

2021 Annual Report

Georges River College Peakhurst Campus



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Introduction

The Annual Report for 2021 is provided to the community of Georges River College Peakhurst Campus as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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

GRC Peakhurst began the school year under the umbrella of a newly developed 2021 - 2024 Strategic Improvement Plan, which was informed by the Situational Analysis that was undertaken during 2020. Throughout semester 1, we adjusted to many changes with the ever evolving COVID-19 guidelines to ensure safety for staff and students. Semester 2 began with students learning from home. School was open for those students who required it and staff were on a roster to be at school for supervision. This reduced once our LGA went into lockdown. During the learning from home period, we used Google Classroom as our online learning platform and we were able to provide laptops and wifi to those families who required it. This allowed all students to access online learning. New procedures were established to ensure we could monitor student engagement in online learning as well as the wellbeing needs of all students and families. Meetings were able to be held using online platforms and this allowed us to run assemblies, year meetings, parent sessions, SRC and staff meetings. Many of the initiatives within our Strategic Improvement Plan continued during this period, although perhaps not to the extent that they would have if we had been at school, which has resulted in limited impact in some cases.

I sincerely thank all staff for their hard work and resilience throughout the year, always with student needs at the forefront. During the learning from home period, staff did a fabulous job of adjusting their teaching practices and utilising the Google Classroom, as well as a number of other strategies including voice overs, Kahoot quizzes and zoom meetings. An increase in workload for them but they all stepped up to the challenge without complaint.

I would like to thank parents/carers for their support of the school as well as for their role in supporting students to learn from home. This was not necessarily easy for everyone, particularly if there are several siblings, primary school aged children, sharing of devices, sharing internet as well as parents working from home. Many things to juggle.

While many extra-curricular activities were not able to be held in 2021, some did go ahead with the enthusiastic participation and involvement of many students. Some examples include: 51 students represented the school for zone swimming and 23 for regional swimming, 22 students represented the school for zone cross country and 3 for state cross country, 94 students represented the school for zone athletics and 48 qualified for regional athletics. A number of students represented the school for State Dance, Gymnastics and Music. One of our Year 10 students was the recipient of a Deadly Kids award and four students represented the school in the College Stage Band Tour to Bathurst. Public speaking and debating competitions were able to proceed using online platforms.

Two staff members received recognition for their work through the 2021 Metropolitan South Operational Directorate Network Awards: Paula Ahmet in the School Administrative and Support Staff category and Scott Wilson in the School Executive category. We are very proud of their work, dedication to the school, their successes and accomplishments and we congratulate them on this fine acknowledgment.

I would like to thank Kim Osborne, Scott Wilson, Sophia Favuzzi and Julia Picone for their outstanding work as Senior Executive. Thank you to the Executive team, our School Administrative Manager and the teaching and non teaching staff, for their efforts, dedication and positivity that allows our students to thrive. Thank you also to our parent/carer community for their ongoing support and to those who step up to take on executive positions on the P&C to support

school initiatives for the benefit of our young people.

Diane Wilson

Message from the school community

We had another challenging year in 2021 thanks to the COVID-19 pandemic. The P&C met mainly via zoom throughout the year. Again, the teachers and staff did amazingly well, having to adjust to the ever-changing requirements. We, as parents, cannot thank them enough. There are new challenges facing teachers with such extreme teacher shortages. The teachers have been nothing short of extraordinary.

A big thanks to the P&C Team who have had a few challenges of their own, with meeting ACNC requirements. A big thanks go to Fiona Burns, who has been advising us as an experienced P&C member. Thanks to Kerry Masri, the Secretary, Sarah Kennedy, the Treasurer and Anissa Kapadia for successfully obtaining grants for the school and organising donations for the Breakfast Club on behalf of the P&C. Thank you to Lena Ribbeck and Leanne Iverach who have stepped in whenever required.

We are looking forward to building a community at the school in 2022 where parents will be able to meet on site. Hopefully, the teacher shortages will be overcome so that the teachers don't get burnt out.

Christina Jamieson

P&C President



School Leaders meet with the Hon Gladys Berejiklian MP Premier of NSW and Mark Coure MP at NSW Parliament House

School vision

The Georges River College Peakhurst Campus learning community is supportive and committed to fostering students and staff in being engaged learners for life. The educational environment provides dynamic, inspiring and innovative learning opportunities for students and staff to enhance their skills, knowledge and understanding.

We aim to deliver diverse, dynamic and flexible learning experiences within an inclusive, collaborative and harmonious school community. There is a commitment to nurture, guide, inspire and challenge students to enhance their capacity and strive towards achieving their potential within a rapidly changing world.

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

Georges River College is a learning community which embraces the responsibility to support a shared learning vision through the use of data and evidence informed practices. Collaborative networks and targeted professional learning across and within our campuses enhance continuous learning and wellbeing opportunities for the growth and success of our students and staff. Through a culture of high expectations, we aspire to achieve excellence for all.

School context

Georges River College Peakhurst Campus is the co-educational middle school campus of Georges River College which caters for students from Year 7 to Year 10. The school has an enrolment of 850 students and includes a support unit for students with moderate intellectual and physical disabilities. The student body consists of 58% of students with English as an Additional Language or Dialect (EAL/D) and 3% of students from an Aboriginal and Torres Strait Islander background.

GRC Peakhurst Campus provides a transition between middle school and senior high school. The College fosters cross campus teaching opportunities which enable staff to work in both middle and senior school settings.

The school provides an educational environment and learning atmosphere that is appropriate to the academic, personal and social developmental needs of young adolescents. We foster a positive learning relationship between staff and students and the encouragement of respect for everyone. We actively promote respect, responsibility and excellence at all times.

High expectations are placed on student achievement and success in both academic and extra-curricular pursuits. GRC Peakhurst Campus has an established reputation for success in academics, leadership, sport, debating, public speaking and the creative & performing arts.

High Impact Classroom Practice and student achievement, particularly in Literacy and Numeracy, are central to formation of the School Plan. In 2021, the school will engage with the External Validation Process. After this process, the staff will reflect on our Strategic Improvement Plan and re-evaluate our initiatives.



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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that all learners - regardless of background- have the greatest opportunity to reach their educational potential through high expectations, explicit teaching strategies and well-structured and sequenced learning experiences. Our priority is a culture of excellence in student growth and attainment where high achievement is expected and challenge is celebrated.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy and Numeracy
- High Performing and Gifted Student Learning
- Resourcing

Resources allocated to this strategic direction

Per capita: \$0.00

Summary of progress

- The Reading Program was developed to promote reading as fun and enjoyable across all cohorts. It was due to be implemented in term 3 but was delayed until the return to school following lockdown. Posters were created and information was provided to staff and students. This takes place once per week during the PEAK Learning (Roll Call) period in the morning on a Thursday. Students are provided a short story to read each lesson and this is followed by class discussion. This program has not yet been evaluated as it has only been running for 4 weeks.

- Super 6, ALARM and PEEL are all writing strategies that have been embedded across all KLAs for a consistent approach. The literacy team are developing professional learning for new staff and a refresher for old staff.

- Year 7 have library lesson timetabled once per fortnight. This program has been revamped to support the development of student literacy skills, including explicit teaching of library literacy skills, a major research task, written report and presentation.

- The Ninja Challenge was developed to promote numeracy as fun and enjoyable across all cohorts. It was due to be implemented in term 3 but was delayed until the return to school following lockdown. Posters were created and information was provided to staff and students. This takes place once per week during the PEAK Learning (Roll Call) period in the morning on a Tuesday. Students answer numeracy questions appropriate for their stage under timed conditions. The more questions they answer, the closer they get to becoming a ninja. Ninjas are rewarded with merits. This program has not yet been evaluated as it has only been running for 4 weeks.

