wellbeing and academic excellence are fostered through programs including student mentoring and our *RAW Model* of Positive Education. The RAW Model (Resilience, Achievement and Wellbeing) is centred upon strategies for students to deal with challenging situations, enhancing positive emotions and accomplishing new skills through effort.

Teaching and learning is geared towards high expectations of student academic achievement and on supporting high potential learners in reaching academic success. Student and staff leadership opportunities are promoted in a supportive environment. Our core values - *Aspire*, *Respect* and *Unite* - feature strongly within our school community. A wide range of cocurricular activities ensure high levels of student engagement. Dedicated staff are trained in providing learning and wellbeing experiences to meet the cognitive and affective needs of all students, including high potential and gifted learners.

At Girraween High School we are proud of our comprehensive approach to educating the whole student and we ensure our graduates are well prepared for tertiary education and life beyond high school.

## Self-assessment and school achievement

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

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

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

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

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

## Strategic Direction 1

### Learning Culture

#### Purpose

***Curriculum and assessment is dynamic and inspires excellence in gifted and talented students.***

The school nurtures students in achieving their full academic potential. Our students are hard-working, creative, higher order thinkers who are aspirational in their pursuit of excellence in lifelong learning.

#### Improvement Measures

The majority of subjects demonstrate continued improvement in the 5 year average for HSC results. NAPLAN data shows an improvement to 60% of students achieving in the top two NAPLAN bands in Writing.

Gifted and talented education strategies are more evident within faculties via differentiated programs, enrichment activities and extra curricular opportunities. This creates a more diverse range of opportunities across the school for students to develop giftedness.

Greater than 90% of students are able to demonstrate minimum standards in Year 9 NAPLAN Reading, Writing and Numeracy.

#### Progress towards achieving improvement measures

##### Process 1: Data Analysis

- All teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (L.S)

Evaluation	Funds Expended (Resources)
All teachers are skilled in analysing, interpreting and extrapolated data and collaboratively use this to inform planning and modifying of their teaching practice. Staff continue to analyse both external and internal student data including HSC, NAPLAN, Minimum Standards and internal assessment data. Every year, teachers from all KLAs are tasked with making recommendations from HSC and NAPLAN analysis to make modifications to their teaching practice.	Significant periods of professional learning time are dedicated to staff analysing various types of student assessment data. We value the use of the end of year Staff Development Days for the analysis of our HSC results. These are then presented to the wider school community.

##### Process 2: Identification of and Support for Students

- Identified students have support which is tailored to their learning needs with a focus upon writing. This is to enable students to demonstrate growth for NAPLAN and the HSC. (L.A)

Evaluation	Funds Expended (Resources)
Girraween High School has a very strong Wellbeing and Learning and Support Team who collaborate closely in identifying and supporting students. During the COVID-19 at home learning phase, individual students were supported with their learning needs remotely via sessions with the LaST and counsellors. This was to ensure that these students continued to actively engage in their education. Our cohort of HSC students were very satisfied with the school's online learning efforts and felt confident that their learning needs had been met.  Upon return to school, the school engaged SLSOs 3 days a week to focus on individual and small group support for students requiring support.	\$33, 937 for funding the HT High Potential Learners position above CRT costs  \$9,000 for external invigilators for supervising Trial HSC exams  \$45,000 for part-time SLSO support  \$5,000 on Senior Homework Club  Creation of online Wellbeing Hub.  \$5,000 for Rock and Water session at Wellbeing Conference.

##### Process 3: Gifted and Talented Curriculum

## Progress towards achieving improvement measures

**Process 3:** • Faculties model and share expertise in engaging gifted and talented students through a dynamic curriculum including STEM.

