

2020 Annual Report

Granville Boys High School



8811

Introduction

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

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

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Message from the principal

As I look back on 2020, I reflect with pride as the newly appointed Principal of Granville Boys High School. At the beginning of my principalship, the school voted to adopt a new motto and vision - at Granville Boys High School we are now "Aiming For Excellence."

2020 was a significant year for the school. The year opened with a newly appointed Principal and two newly appointed Deputy Principals. Ms Maina Ram and Mr Kirk Thomas were appointed permanently and commenced their substantive roles in Term 2. This was as Covid-19 temporarily closed schools and students were working remotely through engaging with a combination of online and print materials from home. Students returned to full-time face to face classes in week 5 of Term 2 and commenced the process of re-engaging with on-site learning.

2020 posed significant challenges but the Granville Boys High School community rose to the challenge and some excellent achievements saw 2020 end on a high note. Very strong HSC results were an impressive way to end the academic year. The highlight of these results were band 6 results in various courses, including Mathematics Extension 2 and Advanced Mathematics. ATAR results were also very strong with our Dux of 2020, Linhan Wu, gaining entry into a Bachelor of Civil Engineering at The University of New South Wales. These results are testament to the fact that boys can achieve at the very highest level at Granville Boys High School.

In 2020, the school Robotics Program continued to expand and significant amounts of funding were expended to make our Robotics room and its equipment cutting edge and a school resource rivaling similar resources at other Sydney high schools. This process will continue into 2021 as our vision is to give our boys access to 21st century learning opportunities that are exemplary.

The School's Pulse Cafe and barber Shop continued to operate and give our students access to invaluable vocational skills that they can take with them beyond high school. Granville Boys High School continues to lead the way in Vocational Education and Training, offering 5 VET courses that give our boys the skills to enter career pathways of their choice.

The Granville Boys High School Performing Arts Program has had ongoing success in 2020 with ensembles, vocal groups, the Arabic Band, the Pacific Islander Dance Group the Concert Band performing at various school and community events. The school also began offering a Bollywood Dance Program in the latter half of 2020 and this proved to be an outstanding success. The Performing Arts continue to be strong at Granville Boys High School.

The school has continued its focus on Explicit Teaching and Learning in the classroom. Ongoing staff professional learning in 2020 focused on Literacy and Numeracy, ensuring that staff were equipped with the best-practice skills to provide classroom pedagogy that is first rate. This focus on Explicit Teaching and a strong, Literacy and Numeracy based approach to Teaching and Learning will continue into 2021.

Sport continues to be another significant feature of school life and culture at Granville Boys High School. We continue to excel in Oztag, Rugby League, Cricket, Basketball and Touch Football. Our students continued to engage in sport on the campus, despite the restrictions posed by Covid-19 and the inability to engage in inter-school and zone competitions.

Our proactive SRC were outstanding in 2020, raising substantial funds for the Lake Conjola Bushfire Appeal and funds to support those affected by the explosion in Lebanon. Student leadership continues to be a hallmark of Granville Boys High School culture and life.

The advent of the 2021 school year will see Granville Boys High School continuing to aim for excellence. Our trajectory of school improvement, which began in 2020, was an exciting and fruitful start to the transformation of Granville Boys High School. We look forward to your ongoing support as we work towards honing our practice and our aim of offering boys an excellent, rich and rigorous secondary school education.

Noel Dixon

Principal

School vision

At Granville Boys High School, we are aiming for excellence. Our vision is to offer rich, challenging and engaging teaching and learning, where boys are immersed in a culture of high expectations and explicit teaching so that they have the means to achieve their potential. We are committed to educating a multicultural community of boys to become responsible, active and involved global citizens in a rapidly changing world. At the heart of our teaching and learning is a commitment to safety and mutual respect, so that all can thrive in a dynamic and future-focused, partially selective boys high school.

School context

Granville Boys High School (497 students), 99% Non English Speaking Background, is a partially selective secondary school for boys, with one selective class in each of the years across 7-10, as well as an enrichment class in each of these junior years. The school also has a Support Unit with four classes including an autism class, two classes for students with a mild intellectual disability and one class for students with a moderate intellectual disability. Granville Boys High School is a culturally and linguistically diverse community which is predominantly from a socio-economically disadvantaged context. The majority of the boys who attend the school are of Arabic speaking backgrounds and of Muslim faith. The school has a strong literacy and numeracy focus and has introduced its own work skills program which includes a Barber shop and the Pulse Cafe. We have a Robotics room and offer Robotics as an elective course in Stage 5, a newly installed gym equipped with weights and cardiovascular training equipment and a well-maintained and resourced school where technology is integral to our classroom teaching. We have a strong and pro-active SRC that helps drive change and improvement in our school.