- Professional learning for the college numeracy program Numbers for Learning - Numbers for Life began in term 1 with training for 4 faculties. The faculties have been developing activities specifically to implement the number talks strategies. Further PL for faculties was delayed due to the lockdown and will continue in 2022.

- The Doe Resources Hub has been promoted across the school for all staff to access.

- A new HPGE policy was developed and implemented across the school. This includes the application for Enrichment classes for year 7 as well as monitoring and adjustments for years 8-10.

- Differentiation plays a large part in student achievement. For students with learning difficulties, the LaSTs have continued to work closely with classroom teachers to modify class tasks and assessments. This has provided opportunity for all students to achieve some success. For HPG students, extension tasks are provided as well as cocurricular activities.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Minimum uplift of 1.9% of students achieving expected growth in Numeracy	There has been a slight decrease in the percentage of students in Year 7 achieving expected growth in Numeracy and a substantial decrease in the percentage for students in Year 9. The initiatives to support improvement in Numeracy were disrupted with Learning from home but they will be a priority moving forward in 2022.
Minimum uplift of 1.2% of students achieving expected growth in Reading	There has been a slight decrease in the percentage of students in Year 7 achieving expected growth in Reading and a substantial decrease in the percentage for students in Year 9. The initiatives to support improvement in Reading were disrupted with Learning from home but they will be a priority moving forward in 2022.
Increase of 2.5% in number of students achieving in the top 2 bands in Numeracy	There has been a decrease of 5% of students achieving in the top 2 bands for NAPLAN Numeracy.
Increase of 2.5% in number of students achieving in the top 2 bands in Reading	There has been an increase of 1% of students achieving in the top 2 bands for NAPLAN Reading.
Results for Aboriginal and EAL/D students are closer to or equivalent to the progress and achievement of all students in the school.	<p>NAPLAN results for Aboriginal students were particularly pleasing. The average result for Year 7 Reading for Aboriginal students was 64.5 marks higher than the state average and for Numeracy 59 marks higher. The average result for Year 9 Reading for Aboriginal students was 29 marks higher than the state average and for Numeracy 18 marks higher.</p> <p>NAPLAN results for EAL/D students were also pleasing. The average result for Year 7 Reading for EAL/D students was 10 marks higher than the SSSG average and for Numeracy 8 marks higher. The average result for Year 9 Reading for EAL/D students was on par with the SSSG average and also for Numeracy.</p>



GRC College Stage Band

Strategic Direction 2: Learning and Teaching for Excellence

Purpose

The role of the teacher is to understand where our students are in their learning and to plan for learning and teaching excellence. Effective analysis of classroom and student data will help to identify areas for targeted teacher development in high impact teaching strategies for implementation in all classrooms to support students' learning needs.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Impact Classroom Practice
- Targeted Professional Learning for Staff

Resources allocated to this strategic direction

Professional learning: \$74,000.00

Summary of progress

- Instructional Rounds continued in term 1 with more teachers volunteering to be observed. The team analysed the data gathered and presented this, including strengths and areas for development, to staff at a PL session. Further PL was provided to staff on differentiation, PBL, Learning Intentions/Success Criteria.

~ Survey regarding TPL sent out to all staff twice, poor response may be due to covid timing. Replies stated they all needed more time to log NESA hours and time to undertake Teacher Professional Learning..

~ Surveys to go out again at the beginning of 2022 in regards to mentor volunteers for beginning teachers & teachers interested in CV writing program.

~ Recommendations for guidance on MyPL sites to search for TPL's.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the average GPA by 0.5 per school calendar year	There was no change to the average GPA from 2020 to 2021. This is due to varying factors, including no grades being given in Semester 1 2020 and the learning from home period for a large proportion of Semester 2 2021.
Decrease of Sentral negative entries by 5%	There was a 24% decrease in the number of Sentral negative entries compared to 2020, however this would be enhanced by students not on school site for one third of the year during the learning from home period.
Increase of staff attendance	There was a decrease in staff absences due to sick leave of 99.34 days and due to FACS leave of 7 days. This resulted in an increase in staff attendance by 12.3%
Enhanced classroom management practices and develop positive conditions for learning	Professional Learning sessions held on the Student Management flow chart allowed staff to have a greater understanding of procedures as well as knowledge of expectations and their responsibilities. This has resulted in enhanced classroom management practices. Staff collected and analysed data through instructional rounds observations. Staff have implemented learning activities to differentiate for varying student needs as well as modify questioning from closed to open. The Safeguarding Kids together Team have worked with staff to develop preventative strategies to support classroom management and positive conditions for learning.

Strategic Direction 3: Connecting Together for Excellence

Purpose

We foster and promote a climate of care, positivity, engagement and collaboration within our school community to connect together for excellence. We will further develop and refine individual and collective wellbeing practices for students and staff whilst continuing to develop and enhance collaborative partnerships with students, staff, families and the wider school community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Wellbeing
- Staff Wellbeing
- Collaboration for a Culture of Continuous Improvement

Resources allocated to this strategic direction

Per capita: \$0.00

Socio-economic background: \$6,400.00

Summary of progress

- developed roster for lessons during PEAK Learning (Literacy, Numeracy, PBL/SEL)
- created lessons for PBL/SEL and implementation throughout the year, online during lockdown.
- student wellbeing session in cohorts held via zoom during lockdown.
- Peak Advisor role established. PA liaised with HT Wellbeing and DPs to monitor attendance, contact students and parents, send attendance concern letters and 100% attendance letters. HSLO liaison and referrals made.
- Trauma Informed Practice PL delivered to staff.
- procedures established for staff to help staff. Staff google classroom set up for staff to ask/answer on another's questions. Zoom sessions for staff help held during lockdown.
- Staff social events planned but delayed due to lockdown. Online social and themed events held during lockdown.
- Staff recognition increased through Monday Morning Meetings, Exec Meetings and Staff Meetings. 'Special Carpark' selected and painted for prize for acknowledged contributions to students/faculty/school.
- Action plan of school/community interactions developed in collaboration with SKT team.
- Further development of Year 7 transition/orientation/primary links
- Parent survey re school communication determined that phone and email are the preferred means of communication.
- Investigation of ways to increase parent and community engagement with the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An increase of 2% in student overall attendance compared to the school's lower bound system negotiated target.	Attendance data for 2021 is somewhat skewed due to learning from home for one third of the year. There was no change to the average attendance rate compared with the previous year. However, there was an increase of 2.1% of students attending 90% or more of the time.

A reduction of 2% of students who arrive late to school compared to 2020 data.	A review of procedure in relation to lateness to school has resulted in a decrease in students arriving late to the roll call period at the beginning of the day. Unfortunately, there has been a slight increase in the number of students arriving after the roll call period.
An Increase of 2% of students indicating positive wellbeing compared to the schools lower bound system negotiated target.	There has been a decrease of 5% of students indicating positive wellbeing overall but this is likely to be impacted due to the learning from home period. The Tell Them From Me survey indicated an increase of 8% in students sense of belonging.
An increase in staff reporting a sense of positive wellbeing through surveys and decreased staff absences.	In semester 1, staff reported an increase in positive wellbeing, with 96% indicating they feel supported by the school.
Increase of 1% in active parent/community engagement in all school events and activities.	Unable to measure due to Covid restrictions limiting events and activities involving parents/community.