Evaluation	Funds Expended (Resources)
<p>2020 featured a strong focus on gifted and talented curriculum. The High Potential and Gifted Education Team worked collaboratively to write the policy for staff at GHS. Therefore, the High Potential and Gifted Education Policy was ready for implementation at the commencement of the 2021 school year. Staff have been trained in key aspects of the policy including catering for 2E students (twice exceptionality).</p> <p>2020 also saw further training of 18 staff in the UNSW Mini -COGE (Certificate of Gifted Education). As in previous years, we offered places to our local network of schools for this training. Several teachers from Greystanes High School were able to access this training at our school.</p> <p>A significant feature of our Professional Learning Calendar in 2020 was the whole staff participating in the Bridges Academy program from California, USA. Staff were able to gain two registered hours of professional learning from their completion of the courses on <i>Twice Exceptional</i> learners.</p> <p>In 2020, STEM became fully integrated as a Stage 5 Elective which is a reflection of previous success in its establishment across the school. It is now a valued part of our regular curriculum.</p>	<p>\$20,000 for Mini-COGE Professional Learning</p> <p>\$33,937 for funding the HT High Potential Learners above CRT costs. This position was largely tasked with establishing a policy for High Potential and Gifted Learners to suit Girraween High School.</p>

## Strategic Direction 2

Innovative, Collaborative Teaching Practice

### Purpose

***Innovative, collaborative and reflective teaching based on best practice to promote and inspire active student learning.***

The school fosters an environment where students are actively engaged through innovative teaching practices. Staff continually reflect upon and refine their teaching methods to maximise student achievement. By promoting a future focused culture that fosters curiosity, mastery of skills and the ability to overcome challenges, we inspire individuals to explore and develop their gifts and talents.

### Improvement Measures

- Analysis of PL Budget expenditure reveals that funds across the school are in line with school priorities and individual PDP goals. This enables all staff to maintain accreditation and engage in professional growth.

- A greater number of learning spaces throughout the school are future focussed (embedded technology, flexible furniture, spaces for collaborative learning) which used to support pedagogy.

- Teaching & learning programs and assessment tasks show evidence of revisions based on analysis of internal/external data and professional dialogues.

### Progress towards achieving improvement measures

#### Process 1: Integration of future focused learning strategies

- Professional Development focused on current pedagogical research, classroom observation protocols and ICT based teaching and learning strategies. Quality learning environments underpin our learning culture. (Ld.SR)

Evaluation	Funds Expended (Resources)
Further improvements to the school's interior and exterior learning were identified and implemented. These included specialised cleaning of internal classroom brick walls to remove old graffiti. Classrooms were also improved with additional new blinds and projectors to the Visual Arts and Languages classrooms.	\$75,000 for upgrades to exterior playground area \$12,000 for graffiti removal from internal classroom walls
Future-focused strategies strongly featured in our approach to online learning during the COVID-19 at home learning phase. All staff were actively engaged in teaching through Microsoft Teams, Google Suite and Zoom. Students received quality teaching as per their regular school timetable whilst learning at home. A significant amount of work was put into training staff on these strategies and implementing remote wellbeing strategies for our students e.g. a unique online <i>Wellbeing Hub</i> .	\$18,000 for new blinds in classrooms \$15,000 for additional projectors in classrooms \$15,000 for LED light and sound upgrade in MPC \$40,000 for LED lighting upgrade in Library

#### Process 2: PDPs and Accreditation

- Teaching and non teaching staff proactively seek to improve performance so that students are taught by high performing teachers. This is supported through accreditation and individual performance development plans. (Ld. E; T.L)

Evaluation	Funds Expended (Resources)
All staff participated in the Performance and Development (PDP) Cycle to set goals aligned with the School Plan, student needs and the Australian Professional Standards for Teachers. Peer observations are logged via Google forms in order to ensure staff are following school guidelines and the requirements of Accreditation.	\$60,465 in Professional Learning expenses. \$33,937 for funding HT T&L Position above CRT costs

## Progress towards achieving improvement measures

HT T&L has regular meetings with staff moving through the accreditation and maintenance processes. HT T&L and Senior Executive analyse staff PDPs annually to identify the main areas of need in terms of professional learning. PL Expenditure is linked to the School Plan and staff PDPs. The HT T&L provides regular updates on PL undertaken by individual staff to ensure all staff are engaged in improving pedagogy and practice.

