

2021 Annual Report

Granville South Creative and Performing Arts High School



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Introduction

The Annual Report for 2021 is provided to the community of Granville South Creative and Performing Arts High School as an account of the school's operations and achievements throughout the year.

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

School contact details

Granville South Creative and Performing Arts High School

53 Rowley Road

Guildford, 2161

<https://granvilles-h.schools.nsw.gov.au>

granvilles-h.school@det.nsw.edu.au

9892 2654

Message from the principal

I am incredibly proud to support the students and staff at Granville South Creative and Performing Arts High School. Our students demonstrate exemplary levels of resilience on a daily basis. 2021 provided us with continued growth in our student population, with our overall enrolment exceeding 680 students. Our rapid growth is a credit to the hard work shown by staff on a daily basis, our increased levels of excellence amongst our students and our dedication to working with the community on an ongoing basis.

2021 was the first year of the implementation of the new 2021-2024 School Plan.. We were able to design a school plan that consisted of consultation with all key stakeholders, including students, staff, parents and the community. Our focus for 2021-2024 is:

- Strategic Direction 1 - Student growth and attainment
- Strategic Direction 2 - High impact teaching and learning
- Strategic Direction 3 - Professional engagement

We have continued to develop strong systems and processes that will allow us to demonstrate growth against these key areas that will excel our collective teaching capacity in the aim of continuing to improve student learning outcomes.

Students in Stages 4 and 5 were able to engage in individualised tutorial style lessons to improve their overall Literacy and Numeracy abilities. Coordinated by our Deputy Principal Instructional Leader, the program is designed to pre-test and post-test every student across grades 7-10, with a focus on strengthening student Literacy and Numeracy skills. The program has been very successful in its first year and we are excited to see this growth stem into our NAPLAN results in the near future.

Our Creative and Performing Arts Ensembles presented their annual performance at the Riverside Theatre to our largest audience to date! In addition to this, it is estimated that close to 1000 neighbouring primary school students also got to witness the talents of our Performing Arts students through public schools showcases. Our Music students continue to be invited to perform at large showcase events. I am also incredibly proud of our VET Entertainment students, who in their first year were able to navigate through the stage production components of hosting a show in brilliant fashion!.

In 2021 the community organisations that supported us with projects include Cumberland Council, Auburn Youth Centre, Creating Chances, Western Sydney University, UNSW, ABCN, PCYC, Granville Multicultural Community Centre, Granville Youth Centre, STARTTS, Granville TAFE, Sydney Youth Connect, Bernados and PIERS and Food Bank. These partnerships enable our students to access a diverse range of programs that we cannot offer at school and assist them to prepare for life after school.

Our 2021 HSC results showed growth across some areas. Our DUX for 2021 was Maysa El-Marouk. Some standout

results included:

- Jasmine St Hill - Biology - Band 6 (90%)
- Maysa El-Marouk - Ancient History - Band 6 (97%)
- Rayan Obeid - Ancient History - Band 6 (93%)
- Joshua Latukefu - Music - Band 6 (91%)

I have been incredibly proud of the efforts of all staff and students in our pursuit for a collective achievement of excellence in the areas of academic and wellbeing growth. I look forward to continuing to work with all our key stakeholders in shaping the lives of our students.

Regards,

Rabieh Gharibeh

School vision

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

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

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

School context

GSCAPAHS is in Guildford, Western Sydney, and has an enrolment of approximately 715 students including approximately 90% from language backgrounds other than English, from over 47 nationality backgrounds and 6 Aboriginal/Torres Strait Islander students. It includes a Support Unit with 5 classes of mild and moderate intellectual disability, and a selective Creative and Performing Arts stream. GSCAPAHS is close to Holroyd and Chester Hill IEC's, with students transitioning to mainstream education from diverse backgrounds.

The 2021 FOIE is 174 and the school budget allocation includes Equity funding for Socio-Economic Background, English Language Proficiency and Low level Adjustment for Disability.

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

GSCAPAHS is part of the Educational Pathways Program (EPP). This program is designed to introduce students to a range of vocational training and employment pathways. Program initiatives include: TAFE YES+ Program, Job Readiness Workshops and Apprenticeships and Traineeships Head Start.

GSCAPAHS runs programs supported by a range of groups including Granville Multicultural Community Centre, ABCN, Cumberland Council, Pasifika Achievement to Higher Education (PATHE), AusSip, The Smith Family, Community Migrant Resource Centre, PCYC, Granville TAFE, University of New South Wales, and Western Sydney University .

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

Teachers at Granville South Creative and Performing Arts High School will draw on a body of professional knowledge and research to respond to the needs of our students. Our teachers will know how our students learn, as informed by reliable data and understand how their experiences impact on their overall learning. Our teachers will structure their lessons to meet the individual needs of our students. The content being delivered to our students will hold global relevance and will be delivered through effective and developmentally appropriate strategies. Our teachers will improve overall student literacy and numeracy levels.

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.

- 1. Student Engagement
- 2. Evidence based student performance measures (Literacy, Numeracy and HSC)

Resources allocated to this strategic direction

Socio-economic background: \$748,907.40

Operational funds: \$111,922.78

Flexible Funding for Wellbeing Services: \$45,108.00

Low level adjustment for disability: \$406,324.60

Refugee Student Support: \$14,212.00

: \$2,212.00

Integration funding support: \$24,780.00

Aboriginal background: \$6,650.00

Professional learning: \$74,251.00

Summary of progress

1. Student Engagement

Granville South Creative and Performing Arts High School focuses on ensuring student engagement through behavioural dimensions such as attendance. In 2021, the school continued to implement the whole school attendance systems, structures and processes in order to monitor student attendance data and provide personalised attendance approaches to improve regular attendance rates for all students.

The Wellbeing team worked closely with the Head Teacher Student Services and Deputy Principals to develop a clear process to monitor student attendance and to work closely with parents to support student attendance. The following collaborative approach was achieved:

Deputy Principals regularly checked attendance data on a fortnightly basis, they identified students with an attendance rate ranging from 70-80% as attendance concerns and flagged students with 85% or less attendance. Deputy Principals engaged with Year Advisors to develop an 'At risk' student lists for their respective year groups. Year Advisors contacted parents of 'At risk' students to provide them with strategies on improving their child's attendance. HT SS, DP's and YA's maintained a shared monitoring log to record communication with parents. HT SS, DP's and YA's maintained a shared spreadsheet tracking student attendance with students attending 85% or less was shared with the Head Teacher Wellbeing and Senior Executive. Regular communication with parents of students attending 85% or less was made. Deputy Principals regularly communicated attendance expectations to parents/carers. Students who achieved an attendance rate of 90% or above were awarded during school assemblies and rewarded with canteen vouchers.