Our culturally and linguistically diverse community is supported by the NSW government equity programs. Our school is located in South-Western Sydney which is the most multicultural region of Australia. While the majority of our boys are from an Arabic speaking background and are of Muslim faith, we also have students from the nations of Africa, students of South Pacific Islander backgrounds, as well as students of Asian backgrounds coming from countries that stretch from Afghanistan to the Philippines. In recent years, there has been an increasing number of students of Indian and Pakistani background enrolling at our school. At Granville Boys High School, we are aiming for excellence. Through our partnerships with universities, local businesses and the wider community, we provide our boys with cutting-edge, high quality teaching and learning opportunities, in order to prepare them for their lives beyond 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>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

LEARNING

Purpose

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

Improvement Measures

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

Progress towards achieving improvement measures

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

Targets

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

-Stage 5 PBL timetable and teachers commence project planning

2019 - Refine Stage 4 PBL through student voice and choice

-Introduction and trial of Stage 5 portfolio defence

-Parent engagement through reflection and evaluation of PBL

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

AITSL 2.5 Literacy and Numeracy strategies

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

AITSL 3.4 Select and use resources

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Students have continued to develop writing skills

Students need to be more actively developing writing skills

All faculties engaged in Plan 2

Teaching Staff trained in delivering and analysing Best Start Year 7

Laptop \$71,800.00

IWB \$12,327.00

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

Targets

2018 - All stage 4 learning spaces are adapted for PBL

2019 - Flexible learning spaces are able to accommodate Year 9

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

AITSL 6.3 Engage with colleagues and improve practice

Evaluation	Funds Expended (Resources)
Move from PBL to Explicit Teaching	

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

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

Targets

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

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

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

AITSL 3.7 Engage parents / carers in the educative process

Evaluation	Funds Expended (Resources)
Concerns about parents who are not online.	

Strategic Direction 2

TEACHING

Purpose

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

Improvement Measures

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

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

Progress towards achieving improvement measures

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

Targets

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

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

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

AITSL 3.6 Evaluate and improve teaching programs

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

AITSL 6.2 Engage in professional learning and improve practice.

Evaluation	Funds Expended (Resources)
There was a movement away from PBL to explicit teaching A lot of PL has been undertaken for literacy	Funding Sources: <ul style="list-style-type: none">• Literacy and numeracy (\$25000.00)• Professional learning (\$6000.00)

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

Targets

2018 - In their practice, teachers demonstrate an understanding of the proficient application of the AITSL descriptors and the relationships between the descriptors and the GBHS Strategic Directions.

2019 - In their practice teachers demonstrate an understanding of the proficient application of the AITSL

Progress towards achieving improvement measures

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

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

AITSL 6.4 Apply professional learning and improve student learning

Evaluation	Funds Expended (Resources)
PDP process - all staff have goals linked to school plan and demonstrate proficiency	Casual Relief / cover Funding Sources: <ul style="list-style-type: none">• Professional learning (\$8000.00)

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

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

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

AITSL 2.1 Content and teaching strategies of the teaching area

AITSL 2.5 Literacy and Numeracy strategies

Evaluation	Funds Expended (Resources)
We did not meet these targets for NAPLAN or the HSC	

Strategic Direction 3

LEADING

Purpose

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

Improvement Measures

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

*Parent participation and representation in school governance teams increases.

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

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

Progress towards achieving improvement measures

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

Targets

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

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

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

AITSL 4.1 Support student participation.

Evaluation	Funds Expended (Resources)
SRC hamper delivery	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$5000.00)• Socio-economic background (\$10000.00)
Sheikh's Who Am I program - currently happening	
Evaluation still to be completed	

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

Targets

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

2019 - Student representatives organise and lead school events.

2020- Student are represented on school management committees.

Progress towards achieving improvement measures

Process 2: AITSL 4.1 Support student participation.