Barista Training

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$157,876.80</p>	<p>Integration funding support (IFS) allocations support eligible students at Georges River College Peakhurst Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - students for whom we receive funding having access to the curriculum through small group tuition as well as one on one support - improved student learning outcomes <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - review the subjects where support is required - for each individual student, consider whether small group tuition or one on one support is most effective for each subject
<p>Socio-economic background</p> <p>\$270,719.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Georges River College Peakhurst Campus who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Staff Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • -additional staffing, including a Deputy Principal and social workers to support the social and emotional needs of students from low SES background with wellbeing, behaviour and engagement in learning - implementation of student wellbeing programs on social and emotional needs for identified students or groups of students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - students and families having access to counselling support - increased engagement in learning as students know they are safe and supported at school <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - make use of evaluations and surveys to determine effectiveness of structured supports and programs - consider other wellbeing issues to be addressed
<p>Aboriginal background</p> <p>\$18,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Georges River College Peakhurst Campus. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Aboriginal background</p> <p>\$18,000.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • staffing release to support the implementation of programs for Aboriginal students around culture and identity • Aboriginal Garden renewal <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - all Aboriginal students have updated Personalised Learning Plans, developed in consultation with students and their families - all Aboriginal students are working towards and achieving goals in their PLPs - students are developing their own personal sense of identity and understanding of their culture - an increase in Aboriginal students participating in activities at a whole school level - small enhancements to the Aboriginal garden and plans for further development <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - investigate programs to support students to achieve their individual goals - beautification of the Aboriginal garden so it is an inviting place to gather
<p>English language proficiency</p> <p>\$167,468.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Georges River College Peakhurst Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • professional learning for staff on teaching strategies to support EAL/D students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - students receiving small group tuition or in class support to access the curriculum - students developing their ability and confidence in speaking, reading and writing - teaching strategies and activities for EAL/D students are embedded in faculty teaching programs <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - greater immersion for EAL/D students in the English language and Australian culture through various programs and excursions.
<p>Low level adjustment for disability</p> <p>\$318,275.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Georges River College Peakhurst Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$318,275.20</p>	<p>include:</p> <ul style="list-style-type: none"> • engaging learning and support teachers to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - students receiving one on one or small group tuition - enhanced student access to the curriculum, class work, assignments, assessments. - improved literacy and numeracy skills - improved organisation and time management skills - increased confidence and self esteem <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - review the balance between one on one and small group tuition - continue to monitor the level of adjustments required for individual and adapt where appropriate - develop skills to become more confident and independent learners.
<p>Professional learning</p> <p>\$74,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Georges River College Peakhurst Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Classroom Practice • Targeted Professional Learning for Staff <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • - engaging a specialist teacher to to train staff in Instructional Rounds - casual relief for staff to be trained and to participate in the classroom observations. • - staff engaging in external professional learning aligned with their PDP goals - casual relief for staff attending external professional learning <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - analysis of observational data to determine strengths and areas for development in teacher classroom practice - professional learning provided to staff on a variety of classroom practice strategies, including differentiation, questioning and student choice - staff more confident in trialing various teaching techniques - staff receive training/learning that allowed them to achieve their person, faculty and whole school goals <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue professional learning to support the impact of initiatives and activities in the SIP</p>
<p>Beginning teacher support</p> <p>\$37,627.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Georges River College Peakhurst Campus during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • reduced teaching load for beginning teachers and their mentors • school based professional learning with casual relief provided • external professional learning with casual relief

<p>Beginning teacher support</p> <p>\$37,627.00</p>	<p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - beginning teachers and their mentors having time to meet, for observation of practice and for advice, discussion and feedback - beginning teachers being provided professional learning to develop their pedagogy and learn processes and procedures <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - adjust the school based professional learning program to suit the needs of the current beginning teachers
<p>School support allocation (principal support)</p> <p>\$40,644.00</p>	<p>School support allocation funding is provided to support the principal at Georges River College Peakhurst Campus with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engagement of an additional SAO for Senior Executive support <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - a reduction in the administrative burden <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to increase the FTE of the SAO to include working with Assets and School Infrastructure</p>
<p>COVID ILSP</p> <p>\$314,641.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • releasing staff to analyse school and student data to identify students for small group tuition and monitor progress of students • employment of teachers and SLSOs to run small group tuition in writing, reading and numeracy • support to engage in learning during the learning from home period <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - skill development for students involved - increased confidence to tackle classwork, assignments and assessments - improved performance across KLAs for most students, although impact on student growth was affected by the learning from home period - regular communication with students and parents/carers assisted in maintaining student engagement in learning during the learning from home period <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - use of additional data sources to determine students to be targeted - adjustments to the model for small group tuition, and monitoring of progress <p>* Timely, meaningful feedback during lessons (and after testing) so as to provide students with the necessary strategies needed to consolidate concepts they've learnt well as well as to provide guidance in areas they still</p>

COVID ILSP \$314,641.00	<p>need to build proficiency in.</p> <ul style="list-style-type: none"> - continue to develop resources to be kept in a staff Google Classroom - maintain Google Classroom practices for students - greater consideration in selecting students achieving below NMS whose attendance poses a concern because their frequent and extended absences can cause disruption in the small tuition groups
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Cultural Performance Day

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	505	539	541	521
Girls	259	294	311	312

Student attendance profile

School				
Year	2018	2019	2020	2021
7	93.1	92	93.7	92.1
8	92	90.7	91.3	89.3
9	91.1	89.7	91.3	87.4
10	90.7	91.6	90.8	86.2
All Years	91.8	91	91.8	88.7
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
All Years	88.7	88.2	89.8	86.2

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	2	0	0
Employment	4	0	0
TAFE entry	2	0	0
University Entry	0	0	0
Other	1	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Georges River College Peakhurst Campus undertook vocational education and training in 2021.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	44.33
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	15.48
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	809,136
Revenue	11,089,206
Appropriation	10,766,143
Sale of Goods and Services	83,700
Grants and contributions	235,584
Investment income	1,261
Other revenue	2,518
Expenses	-10,864,986
Employee related	-9,898,707
Operating expenses	-966,279
Surplus / deficit for the year	224,220
Closing Balance	1,033,356

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.

	2021 SBAR Adjustments (\$)
Targeted Total	166,749
Equity Total	806,760
Equity - Aboriginal	18,853
Equity - Socio-economic	275,738
Equity - Language	180,912
Equity - Disability	331,256
Base Total	8,537,981
Base - Per Capita	214,272
Base - Location	0
Base - Other	8,323,709
Other Total	832,489
Grand Total	10,343,978

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.



Cross Country Carnival

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.



Parent/caregiver, student, teacher satisfaction

Parent/Caregiver - General feedback from our parents and carers is very positive. They have been very grateful for the hard work that teachers and school staff put in for student learning and wellbeing support, particularly during the learning from home period. They are also thankful for the opportunities we provide for their children, including enrichment, sporting, musical, public speaking and leadership. Results from the Tell Them From Me survey indicate the following: 87% are satisfied with school communication, with an increase of 3% feeling well informed, 92% are happy with the subjects available to students, 84% believe the school has a good reputation and would recommend the school.

Student - Students demonstrated their appreciation of the support they receive from teachers in class as well as the wellbeing support provided by their year advisers, the deputy principals and the wellbeing team. Results from the Tell Them From Me survey indicate the following: There has been an increase of 9% of students believing there is a positive learning climate, 87% of students indicate they have positive school pride, there has been an increase of 8% of students having a sense of belonging and 94% of students know where to seek help if bullied.

Teacher - Teachers demonstrated strength and resilience through a difficult year, remaining positive about providing continuity of learning during lockdown and learning from home. 96% of staff believe that school leaders in the school are leading improvement and change, 96% of staff believe they are supported by the school, 86% of staff believe that morale among the staff is good and there has been an increase of 3% of teachers participating in collaboration.