In addition, during the remote learning period, Granville South Creative and Performing Arts High School staff carefully tracked students' attendance and student engagement with online learning. Students who were not engaging with online learning were contacted by the school to check on their Wellbeing. Further to this, any student who continued to have attendance issues after school processes were followed were referred to the HSLO. The Head Teacher Student Services and HSLO directly monitored and intervened where student attendance was below 70%. HSLO created a personalised intervention plan.

The Wellbeing team engaged support agencies to assist students who required additional support e.g. The Breakfast club ran three times a week to support vulnerable students. Our School Chaplain supported the emotional wellbeing of students and their families by connecting with them regularly during online learning. The Chaplain organised Imprint and SELFY (Social and Emotional Learning for Youth) wellbeing programs with GSCAPAHS and Blaxcell St Public school students.

In 2021, GSCAPAHS staff worked with DOE Refugee Support Staff to develop systems and processes to individually support students from a refugee background. Individual learning profiles for Refugee students were developed, these plans included personalised and individualised support based on targeted areas of need. The Refugee Co-ordinator regularly monitored and provided feedback on students learning profiles. In addition, GSCAPAHS staff worked with DOE Refugee Support Staff to develop systems and processes to individually support students from a refugee background. Wellbeing programs targeting refugee students were delivered in collaboration with organisations such as Community Migrant Resource Centre (CMRC), Services for the Treatment of Torture, Trauma Survivors- Afghan crisis, Shayna Organisation and Western Sydney University.

In 2021, GSCAPAHS collaborated with organisations that supported our refugee students and their families:

- **Community Migrant Resource Centre (CMRC):** Youth Awards, Science excursions, school holiday programs, community projects, pathways programs, training sessions and support with transition.
- **Services for the Treatment of Torture, Trauma Survivors-Afghan Crisis:** provided support to students and families with information and referrals.
- **Shayna organisation-** Sourcing funding for Year 12 refugee students to attend the Year 12 Formal (2022).
- **Western Sydney University Refugees, New and Emerging Communities Program-** University preparation, scholarships, educational workshops.

Wellbeing initiatives such as embedding a wellbeing focus into cross KLA teaching programs was initiated by Head Teacher Student Services and School Counsellors. A wellbeing theme for school assemblies was planned but unable to be implemented due to COVID restrictions with social distancing guidelines.

Lateness systems, structures and processes were developed in 2020 and will be implemented in 2022.

2. Evidence based student performance measures (Literacy, Numeracy and HSC)

Staff at Granville South Creative and Performing Arts High School planned, developed and reviewed learning profiles for individual students. According to 2021 class lists, staff identified students who required varied levels of differentiation according to three groups: targeted, universal and extension. Staff were able to determine student groupings according to internal data such as 2020 grade point average. Support Unit and Mainstream IEPs with SMART goals were developed and communicated to parents and staff.

In addition, the DPIL led the Intensive Literacy and Numeracy Team in identifying students requiring literacy support through the analysis of internal and external data. After providing targeted professional learning to the team, the DPIL assisted them in identifying key skills, developing differentiated teaching and learning programs (targeted, universal and extension), selecting age-appropriate resources, developing pre and post tests and maintaining accurate data charts. The professional learning included leading the Intensive Learning Team to deconstruct NAPLAN, Best Start, grade point average and subject specific assessment data to group students into three key differentiated groups: targeted, universal and extension. After a close analysis of Naplan data, programs were created that specifically targeted areas of literacy and numeracy skills in need of improvement. The Intensive Learning Team identified students who required support, pre and post-tested targeted groups, monitored progress and evaluated their data to ascertain growth. Differentiated teaching and learning programs and resources were developed and used throughout 2021. Through a number of different forums, including whole school staff meetings, faculty reviews and DoE interviews, the Intensive Learning programs were re-evaluated to ensure data could inform and improve practices for 2022.

Further to this, the Intensive Literacy and Numeracy Team professionally developed staff on evidence-based practice and the importance and purposes of pre and post testing. Discussions took place on how to identify suitable evidence based practices to target different abilities and levels.

Targeted support was provided to students in Yr 7-12 who required additional assistance. Deputy Principal's identified these students of concern according to their 2020 Grade Point Averages (GPA's) and general assessment results. Deputy Principal's met with relevant Year Advisors and the Head Teacher Wellbeing to plan for and implement the 'Back on Track' program. Students placed on the 'Back on track' program were provided with strategies to support their re-engage with learning, and an evaluation of their plan was completed.

Student Services led Year 7 diagnostic testing and both internal and external data on Year 7 students was compiled and distributed to all staff. Staff were updated on Year 7 performance (including Best Start evaluation), in particular the IL&N Team were provided with PL on how to interpret data and use it to inform teaching practice.

The Principal, DPIL and Relieving Head Teacher CAPA commenced planning on Phase 1 of the Ensemble progressions. A skills based matrix was developed that outlined a progression of creative and performing arts skills that were linked to industry expectations. The matrix will be used as a pre and post testing tool, as well as a source of specific feedback to assist students in their skill development.

Professional learning was delivered to staff on formative and summative assessment tracking tools and how to interpret and identify strategies to support student learning. The Assessment, Reporting and Feedback Team planned formative and summative assessment strategies for practical and theory based subjects. Leaders of the team delivered professional learning on how data is interpreted and worked closely with faculties to improve their assessment, reporting and feedback practices.

A whole school Numeracy Team was formed. Led by the Principal, the Numeracy Team were provided with professional learning on the Numeracy progressions, linking KLA numeracy skills requirements for Stage 3 - 5. The team developed Stage 4 & 5 diagnostic assessments, selected stage appropriate resources specifically for areas of need as outlined by diagnostic assessment data. Strategies to further improve student learning were identified along with resources to support teachers.

An exit survey was developed and shared with Year 12 students to further strengthen student voice and to provide the school with feedback on how to further develop areas of weakness. The Student Voice Team was formed with its members representing all faculties across the school. The team were able to develop a consistent student feedback survey to measure student experiences and impact on overall learning, and this survey was delivered to Year 11 students.

