

# 2022 Annual Report

## Georges River College Peakhurst Campus



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# Introduction

The Annual Report for 2022 is provided to the community of Georges River College Peakhurst Campus as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## Message from the principal

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2022 was a year of easing of restrictions, post COVID lockdown, and moving forward to a new kind of normal. There was a general sense of relief to be able to begin to hold whole school activities, run events, assemblies, excursions and so on once again. Despite some adversities such as staffing shortages, increased ill-health among students and staff, as well as flooding, there was definitely a more positive, optimistic outlook from staff, students and families throughout our school community.

I sincerely thank all staff for their hard work and resilience throughout the year, for giving generously of their time, supporting colleagues and working collaboratively, always with student needs at the forefront. Three members of our school community were recognised and honoured for their contributions to the school through the 2022 Metropolitan South Operational Directorate Network Awards: Giulia Amado, Head Teacher Administration, and Scott Wilson, Deputy Principal, in the School Executive category and Fiona Burns in the Parent and Community Member category. We are very proud of their work, dedication to the school, their successes and accomplishments and we congratulate them on this fine acknowledgment.

It was great to be able to offer extra-curricular activities to students once again and we had some wonderful student achievements.

At the start of the year, the Swimming Carnival was held for competitors only due to COVID restrictions. 25 students qualified to represent the school for zone swimming and 31 for regional swimming, 17 students represented the school for zone cross country and 2 for state cross country, 57 students represented the school for zone athletics and 24 qualified for regional athletics. A number of students represented the school for Gymnastics, Sports and Music. One of our Year 10 students was the recipient of a Deadly Kids award and five students represented the school in the College Stage Band Tour to Port Macquarie. Our 15 Years Basketball team progressed to the final 16 in the state knockout competition. Public speaking and debating competitions were able to proceed using a blend of online platforms as well as face to face. We had some wonderful successes with Public Speaking and Debating competitions. One student was successful in progressing to the Regional Finals of the Legacy Junior Public Speaking Competition. Our Year 8 team successfully debated through to round two of the Regional finals. Our Year 9 and Year 10 teams were joint winners of their Zone, which meant they both progressed to the round robin Regional Finals. Both teams participated in 3 further debates in the competition before being knocked out. An amazing achievement by all teams. Our talented senior debaters were also invited to run debating workshops for our local Primary School students.

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

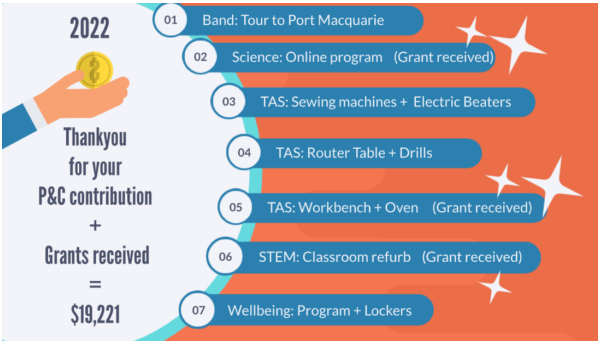
Diane Wilson

Message from the school community

We have finally started to return to some sort of normality in the last year, 2022. We have a great number of P&C Members that have made the P&C Community very effective and enjoyable. I would like to thank Fiona Burns, that although was supposed to be behind the scenes was always there representing the P&C on selection panels. Kerry Masri who was always so prompt and reliable as secretary, Sarah Kennedy in her role as treasurer who also did an awesome job. Amy Lesleighter and Beverly Harrison, were there to man the uniform shop for us. I have a very big thank you for Anissa Kapadia who has been so helpful in liaising with local members and government departments for grants. The staff have been amazing and always a big thank you for their efforts during the year and for being approachable. They listen and try to work with us in regards to our concerns and it is appreciated.

Below is a result of hard-work from the P&C Members. It has been a pleasure serving and honour serving on a P&C with such great people. This year will be the last year for many serving on the P&C and I am truly grateful for the work that they have done on behalf of the school community. It has been a great year of collaboration between staff and parents.

Thank you  
  
Christina Jamieson  
  
P&C President



## School vision

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

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

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

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

## School context

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

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

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

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

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



GRC Peakhurst - Aboriginal Garden

## 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Literacy and Numeracy
- High Performing and Gifted Student Learning

### Resources allocated to this strategic direction

### Summary of progress

**For Literacy**, there were two main focus areas across the school - 1. Improving achievement in reading through enhancing an enjoyment of reading, and 2. Improving achievement in writing through a consistent approach to paragraph structure.