Staff are required to undertake a minimum of two lesson observations within the cycle and one of these must be from another KLA.

The HT T&L and Senior Executive continue to work to provide staff with PL sessions that acquire registered hours with NESAs in meeting accreditation requirements.

### Funding Sources:

- Professional learning (\$60465.00)

### Process 3: Integration of New Syllabuses and Assessment Strategies for the new HSC

- Teachers collaborate to share curriculum knowledge, data and feedback as a systematic part of collaborative practice. School leadership provides support for the effective implementation of the new HSC Syllabi and assessment practices aligned to NESAs requirements. (L.C)

### Evaluation

Faculties with newer HSC syllabi were provided with Faculty Programming Days in order to focus closely on Stage 6 syllabus implementation. This involved the refinement of curriculum, assessment tasks and strategies to cater for high potential and gifted learners.

20 teachers across 7/8 KLAs applied for HSC marking in order to develop their understanding of the NESAs marking process and a deeper knowledge of delivering HSC curriculum. These teachers were tasked with sharing their expertise with faculty members after the conclusion of the marking operation.

During the COVID-19 at home learning period staff ensured students were actively using online teaching and learning tools including Stile, Edrolo and resources from the DoE *Learning from Home Hub*. All of our students, including our HSC cohort, were well equipped in accessing quality teaching and learning resources electronically from home.

Our effective and collaborative practice resulted in some outstanding HSC results in 2020. Our Year 12 cohort achieved 7 State Ranks including 2nd in Physics. Our number of HSC All Rounders was the best we have had in the past 5 years with 21 students achieving Band 6 or E4 results or better across 10 units of study.

HSC subject highlights included:

Band 6 results: 40% in Ancient History, 41% in Business Studies, 48% in Legal Studies.

E4 results: 63% in English Extension 2, 55% in Mathematics Extension 1, 53% in Mathematics Extension 2, 67% in History Extension.

The school continues to implement high quality HSC monitoring processes along with detailed HSC data analysis protocols.

### Funds Expended (Resources)

\$32,500 for Faculty Programming Days in each KLA. The focus of these was on HSC Syllabus implementation.

## Strategic Direction 3

### Positive Community

#### Purpose

**Students and staff are engaged within a positive learning community that provides opportunities for individual and collective growth.**

Our school community promotes the wellbeing and resilience of staff and students as key factors in the achievement of an holistic education. Through implementation of the Positive Education Model which is underpinned by our Core Values (Aspire, Respect and Unite), we nurture and build global citizens who contribute meaningfully to the wider community.

#### Improvement Measures

Students and staff can articulate the key features of the Positive Education Model.

Wellbeing Team data shows early detection and successful management of wellbeing concerns in Years 7-10.

Clearly defined processes to identify students at risk during the transition to high school.

Increased number of staff and students working collaboratively with other schools to increase PL and student learning opportunities.

#### Progress towards achieving improvement measures

##### Process 1: Positive Education Model

- Staff and students receive ongoing training and professional development for the implementation of the revised Positive Education Model within the school environment. (L.W)

Evaluation	Funds Expended (Resources)
Mixed years groups were restricted during COVID-19, hence Vertical Mentoring could not occur in 2020. This is a significant component of our Positive Education strategy. GHS created an online Wellbeing Hub with a variety of resources aimed at supporting student mental & physical health whilst learning from home. This was accessible by both students and parents.	