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
Attendance Establish baseline of existing percentage of students attending 90% of the time and more.	Scout Attendance data 2021 30.4% students with attendance 90% or above 73.7% overall attendance rate Scout Attendance data 2020 6.5% students with attendance 90% or above 66.6% overall attendance rate Due to a collaborative approach to whole school attendance systems and processes, overall student attendance rates in 2021 indicated a significant improvement compared to 2020.
NAPLAN Establish baseline on the proportion of students in the top 2 NAPLAN Reading bands for 2021.	Scout NAPLAN data 2021 0.98% students achieving in the Top 2 NAPLAN Reading bands
NAPLAN Establish baseline on the proportion of students in the top 2 NAPLAN Numeracy bands for 2021.	Scout NAPLAN data 2021 1.98% students achieving in the Top 2 NAPLAN Numeracy bands
HSC Establish baseline on the proportion of students in the top 2 HSC bands for 2021.	Scout NAPLAN data 2021 6.44% students achieving in the Top 2 HSC Bands
HSC Establish baseline on the proportion of students in the top 3 HSC bands for 2021.	Scout NAPLAN data 2021 24.75% students achieving in Top 2 HSC Bands GSCAPAHS staff have focused on provided differentiated lessons according content, process and product. In addition staff have applied the

HSC Establish baseline on the proportion of students in the top 3 HSC bands for 2021.	professional learning from the Curiosity and Powerful Learning program: Higher order thinking, concept attainment and Blooms Taxonomy. Further to this, RAP data analysis and recommendations have been implemented to improve student learning outcomes.
NAPLAN growth Establish baseline on the proportion of students achieving expected growth in Reading for 2021.	Scout NAPLAN data 2021 46.97% students achieved expected growth in Reading The Intensive Literacy and Numeracy team have provided differentiated teaching and learning programs that incorporate explicit reading skills to help students improve their comprehension levels.
NAPLAN growth Establish baseline on the proportion of students achieving expected growth in Numeracy for 2021.	Scout NAPLAN data 2021 44.62% students achieved expected growth in Numeracy

Strategic Direction 2: High impact teaching and learning

Purpose

Teachers at Granville South Creative and Performing Arts High School will deliver engaging and high-quality teaching and learning that enriches every student. Our teachers will plan high-quality teaching and learning programs using evidence-based research and student performance data. Our teachers will continually develop their practice to include effective teaching strategies that cater for the individual learning needs of our students.

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.

- 1. Differentiation
- 2. Assessment, Feedback and Reporting

Resources allocated to this strategic direction

Socio-economic background: \$427,481.09
Low level adjustment for disability: \$122,905.00
Operational funds: \$47,484.00
English language proficiency: \$90,052.75
Refugee Student Support: \$1,106.00
Professional learning: \$1,106.00

Summary of progress

1. Differentiation

Granville South Creative and Performing Arts High School continues strengthen staff understanding of differentiation and curriculum delivery to meet the needs of all students. In 2021, the introductory steps to embed differentiation strategies into teaching and learning programs occurred. Staff utilised content from the High Potential and Gifted Education policy and the recommendations from the What Works Best document with specific reference to explicit teaching. The Principal in collaboration with the Deputy Principal Instructional Leader facilitated high impact professional learning that developed the capacity of all staff to interpret data in order to classify their learners as either 'universal', 'targeted' or 'extension' categories. During a professional learning session led by the Principal and DPIL all classroom teachers employed student data and reflected on the student classification groups in order to incorporate differentiation strategies relating to content, process and product to support the student learning needs of all students.

Furthermore, the DPIL worked closely with faculties to provide targeted professional learning on differentiation during faculty meetings and individual teacher sessions. In addition, to ongoing PL the DPIL analysed and reflected on current teaching and learning programs to identify differentiation gaps and worked with Key Learning Area Head Teachers to upskill staff with the understanding of how to cater for their learners to meet learning needs.

In 2021 we were able to establish using the What Works Best assessment toolkit as a baseline for all staff to ensure they are able to effectively differentiate content, product and process across all Stage 4 teaching and learning progress. All staff have identified their learners for 2021 into the following categories 'universal', 'targeted' or 'extension' and have baseline information using What Works Best assessment toolkit to effectively differentiate content, product and process.

The ongoing professional learning both whole school and individually have provided staff with the understanding and capacity to embed differentiation into all Stage 4 teaching and learning programs. During professional learning sessions staff were required to bring a sample of a summative task to evaluate and analyse the task on differentiation and embed understanding of differentiation into that summative task to create a product that caters for all learners. Staff planned and analysed their teaching and learning programs for student engagement and identified gaps to inform 2022 planning.

Planning for 2022 will continue with teacher professional learning led by the Principal and DPIL to further upskill staff on content, product and process differentiation that will ensure stage 4 teaching and learning programs deliver differentiated teaching strategies. Staff will be given an opportunity to identify and place their 2022 learners into the three categories 'universal', 'targeted' or 'extension' to ensure each student's learning needs are identified and teachers' strategies are implemented in 2022.

An analysis of all Stage 4 teaching and learning programs will be completed to ensure the 2021 professional learning on differentiation has been embedded in most T/L programs.

The DP instructional leader will continue to work closely with faculties to provide targeted professional learning on differentiation.

2. Assessment, Feedback and Reporting

Assessment procedures were strengthened with the establishment of a strong assessment team with all key learning areas represented. All school approaches were reviewed and designed in collaboration with the team and then each staff member was empowered to present new whole school assessment procedures to their faculty members. A new assessment procedures document and illness/misadventure form was created and implemented whole school. Formative assessment was tracked with strategies identified that monitors student learning and to identify gaps that provides advice on monitoring of student learning. Teacher capacity and understanding of assessment was provided with professional learning implemented at each team meeting with opportunities for staff led PL, each staff member would further present information including PL at to their colleagues at faculty meetings.

Skills focused assessment was introduced to all staff through professional learning that focused on links between formative and summative assessment. During professional learning staff developed their understanding of assessment for, as and of learning, which emphasis the importance clear links between all assessment types. Assessment team members led PL on activities that allowed staff to use their own key learning area to map the summative assessment skill against a formative assessment skill or create skills that ensures effective learning activities.