1. Reading: The Reading Program was implemented to promote reading as fun and enjoyable across all cohorts. This program took place one morning per week for 20 minutes and involved reading and having group discussions about the stories. Enablers - staff were motivated to encourage an enjoyment of reading. Barriers - students forgetting to bring a novel resulted in book donations from staff for book boxes in classrooms. There has been an increase in the number of students borrowing books from the library. Next steps are to extend the program to include other things such as book reports.

2. Writing: Faculty survey in relation to writing strategies. Consistent approach to paragraph structure determined. Faculties embedded activities into teaching programs to ensure explicit teaching of paragraph writing. Enablers: Head Teachers leading staff in their faculties. Barriers: Large number of casual/temp or new staff. Professional Learning required.

**For Numeracy**, there were two main focus areas across the school - 1. Improving achievement in numeracy through enhancing an enjoyment of numeracy, and 2. Improving achievement in numeracy through a consistent approach to explicit teaching of numeracy.

1. Enjoyment of Numeracy: The Numeracy project was implemented to promote numeracy as fun and enjoyable across all cohorts. This program took place one morning per week for 20 minutes and involved students participating in fun numeracy activities, including Numeracy Ninjas, Number Talks and Numeracy Puzzles where students have to discuss the strategies used to find their solutions. Enablers: Roll call teachers leading the activities. Barriers: Large number of casual/temp staff, creating/sourcing the activities. Next steps are to source further fun activities, increasing in challenge for the students.

2. Explicit teaching of numeracy: Professional Learning provided for 3 faculties, resulting in class activities being embedded into teaching programs to ensure explicit teaching of numeracy. Enablers: Staff motivated to improve numeracy in their subject areas. Barriers: Time to create tasks. Next steps - Professional Learning for the remaining faculties and time to create and embed activities into teaching programs.

**For High Performing and Gifted Student Learning**, there were two main focus areas - development of procedures for the HPGE classes in each cohort and 2. Provision for HPGE students.

1. Procedures for HPGE class access: Procedures developed for the application process for HPGE classes in Year 7, underpinned by qualitative and quantitative data and communicated to prospective enrolments. Procedures for Year 8-10 HPGE classes streamlined and communicated to families. Procedures implemented for new classes in 2023.

2. Provision for HPGE students: Professional Learning for all staff in teaching strategies to support learning for HPG students, including differentiation, enrichment and extension. Enablers - dynamic team motivated to develop procedures, staff willing to participate in professional learning. Next steps - audit of faculty HPGE activities as well as extra-curricular activities to ensure we best cater for our HPG 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
The percentage of questions answered correctly by Year 7-9 in the Check In Assessment for Numeracy increases by a minimum of 1%	Expected growth data for NAPLAN 2022 cannot be calculated due to NAPLAN not being run in 2020.  The percentage of questions answered correctly by Year 7-9 in the Check In Assessment for Numeracy increased by 1%
The percentage of questions answered correctly by Year 7-9 in the Check In Assessment for Reading increases by a minimum of 1%	Expected growth data for NAPLAN 2022 cannot be calculated due to NAPLAN not being run in 2020.  The percentage of questions answered correctly by Year 7-9 in Reading decreased by 12%
Increase of 1% in number of students achieving in the top 2 bands in Numeracy compared to 2021	The number of students achieving in the top 2 bands in Numeracy compared to 2021 increased by 5%
Increase of 1% in number of students achieving in the top 2 bands in Reading compared to 2021	The number of students achieving in the top 2 bands in Reading compared to 2021 remained the same
Results for Aboriginal and EAL/D students are equivalent to or above the progress and achievement of all students in the school.	NAPLAN results for Year 7 and Year 9 Aboriginal students in Numeracy were significantly below the progress and achievement of all students across the school.  NAPLAN results for Year 7 and Year 9 Aboriginal students in Reading were marginally below the progress and achievement of all students across the school.  Check in Assessment results for Aboriginal students in Numeracy and Reading are significantly higher than the results for students across the school in Years 8 and 9.



## Strategic Direction 2: Learning and Teaching for Excellence

### Purpose

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

### Initiatives

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

- Career Development
- Classroom Practice

### Resources allocated to this strategic direction

### Summary of progress

For **Career Development**, there were two main focus areas - 1. Beginning Teachers and 2. Middle Leaders.

1. Beginning Teachers: a structured Beginning Teachers Program was implemented with regular PL sessions, mentors established and support provided in relation to undertaking the accreditation process. Enablers - BTs eager to learn and develop their knowledge and practice. Barriers - time to meet together. Next Steps - content of the program to be evaluated and enhanced.