##### Process 2: Wellbeing Programs

- Evaluate and refine student wellbeing programs in collaboration with student leaders and staff. Links are made between wellbeing programs and the curriculum. (L.W)

Evaluation	Funds Expended (Resources)
<p>The GHS Wellbeing Conference focused on developing new programs which were targeted for each year group. This was based on the TTFM survey, counsellor and Sentral Wellbeing referral data. The introduction to the Rock &amp; Water program was undertaken and seen as a valuable addition to our wellbeing support strategies. Year Advisers developed systems for mapping student academic progress in order to proactively respond to underachievement.</p> <p>The revised Year 12 Mentoring program was evaluated and further enhanced based upon student feedback. Staff have a whole year online program with resources and suggested discussion topics when working with their mentees.</p> <p>The HT High Potential Learners (HT HPL) developed Independent Learning Plans (ILPs) in order to facilitate effective implementation of learning adjustments across KLAs. SLSOs were engaged to work with Stage 4 &amp; 5 students on areas such as organisation, study skills, time management and consolidation of classwork. In addition, RAM equity funds were also used for additional LaST time to meet the needs of our students.</p>	\$18,000 - Wellbeing Conference

## Progress towards achieving improvement measures

The LaST and SLSO time were effective improving additional wellbeing and/or learning support strategies for students. Many students demonstrated progress and were able to successfully continue their studies without additional support. New school based systems enabled staff to easier identify students on support and the suggested strategies to use within the classroom.

### Process 3: Building a Community of Schools

- Staff actively engage and collaborate with staff in other schools to share and embed good practice. (T.L) (L.C)

Evaluation	Funds Expended (Resources)
<p>Opportunities to work across schools was limited in 2020 due to COVID-19 restrictions. However, we had various staff on selection panels for other schools and faculty reviews. Planning for a joint Staff Development Day in T2 2021 continued between the 4 local High Schools. There were some opportunities for joint PL including UNSW Mini-COGE with Greystanes HS, Wellbeing programs with Northmead HS, Visual Arts and English KLAS collaborated with Northmead HS and there was also online collaboration with various schools.</p> <p>GHS used the various online learning tools from the DoE <i>Learning from Home Hub</i> and the Senior Executive had rich conversations with other schools regarding online learning.</p>	\$18,000

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$30,716	Additional class in Year 10 English with reduced student numbers to provide more individual support for each student, more explicit teacher feedback in general tasks and assessments. In addition, relief time was used to provide a withdrawal program of small group support to improve NAPLAN and also general writing.
<b>Low level adjustment for disability</b>	\$43754 LaST, \$38,894 flexible.	A Learning and Support Teacher (LaST) was employed as a 0.4 plus an additional 0.2 from the flexible component. The LaST worked with Year 11 & 12 students providing individual support both within the classroom and via a withdrawal program. Areas covered included time management, study skills, organisational skills, motivation, specific curriculum support, writing skills and exam technique. These funds also supported SLSOs to work with Year 7-10 students in similar areas.
<b>Socio-economic background</b>	\$10,860	These funds were used to enable families from low socio-economic backgrounds to have the same learning opportunities as others. This included covering the costs or part thereof: uniforms, excursions, food from canteen, laptops, breakfast club and co-curricular activities.
<b>Support for beginning teachers</b>	\$43,443	In 2020, GHS had 3 beginning teachers and these funds are spread over 2020 & 2021. Areas of support included physical resources, an assigned mentor, additional PL opportunities around curriculum and relief time. Relief time was used for lesson preparation, peer marking, bench marking assessments, guided support on assessment construction, sharing best practice and a variety of other strategies.
<b>Integration funding support</b>	\$9,911	In 2020, GHS had one student with a physical disability. These funds were used to provide specialised furniture, transport & additional staff on excursions, disability provision supervision and tailored wellbeing support.
<b>Professional learning</b>	\$60,465	<p>PL funds were used to enable teachers to undertake courses and provide casual cover when teachers were out of the school. It also enabled collaboration of teachers both within school and across schools to share best practice. This is particularly important in subjects where there is only one teacher. The largest singular cost was the UNSW Certificate of Gifted Education (Mini-COGE) which consumes about a third of the total PL funds. This is part of our 4 year plan to ensure all staff are able to cater for Gifted and Talented students.</p> <p>Due to COVID-19, there was a greater emphasis on sharing expertise within the school.</p> <p>An additional focus was HSC Markers sharing</p>

