

2021 Annual Report

Granville Boys High School



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Introduction

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

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

In 2021 Granville Boys High School has been able to continue to improve the learning outcomes of students, despite the effects of Covid within our school community. During the Covid crisis, many of our school staff and students were involved in the distribution of food hampers and care packages to community members affected by the virus.

The 2021 NAPLAN results showed a significant improvement in Literacy and Numeracy in both Years 7 and 9. Our Annual school report also documents a meaningful increase in top 3 Higher School Certificate bands over the same period. Many of our class of 2021 are now enrolled in a range of university courses that include Cyber Security, Law, Engineering and Medical Science.

Significant improvement to the school infrastructure were carried out in 2021, including the building of a new cricket facility and the establishment of a year 12 outdoor learning space. An initiative of our School's Student Representative Council led to the establishment of an extensive weights room at the bottom of block 2.

The whole school focus is putting in place, measures to improve the learning of all students at our school. Within the classroom we continued with the research based best practice for boys by using Explicit teaching model across the school. Accelerated classes in Mathematics and Music, introduced in 2019 are extended now to include both years 9 and 10.

The Covid Intensive Learning Fund allowed the school to offer a number of extra-curricular tutoring opportunities including the establishment of a Saturday morning tutoring program, offering Mathematics and English before and after school tutoring, employing successful ex-students now studying at university. Over 60 students in all age groups have taken the opportunity to take part in 3 hours of free tutoring every Saturday during term. As well, our holiday tuition program for Stage 6 students has been invaluable in keeping our senior students on track in this difficult year.

The school robotics team, the Granbots, competed in various competitions including the First Lego League competition in which they competed at national level, and also the FIRST robotics competition in which the Granbots were runners up in the South Pacific region. Our Year 10 robotics students facilitated robotics workshops for our local primary school students and they also created a robotics demonstration in the school gym for the Year 6 Orientation Day.

In 2021 the student representative council (SRC) of Granville Boys High School was involved actively in raising funds for much needed causes, developing their leadership skills and attending workshops and seminars. On 8th of March all (38) SRC students attended the Youth Leadership Seminar at Wesley conference Centre on Pitt Street in Sydney. The students also organised a mufti day on 17th of March to raise funds for the Leukaemia foundation. Two boys from the school (Ali Maisam Kazemi and Muhammed Affan Asiff) shaved off their hair in support of the foundation and altogether we raised \$1200.65.

Selected SRC students were invited by the Cumberland City Council to attend a morning tea with the mayor (Mayoral morning tea). They actively participated in a mock meeting organised by the council. This gave them an opportunity to see how the council works within the community. The students were actively engaged in the Peer Mediation program.

This allowed the students to take responsibility for their actions by working together to find solutions to conflicts. To support the school, for the Eid dinner, the SRC organised a mufti day and raised around \$430.00. This money was used to buy drinks for Eid Dinner. On the day of Eid dinner, the boys were actively involved in Welcoming VIP's and other guests. They also helped in serving dinner and cleaning up after the event.

During the Parramatta District Principals conference at our school on 4th of June, the SRC boys arrived at school as early as 7.30 am to welcome the Principals, take the orders for coffee or other drinks, guide them to the library and supplied them with the drink of their choice from Pulse cafe;

In 2021, we provided real life learning opportunities for our students. The Pulse Cafe; operates 5 mornings a week and offers students an opportunity to learn real life skills in Barista training. The Groom Room barber shop offers students an opportunity to learn hairdressing skills. In both areas students have gone on to gain training and employment in these areas.

Due to covid many of our regular welfare and extra-curricular activities were put on hold, including camps, excursions, our free TAFE courses for parents and inter-school sporting competitions. Our Open Australian Rules Football team were able to compete and went on to win the Annual Bashar Houli Cup.

Throughout a disruptive year, our school has been able to continue to embrace our school motto of "Aiming for Excellence".

Message from the school community

Message from parent (P & C)

I joined the Granville Boys High School community when my son came into year 7 in 2021. As a member of the P and C I feel I am able to have real input into the school. This is a school of opportunity. I love that my son, and all boys at this school, can pursue academic excellence through the Saturday tutoring program, but also pursue non-academic opportunities with Dance group and Concert band. At our Eid celebration in 2021, we were able to show off the many facets of our school to the Premier Gladys Berejiklian. I am very proud to be a member of the Granville Boys High School community.