Assessment team members were surveyed on their faculty student feedback procedures on summative assessment with members asked to bring current faculty feedback scaffolds. In collaboration with all members a new whole school student assessment feedback sheet was established and implemented with all stage 6 summative assessment tasks that compasses student voice. Professional learning on effective student feedback was implemented that helped build staff capacity to write and present clear student feedback to drives learning needs.

Principal presented to all staff on SMART Individual Education Plan (IEP) goals and developed whole school understanding of IEP and its capacity to link goals to established reporting guidelines to both mainstream and support students. A new IEP proforma was created that was communicated to all stakeholders including parents.

A report style guide as been completed and distributed to all staff by the Principal and Head Teacher English that improves academic reporting and ensures consistency with feedback to all parents on student learning. The report style guide helped identify gaps in academic reports and eliminate common errors identified by Senior Executive.

Using the what works best assessment toolkit and the situational analysis survey we have established a baseline on where formative assessment is embedded in all stage 4 teaching and learning programs.

Establishment of a 2022 assessment team that continues to develop staff understanding of assessment that empowers staff to present PL and information to their faculties.

Further determine measures that are required to identify gaps on formative assessment in stage 4 by using the tracking tool. Track summative assessment against the tracking tool to identify links between both assessment types. Implement the stage 4 formative tracking tool to both stage 5 and 6 that will further build staff capacity and understanding to implement formative assessment into teaching practice. Teachers incorporate a variety of FA strategies to target all students at all levels.

A survey on the introduced report style guide will help to determine whether further measures are required to improve staff capacity to complete academic reports.

Survey all staff on the whole school feedback sheet to identify what it does well and how it can be improved before implementation to stage 5 summative assessments. Develop an extensive understanding of staff's capacity to implement the proforma to provide effective student feedback and student voice opportunities to further drive decisions in 2022.

Continually analyse the ability of staff to implement the IEP proforma while developing staff understanding of IEPs.

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
Differentiation Using the <i>What Works Best</i> assessment toolkit, we will establish a	55% staff are able to differentiate content, process and product in their Stage 4 teaching and learning programs.

baseline on how many staff are able to effectively differentiate content, product and process across all Stage 4 T&L areas.	
Differentiation Using the <i>What Works Best</i> assessment toolkit, we will establish a baseline on how many staff are able to effectively interpret student data to help inform class learning profiles.	67% staff are able to identify they use internal and external data to help inform their teaching 100% staff were able to complete learning profiles by interpreting student GPA data 100% staff were able to develop a learning profile for each of their classes by classifying students into targeted, universal or extension groups.
Differentiation Using the <i>What Works Best</i> assessment toolkit, we will establish a baseline on how many staff are able to effectively differentiate their teaching and learning products.	85% staff familiar with Higher Order thinking 55% of faculties are able to effectively identify differentiation strategies used in their teaching and learning 53% staff explicitly use Higher Order thinking in their lessons 79% staff stated we should continue to develop differentiation knowledge
Differentiation Using the <i>What Works Best</i> assessment toolkit, we will establish a baseline on how many staff are able to effectively differentiate content, product and process across all Stage 4 T&L areas.	55% staff are able to differentiate content, process and product in their Stage 4 teaching and learning programs.
Assessment, Feedback and Reporting Using the <i>What Works Best</i> assessment toolkit and the <i>Situational Analysis Survey</i> , we will establish a baseline on how many staff are currently embedding formative assessment strategies across their Stage 4 T&L programs.	25% of staff embed formative assessment strategies across their Stage 4 T& L programs 58% of staff use formative assessment and document student achievement against Stage 4 syllabus outcomes. 90% of staff use formative assessment to gather evidence and track student progress 81% of staff use and refer to clearly defined success criteria during Stage 4 formative assessment activities 87% of staff use formative assessment results to change and adapt teaching

Purpose

Teachers at Granville South Creative and Performing Arts High School will model effective learning through expanding their professional development both collegially and individually. Our teachers will demonstrate respect, professionalism and sensitivity in all their interactions with students, colleagues, parents/carers and the community. Our teachers will understand the link between school, home and community and engage with their school communities to enrich the educational context for our students.

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.

- 1. Community Engagement
- 2. Collective Staff Efficacy

Resources allocated to this strategic direction

Professional learning: \$14,378.00

Socio-economic background: \$117,534.99

English language proficiency: \$22,423.60

: \$35,639.60

Operational funds: \$500.00

Beginning teacher support: \$18,426.88

School support allocation (principal support): \$35,164.14

Summary of progress

1. Community Engagement

In 2021, the school's Community engagement team promoted school activities and events. The GSCAPAHS annual Parramatta Riverside Performance was held in Term Two which was attended by many staff, students, parent and community members. In order to accommodate for the larger audience size, the performance was moved to a larger theatre. Student outreach was extended to past students to either perform in the performance or to be part of the audience. Staff, students and parents showed strong support for the performance as evidenced by the large audience size.

In addition, approximately 900 primary school students attended the GSCAPAHS Matinee Performance, thus highlighting a high level of primary school engagement with the performance. Unfortunately, due to COVID restrictions, the showcase to present to the GSCAPAHS through whole school events of CAPA performances did not occur in Term Three.

Furthermore, Year 7 Transition successfully occurred with connections to feeder schools to assist the primary to secondary transition process. Student Services visited local feeder primary schools and collected necessary background information. Year 7 Transition was impacted by the school operating at Level 4 COVID restrictions. As a result, Year 7 Orientation could not go ahead as usual, with the event taking place towards the end of Term Four. There was a large turnout from local feeder primary schools engaging with Transition Day. This allowed for the establishment of strong community links and networking opportunities with local primary schools. The Year 7 'Meet and Greet' session was distributed to parents via a digital presentation towards the end of Term Four.

Website and social media updates on crucial information, achievements and notifications occurred throughout 2021, allowing for the celebration of student success stories. Sentral Messaging was used at the commencement of COVID lockdown to communicate crucial information to parents. As a result, the school experienced an increase in community engagement with social media posts, thus promoting community awareness of school events.

P&C meetings were supported by parent representatives with parent representative numbers being maintained up to Term 2, however subsequent meetings were postponed due to COVID restrictions.

The school focuses on regular, relevant content creation by focusing on celebrating stories on the school social media pages. School Instagram currently has 218 followers and Facebook has 989 followers.

2. Collective Staff Efficacy

At the commencement of Term One, a Compass team with representatives from all KLAs, was established along with a process of implementation. Initial professional learning opportunities were provided to team members. Unfortunately, due to COVID restrictions, face-to-face professional learning was unable to be offered which resulted in postponing the roll

out of Compass to 2023, with the intention of delivering whole school professional learning by the team in 2022.