Year 7 Performing Arts Day

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

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

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

Georges River College Peakhurst Campus is the co-educational middle school campus of Georges River College which caters for students from Year 7 to Year 10. The school has an enrolment of 852 students and includes a support unit for students with moderate intellectual and physical disabilities. The student body consists of 63% of students from a Language Background Other Than English and 3% of students from an Indigenous background.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

English Faculty

The English staff in 2021 included: Ms R Ali, Ms L Campbell, Ms T Dayman, Ms K Eleos, Ms L Osmond, S Rossenrode, Ms L Sanunu, Ms A Talevski and Mr N Zouroudis. The faculty worked in close association with EAL/D teacher Ms K Nguyen. Our long serving school Librarian, Ms S Baker, retired during the year, and she was replaced by Mrs K Deegan.

The English faculty focused on offering a differentiated curriculum to meet the diverse needs of the students in the school. The differentiated course content was supported in the various topics with a range of classwork and assessment tasks that offered all students the opportunity to access the content and demonstrate effective learning at different levels of cognitive and literacy development. The dedication of the teachers and the positive response of the students enabled all programmed units of work to be taught during the extensive learning from home period.

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

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

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

Students leaving our school for study at Oatley Senior Campus will be well represented in all senior English courses including: Advanced, Extension, Standard, English Studies and EAL/D. Former GRC Peakhurst Campus students achieved impressive results in all of these courses in the 2021 HSC.

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

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

The faculty offered Debating and Public Speaking as extra-curricular activities, and some of these activities continued during the learning from home period. The teachers responsible for selecting, training and managing these teams in 2021 were: Ms L Osmond, Ms R Ali, Ms S Rossenrode and Ms L Sanunu.

In 2021, debating teams achieved success, with the Year 7 and 8 debating teams effectively participating in after school training and supporting the Stage 5 teams as an audience, timekeepers and chairpersons. The Year 9 and 10 debating teams worked in a dedicated manner, improving their skills in all debates in which they competed, with the Year 10 team remaining undefeated before the competition was discontinued due to the movement to online learning.

We had four students participate in the Legacy Public Speaking Competition (open to students aged 12-14) with two students representing our school at the Sydney Regional Final which was conducted via video upload. Additionally, two students in Year 10 delivered socially and culturally informed speeches in the Plain English Speaking Competition, and the school successfully hosted the prestigious Local Final. This high level of student involvement was a product of the effort of the students, and their teachers Ms Osmond and Ms Rossenrode who continued the public speaking programs throughout the year.

To further encourage the writing of extended imaginative and creative texts, Ms Ali continued the writing club, *Peakhurst*

Writes. This club met on a regular basis during Semester One and entered student work in a range of writing competitions, which offered students the opportunity to write extensively and receive feedback from staff and external markers.

Mathematics & Computing Faculty

The impact to teaching and learning in 2021, brought about by the COVID -19 pandemic, was significant to say the least. Google Classroom became the focal point, with lesson materials and communications being disseminated to students from this platform. Zoom lessons also became the norm for many classes.

The pandemic created new issues like equitable access to devices for participation in online learning and familiar issues like disengagement, albeit in a remote setting. In an attempt to alleviate the anxiety and pressure felt by many students and their households, the scope and sequence of course work was adjusted. Additional platforms, such as the Khan Academy, were utilised to track learning and to provide flexible learning for students unable to attend scheduled lessons. At the peak of the isolation period, some formal assessment tasks were put on hold due to low levels of engagement, issues of exam integrity and student wellbeing.

As a consequence of two years of interrupted learning, intervention was required for students falling behind their peers or not performing to expectations. The 2021 COVID Intensive Learning Support Program (COVID ILSP) was introduced to cater for students most affected by the learning from home period. Small group tuition was offered to targeted students with the intention to fill the gaps in their learning.

The Lockdown period was not an entirely negative experience. The Mathematics staff were afforded opportunities to use and further develop their ICT skills and the utilisation of Google Classrooms has now been mandated. The platform enables students to retrace their learning path and access resources for consolidation. For students who are absent, it allows them to keep up to date with the progress of their class and communicate with their teachers.

Information and Software Technology (IST) lessons saw students challenged in the unit 'Digital Media' through the Digi Ed Workshop where students created animations using Stop Motion and iMovie. Students also explored the use of green screens and utilised a range of software, including PowerPoint, Prezi, PhotoShop, Andrea Mosaic, FantaMorph and their preferred choice of video editing software (including Adobe Premiere and Filmora), for the unit of work on 'Authoring and Multimedia' to create presentations, mosaics, morphs and movies on a past, current or emerging technology of their choice.

One COVID-19 impacted unit of work that was not able to be completed this year, despite being started, was our unit on 'Robotics and Automated Systems'. This was replaced by the option topic 'The Internet and Website Development'. Students researched the history of the Internet and explored the elements and principles of website design. Students were then introduced to Google Sites and given the opportunity to develop a website for a competitive online teen store aimed at marketing tech games and gadgets to their peers. The quality and standard of the final websites was a testament to the students' levels of interest, engagement and commitment to this course during the remote learning from home period.

Science Faculty

For the Science Faculty, 2021 was another year of providing students in each of years 7 - 10 with a broad range of learning experiences to maximise their engagement and learning in Science.

Teaching programs focused on providing a wide range of activities including hands-on practical work, independent work, group work, communication skills, literacy skills, numeracy skills and particular high emphasis on the use of computer skills. Ruben Meerman the 'Surfing Scientist', was able to visit our school and perform his enlightening presentations to Year 7 and Year 9. This was an enriching incursion for our students.

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

2021 VALID was cancelled due to covid restriction. We continued to make use of the data collected from 2020 VALID to increase student understanding in various areas. We will be looking towards the 2022 VALID results to see the impact of our programs and the effectiveness of the changes we have made to further improve on these results in 2023.

HSIE Faculty

The HSIE faculty engaged in activities and learning opportunities created to develop student literacy, numeracy, technology, problem-solving and research skills throughout 2021. The HSIE faculty delivers Mandatory History and

Geography to students from Year 7 to 10. In addition, Commerce, Work Education, History Elective, VET Retail Services and VET Business Services Administration are run as elective courses in Year 9 and 10.

Civics and Citizenship and the implementation of the High Potential and Gifted policy were faculty goals in 2021. Formal and informal professional learning opportunities included the implementation of Creative and Critical Thinking practices. These goals led to the enrichment of teaching and learning programs and activities, maximising student engagement and accommodating for a diversity of learners. In addition, the continued implementation of the new syllabuses for Commerce, History Elective and Work Education saw faculty members engaged in programming and the development of teaching and learning resources.

With an extended period of home learning in 2021, faculty members continued to build upon their skills to seamlessly deliver course material and assess student learning remotely. Making use of Google Classroom, Zoom, virtual fieldwork excursions and lesson recordings ensured that students could continue their learning at home, while being provided with opportunities to engage with peers and teaching staff regularly.

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

Year 7 History began their high school studies with the 'Investigating the Ancient Past' core topic, with a case study on the life and death of Otzi the iceman. The rest of the semester was spent learning about 'Ancient Egypt'. These units were purposefully designed to develop student literacy, research and introduce a variety of important chronology and numeracy skills. Highlights of the semester included mummifying a tomato, writing in hieroglyphics and analysing historical artefacts in the classroom.

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

Year 8 students began their learning in HSIE with History and the 'Medieval Europe' unit. Following on from this core topic, students immersed themselves in 'Shogunate Japan'. Reinforced through fun activities, such as making origami and writing in Hiragana, students continued to develop their literacy skills through essay writing and analysing historical sources.

In the second half of the year, Year 8 Geography began with the 'Water in the World' depth study. This unit explored unequal access to fresh water within and between countries. The year was completed with the 'Interconnections' topic, focusing on the nature and impact of globalisation on our modern world. Embedded within the content material was a range of geographical numeracy skills.