<b>Professional learning</b>	\$60,465	their experiences with other staff to develop a common understanding around Band 6 HSC responses.  The sudden shift to online learning required all staff to be highly proficient in the use of Google Classroom and online delivery software such as Zoom, Microsoft Teams etc.
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# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	427	437	425	428
Girls	330	318	328	327

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	97.9	97.7	97.7	97.8
8	96.1	96.4	95	96.7
9	97.2	95.8	96.2	95.8
10	96.3	96.8	95.7	95.1
11	96.3	96.7	97.2	96
12	96.6	97.2	96.3	96.6
All Years	96.7	96.8	96.4	96.3
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	0	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	100
Other	0	0	0
Unknown	0	0	0

## Year 12 students undertaking vocational or trade training

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0.61% of Year 12 students at Girraween High School undertook vocational education and training in 2020.

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

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100% of Students from Girraween High School are focused on entry to tertiary institutions. All students who applied for university entrance received either early offers in November or December and/or in the main round offers of a place in a university course. Universities included: Australian Catholic University, The Australian National University, Griffith University, James Cook University, Macquarie University, University of New South Wales, University of Queensland, University of Sydney, University of Technology Sydney and Western Sydney University. Around 60% of students are undertaking a combined degree with 11% of our students accepting elite and prestigious scholarships.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	40.2
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.68
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.

# 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>	1,930,801
<b>Revenue</b>	9,086,171
Appropriation	8,462,003
Sale of Goods and Services	18,077
Grants and contributions	599,436
Investment income	6,655
<b>Expenses</b>	-8,879,950
Employee related	-7,532,596
Operating expenses	-1,347,354
<b>Surplus / deficit for the year</b>	206,221
<b>Closing Balance</b>	2,137,022

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>	9,911
<b>Equity Total</b>	124,225
Equity - Aboriginal	0
Equity - Socio-economic	10,860
Equity - Language	30,716
Equity - Disability	82,648
<b>Base Total</b>	7,633,411
Base - Per Capita	180,931
Base - Location	0
Base - Other	7,452,480
<b>Other Total</b>	406,247
<b>Grand Total</b>	8,173,794