Message from the students

Review of 2021:

As a student at Granville Boys High School, I have been blessed with many opportunities throughout the past year to participate in many programs and also stand out in school. In 2021, I was able to be part of the school's peer mediation program where I was able to sort out numerous disputes between students at the school. This gave me the opportunity to visit the Supreme Court and learn more about how conflicts are solved and handled in the outside world. I was also able to help out the school and the community as a SRC member by initiating new facilities at the school like a school weights gym and cricket nets to the school oval. I helped out the community by delivering hampers containing food and essentials to families in need during the COVID outbreaks. Midway through the year I helped set up the Eid dinner at school to celebrate the Islamic month of Ramadan. In 2021, I was also a part of the soccer team for the school and also represented the school robotics team in the FLL and FRC competition where we made it to the National rounds. With this I was able to mentor younger students who are interested in robotics and also mentor primary school students during the year 6 Orientation when students had an experience of high school and the opportunities it provides. I was given even more opportunities to enrol and participate in further programs such as the UTS U@Uni program, Lions Youth of the Year and Max Potential and these programs carry over to 2022.



School vision

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

School context

Granville Boys High School (611 students), 99% Non English Speaking Background, is a partially selective secondary school for boys, with one selective class in each of the years across 7-10, as well as an enrichment class in each of these junior years. The school also has a Support Unit with four classes including an autism class, two classes for students with a mild intellectual disability and one class for students with a moderate intellectual disability. Granville Boys High School is a culturally and linguistically diverse community which is predominantly from a socio-economically disadvantaged context. The school has a strong literacy and numeracy focus and has introduced its own work skills program which includes a Barber shop and the Pulse Cafe. We have a Robotics room and offer Robotics as an elective course in Stage 5, a newly installed gym equipped with weights and cardiovascular training equipment and a well-maintained and resourced school where technology is integral to our classroom teaching. We have a strong and proactive SRC that helps drive change and improvement in our school.

Our culturally and linguistically diverse community is supported by the NSW government equity programs. Our school is located in South-Western Sydney which is the most multicultural region of Australia. Our students are from the many cultures that comprise this community..

At Granville Boys High School, we are aiming for excellence. Through our partnerships with universities, local businesses and the wider community, we provide our boys with cutting-edge, high quality teaching and learning opportunities, in order to prepare them for their lives beyond school.

Through our Situational Analysis, we have identified the need to promote a culture of excellence through a focus on **High Potential and Gifted Education, Learning Culture** and a focus on **Student Growth and Attainment**. **High Potential and Gifted Education** will focus on catering for the learning and well-being needs of our selective students so as to increase retention rates and academic success, in order to give our high-potential and gifted students the means to achieve at the highest level, through execution of quality, best practice teaching and learning. **Learning Culture** will focus on improving the well-being, attendance, behaviour, self-efficacy and academic success of our entire student body as this is vital for Granville Boys High School to continue its trajectory of improvement. **Student Growth and Attainment** will focus on improving HSC and NAPLAN results through a whole-school approach to literacy, numeracy, explicit teaching, effective feedback and quality assessment. Granville Boys High School will be "Aiming for Excellence."



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>

Purpose

Our purpose regarding Student Growth and Attainment will be to improve student literacy (particularly in the strand of Reading) and Numeracy, as measured by NAPLAN results and the number of students achieving in the top two bands. We also aim to improve our HSC results, with an increase in the number of students achieving in the top three bands. We are aiming for academic excellence at Granville Boys High School and our vision is to give our boys the means to achieve at the very highest level.

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.

- Reading
- Numeracy
- HSC Results

Resources allocated to this strategic direction

Socio-economic background: \$820,726.00

Professional learning: \$59,380.00

Per capita: \$93,533.00

Low level adjustment for disability: \$269,083.00

English language proficiency: \$205,127.00

Refugee Student Support: \$3,692.00

Aboriginal background: \$700.00

Summary of progress

Our goal in 2021 was to use highly effective teaching practices to improve literacy across all subject areas with a focus on Reading. With the support of the Literacy and Numeracy Strategy Advisor (LANSA), school teams were guided through the process of developing consistent evidence-informed practices, particularly strategies for explicit systematic quality teaching for EAL/D learners. Staff were asked to reflect on which strategies they could incorporate into their programming. Staff were asked to assess text complexity and were shown how to calculate lexical density and determine the cultural and linguistic challenges of a text. Staff were also introduced to a number of theories and models of reading including Scarborough's reading rope, Schema theory and Three levels of meaning. Staff, with the assistance of the LANSA used the EAL/D Learning Progressions to identify ways to support reading.