For **classroom practice**, there were two main focus areas - 1. Strategies to support a student learning environment and 2. Addressing the barriers.

1. Positive Learning Environment: focus on a consistent approach across the school in relation to preventative strategies, including setting class expectations and procedures. PL provided for all staff, posters for classrooms. Enablers - staff appreciate the benefit of a consistent approach.

2. Addressing the Barriers: Mobile phones - investigation into rules, bans, lockable pockets etc. Students not having the right equipment - stationary packs supplied to all classroom teachers for distribution to students as required. Behaviour - presentation on implementing our behaviour flow chart in classrooms. Attendance and Lateness - initial conversations only. Next Steps - Enhance processes and procedures into improving attendance and punctuality. Monitor current guidelines for mobile phone use.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the average student GPA by 0.5 per school calendar year	There was an increase of 0.13% in the average student GPA from semester 2 2021 to Semester 2 2022
Decrease of Sentral negative entries by 3%	There was an increase in the number of negative Sentral entries compared to 2021. However, entry levels in 2021 were low due the Learning from Home period. Negative Sentral entries for 2022 were comparative to 2020.





Year 10 Commerce - Running a Business

## Strategic Direction 3: Connecting Together for Excellence

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

### Summary of progress

**For Student Wellbeing**, there were two main focus areas across the school: 1. Self Awareness and Personal Growth, and 2. Attendance and Punctuality

1. Self Awareness and Personal Growth - This is a focus area to allow students to gain a greater understanding of their personal strengths and provide strategies to improve self esteem, and to develop resilience and empathy for others. Activities were run every Friday, led by classroom teachers covering a variety of topics. An annual wellbeing day was held to incorporate initiatives for RUOK? Day, Wear it Purple Day and Body Kind. Other activities to support this focus area included Breakfast Club, Boys Mentoring Program and Bounce Back. Student feedback through school surveys is positive, however the same data is not evident in the *Tell Them from Me* survey results. Enablers - Staff and student initiative, motivated staff, student enthusiasm to be involved. Next Steps - Enhancement of the Friday Activities. Items to be included in the new Student Planners (Diaries), individual year group wellbeing days for more age/stage appropriate content, celebration of events such as Harmony Day, Multicultural Day, NAIDOC Week etc.

2. Attendance and Punctuality - This is a focus area to increase student attendance and more specifically increase the number of students attending more than 95% of the time. There was greater exposure to students and families of the importance of regular attendance at school for continuity of learning. Awareness raising of student individual attendance rates, merit draw twice per term for students whose attendance is >95%. New procedures introduced for late arrivals to school, including individual student conversations. Development of procedures to reduce lateness to school. Next Steps - Continue to promote and reward positive attendance. Inclusion of attendance goal setting tool in the Student Planner. Implementation of new procedures regarding lateness to school.

**For Staff Wellbeing**, there were two main focus areas: 1. Staff Morale and 2. Staff Support.

1. Staff Morale - This is a focus area to ensure that staff form a cohesive, collaborative team and that each member feels safe and valued at work. Collegial events for staff were held including regular, scheduled morning teas, Random Act of Kindness week, Staff Drawing Competition, Amazing Race and some out of school social events. Attempts to address the staff parking issue resulted in the addition of 3 parking spaces in the main car park and 5 spaces near the school hall. The opportunity to win a golden car space for 3 weeks is a reward for staff who have been identified as going above and beyond their role. Concerns about the car park in relation to space, drainage and safety were relayed to assets and this has resulted in the school having a carpark extension/upgrade to be completed in 2023.

2. Staff Support - This is a focus area designed to support staff, predominantly teachers, in their role. A google Drive has been established for all teaching staff to access and share resources. Regular sessions were held to refresh staff on various technology tasks. Enabler - enthusiastic staff. Barrier - staff time. Next steps - continue with the Google Drive and the informal professional learning sessions.

**For Collaboration for a Culture of Continuous Improvement**, there were two main focus areas: 1. Enhancing the profile of the school, 2. Strengthening Transition

1. Enhancing the image of the school - This focus area was to consider ways to allow our community to feel included and have a positive impression of the school. Strategies were put in place to improve communication to our families, including use of a Parent Portal App, school email and use of the SchoolBytes software. Review of school community

events to be more accessible by families, including attendance at SRC Induction Ceremony, ANZAC Assembly, PeakView (Art Exhibition), Peakform (CAPA evening). Student Artworks are displayed around our fenceline. Next steps - Review school use of social media platforms, review school newsletter, continue links with local Primary Schools, establish links with local services such as aged care facilities.