Evaluation	Funds Expended (Resources)
- SRC - student input for uniform - PBIS - new matrix	SRC - uniform - \$3000 PBIS Matrices - \$8000 Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$3000.00) • Socio-economic background (\$8000.00)

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

Targets

2018 -Parents participate in consultative committees for school programs

2019 - Parents participate in and develop school programs

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

AITSL 3.7 Engage parents / carers in the educative process

AITSL 7.3 Engage with the parents/carers

Evaluation	Funds Expended (Resources)
Didn't happen due to Covid	

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

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

AITSL 3.7 Engage parents / carers in the educative process

AITSL 7.3 Engage with the parents/carers

Evaluation	Funds Expended (Resources)
Considerable work has been done on attendance and will continue next year Anti-bullying plan - still needs to be implemented	

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	SLSO and 2.4 staffing Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$262 522.00) • Low level adjustment for disability (\$66 442.00) 	SLSOs paid for to support students with a disability in class
Quality Teaching, Successful Students (QTSS)	NA	N/A
Socio-economic background	2.1 Staffing 3 Additional Staff Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$287 657.00) • Socio-economic background (\$328 152.00) 	Class sizes have been kept smaller to aid staff in classroom management and quality T and L
Support for beginning teachers	Release time / period allocation Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$43 443.00) 	Beginning teachers have been provided with release time and mentoring to plan and improve their craft
Targeted student support for refugees and new arrivals	0.2 SLSO Funding Sources: <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$19 760.00) 	Students have been provided with small group support to aid them in their transition to the school
Aboriginal background loading	Resources Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$678.00) 	Resources have been purchased to implement ATSI content and policy
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$109 384.00) 	LBOTE support has been provided by a dedicated teacher

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	481	490	509	497
Girls	0	0	0	0

Student attendance profile

School				
Year	2017	2018	2019	2020
7	92	88.7	90	88.6
8	87.8	88.3	87.8	83.4
9	87.1	87.9	84.6	83
10	83.6	84	82.4	82.4
11	81.9	83.1	81.4	72.9
12	81.1	85.6	87.6	85.4
All Years	85.8	86.2	85.8	83.1
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	11	26	35
TAFE entry	3	12	18
University Entry	0	0	47
Other	1	6	0
Unknown	5	0	0

Year 12 students undertaking vocational or trade training

48.28% of Year 12 students at Granville Boys High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

Of those 55 students:

46 students received HSC 84%

8 students received Life Skills HSC 15%

1 students received RoSA 1%

VET Students

26 students did a VET course 47%

VET breakdown

12 students did **Construction**

1 student received Statement of Attainment 8%

11 students received full Certificate 92%

5 students did **Hospitality (Kitchen Operations)**

5 students received full Certificate 100%

6 students did **Metal and Engineering**

6 students received Statement of Attainment 100%

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	33.8
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	12.08
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	917,509
Revenue	8,821,886
Appropriation	8,677,294
Sale of Goods and Services	29,530
Grants and contributions	112,438
Investment income	2,325
Other revenue	300
Expenses	-9,017,184
Employee related	-7,836,426
Operating expenses	-1,180,758
Surplus / deficit for the year	-195,297
Closing Balance	722,212

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

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	19,760
Equity Total	1,511,434
Equity - Aboriginal	678
Equity - Socio-economic	969,366
Equity - Language	153,160
Equity - Disability	388,230
Base Total	6,648,996
Base - Per Capita	131,517
Base - Location	0
Base - Other	6,517,479
Other Total	364,247
Grand Total	8,544,438

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 to access the school data.