In 2020 professional dialogue on comprehension teaching strategies began and continued throughout 2021. The strategies were a focus of professional learning and discussion in faculty groups and executive teams to ensure student learning was at the forefront of all practices and these practices targeted student need. Teachers developed their data driven practices and their capacity to analyse data accurately to better plan and embed quality practices into their everyday teaching and learning programs. Differentiated support across most faculties, in the form of coaching and mentoring, was provided in 2021 and will continue to be provided in 2022 for staff at their point of need. Student learning outcomes have been tracked through the collection and analysis of assessment data and students have shown improvement across the board.

The focus of the reading program was on vocabulary development, syntax, and comprehension. Students in years 7-10 completed reading comprehension test to attain their correct reading age. Depending on their ability, students worked independently and or with their teacher to decode information. Students had to achieve targeted reading goals before progressing to next level. Students' regular reading habits were also reinforced through reading of novels from the school library and also completing activities in English grammar booklets.

Next year, as part of this initiative we will work towards providing opportunities for staff in faculty groups to evaluate and reflect on the programs they have differentiated. A key focus of this evaluation will be the effective use of qualitative data and quantitative data to help teachers understand which students are progressing at an appropriate level in response to the teaching approaches outlined in their teaching programs. Teaching and Learning programs will be modified to drive further improvement for all students. This continues the improvement in teaching practice across the school.

With the support of the Numeracy Coordinator, all faculties implemented numeracy strategies that were specific to their KLA. The English and HSIE faculties focused on statistics and graphing and have incorporated ICT in the presentation of student work. The Support, TAS and Science faculties have investigated measurement, rates and ratios. Music has incorporated numeracy into the reading of musical notation.. Executive and Learning Services staff analysed student

A structured data driven approach to the compilation and tracking of student data using the progressions and PLAN 2 will continue in 2022. will continue as we move forward into next year. Assessment tasks will be refined to better match syllabus outcomes and will also support lesson planning. As a result of our work in this area we are on track to achieve our annual progress measures.

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
The engagement of 100% of students in the whole-school Literacy program and student engagement the Library lessons. Professional Learning will take place for 100% of staff, with strategies gained from this PL utilised in classroom practice. Achievement in the top two bands in Reading will demonstrate an uplift from the baseline of 2.85%.	<ul style="list-style-type: none"> All students in years 7-10 have been exposed to the differentiated Literacy program and separate Library lessons. Immersion in these programs has offered students opportunities to improve their grammar, punctuation, spelling and vocabulary as well as their reading. This program introduces students to grammatical rules, as well as to the many different text types and opportunities to improve comprehension. According to TTFM data 41% of all students surveyed saw reading as very important. 37% of students described Writing as important. Communicating with others was an important skill for 51% of students. In 2019, 1.39% of Year 9 students achieved in the top 2 bands whereas in 2021 7.5% of students achieved in the top 2 bands. Projected growth for the number of students in the top 2 bands was achieved within the agreed trajectory. Literacy and numeracy programs at GBHS have clearly added value to the learning outcomes of students and in particular, to those from an EAL/D background.
The engagement of 100% of staff in Professional Learning on Numeracy, the explicit embedding of Numeracy strategies in T and L programs and student engagement in the whole-school Numeracy program. Achievement of numeracy results in the top two bands will demonstrate an uplift of 2.5% from our baseline by the end of 2021.	<ul style="list-style-type: none"> Numeracy results showed an uplift of 11.69%, or 2.98% above the baseline. Majority of staff have embedded Numeracy into their teaching practice. All staff will be further developed in the implementation and use of the numeracy progressions. Staff will use the Numeracy progressions to differentiated learning for all students.
An uplift of 1.3% from our baseline in the percentage of individual subject HSC results falling in the top three bands.	<ul style="list-style-type: none"> An increase in percentage of students in top 3 bands for the Higher School Certificate. Year 12 results show fewer student marks in the lowest 2 HSC bands. Over the last two years there has been an increase of 8.9% in the number of students in the top 3 bands.
An uplift of 2% from our baseline in the percentage of students achieving expected growth in Numeracy by the end of 2021.	<ul style="list-style-type: none"> In 2021 11.69% of students populated the top two skill bands for numeracy (NAPLAN), indicating strong growth toward the annual progress measure for numeracy. The baseline target for Numeracy was 8.71%.
An uplift of 2% of students achieving expected growth in Reading by the end of 2021.	<ul style="list-style-type: none"> 2021 NAPLAN scores indicate 7.5% of students achieved a score in the top two skill bands for reading. There has been a growth of 2.94% in the number of students achieving above the baseline.