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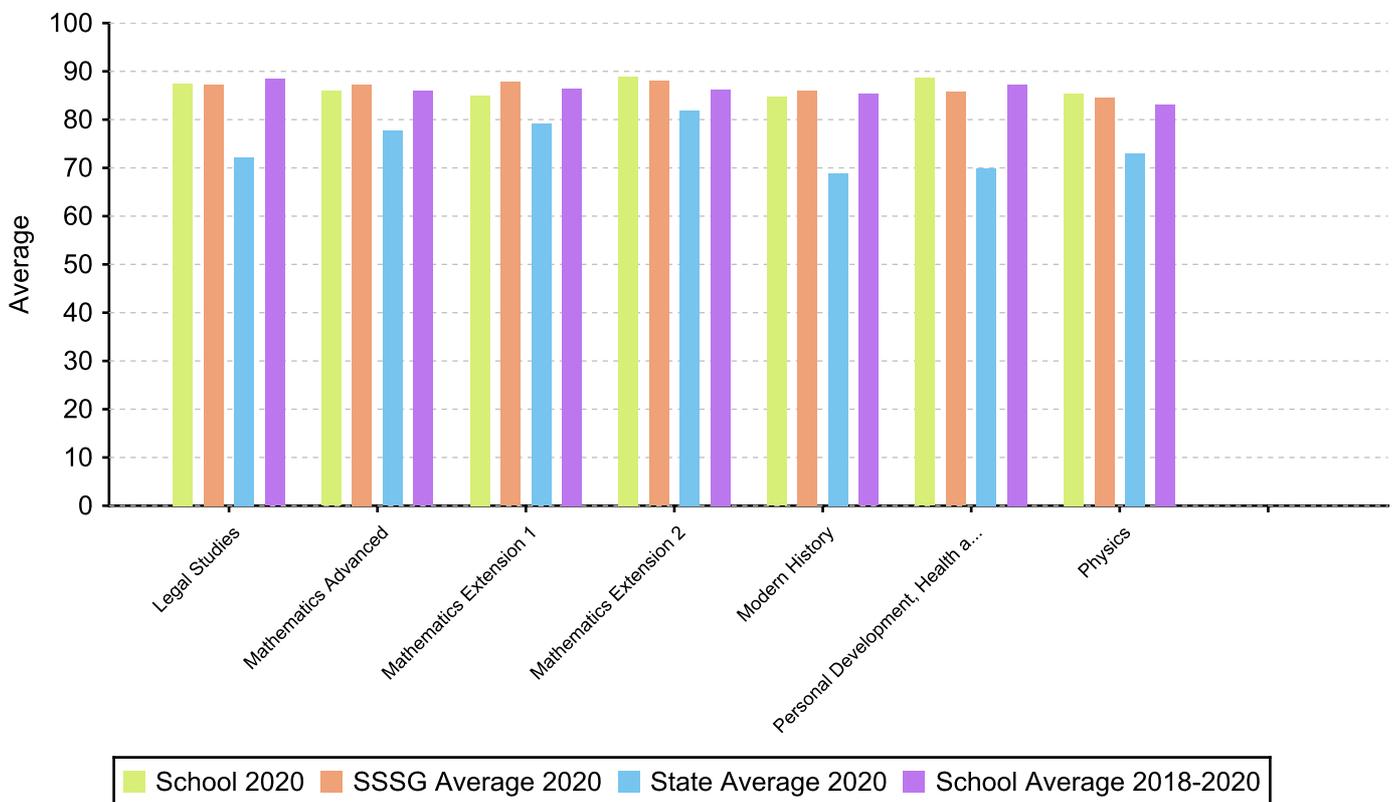
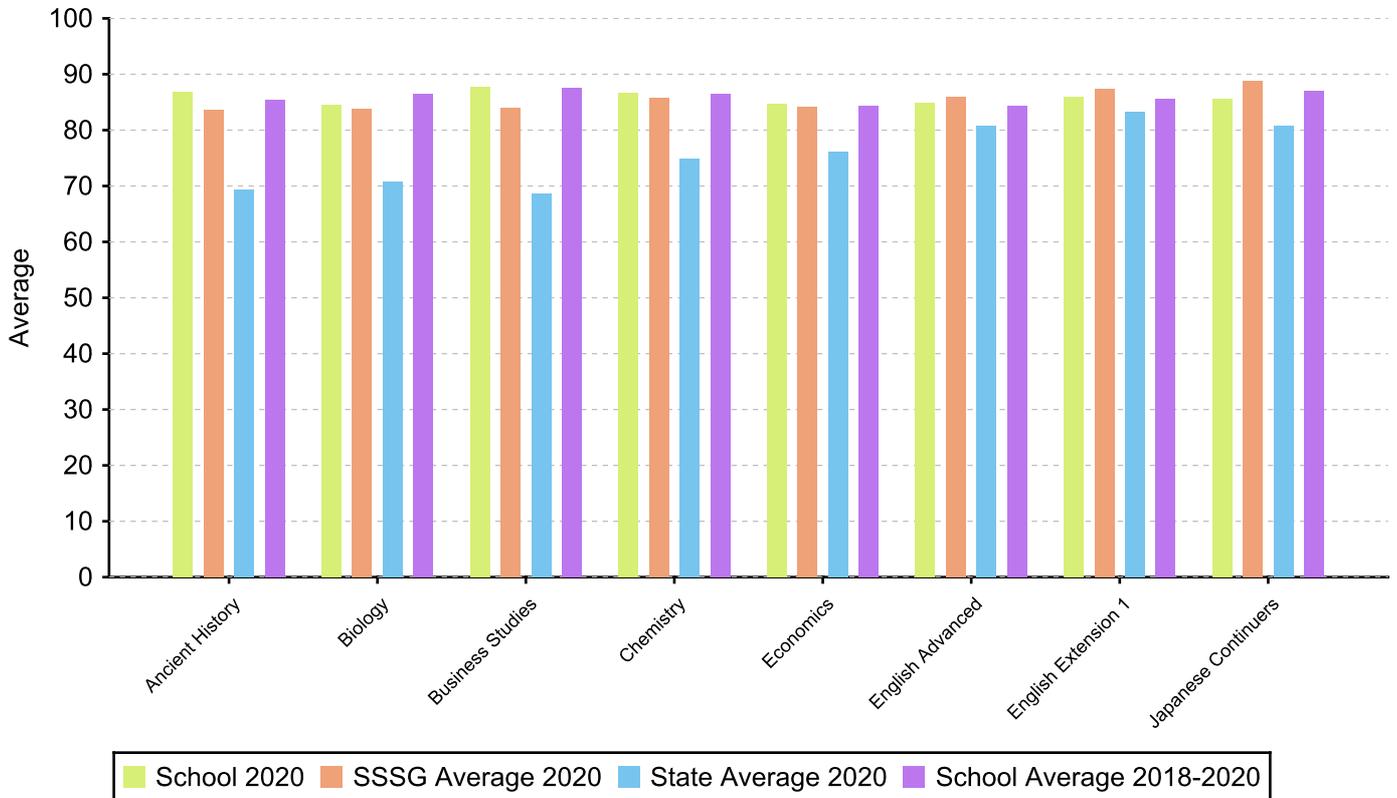
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.