2020 NAPLAN

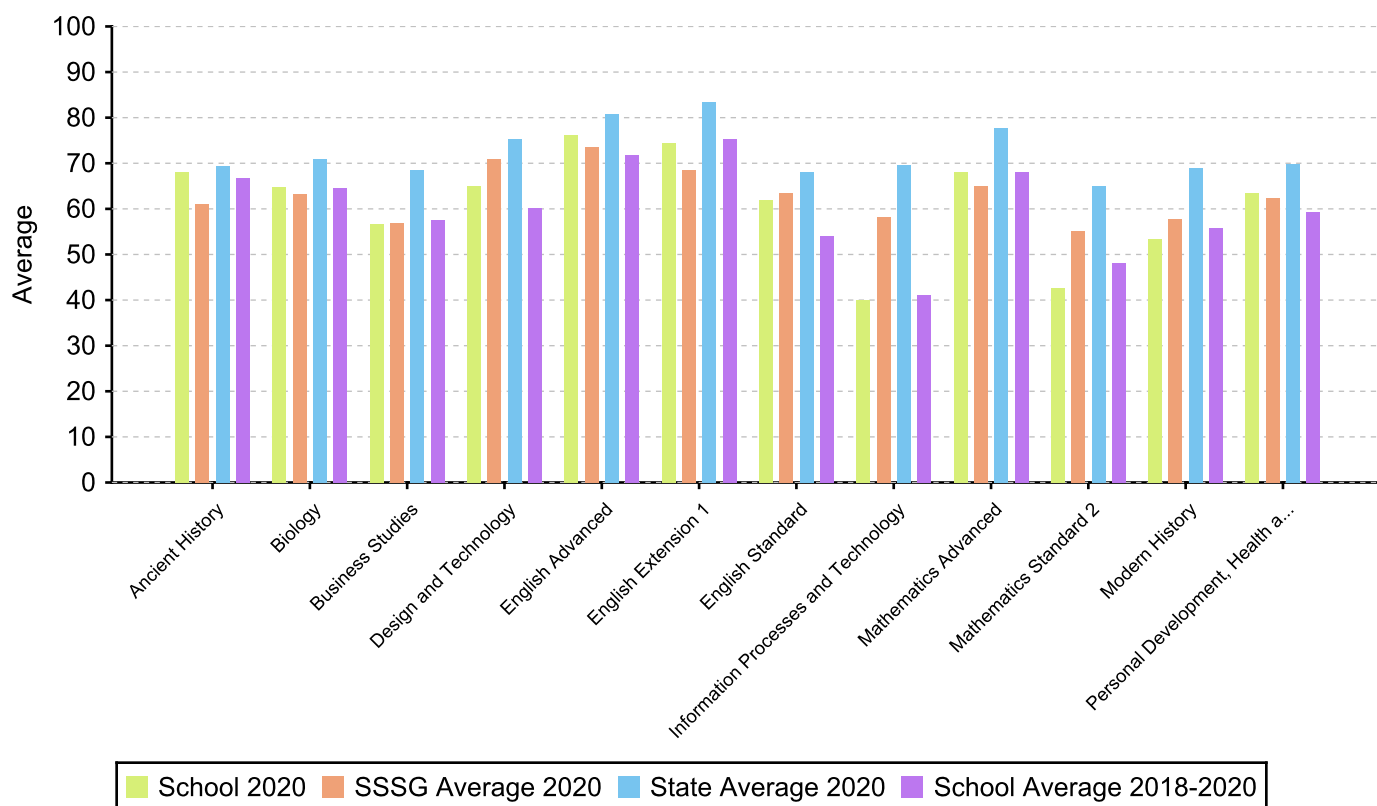
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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

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
Ancient History	68.1	61.1	69.4	66.8
Biology	64.9	63.4	70.8	64.7
Business Studies	56.7	57.0	68.6	57.5
Design and Technology	65.1	70.8	75.4	60.2
English Advanced	76.1	73.6	80.8	71.7
English Extension 1	74.4	68.5	83.4	75.3
English Standard	62.0	63.5	68.1	54.1
Information Processes and Technology	40.0	58.2	69.6	41.1
Mathematics Advanced	68.0	65.0	77.7	68.0
Mathematics Standard 2	42.7	55.1	64.9	48.1
Modern History	53.3	57.8	68.9	55.8
Personal Development, Health and Physical Education	63.5	62.4	69.9	59.3

Parent/caregiver, student, teacher satisfaction

In 2020, student satisfaction data was obtained through Tell Them From Me. The data indicated that the vast majority of students at the school had pride in their school and a majority felt a strong sense of belonging at the school however there is room for improvement in this sense of belonging of the student body.

Parents also completed the Tell Them From Me survey. Parents have continued to express their support for the move from a PBL model of teaching and learning to a more explicit model of teaching. P and C feedback and direct parent feedback to the Principal and staff has also indicated that parents are happy with the trajectory of improvement of the school and that they support our move towards academic excellence and explicit pedagogy.

The vast majority of staff indicate that they are happy with the vision and direction of the school. Staff achievements have been celebrated through awards to recognise excellent staff attendance rates, whole-school recognition of excellent teacher HSC results and staff presentations of best-practice in T and L. A culture of sharing best-practice pedagogy now exists in the school and will continue into 2021. At Granville Boys High School, we feel that utilizing the expertise within the school is paramount in order to celebrate the talents of our staff.

Tell Them From Me Data indicated that we need to continue addressing bullying and truancy across the school in 2021 and beyond.



SRC 2020

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

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