Purpose

Our purpose regarding High Potential and Gifted Education is to cater for the intellectual, academic, social and emotional needs of our selective students in order to keep them at the school, keep them motivated and see them achieving personal excellence.

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.

- Explicit Teaching
- Personalised Learning Plans
- Assessment and Feedback

Resources allocated to this strategic direction

Socio-economic background: \$10,944.00

Low level adjustment for disability: \$69,235.00

School support allocation (principal support): \$31,615.00

Per capita: \$8,000.00

Summary of progress

In 2021 significant progress has been made in the implementation of the High Potential and Gifted Education (HPGE) policy and processes at Granville Boys High. Students in the Selective stream have an Individualised Learning Plan. Goals were developed in consultation with the students, parents, and the Learning and Support Teacher and the Deputy Principal. These plans have been initiated for the Year 7 Selective student cohort. The plans have focused on students' and parent input in goal setting that plans for a career pathway. Parents feedback indicated they were appreciative of the opportunity to discuss their child's progress and learning goals at length. The average length of meetings was 30 minutes with some extending to an hour. The meetings clearly defined the responsibilities of parents, student and the School in maximising student potential. Interpreters were hired to overcome language barriers and communicate important information and educational routines. The completion and review of the individualised learning plan cycle will be a priority in Term 1 2022. The plans will also be amended throughout the year in consultation with the Student's ILP team.

Professional Learning specific to the needs of the HPGE stream has been interrupted due to remote learning. In 2021 some teachers have completed courses in Gifted Education including HPGE students with disabilities and autism. In 2022, all staff will complete professional learning in this area.

A consultant has been engaged to identify the needs of HPGE students at GBHS, including those with disabilities and autism so that appropriate pedagogy is practised throughout the school. Additionally all teaching staff have been allocated time to modify or implement new Teaching and Learning programs that include strategies to differentiate or extend both content and learning of HPGE students.

All staff were professionally developed on the 8 elements of the "What Works Best" framework. Faculties considered the implications of strategies and case studies of selected key teaching practices that are known to improve student outcomes. All eight practices will be consistently revisited through a process of teaching sprints, coaching and mentoring by head teachers. In 2021 staff implemented faculty procedures linked to the recommendations of Classroom management and Effective feedback.

STEAM programs with a particular emphasis on robotics, has achieved excellent results for High Potential and Gifted students. Students who have participated in this program include students with an Autism Spectrum Disorder (ASD) diagnosis. Stage 5 (Year 9 and Year 10) students have had the opportunity to study Robotics as an elective subject. Students have been able to successfully participate in external competitions as an extra-curricular activity. Community partnerships, including those with Macquarie University and Rockwell Engineering, have resulted in student mentoring opportunities and opportunities for student feedback. This will continue throughout 2022.. Students who are engaged in this program have demonstrated high levels of aspiration and achievement. Extra curricula activities have included the Outdoor Education Program which also involved Selective students, Gifted and Talented students with an ASD diagnosis and other mainstream students. One aim of the Outdoor Education Program was to break down barriers and encourage friendships between the selective stream and mainstream 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
An uplift in our retention of our entire selective student cohort by the end of 2021.	<ul style="list-style-type: none"> Historically the number of HPG students who were drawn to the school's extension classes but did not remain past year 10 was high. Addressing the needs of HPG students has allowed GBHS to retain its selective cohort.
An uplift of 5% of our selective students achieving in the top two bands in Numeracy in NAPLAN 2021.	<ul style="list-style-type: none"> 21% of Selective students achieved in the top 2 bands in Numeracy.
An uplift of 3% in the number of our selective Year 12 students achieving individual subject results in the top two bands in the HSC of 2021.	<ul style="list-style-type: none"> Of the two Selective students in year 12, one achieved a band 6 in Mathematics (50%)
50% of teachers use explicit evidence-based best-practice teaching strategies in order to facilitate excellence in teaching and learning.	<ul style="list-style-type: none"> Providing effective feedback is integral to all assessments. Feedback is detailed and specific and is adopted by all teachers to ensure they apply best-practice teaching strategies to improve learning outcomes for students.
An improvement in the proportion of selective students achieving in the top two bands in NAPLAN Reading with an uplift of 6%.	<ul style="list-style-type: none"> 11% of Selective students achieved in the top 2 bands in Reading.

Strategic Direction 3: Learning Culture

Purpose

Our purpose regarding Learning Culture lies in the research-based fact that a strong and positive learning culture and a learning culture of high expectations is linked with high achievement and high performance in schools. Our vision is that all students will be committed to the pursuit of excellence. We aim to develop a learning culture where our community demonstrates aspirational expectations, where our students value learning and are both challenged and supported throughout the process, while they are motivated and committed to the pursuit of excellence.