Early Career and beginning teachers were identified and were provided with professional learning opportunities throughout Term Two. Mentors were allocated at the beginning of the year and there has been lots of interest from teachers to attend the meetings. This has assisted in building positive collegial relationships, with beginning teachers developing a sense of trust between them and their mentor.

Professional learning continues to be provided to teachers seeking higher levels of accreditation. GSCAPAHS is recognised in the Auburn network for the leadership and work being done in this area. Teacher accreditation professional learning was undertaken at the Proficient and Highly Accomplished levels. Three teachers achieved a proficient level of accreditation. In addition, the Deputy Principal - Instructional Leader has provided professional learning to staff via HALT meetings across the year. Three teachers are currently working on seeking higher levels of accreditation.

Planning for the GSCAPAHS Executive conference occurred, however, due to COVID restrictions the delivery of the conference did not take place. Elements of the Executive conference, including Student Voice and Formative Assessment, were subsequently delivered at staff meetings. Survey results from staff regarding these two presentations rated highly, with strong teacher support for these initiatives. Some of the work done in the formative assessment workshops has been implemented into Teaching and Learning programs. Principal delivered leadership and management professional learning was delivered at Executive meetings.

SASS professional development has occurred throughout all of 2021. The professional development and upskilling of SASS continues at a rapid pace, with the Principal and SAM delivering professional learning to professionally develop SASS in their diverse roles and responsibilities. Roles and responsibilities of SAOs were re-assigned and based on staff availability and ongoing commitment to the school. Professional learning on SASS Excellence in School Administration standards was undertaken. As a result, all SASS developed PDP's at the commencement of the new year. SASS staff have been upskilled in their knowledge of administration systems, with SASS taking on many diverse roles while displaying a flexible and adaptable approach. Rotation of SASS staff roles is assisting in allowing them to gain experience across many different roles and areas of responsibility.

Due to COVID restrictions, NESA compliance reviews did not take place as staff transitioned to online learning. However, staff are working on compliance and meeting NESA expectations, with the Senior Executive satisfied that major compliance areas are being met. Compliance understanding from previous years has meant that NESA - collective staff efficacy was evident as not only are Head Teachers working on the recommendations but aspiring leaders are being identified across different KLAs, with opportunities in leadership positions provided to classroom teachers.

As a result of these initiatives, the collective efficacy of staff has been successfully developed across the school to support the achievement of educational outcomes of students. In achieving these improvement measures data was obtained from a variety of sources including Compass meeting agendas and minutes, SASS staff PDPs, Early Career and Beginning Teacher agendas, HALT meeting agendas and staff presentations including Student Voice and Formative Assessment.

Despite the limitations of COVID, the initial planning and implementation of Compass has occurred. Higher accreditation processes and professional learning opportunities have been successfully implemented and delivered while SASS professional learning has continued to be delivered and strengthened across the year.

GSCAPAHS continues to provide a wide variety of opportunities to enhance the collective efficacy of its staff. Initiatives to develop collective staff efficacy are ongoing and provide ample opportunity for staff members to engage in professional development opportunities.

In 2022, GSCAPAHS will continue to lead the gradual implementation of Compass across the school and will continue to strengthen the existing induction and beginning teacher programs to best support staff in improving their professional knowledge and skills to improve students' achievement of educational outcomes. In addition, SASS staff will continue to be professionally developed in their roles and responsibilities to best support them in service delivery to our school community.

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
Community Engagement	987 followers on Granville South Creative and Performing Arts High School Facebook page
Establish baseline on 2021 social media communications and measure	283 followers on Granville South Creative and Performing Arts High School

the level of engagement on all social media platforms.	<p>Instagram page</p> <p>Some of our most popular posts have reached 6 635 reaches and 4 375 engagements</p>
<p>Community Engagement</p> <p>Establish baseline on how many primary schools we currently engage with on the areas of:</p> <p>6-7 Transition</p>	<p>Year 7 students from 21 primary feeder schools attended Granville South Creative and Performing Arts High School.</p> <p>8 primary schools currently engage with Granville South Creative and Performing Arts High School on Year 6 - 7 transition.</p>
<p>Community Engagement</p> <p>Establish baseline on current parental/carers engagement with TTFM surveys and faculty review surveys for 2021.</p>	<p>25 parents completed TTFM survey</p> <p>141 parents responded to Faculty Review surveys</p>
<p>Collective Staff Efficacy</p> <p>Establish baseline on 2021 number of staff delivering whole school professional learning.</p>	<p>15% of staff delivering professional learning at staff meetings</p>
<p>Collective Staff Efficacy</p> <p>Establish baseline on 2021 number of Executive staff who are engaging in leadership professional learning and/or delivering leadership professional learning across the whole school.</p>	<p>46% of Executive are delivering professional learning across the school</p> <p>33% of Executive are engaging in leadership professional learning</p>
<p>Collective Staff Efficacy</p> <p>Establish baseline on current faculty representation in whole school professional learning and faculty representation in NESA compliance review meetings.</p>	<p>100% faculty representation in whole school professional learning</p> <p>NESA compliance meetings did not take place in 2021</p>
<p>Collective Staff Efficacy</p> <p>Establish baseline of current SASS staff who have been trained in the <i>Excellence in School Administration</i> standards..</p>	<p>SASS staff were not trained in the Excellence in Schools Administration standards.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$15,318.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • 1. Student Engagement • 2. Assessment, Feedback and Reporting <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing for targeted interventions to support student learning • release time for staff to provide targeted support to students, including mentoring and tutoring • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in students from a refugee background receiving individualised support from a Learning and Support Teacher. The individualised support consisted of:</p> <ul style="list-style-type: none"> - Tailored learning programs that integrate academic and wellbeing support. - A focus on 'healing' embedded into different wellbeing initiatives. - A stronger teacher/student relationship to establish a sense of belonging at the school. <p>After evaluation, the next steps to support our students with this funding will be: To establish individualised learning plans that place emphasis on collaboration between the school, student, parents/carers and community.</p>
<p>Integration funding support</p> <p>\$24,780.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Granville South Creative and Performing Arts High School 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"> • 1. Student Engagement <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 <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in students identified as requiring Individual Funding Support receiving one-on-one support from an SLSO in targeted classes. The individualised support from the SLSO focused on:</p> <ul style="list-style-type: none"> - Tailored Literacy and Numeracy support through programs such as Multi-Lit, Literacy assessments and Numeracy assessments. <p>After evaluation, the next steps to support our students with this funding will be: To gradually progress them through the various stages of success in the individualised programs currently being undertaken and to continue to provide the individual support in targeted subjects.</p>
<p>Socio-economic background</p> <p>\$1,293,923.48</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Granville South Creative and Performing Arts High School 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</p>