<b>Subject</b>	<b>School 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Ancient History	86.9	83.7	69.4	85.4
Biology	84.6	83.8	70.8	86.6
Business Studies	87.8	84.0	68.6	87.5
Chemistry	86.7	85.8	74.8	86.5
Economics	84.7	84.1	76.1	84.3
English Advanced	84.8	85.9	80.8	84.4
English Extension 1	85.9	87.3	83.4	85.7
Japanese Continuers	85.5	88.7	80.8	87.0
Legal Studies	87.5	87.3	72.1	88.4
Mathematics Advanced	85.9	87.3	77.7	85.9
Mathematics Extension 1	85.0	87.8	79.1	86.5
Mathematics Extension 2	88.9	88.0	81.8	86.2
Modern History	84.7	86.1	68.9	85.3
Personal Development, Health and Physical Education	88.6	85.7	69.9	87.2
Physics	85.4	84.5	73.0	83.2

## Parent/caregiver, student, teacher satisfaction

The triennial Tell Them From Me (TTFM) survey data for GHS reflected some COVID-19 impacts around Sport and Co-curricular participation. In 2020, GHS moved to Grade Sport for the first time in over a decade, however, after only two weeks of competition, all interschool sports were stopped and schools moved to online learning.

All other areas were above NSW Government norms and also reflected an increase from the last survey in 2017. Examples include: Positive sense of belonging 85%, positive relationships 90%, Positive behaviour at school 98%.

60% of students indicated school work was *High Skills High Challenge*, 20% *High Skill Low Challenge* and 17% *Low Skill High Challenge*. This data indicates an opportunity for further differentiation at the higher end and consolidation at the lower end.

During online learning at home, GHS students followed their regular timetabled periods (slightly shortened) and had a mix of online lessons via Zoom and set tasks via Google Classroom. Attendance was marked each period and students were asked to regularly complete a Wellbeing check-in. These were monitored by the Wellbeing Team and intervention strategies were implemented as required. Feedback from parents was extremely positive with 100% of responses indicating our online learning was superior to other schools where they had another child.

In 2020 GHS moved to three Electives in Stage 5 and also a 5 Period day. Feedback from students, staff and parents was overwhelmingly positive. Feedback indicated a desire for more consistent bell times across the week and they have been revised for 2021 in line with recommendations.

# 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.