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 Expectations
- Attendance
- Well-being

Resources allocated to this strategic direction

Socio-economic background: \$99,984.00

Per capita: \$73,000.00

Flexible Funding for Wellbeing Services: \$28,753.00

Low level adjustment for disability: \$56,474.00

Integration funding support: \$31,478.00

Summary of progress

The establishment of a learning environment characterised by a strong culture of learning and positive teacher-student relations is important to increasing students' motivation and engagement. The monitoring of lateness, absenteeism and truancy based on a tiered model of support, intervention and tailored to the school community, supports teachers, students and parents in creating a positive environment for engagement and learning. The relaunching the PBIS strategy and rigorously enforcing the Safe Respectful Learner philosophy across the school was seen as an opportunity to create a positive learning environment and emphasising high expectations amongst students.

The awarding of RaSLs was a new initiative to reward students who were punctual to class, who completed work and who also engaged in learning. Professional conversations among teachers during the extended learning from home period indicated that RaSLs had the effect of motivating students to join and participate in online learning. Sentral data shows that negative behaviours decreased significantly. Teachers adopting the language of Positive Behaviour Interventions and Support (PBIS) had a positive effect on student teacher relations. At the same time, there was an increase in the reporting of positive behaviours conducive to respect and learning. Student lateness to class more than halved during this period.

There is an ongoing need to emphasise the importance of reporting positive incidents on the Sentral system. The House rewards system has been delayed due to Department's extended period of working from home.

By focusing on lateness and truancy the School will adopt a whole school approach to improving attendance rates at Granville Boys High. School Development Day will be used to familiarise staff with new processes including the responsibilities of classroom teachers and those of Head Teachers, Deputies and Principal as well as a range of interventions depending on frequency of students' lateness.

The findings of the Semester 2 Tell Them From Me Survey of students shows that students in years 7-10 students have a strong sense of belonging. Expectations for success as measured by the Tell Them From Me survey indicate that students have strong expectation that they will be successful.

A range of initiatives have also helped to shape a positive learning culture at GBHS including student surveys from the Unstoppable Kids program that ran in the first semester of 2021. It indicated that under the Unstoppable kids program the students are becoming more resilient. The Peer Mediation Program which has been facilitated through a partnership with Dr Nikki McWilliams from University of Technology Sydney has strengthened over time and has built a whole-school culture of aspirational expectations and strong support for students to resolve conflict. 65% of GBHS students have so far completed the 6 week module on the peer mediation program. The program was disrupted due to the learning from home period but despite this the program has been judged a success as all of the mediations were resolved without conflict.

A mentorship program was commenced this year involving selected Year 11 students as mentors. These students were trained by a staff member and paired with students from Years 7-10 in the selective stream. The program was cut short because of the extended period of learning from home. Despite this setback a positive direct result of this initiative was that selective students felt a sense of belonging and connection to the school as they were able to form relationships with students outside of their immediate group of friends and therefore felt safer at school and in the playground. This initiative will continue throughout 2022.

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
<ul style="list-style-type: none"> Staff are regularly logging positive behaviours in sentral and issuing RASLs. An uplift from the base of 6% in the % of positive learning outcomes for students. 	<ul style="list-style-type: none"> 4,440 RaSL and Merit Awards were issued to students for positive incidents, related to being a Safe Respectful Learners. Despite the impact of learning from home on the delivery of lessons staff maintained strong links with students. Scout School Dashboard data indicates that wellbeing advocacy for the year was 64%.
<p>Consistent monitoring of lateness, absenteeism and truancy. Support provided for those who struggle with attendance and rewards for those with excellent attendance. An uplift in the % of students with 90% or higher attendance of 2.1%.</p>	<ul style="list-style-type: none"> Improving attendance remains a priority for this school. Attendance data for this period greatly impacted by COVID.
<p>Noticeable evidence that students are more positive about being a part of the school community. Tell Them From Me data will indicate an uplift of 2.5% of students indicating that they have a positive sense of well-being.</p>	<ul style="list-style-type: none"> 78% of students in year 7 felt that they had advocacy at school. 65% of students in year 8 felt they had positive advocacy at school. The figures above compare well with a state advocacy average of 53% and an SSSG of 51%. Tell Them From Me data measured Expectation for Success at 71.43% for the school. 94% of Year 7 students had strong Expectations of school success. 81% of year 8 students, 80% of year 9 and 86% of year 10 students expressed similar feelings about expectation of success at school.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$3,692.00</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"> • HSC Results <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in:</p> <p>: weekly English as an additional language or dialect (EAL/D) parent/carer workshops, increasing the capacity of parent/carers to connect with student learning, with the use of interpreters and assistive technology being key drivers. Parents/carers reported significantly increased confidence and self-worth when engaging with the school and developed positive relationships with staff members. Partnerships between the school and the parents/carers has been strengthened.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>fter eva: employing a bilingual school learning support officer (SLSO) to support students to clarify learning in their home language. To sustain relationships with culturally and linguistically diverse parents, the need to embed the use of interpreters within all home-school communication processes has been identified. This will involve professional learning for all staff on the use of translating and interpreting services, and school resources will be created to guide this process.</p>
<p>Integration funding support</p> <p>\$31,478.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Granville Boys 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"> • Well-being <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of [strategy] • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in:</p> <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>We will continue to integrate students with special needs into mainstream classes and review their PLSPs in order to make adjustments to their</p>