Year 9 HSIE students began their studies in History with the 'Making of the Modern World' topic. Studies then progressed on to World War I, with focus on the involvement of Australian soldiers in Gallipoli and on the Western Front. After a short unit on the interwar years, studies then moved on to a topic on World War II.

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

Year 9 Commerce began with the Consumer Choice and Personal Spending topics. After they learnt to budget and make good financial decisions, students worked collaboratively in the 'Running A Business' unit, where groups developed a business plan, marketed a product and faced a panel of financial backers. Due to COVID restrictions the running of these small businesses has been moved to mid 2022. Profits from these ventures will be donated to charity.

Year 9 History Elective refined their historical research and presentation skills through their archaeological site research task while completing a corresponding topic focusing on source analysis and the development of other historical and literacy skills. Following this, students worked through the 'Age of Exploration and Conquest', 'Tudor England and 'Heroes and Villains' topics, respectively. A highlight of Semester 1 was an excursion to an archaeological dig site in the Rocks, Sydney.

2021 saw the implementation of Work Education for the first time at GRC Peakhurst. Students worked through the 'What is Work?', 'WHS' 'Business and Entrepreneurship' and 'Changing Technologies' units throughout the year. This useful and highly applicable course provided students with the knowledge, skills and understanding to plan for and create future employment pathways.

Entering the second year of VET studies at GRC Peakhurst, 2021 saw the continued refinement and implementation of VET Retail Services in Year 9. After completing the relevant competencies associated with this subject, students achieved a Certificate I in Retail Services and will continue to build on their practical workplace skills through the completion of a Certificate I in Workplace Skills in Year 10 in 2022.

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

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

Year 10 Geography began the year with the 'Environmental Change and Management' topic, with a case study on 'Coasts'. Due to COVID-19, the planned fieldwork excursion to the Bate Bay area in the Sutherland Shire was replaced by a virtual excursion expertly created by GRC Peakhurst HSIE staff. This virtual excursion was designed to give students a chance to see the impacts of erosion on Australia's coastline. This important experience allowed students to combine their content knowledge and understanding with a purposefully designed visual record of the site, with fieldwork being carried out remotely. Studies in Geography moved onto the 'Human Wellbeing' core unit, delving into the differences in human wellbeing on a regional, national and global level.

Year 10 Commerce began 2021 with an engaging topic on 'Law and Society' and 'Political Involvement'. With the usual excursion to NSW State Parliament and Sydney District Court being cancelled, our year 10 Commerce students had the opportunity to undertake mock trials and mock elections, complete with ballot boxes and voting officials. Studies in Year 10 Commerce concluded with the 'Australia's Economy' and Employment Issues 'units, with students learning crucial information relating to their career and employment prospects.

Year 10 History Elective began the year with a thematic study on 'Crime and Punishment from Ancient Times', involving the creation of a historical 'documentary'. Studies then progressed onto a newly-developed unit on 'Assassinations of the 20th century' 'The Rise and Collapse of Easter Island Society' and finished with an intriguing thematic unit on 'The History of Medicine and Disease'.

PDHPE/SPORT Faculty

Sport and Physical Education was in full swing at the beginning of the academic year before unfortunately being impacted once again due to the health restrictions surrounding Covid-19. Our students were fortunate enough to experience a range of exciting sporting endeavours early in the year which will be highlighted in further detail below.

School Carnival - Swimming

Our school carnivals have always been showcased events which are highlighted on our sporting calendar each year. We were fortunate enough to run our annual Swimming Carnival which was once again at Roselands Pool. Students participated in a competitors only carnival which turned out to be a perfect day for racing. In the weeks after the carnival, GRC is proud to acknowledge that students who competed at the Zone and Regional competitions.

Regional competitors

YEAR 7 Abbie C, Evie L, Zoe M, Tenzer P, Erin S, Mia W, Mya W, David Z

YEAR 8 Omar A, Dzamal D, Isabella G, Luka J, Cody J, Ai K Mahika K

YEAR 9 Sam D, Victoria G, Aaron H, Jessica H, Nicholas J, William M, Ben S, Hugo W

YEAR 10 Isobel S

School Carnival - Cross Country

On the morning of our Annual Cross Country carnival, we woke to a thick blanket of smoke across Sydney due to some recent back burning within the area. Unfortunately, this meant we couldn't run the day as it posed too much of a risk to the health of our students. Alternatively, each class ran the Cross Country course during their regular PE practical lessons to determine times and qualification for the Zone Carnival. Georges River College sent off a strong team once again to the zone which saw over 50 students compete at the Scarborough Park Course. Congratulations to all involved on the day.

Regional competitors

YEAR 7 Evie L, Finn P, Luke R, Emily T, Emma W, Emma W, Zyad Y

YEAR 8 Isaac A, Omar A, Olivia C, Bianca C, Ai K, Rani M

YEAR 9 Cameron J, Ash K, Hugo W, Jack W, Ahmed Y

YEAR 10 Cameron F, Taj M, Ricardo S

School Carnival - Athletics Carnival

Once again, we were faced with adversity on the day of our Annual Athletics Carnival. After arriving at Bardon Ridge Athletic track, the skies opened and it rained torrentially for the best part of 2 hours. The weather started to clear and we were able to run a modified Athletics carnival which was a great success. Our Year 10 PASS helpers were outstanding support on the day as they assisted to run the events. Congratulations to the students who braved the wind and rain to compete and earn points for their respective houses. It was fantastic to still see strong participation and competition from those involved.

Freeman:- 1st (814 Points)

McGrath:- 2nd (757 Points)

Beachley:- 3rd (639 Points)

Goodes:- 4th (629 Points)

Congratulations Freeman!!!

Regional competitors

YEAR 7 Noah Ai, Yianni A, Adam C, Sienna G, Sienna H, Madison J, Mohammed K, Lillian K, Tyler M, Daisy P, Tenzer P, Keira P, Emily T, Elijah W, Amelia W, Mia W, Mya W, Zyad Y.

YEAR 8 Omar A, Olivia C, Bianca C, Eva H, Ai K, Xander M, Rani M, Moana M.

YEAR 9 Blake F, Nicholas J, Cameron J, Zach S, Michael S, Hugo W, Ahmed Y.

YEAR 10 Aden C, Antonio D, Joshua E, Oliver F, Pandora F, Archie F, Jascinta J.

Wednesday Sport

With the absence of regular competitive grade sport for a significant portion of the year, Wednesday sport was mostly run as a competitive in-house sport competition which saw students rotate and compete through a variety of sporting areas throughout the year in their respective year groups. The sporting structure provided a healthy competition opportunity that many students were crying out for. It also provided an engaging platform for students to develop specialised movement skills within a variety of contexts. A big thank you to all students for their active participation each week and to the teachers for keeping up with our ever-changing format.

Oz-Tag Gala Day

During Term 1, over 140 of our students competed in an inter-school Oz Tag Gala day which was organised in conjunction with Oz Tag NSW. In accordance with strict safety measurements, boys and girls competed together in-house teams to try and earn points for their respective houses. The day was an overwhelming success with our students actively engaged with rarely a mobile phone in sight! Congratulations to all involved. It was a fantastic day! We successfully had 8 out of 10 boys and girls teams from Year 7 through to 10 progress through to the All Schools Tournament. Unfortunately, the running of this event coincided with the beginning of the learning from home period which meant the day couldn't run. We look forward to competing again next year.