<p>Socio-economic background</p> <p>\$1,293,923.48</p>	<p>including:</p> <ul style="list-style-type: none"> • 1. Student Engagement • 1. Community Engagement • 1. Differentiation • 2. Assessment, Feedback and Reporting • 2. Collective Staff Efficacy • 2. Evidence based student performance measures (Literacy, Numeracy and HSC) <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engage with external providers to support student engagement and retention • professional development of staff through [program] to support student learning • staff release to increase community engagement • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <p>The allocation of this funding has resulted in the establishment of:</p> <ul style="list-style-type: none"> - Planning and embedding wellbeing focus/initiatives into cross-KLA teaching practice and programs - Wellbeing focus themes for whole school assemblies. - Targeted wellbeing programs 7-12 - Professional Learning to all staff on PBL behaviour descriptors - Rewarding students who achieve 90% or above in their attendance with a canteen voucher during assemblies - Development of PBL guided behaviour expectations and attendance improvement measures in visual form to be placed around the school. - Development of systems to provide students with targeted support through the 'Back on Track' program - Development of innovative CAPA Progressions document which has allowed our Selective Stream students to have individualised learning plans developed to cater to DOE syllabus and industry expectations in the performing arts. - Development of a skills based assessment focus in both formative and summative assessment. - Development and implementation of innovative Numeracy Progressions assessment and skill development tool for all students across years 7 to 10. - Development of staff capacity through ongoing professional learning on differentiation, with a focus on differentiating 'content', 'product' and 'process'. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The funding will be used to continue the implementation of these programs and initiatives as we will be able to measure their impact in 2022.</p>
<p>Aboriginal background</p> <p>\$6,650.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Granville South Creative and Performing Arts High School. 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 including:</p> <ul style="list-style-type: none"> • 1. Student Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$6,650.00</p>	<ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (LaST) to support Aboriginal students <p>The allocation of this funding has resulted in: The allocation of this funding has allowed the school to subsidise release time for our Aboriginal Education Contact to facilitate the following:</p> <ul style="list-style-type: none"> - Planning, implementing and monitoring of Personalised Learning Plans for all Aboriginal students. - Providing access to programs that promote cultural inclusion. <p>After evaluation, the next steps to support our students with this funding will be: Increase exposure to culturally inclusive programs that allow students in metropolitan Sydney to gain exposure to land and country.</p>
<p>English language proficiency</p> <p>\$112,476.35</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Granville South Creative and Performing Arts High School.</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"> • 1. Differentiation • 2. Assessment, Feedback and Reporting • 1. Community Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in the ongoing provision of specialist EAL/D classes that allow students who are categorised as EAL/D learners to engage in specialist English classes. In addition, these EAL/D classes receive ongoing assistance from the Learning and Support Teacher.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, we will engage with specialist services that explore an even greater focus on literacy. In addition, we will utilise the funding provided to use to establish a specialist EAL/D class for students across grades 7 to 12.</p>
<p>Low level adjustment for disability</p> <p>\$529,229.60</p>	<p>Low level adjustment for disability equity loading provides support for students at Granville South Creative and Performing Arts High School 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"> • 1. Student Engagement • 2. Evidence based student performance measures (Literacy, Numeracy and HSC) • 2. Assessment, Feedback and Reporting • 1. Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students

<p>Low level adjustment for disability</p> <p>\$529,229.60</p>	<ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with evidence-based interventions (such as our intensive Literacy and Numeracy programs, our Multi-Lit program and our Numeracy Progressions skills development program) to increase learning outcomes • support for students in Life Skills; Individual Learning Plans/Profiles and HSC Special Provisions). • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in the employment of 2.9 Learning and Support Teachers. The Learning and Support Teachers have provided our students with individualised support across all KLA's along with individualised support in both, formative and summative assessment. In addition, our Learning and Support Teachers have placed emphasis on developing, implementing and monitoring all Mainstream Individual Education Plans.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to progress with this approach however, we intend on embedding measurable SMART Individual Education Goals in 2022 with the aim of being able to provide quantitative data on student performance against IEP goals.</p>
<p>Professional learning</p> <p>\$89,735.00</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 Granville South Creative and Performing Arts High School.</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"> • 2. Evidence based student performance measures (Literacy, Numeracy and HSC) • 2. Assessment, Feedback and Reporting • 1. Community Engagement • 2. Collective Staff Efficacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a Deputy Principal - Instructional Leader unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in: The allocation of this funding has allowed us to develop engaging professional learning to all staff, with a focus on:</p> <ul style="list-style-type: none"> - Developing capacity of staff in both formative and summative assessment. - Developing capacity of staff to provide high quality online learning during remote learning periods. - Developing the capacity of staff to differentiate Teaching and Learning resources and programs. - Development of collective student feedback surveys. - Using these funds to release staff to complete the CAPA Progressions tool. - Using these funds to release staff to complete the Numeracy Progressions assessment tool and accompanying resources. <p>After evaluation, the next steps to support our students with this funding will be: Our next steps to support our students with this funding will be to continue to engage staff in evidence-informed professional learning with a focus on</p>