Integration funding support \$31,478.00	learning needs.
Socio-economic background \$935,654.00	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Granville Boys 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 including:</p> <ul style="list-style-type: none"> • Reading • High Expectations • HSC Results • Well-being • Attendance • Explicit Teaching • Numeracy • Assessment and Feedback • 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 [program/initiative] to support identified students with additional needs • equitable access to specialist resources • professional development of staff through [program] to support student learning • providing students without economic support for educational materials, uniform, equipment and other items • equitable access to specialist resources • professional development of staff through [program] to support student learning • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: professional development of staff through [program name] to support student learning employment of external providers to support students with additional learning needs employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level. The allocation of this funding has resulted in: student improvement evidenced by:</p> <p>Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG) Year 3 and 5 NAPLAN Reading above both state and SSSG Year 5 demonstrated a major lift in Writing from a raw score 456 in 2018 to 491 in 2019 Year 5 NAPLAN Numeracy above SSSG Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG) Year 3 and 5 NAPLAN Reading above both state and SSSG Year 5 demonstrated a major lift in Writing from a raw score 456 in 2018 to 491 in 2019 Year 5 NAPLAN Numeracy above SSSG.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of the additional staff member, redirecting 0.2 of the position towards engaging a Youth Outreach Worker to focus on improving our attendance rates.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Socio-economic background</p> <p>\$935,654.00</p>	<p>Continue to provide timetabled lessons in Literacy, Numeracy and Library classes and support the differentiation process through the implementation of the EAL/D and Literacy progressions.</p>
<p>Aboriginal background</p> <p>\$700.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Granville Boys 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"> • HSC Results <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: Aboriginal families engaged in the PLP process which allowed for adjustments to the learning needs of students.</p> <p>After evaluation, the next steps to support our students with this funding will be: The next step is to support the wellbeing needs of Aboriginal students so that they fully participate in learning.</p>
<p>English language proficiency</p> <p>\$205,127.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Granville Boys 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"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • establish a core practice for supporting students learning English as an Additional Language or Dialect • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in: student progress showing high growth on the EAL/D learning progressions, with 96% of EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Stage 1 and Early Stage 1 participated in professional learning, where the EAL/D teacher guided how to plan an integrated writing unit using a backwards mapping approach. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples</p> <p>After evaluation, the next steps to support our students with this funding will be: to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$394,792.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Granville Boys High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to</p>

<p>Low level adjustment for disability</p> <p>\$394,792.00</p>	<p>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"> • Reading • Attendance • Well-being • Assessment and Feedback • Explicit Teaching <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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • support for students in [program name - e.g. Life Skills; Individual Learning Plans/Profiles; 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: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: o further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$28,753.00</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Granville Boys 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"> • Attendance <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Student Support Officer to support vulnerable students • staffing release to provide individual transition preparation support to identified students <p>The allocation of this funding has resulted in: Staffing release for case conferences and developing intervention strategies Targeted wellbeing program in conjunction with an external provider aimed at students thought to be at risk of not completing school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide funding support to our students so that they can participate fully at school.</p>
<p>COVID ILSP</p> <p>\$328,999.00</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>COVID ILSP</p> <p>\$328,999.00</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 - [focus area] • employing staff to provide online tuition to student groups in literacy/numeracy - [focus area] • employing staff to supervise and monitor progress of student groups engaging in online tuition in [program] • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: The holiday tutorials supported students' preparation for the HSC .</p> <p>After evaluation, the next steps to support our students with this funding will be: The holiday tutorial groups will continue in 2022.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	490	509	497	569
Girls	0	0	0	0