Bill Turner Cup

Approximately 850 school teams from NSW, Qld, ACT and Victoria participate each year in The Bill Turner Football Tournament for Boys aged 15 and under. The competition is a knockout format with early round matches starting in Term 1 each year. Bill Turner valued fitness, fun and fair play and the competition pays tribute to these values. The Bill Turner Cup is currently in its 43rd year. In 2021, Georges River College Peakhurst assembled a team of 16 players and

successfully navigated through Round 1 (GRC 10- Heathcote 0) and Round 2 (GRC 5 - Woollooware 0). In the 3rd round, we drew the challenge of Endeavour Sports High which proved to be a tough assignment. The boys gained valuable experience playing against a quality team from a specialist sport school (GRC 0 - Endeavour Sports 10).

TAS Faculty

Despite, remote learning for approximately half the school year due to Covid 19 it was still business as normal for students in TAS in 2021. Students carried on and completed their theory and practical planning tasks online and on their return to school it was full steam ahead and practical tasks were completed, hence course objectives were met. It was rewarding to see Year 10 graphic students take home professionally printed journals with their own graphic designs on the cover whilst Year 7 Technology Mandatory created cushion covers and Year 8 Technology Mandatory constructed wooden toys and lamps which also utilised the laser cutter.

Even whilst learning from home, students were still set some interesting practical challenges. Year 8 Engineered Systems students for example produced some amazing towers using objects found around the home and made cardboard models of their wooden toys. With their models they learnt the importance of models in the design process, and they also used the computer aided drawing program TinkerCad. Design and Technology were given a Shark Tank Challenge where they demonstrated their ingenuity and Year 10 Food Technology produced some functional and appealing food packages.

Food preparation recommenced on our return to school, unfortunately, we were not able to run our annual MasterChef challenge due to covid restrictions. Many students, however, showed us that they were MasterChefs at home, providing photographic evidence on Google Classroom of the meals they cooked at home during remote learning. While excursions were not possible also in 2021, students did go on virtual excursions such as visiting farms to see how food is grown.

2021 also saw new programs and resources developed in the faculty for the following Year 10 courses in line with the syllabus updates.

Food Technology

Industrial Technology-Timber

Graphics Technology

Design and Technology

Marine and Aquaculture Technology

Some resources were also updated in 2021 such as new 3 D printer, new cordless power tools such as jigsaw and drills as well as mobile tool chest and a workbench where its height can be adjusted.

Dance

The Peakhurst Dance program began in March of 2021. Auditions were held nearing the end of February to recruit new students. During these auditions students showcased basic technique and learnt a dance combination to show off their ability to pick up choreography quickly as well as demonstrate their performance qualities. There were 30 students who successfully made it through the auditions and became part of the Peakhurst dance groups for 2021. We then began our morning rehearsals which focused upon technique, flexibility and performance skills. We started on 2 routines to perform at end of year school events and began preparing for our main performance opportunity, Southern Stars. The dance students were very excited to attend rehearsals and perform with other schools from the Sydney and Wollongong region. Due to COVID-19 cases escalating quickly, Southern Stars was unfortunately called off for 2021. When online learning started throughout Term 3, the dancers attended a zoom dance lesson each Wednesday. It was a great way to catch up with each other while learning from home and continue improving our dance skills and technique.

The Peakhurst Dancers showed great enthusiasm throughout the year of 2021, despite its challenges. We have maintained involvement in the Southern Stars performance and are extremely excited to continue preparing for this performance when it returns next year. Thank you to all students involved in dance during 2021 for your continued passion and commitment.

CAPA Faculty

2021 was a challenging year for the CAPA faculty at Georges River College Peakhurst Campus. Like every other subject area, we spent the year continuing to adapt and re-adapt to the changing requirements of our students, staff and guardians as we managed our response to COVID 19.

Performing Arts classes participated in Performing Arts Day. The entire academic year of over 200 students performed 'Pride Rock' either as dancers or actors or as Stage Design students - who created animal masks which they wore for their procession to see the birth of Simba at Pride Rock. They were assisted their teachers and by our Event and Media Crews. Filming and editing of the event by Mr Abbott allowed families to see the action, as an audience was not allowed on the day.

The Creative Arts works could not be displayed in Peakview as was the case before COVID 19, so we displayed the works on the fences around the school adding colour and joy to the school community and giving Visual Arts students the opportunity to display their work. As in 2021 our annual art exhibition, large 900mm X 1200mm reproductions of our artworks were attached to our fences for our parents, carers, neighbours and the public to see. Over eighty works were displayed.

Music in 2021 the steep learning curve of 2020 continued for our music teachers as they recorded performances such as assemblies in an empty hall and live stream to students in classrooms. They also recorded and live streamed '*Peakform*' (our major music spectacular), our Graduation and Presentation Days in an audience free hall and sent it live to parents, carers and students. Performance ensembles were regrouped into year cohorts in order that they might perform and they worked hard to try and recover ground lost over the last two years.

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

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

Special Education Faculty

2021 was a very different year for the Special Education faculty here at GRC Peakhurst, both within the Support Unit and Learning Enhancement Team. Due to further restrictions with the pandemic, including Lockdown, we all continued our steep technology learning curve and learnt many new skills to make learning and working from home successful for all.

Our Work Experience program, primarily for Year 10 students, continued to be one of the many casualties of the pandemic. We hope to resume this program in 2022 at Coles, Hurstville. The students will travel to and from the workplace and be supported by our dedicated Support Unit staff. This program is funded by LINK monies.

Our Term 3 SRC and Support Unit camp, was yet another casualty of the pandemic. We have re-booked for Term 4 in 2022.

Term 4, we had six Year 10 students involved in transition to Year 11. Five of these students participated in the GRC Oatley transition program in preparation for Year 11 and 12. This program runs parallel with the mainstream program. It provides students with the opportunity to experience the day in the life of a senior student as well as orienting themselves with the changes they face as they leave the middle campus and enter their last two years of schooling. In 2021 this program had to be run virtually, with all visits via Zoom, until after the completion of the HSC. The students were supported by the GRC Oatley Support Unit staff as well as an SLSO from Peakhurst. Simultaneously, we welcomed, via Zoom, five Year 7 students. They participated in the Year 6-7 transition program once a week. It was lots of fun. We are very excited to have them join us at GRC Peakhurst in 2022.

The Learning Enhancement Team was extremely busy supporting many students in virtual classrooms and withdrawal groups for assistance across all KLA's, homework and assessment tasks by our fantastic team of LaST and Learning Support Officers.

Overall, we had an extremely busy, at times stressful, but very productive year.

Learning Enhancement 2021

THE TEAM

In 2021 Learning Enhancement identified a total of 72 students who needed classroom adjustments to help them access the curriculum on the same basis as their peers. There were 7 students receiving integration funding and the remainder of the students were covered under flexible funding. We had a LaST allocation of 1.9 teachers and 7 part-time School Learning Support Officers, totalling on average 21 Days per week.

PROGRAMS OFFERED

Morning Reading Roll Call - We started the year with 8 students from year 8 all of whom had reading levels below benchmark. The students were assisted by our SLSOs, LaST and school librarian. The number of students decreased throughout the year as students graduated off the program. All students graduated by the end of 2021.

Games room - This room was open recess and lunch on Tuesday, Thursday and Friday for all students in the school. This was run and supervised by a LaST at all times. The room offered board games that students can play in a social situation. Students from all years attended. Unfortunately, due to Covid 19 the games room ceased during and after Covid lockdown and did not resume in Term4.

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

The library was staffed almost full-time, and teachers were able to book students into the library either individually or in small groups to receive additional 1:1 instruction and support on content being taught in class. On average, Covid-19 restrictions permitting we averaged approximately 10 students per day. We also worked with the senior executive to assist with those Year 10 students who had outstanding 'N' awards. In addition, the LaSTs and SLSOs offered assignment and class work assistance during recess and lunch.