Professional learning \$89,735.00	develop collective staff efficacy.
School support allocation (principal support) \$35,164.14	<p>School support allocation funding is provided to support the principal at Granville South Creative and Performing Arts High School 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"> • 2. Collective Staff Efficacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Supplementing the SAM allocation with the School Support Allocation to employ a full-time Business Manager. The Business Manager's role has been to manage school finances, budgets, the CAPA performance building along with up-skilling SASS staff on finance and administration. <p>The allocation of this funding has resulted in: The allocation of this funding has allowed the school to employ a qualified Business Manager to focus on:</p> <ul style="list-style-type: none"> - The management of the CAPA performing arts building. - The management of financial matters at the school. - The management of WHS compliance and on-site WHS monitoring. <p>After evaluation, the next steps to support our students with this funding will be: To continue to use this funding allocation to supplement the salary of the Business Manager.</p>
Flexible Funding for Wellbeing Services \$64,277.00	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Granville South Creative and Performing Arts High School.</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"> • 1. Student Engagement • 2. Evidence based student performance measures (Literacy, Numeracy and HSC) • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release for case conferences and developing intervention strategies • delivery of the Student Services model - support services are centrally located. Curriculum/assessment differentiation, workshops based on student need. Adults who care program. Working with outside agencies to deliver wellbeing programs. Breakfast club. Wellbeing supports - counselling • employment of Student Support Officer to support vulnerable students • employment of Student Support Officer to support the Learning Support Team in the implementation of engagement programs and the evaluation of school based data • targeted wellbeing program in conjunction with an external provider aimed at students thought to be at risk of not completing school <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - The establishment of 'back on track' plans that have enabled the re-engagement of students who were either at-risk of disengaging or had disengaged from their learning. - Professional learning delivered to all staff on PBL behaviour expectations and behaviour management, - Rewarding students with 90% and above attendance. - Financial support to students from a disadvantaged background through

<p>Flexible Funding for Wellbeing Services</p> <p>\$64,277.00</p>	<p>the form of uniform, excursion and school contribution subsidies. - Employment of Community Liaison Officer.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to utilise these funds to bridge any gap of socio-demographic disadvantage faced by students and will continue to up-skill our staff in developing their understanding of student wellbeing.</p>
<p>COVID ILSP</p> <p>\$557,116.00</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"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy, with a focus on differentiated instruction. Students were categorised on achievement within the realms of 'Universal', 'Targeted' or 'Extension' groups. • employing/releasing staff to coordinate the program • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in: The allocation of this funding has provided us with an opportunity to establish a unique program designed to target the Literacy and Numeracy needs of our students. With a focus on differentiated teaching, the program consisted of a tailored program for every student across years 7-10. Students were pre-tested in both Literacy and Numeracy and based on their results, were categorised as either benefitting from 'targeted', 'universal' or 'extension' support. The program provided students with an individualised 10 week intensive tutorial style learning environment that aims to boost their general Numeracy and Literacy levels. Funding for the program also allowed for the employment of 4 FTE Teachers (2 for Numeracy and 2 for Literacy) to deliver the program. In addition to this, a part-time SLSO was also employed to help collate student performance data. The program has produced excellent results. These include, but are not limited to (data included is indicative of performance prior to remote learning in Term 3 of 2020):</p> <ul style="list-style-type: none"> - 30% growth in Year 8 Reading. - 22% growth in Year 9 Reading. - 27% growth in Year 7 Punctuation. - 67% growth in Year 8 Punctuation. - 40% growth in Year 9 Punctuation. - 71% growth in Year 10 Punctuation. - 71% of Year 7 students demonstrated growth of 1 band or more in Numeracy. - 55% of Year 8 students demonstrated growth of 1 band or more in Numeracy. - 36% of Year 9 students demonstrated growth of 1 band or more in Numeracy. - 12% of Year 10 students demonstrated growth of 1 level or more in Minimum Standards. <p>After evaluation, the next steps to support our students with this funding will be: We will continue to run the program as it has been established and will explore the idea of embedding this program into our general timetable in 2023.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	293	323	313	351
Girls	263	263	294	305

Student attendance profile

School				
Year	2018	2019	2020	2021
7	88.9	84.9	79.8	84.1
8	83.8	81.6	73.4	81.2
9	79.3	76.3	68	75.4
10	78.5	71.4	61	66
11	65.4	72.5	69.2	69.8
12	79.9	73.8	65.5	77.7
All Years	79.8	77.1	69.6	75.3
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
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

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	0	0	0
Employment	0	0	18.3
TAFE entry	0	0	15.49
University Entry	0	0	22.5
Other	0	0	19.71
Unknown	0	0	42.2

Granville South Creative and Performing Arts High School offers a number of programs that provide our students with exposure to industry and post-school options.

GSCAPAHS collaborated with TAFE to design a program for students called "Step Up and Step Out" offering students a chance to increase their knowledge and skills within the electrical industry. This program ran over 2 terms at Granville TAFE. Students learnt basic work health and safety knowledge and practices, and basic electrical skills such as cable stripping.

We continued to strengthen our school partnership with Granville TAFE in the delivery of the 'YES' Program which offers courses such as Beauty, Hair and Nails, Forensic Science, Barbering and Bricklaying. Students participated in a practical course increasing their knowledge and basic skills within the industry.

Through our collaborative work with TAFE NSW, we were able to establish transition meetings with students and parents to successfully transition students from school to TAFE.

Our work with partnering Universities continued to excel.

We engaged with Western Sydney University (WSU) in the 'Fast Forward' Program, Pasifika Achievement to Higher Education (PATHE) Program and developed a new partnership with WSU NEC program for refugee students. Yr 7-12 students engaged in in- school and online workshops gaining a valuable insight into university, the courses offered, scholarships available, consultations in preparation for university, pathway programs and early entry information.

Senior students engaged in new industry-based work experience opportunities with AIE in game design and animation, learning about career opportunities, acquiring knowledge, practical and employability skills within the industry in preparation for post school career possibilities.

We will continue to work with our Senior Students in developing their understanding of a multitude of post-school options, with individualised approaches to transition them into the most appropriate post-school destination.

Year 12 students undertaking vocational or trade training

38.14% of Year 12 students at Granville South Creative and Performing Arts High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

77.8% of all Year 12 students at Granville South Creative and Performing Arts High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	41
Learning and Support Teacher(s)	2.9
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	14.28
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	2,390,287
Revenue	10,992,868
Appropriation	10,941,314
Sale of Goods and Services	25,097
Grants and contributions	25,081
Investment income	1,376
Expenses	-12,993,149
Employee related	-9,414,103
Operating expenses	-3,579,046
Surplus / deficit for the year	-2,000,281
Closing Balance	390,006

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	34,383
Equity Total	1,907,766
Equity - Aboriginal	6,650
Equity - Socio-economic	1,300,000
Equity - Language	112,476
Equity - Disability	488,639
Base Total	7,818,654
Base - Per Capita	160,010
Base - Location	0
Base - Other	7,658,643
Other Total	438,541
Grand Total	10,199,343