Student attendance profile

School				
Year	2018	2019	2020	2021
7	88.7	90	88.6	89.4
8	88.3	87.8	83.4	85.5
9	87.9	84.6	83	82.9
10	84	82.4	82.4	79.8
11	83.1	81.4	72.9	75.9
12	85.6	87.6	85.4	69.7
All Years	86.2	85.8	83.1	82
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	11
Employment	18	3	11
TAFE entry	0	4	28
University Entry	0	0	23
Other	0	23	11
Unknown	6	0	17

In 2021 strategic mentoring programs supported students throughout Stage 6 to ensure post school pathways were clearly defined. Mentoring included term meetings with parent or carer, Year Adviser, and careers counsellor and the Deputy. Records of attendance and progress were discussed as were post school options. Students utilised a variety of programs to develop thoughtful choices about post school destinations. Significantly, all students were able to access a pathway that included some form of higher education and training. 3 students were supported by the NDIS to participate in a work program.

Year 12 students undertaking vocational or trade training

65.00% of Year 12 students at Granville Boys High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

71.4% of all Year 12 students at Granville Boys 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)	36.7
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	12.88
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	722,212
Revenue	9,648,091
Appropriation	9,509,646
Sale of Goods and Services	17,977
Grants and contributions	119,360
Investment income	1,107
Expenses	-9,994,150
Employee related	-7,690,930
Operating expenses	-2,303,220
Surplus / deficit for the year	-346,059
Closing Balance	376,153

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	51,129
Equity Total	1,526,266
Equity - Aboriginal	695
Equity - Socio-economic	925,651
Equity - Language	205,128
Equity - Disability	394,792
Base Total	7,148,479
Base - Per Capita	131,452
Base - Location	0
Base - Other	7,017,027
Other Total	432,995
Grand Total	9,158,870

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.

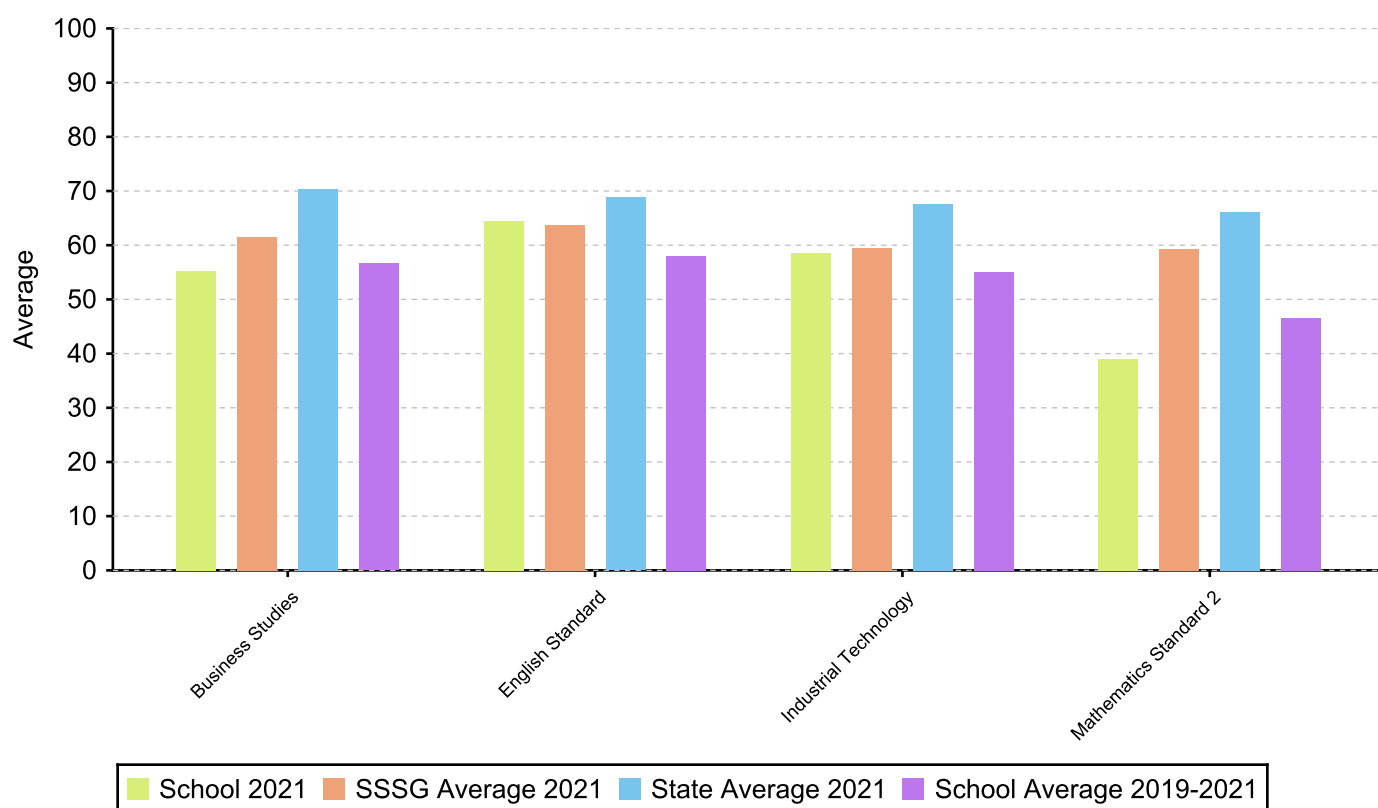
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