STUDENT SUPPORT

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

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

Special provisions - For all assessment tasks and exams eligible students are provided with the special provisions of either/or a reader, a writer, separate supervision, time to rest and time to process, and the use of a word processing device. Students are assisted by either a LaST or SLSO. This year we had a total of 45 students who regularly accessed this service.

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

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

Year 6-7 Pathfinders program - This program is usually a four-day program. Due to Covid, we were only able to offer a one-day program to approximately 20 students. Enhancement also worked with the school Deputy Principal and Year 7 adviser for 2022 to develop an online transition program available to all Year 6 students attending GRC Peakhurst in 2022. Further transition will occur in Week 1, term 1, for all Year 7 students in 2022.

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

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

Best Start - This assessment program was conducted on Year 7, during term 1, 2021. It was implemented by the Enhancement team. Results were reviewed, tabulated and disseminated to all staff.

Check-In - This was conducted in term 4 for Years 7-9. The tests were carried out by the Enhancement team.

Acer Testing - Acer testing was carried out on Year 8 in term 1, due to the absence of NAPLAN data. Students were identified for participation in the Year 8 reading program.

Covid-19 working from home support - During the Covid-19 school shut down all Enhancement staff were involved. The

two LaSTs and the SLSOs were allocated a set of students from our Enhancement list. Each day we contacted our allocated students, ensuring they were attending online lessons, completing set tasks and helping them with problems encountered. Assistance with assignments and assignment modifications was also offered. Assisting additional students in the school who struggled with online learning was also offered as time went by.

Enhancement was also responsible for collating and organising the student work packs that were sent home to students who did not have internet access. These packs were sent home on a weekly basis. Due to additional online support, home packs were minimal this year and work was only provided to those students without internet access.

STAFF SUPPORT

Classroom teacher assistance- In 2021 we assisted teachers by withdrawing small groups of students on both a weekly basis, or a short-term basis. These small groups were taken in the Enhancement centre situated in the library. Support was given upon teacher request. Teachers from all KLA's used our small group withdrawal program on a regular basis

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

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

In-servicing of staff

In-services were provided on;

- Students identified by Support in 2021.
- Collaborative meetings were also held periodically regarding students who may need additional help throughout the year.

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

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

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

PARENT SUPPORT

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

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

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

ADMINISTRATION

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

Collation and dissemination of information - This happens on a regular basis whenever new information is provided on students under Enhancement care. This can be from parents or other outside agencies or other classroom teachers. All student information is placed on Sentral for easy access by classroom teachers.

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

Transition meetings - Transition meetings happen between teachers from other schools and/or outside agencies. Transition meetings happen between students in Year6 moving to Year7, and students in Year10 moving into Year11 on a regular yearly basis. Other meetings occur throughout the year when new students are enrolling in our school.

Primary School Visits- This is part of our transition program for year 6-7 students. Due to Covid -19 restrictions primary school visits were not permitted. This year the LaST sent each primary feeder school a spreadsheet to complete on all incoming Year6 students. Zoom meetings also occurred for those primary schools wishing to convey more extensive information. This information collected included academic records, classroom behaviour, learning needs and social needs. Collecting this information allows us to plan for student needs and create a smoother transition for our students.

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

NCCD -There were 78 students on the NCCD list from mainstream and our 5 special Unit classes. Evidence was collected via teacher surveys and declarations. The results of the surveys were also used to update student ILPs.

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

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

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

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

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

Learning Enhancement Team PROFESSIONAL LEARNING

1. Learning and Support Teacher Network meetings
2. Tuesday afternoon Wellbeing Meetings.
3. Child Protection update 2022
4. CPR and Anaphylaxis e-learning
5. E-Emergency Care
6. Online Assessments-preparation
7. Data Breach Response Plan - reporting data breaches
8. Code of Conduct online
9. Understanding Scout
10. Fraud and corruption control
11. Cyber security NSW essentials training
12. Anti-Racism policy training.

2021 EAL/D and International Students Program

In 2021, Georges River College Peakhurst Campus continued to provide a comprehensive support structure for students who enrolled with English as an Additional Language and/or Dialect.

The 2021 EAL/D Annual Survey indicated that GRC Peakhurst had a total of 498 LBOTE students (58.9%) with 238 students requiring EAL/D support including 1 international student. The school had also received a 1.2 EAL/D allocation, an increase of 0.4 compared to 2020. To cater for extra EAL/D supports, the school utilised the Flexible funding for the EAL/D teacher to run a special literacy program which provided an opportunity for each faculty to work with the EAL/D teacher to develop program/ unit of work based on Super Six reading and EAL/D classroom teaching strategies. However, due to the Covid-19 restrictions, lockdown and availability of relief teachers, not all faculties had the opportunity to participate in this literacy program. Fortunately, an EAL/D for Beginning Teachers workshop had been delivered by the EAL/D teacher. This workshop provided a great opportunity to the new teachers to learn to identify, understand the needs of EAL/D students in mainstream classroom setting and acquire some basic useful classroom EAL/D teaching strategies to provide the EAL/D support in their mainstream classes.

In 2021, most EAL/D students at GRC Peakhurst were clustered in targeted EAL/D classes. The school's EAL/D program was delivered through various modes including:

Direct teaching: delivered through parallel English class in year 8, year 10 and EAL/D PL lessons, with approximately 15 students receiving intensive support in a small group setting for 14 periods per cycle.

Collaborative teaching: where the EAL/D teacher worked collaboratively in a team-teaching environment targeting stages 4&5 including approximately 125 students over 15 periods per cycle.

Resource: the EAL/D teacher worked closely with classroom teachers to provide or modify resources to cater for the EAL/D students' needs. This covered stages 4&5 and targeted over most of the students across all KLAs.

All year 7 participated in an EAL/D diagnostic writing activity at the beginning of the school year. This activity allowed the EAL/D teacher to assess and update the EAL/D learning progression on all students. The result was also analysed and made available to all teachers which allowed them to have a general understanding of the students' language capability. EAL/D teacher liaised and discussed with the classroom teachers to modify or simplify tasks to suit their ability as needed. EAL/D students often received immediate formative feedback in class to enhance their literacy skills. Their EAL/D progressions were initially updated on ERN after completion of their first assessment task or based on their exit reports upon arrival from the IEC and on a regular basis throughout the year.

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

In 2021, the EAL/D allocation had allowed the school to provide an opportunity to run an EAL/D parallel English class in year 8 and 10, targeting the needy EAL/D students. This EAL/D parallel English class focused on the explicit teaching of the English language in relation to the content of the year 8 and 10 English program. The contents of the year 8 and 10 English courses and tasks were modified and differentiated to cater for the need of these targeted EAL/D students. The purpose was to enhance students' literacy and language skills so they could achieve the course outcomes.

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

High Potential and Gifted Education Program 2021

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

Firstly, the High Potential and Gifted Education (HPG) program offers students the opportunity to benefit from a differentiated curriculum that caters to their unique educational needs through a continued focus on higher order thinking skills. In 2021, students across all years (7-10) were identified as candidates for the HPG classes based on a number of factors including 2020 assessment results and student/parent applications. Selection for the Year 7 class is based on literacy and numeracy testing coupled with other supporting evidence which takes place at the end of Year 6 at the school. However, due to the constraints posed by COVID last year and safety concerns and guidelines which had to be adhered to, the tests which should have taken place in 2020 for the 2021 Year 7 cohort did not proceed. Due to the inability to collate this data, the HPG classes were successfully formed in Semester 2 based on Semester 1 assessment results and progress reports. The classes consisted of 56 students across two streams.