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

School performance - NAPLAN

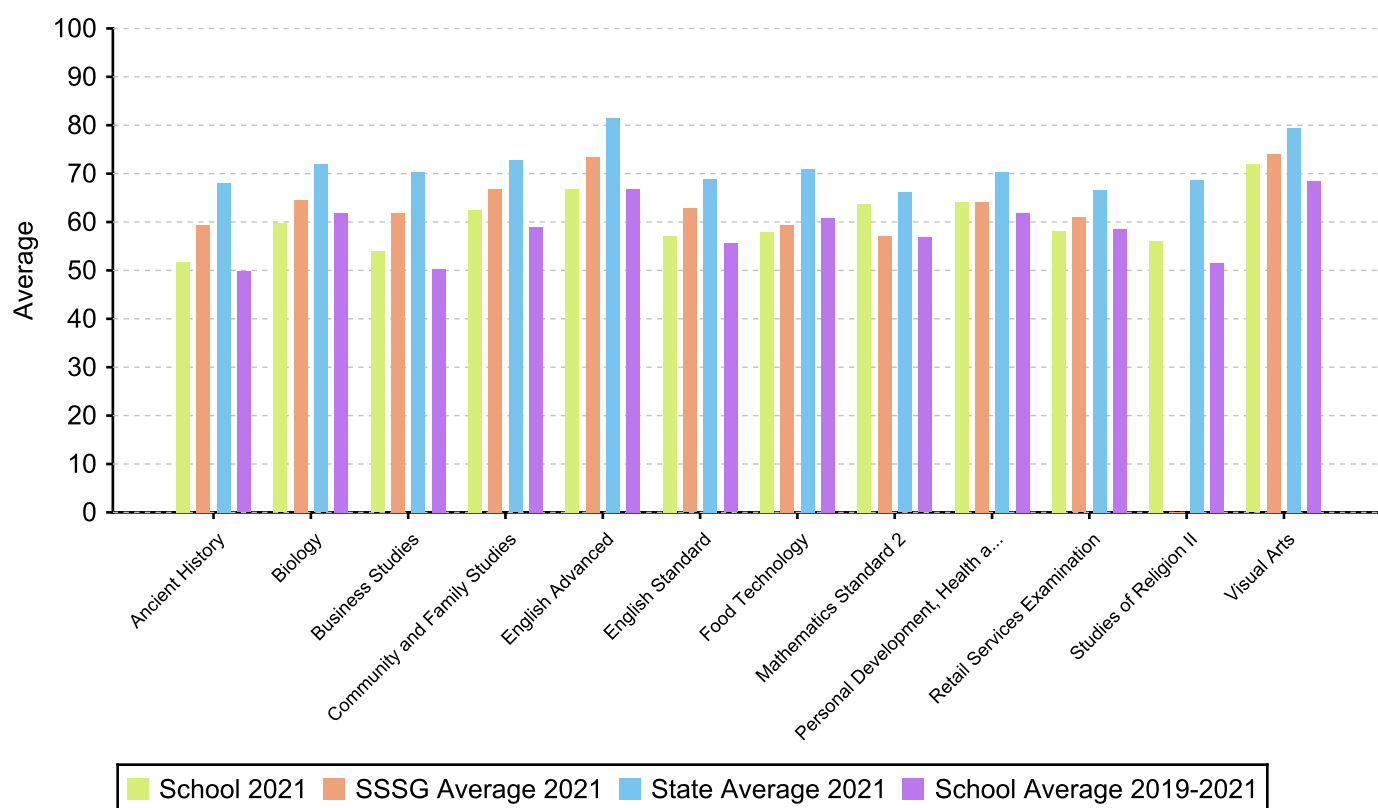
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

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

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



Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	51.8	59.5	68.1	49.8
Biology	59.7	64.5	71.9	61.8
Business Studies	53.9	61.9	70.4	50.3
Community and Family Studies	62.5	66.9	72.7	58.9
English Advanced	66.8	73.5	81.4	66.9
English Standard	57.1	62.8	68.8	55.5
Food Technology	58.0	59.3	71.0	60.8
Mathematics Standard 2	63.8	57.2	66.1	56.8
Personal Development, Health and Physical Education	64.1	64.2	70.3	61.9
Retail Services Examination	58.1	60.9	66.6	58.5
Studies of Religion II	56.1	0.0	68.8	51.5
Visual Arts	71.9	74.0	79.4	68.5

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver

Based on the *Tell them from me* survey data collected in 2021, the following results were identified:

- 8.4% of parent/caregiver responses identified that they feel welcome when they visit the school, in comparison to the NSW Government Norm of 7.0%.
- 6.5% of parent/caregiver responses identified that they feel they can easily speak with their child's teachers, in comparison to the NSW Government Norm of 7.0%.
- 7.1% of parent/caregiver responses identified that they feel well informed about school activities, in comparison to the NSW Government Norm of 7.0%.
- 8.2% of parent/caregiver responses identified that our administrative staff are helpful when they have a question or problem, in comparison to the NSW Government Norm of 7.0%.

Student

Based on the *Tell them from me* survey data collected in 2021, the following results were identified:

- Our students recorded a 5.7% response to having a positive sense of belonging at Granville South Creative and Performing Arts High School, in comparison to the NSW Government Norm of 6.6%.
- Our students recorded a 6.5% response to participating in school sports and clubs, in comparison to the NSW Government Norm of 5.8%.
- 6.0% of our student responses believed the school provided quality instruction, in comparison to the NSW Government Norm of 5.9%.
- 6.1% of our student responses believed the school fostered positive teacher-student relations, in comparison to the NSW Government Norm of 5.7%.
- 6.0% of our student responses believed the school fostered a positive learning climate, in comparison to the NSW Government Norm of 5.6%.
- 6.9% of our student responses believed the school fostered expectations for success, in comparison to the NSW Government Norm of 7.0%.

Teacher

Based on the *Tell them from me* survey data collected in 2021, the following results were identified::

- 84% of staff were accredited at proficient level while 16% of staff were at Conditional/Provisional accreditation level.
- 84% of staff either agreed or strongly agreed that the school leaders clearly communicate their strategic vision and values for the school.
- 63% of staff agreed or strongly agreed that school leaders lead improvement and change.

Based on the 2021 *People Matters* survey, the following results were identified:

- 91% of staff responses identified that they were comfortable notifying their manager if they became aware of any risks at work.
- 91% of staff responses identified that their personal background was not a barrier to participation in their organisation.
- 91% of responses identified that they felt that there were people at work who cared about them.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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.