97% of students attending Granville Boys' have a language background that is non-English speaking. 55% of students at the school achieved above average progress in reading. 46% of students achieved above average progress in writing and 58% of students achieved above average progress in numeracy. According to Myschool data Year 9 students at GBHS when compared to students with a similar starting score and similar background have recorded improved NAPLAN results in both reading and in numeracy.

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
Business Studies	55.3	61.6	70.4	56.6
English Standard	64.5	63.7	68.8	58.0
Industrial Technology	58.5	59.5	67.7	55.1
Mathematics Standard 2	39.0	59.3	66.1	46.6

31% of candidates who sat the HSC in 2021 achieved in the top 3 bands. Of these 7% achieved in the top two bands. 1% of students achieved band 6. To prepare for the HSC students and teachers were involved in timetabled revision classes that also included exam preparation for each subject. Students were exposed to past HSC papers and as part of class preparation questions were analysed for meaning and key terms and responses were created using TEEL, PEEL, and ALARM. It was planned to use flipped class strategy however due to the department's working from home strategy and lack of technology on the part of some students this did not eventuate.

Parent/caregiver, student, teacher satisfaction

Student satisfaction data was obtained from the Tell Them From Me survey (TTFM). The data indicated that the majority of students gave the school a score of 6.4 against a NSW school norm of 5.9. In the category of positive student teacher relations students scored Granville Boys at 6.8. This compared favourably to State norm of 5.6. Granville Boys students also strongly felt that there is a positive learning climate in their school. Students also expressed the view that at Granville Boys there was a strong expectation for success.

Parent feedback at P and C meetings and to the Principal and staff has also indicated that parents are happy with the trajectory of improvement of the school and that they continue to support the school's focus on academic excellence and explicit pedagogy.

Staff indicate that they are happy with the vision and direction of the school. Staff achievements have been celebrated through awards to recognise excellent staff attendance rates and, whole-school recognition of excellent teacher HSC results. A culture of sharing best-practice pedagogy exists in the school and will continue into 2022.

Tell Them From Me Data indicated that we need to continue to address issues of isolation and disconnection caused by the extended period of working from home in the school in 2021 and beyond.

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

Due to interruptions caused by COVID the participation of our students in community events commemorating and also celebrating Australia's Indigenous past could not take place. The commemoration of the signing of the first reconciliation meeting organised by Darug Aboriginal women and a young free settler is an event this school always participates in. Curriculum programs, in which the cultural contexts, values and practices of Aboriginal people are incorporated into teaching practice and provide access to learning for all students and in particular for the 9 Aboriginal students enrolled. Stage 5 HSIE students engaged in a Rights and Freedoms unit of work

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.

Anti-Racism - School statement

Students worked closely with the Together For Humanity Organisation to foster understanding between people of different religions and cultural backgrounds. Students also participated in an event in which a UN representative addressed students about bullying and racism.

This school encourages students to access the school's peer mediation team to resolve any issues of racism or bullying and to also use the school's welfare systems.

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.

Multicultural and anti-racism education - School Statement

97% of students are from a Non English Speaking background. Granville Boys is committed to building a diverse and inclusive learning environment. that benefits all students. Through programs and initiatives such as multiculturalism and anti-racism are harmony in our school community is strengthened through intercultural understanding and positive relationships amongst students from all backgrounds. This is reinforced through the school's Positive Behavioral Interventions and Supports, a proactive approach for improving safety and promoting positive behaviour. To promote

multiculturalism, anti-racism and harmony our students are immersed in programs that promote intercultural understanding. Students through the "Together For Humanity" program have enhanced their knowledge of other faiths and equipped themselves with the knowledge and skills to respectfully navigate diversity.