Placement in the Year 8 class is based on demonstrated academic achievement in the core subjects of English, Mathematics, Science and HSIE. Students are also obliged to participate in relevant extra-curricular activities that facilitate their ongoing social and academic development in different contexts. Positions in the class are monitored throughout the year and alterations made based on teacher recommendations, summative assessment task data and grade point averages. In 2021, 56 students were selected for the HPG classes across their core subjects.

In addition, HPG Classes ran in Years 9 and 10. Separate classes were offered for English, Geography, History, Mathematics and Science for students with demonstrated academic achievement in those subjects. Students in all classes benefit from activities specifically catered to their ability levels, a differentiated curriculum and a sustained emphasis on critical analysis skills.

Georges River College - Peakhurst Campus recognises that academic development occurs both inside and outside of the classroom. As a result, there are numerous extension and enrichment activities offered that foster the development of students' oral communication, teamwork and evaluative thinking skills. Due to the impact of COVID 19 throughout the

year, a majority of the extension and enrichment activities planned early in the year were postponed or cancelled due to students not permitted to attend off site venues. However, a number of valuable activities occurred including the Premier's Debating Challenge, Legacy Junior Public Speaking Competition, Plain English Speaking Competition, and a virtual escape room competition for Year 7 HPG Classes during online learning,

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

Student Wellbeing Report 2021

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

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

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

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

Wellbeing Initiatives and Activities in 2021 - The GRC Peakhurst Wellbeing Team in 2021 was involved in creating and delivering exciting programs and initiatives that provided students with opportunities in leadership, mentoring, public speaking, increasing their self-esteem and many other self-awareness activities. 2021 was an extremely challenging and 'different' year, due to the global pandemic that is Covid-19. It meant that many programs and initiatives that were intended to run, were unable to or were transferred to an online forum.

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

- * The Shine Program, coordinated and run by Georges River Life Care and our SWSO (Student Wellbeing Support Officer) Ellen Power
- * Project Youth Programs
- * 3 Bridges Programs including OWN IT and Drumbeat
- * Peer Support and Peer Support Training
- * PBL (Positive Behaviour for Learning), renamed Peak Learning (PL)
- * Student Wellbeing Committee
- * Year Assemblies
- * Semester 1 Rewards Excursion
- * Semester 1 Wellbeing Day
- * RAISE Mentoring Program (Face-to-face and then online via Zoom)
- * Dental Care Program

School Partnerships - During 2021, GRC Peakhurst Campus continued its association with External Agencies such as

Georges River Life Care, 3 Bridges Community Hurstville and Project Youth. Georges River Life Care ran the Shine Program for students in Year 7.

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

3 Bridges - GRC Peakhurst Campus also continued our successful partnership with the 3 Bridges Community, Hurstville. We were very fortunate to have Ruth Ryder, a youth worker from 3 Bridges attend GRC Peakhurst every Monday and Thursday to work with and support many of our students, as well as Merv, who worked with our students on a Thursday. Both Ruth and Merv will continue with us in 2022. 2021 also saw the continuation of our wellbeing initiative - Bounce Back. The Bounce Back space is located in the school library and run by our wonderful 3 Bridges youth workers, Larra and Merv. The space is available on Mondays, Tuesdays, Thursdays and Fridays and is for targeted students nominated by the school Wellbeing Team. Students selected to utilise the space are able to work on Student Engagement Plans and Goal Setting strategies, whilst having 1:1 support and undertaking class work at the same time. It provides students with some 'time out' from their normal class schedule when and if they require it. The Bounce Back initiative was very successful in 2021, as we saw an increase in school attendance rates and lower truancy rates.

Rewards Excursion - During 2021, we were able to run our Semester 1 Rewards Excursion. Approximately 80 students attended King Pin in Darling Harbour for a day of bowling, laser tag and arcade games, before heading to the food court for a delicious lunch. These days celebrate student achievements and positive movement in our Welfare Point System and we hope to be able to run one each semester in 2022.

Wellbeing Day - In Week 8 of Term 1, the whole school participated in another Wellbeing Day. Students were involved in a range of wellbeing initiatives and activities, as well as hearing guest speakers who spoke about mental health and building resilience. Students were provided with lunch and overall, had a great day participating with their peers in all sessions. Students were extremely well behaved and demonstrated a great sense of camaraderie.

RAISE Mentoring - For the first time, GRC Peakhurst signed up to the RAISE Mentoring Program which saw eight Year 8 students paired up with a volunteer mentor from the community. These students engaged in weekly mentoring sessions every Thursday, beginning in Term 2. In Term 3, when school reverted to Online Learning, the mentoring sessions continued via Zoom. Our students who continued to engage during these Zoom sessions gained valuable insights and advice from their mentors and enjoyed their Thursday sessions thoroughly.

Student Wellbeing Committee - Students at GRC Peakhurst Campus are actively encouraged to participate in the GRC Peakhurst Student Wellbeing Committee. This student committee is involved in the promotion of Social Justice Initiatives. A volunteer group of students regularly speak at our formal assemblies and write articles that are published in our school newsletters. This group is also responsible for activities to promote events and initiatives such as anti-violence and anti-bullying, Harmony Day, Wear It Purple Day and Love Your Body Week, just to name a few.

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

In 2021, GRC Peakhurst Campus continued to improve the organisation of data, the accuracy and expediency of information and the ability of all staff to access it, through the school's SENTRAL database. Through the SENTRAL Attendance Module, accurate attendance data is collected and processed by the Wellbeing Team in order to gain detailed overviews of student attendance, leading to improved monitoring capability. Fortnightly reports outlining students with attendance below 95% are distributed to Student Advisors and PEAK Advisors for follow-up which has led to student interviews, parent contact or HSLO referral.

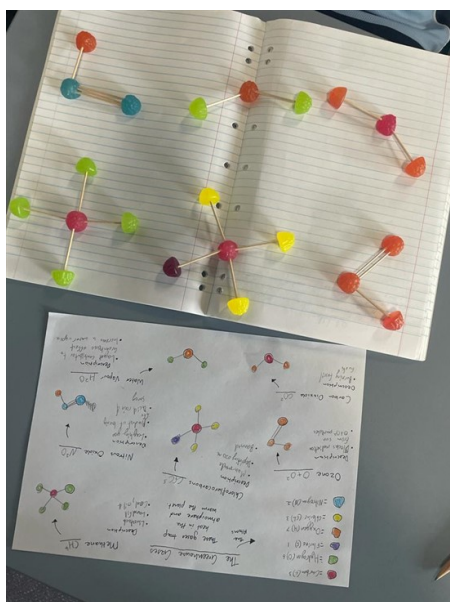
The SENTRAL Wellbeing Module has continued to provide all staff with the facility to collect and analyse data, share this information and monitor students whose progress or wellbeing is causing concern. A significant range of wellbeing data collection options are available for staff to accurately record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

effectively and efficiently communicates student information through the use of SENTRAL student flags and profiles.

In 2021, GRC Peakhurst Campus continued a community partnership with Generate and Georges River Life Care to fund a School Youth Worker. The School Youth Worker complements our local Wellbeing Framework by providing the Wellbeing Team with additional expertise and capacity to provide individual case management for students and facilitate specialised workshops for identified students and year groups. This has led to an increase in individuals being case-managed, positive relationships being formed with disengaged students and identified wellbeing concerns being addressed. Ellen Power was available to provide students with wellbeing support on Tuesdays and Friday and will continue her role in 2022.

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

Although the second half of 2021 was extremely difficult for students, especially during the Learning From Home period, GRC Peakhurst was still able to provide as much Wellbeing Support to students and families as possible. All of our Youth Workers continued to work during this time, checking in on many of our students and their families. Many wellbeing initiatives and programs that were able to run, were very successful and will continue to be utilised in 2022.



Climate Change Activity