2. Strengthening Transition - Key staff focused on collaborating with primary feeder schools, local Support Units as well as GRC Oatley Senior Campus to strengthen and streamline processes for Year 6 to 7 and year 10 to 11 transition. Barriers - new Learning and Support staff understanding current practices, co-ordination with 3 middle school campuses. Enablers - motivated staff who want the process to be as good as possible to support students. Next steps - further involvement of Year Advisors and Assistant Year Advisors to have greater input, improve communication with staff.

### 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
A reduction of 2% of students who arrive late to school compared to 2021 data.	There was a substantial increase in the percentage of students late to school compared to 2021 data. However, this data is skewed due to 13 weeks out of the 40 school weeks in the year being the Learning from Home period. Lateness for 2022 is comparable to the 2020 data.
An Increase of 2% of students indicating positive wellbeing compared to 2021	There was a decrease of 1.22% of students indicating positive wellbeing compared to 2021 through the Tell Them From Me survey. However, a school based survey indicated an increase of 5% of students indicating positive wellbeing compared to 2021.
An increase in staff reporting a sense of positive wellbeing	Through participation in staff wellbeing activities, there has been an increase in staff reporting a sense of positive wellbeing.  In the staff Tell Them From Me survey semester 1, staff reported an increase in positive wellbeing, with 96% indicating they feel supported by the school.



Annual Wellbeing Day - Body Kind

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$232,150.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Georges River College Peakhurst Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- students for whom we receive funding were provided with greater access to the curriculum through small group tuition as well as one on one support</li> <li>- increased student confidence to attempt and complete class tasks and assessments</li> <li>- improved student learning outcomes</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- for each individual student, review the subjects where support is most required, in alignment with their PLP</li> <li>- for each individual student, consider whether small group tuition or one on one support is most effective for each subject</li> </ul>
<p>Socio-economic background</p> <p>\$267,500.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Georges River College Peakhurst Campus who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing, including a Deputy Principal and social workers to support the social and emotional needs of students from low SES background with wellbeing, behaviour and engagement in learning</li> <li>• implementation of student wellbeing programs on social and emotional needs for identified students or groups of students</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- students and families having access to counselling support</li> <li>- increased engagement in learning as students know they are safe and supported at school</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- make use of evaluations and surveys to determine effectiveness of structured supports and programs</li> <li>- consider other wellbeing issues to be addressed</li> </ul>
<p>Aboriginal background</p> <p>\$16,700.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Georges River College Peakhurst Campus. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$16,700.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• staffing release to support the implementation of programs for Aboriginal students around culture and identity</li> <li>• Aboriginal Garden renewal and opening ceremony</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- all Aboriginal students have updated Personalised Learning Plans, developed in consultation with students and their families</li> <li>- all Aboriginal students are working towards and achieving goals in their PLPs</li> <li>- students are developing their own personal sense of identity and understanding of their culture</li> <li>- an increase in Aboriginal students participating in activities at a whole school level</li> <li>- major enhancements to the Aboriginal garden and plans for further development</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- investigate programs to support students to achieve their individual goals</li> <li>- establish a program to work with other aboriginal students across the college</li> </ul>
<p>English language proficiency</p> <p>\$181,150.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Georges River College Peakhurst Campus.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• professional learning for staff on teaching strategies to support EAL/D students</li> <li>• excursions for EAL/D students to immerse themselves in Australian culture</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- students receiving small group tuition or in class support to access the curriculum</li> <li>- students developing their ability and confidence in speaking, reading and writing</li> <li>- students gaining a greater understanding of local culture</li> <li>- teaching strategies and activities for EAL/D students are embedded in faculty teaching programs</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>continue with current activities for increased impact and for new students</p>
<p>Low level adjustment for disability</p> <p>\$325,360.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Georges River College Peakhurst Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Low level adjustment for disability</p> <p>\$325,360.00</p>	<ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging learning and support teachers to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- students receiving one on one or small group tuition</li> <li>- enhanced student access to the curriculum, class work, assignments, assessments.</li> <li>- improved literacy and numeracy skills</li> <li>- improved organisation and time management skills</li> <li>- increased confidence and self esteem</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- review the balance between one on one and small group tuition</li> <li>- continue to monitor the level of adjustments required for individual and adapt where appropriate</li> <li>- develop skills to become more confident and independent learners.</li> </ul>
<p>Professional learning</p> <p>\$75,700.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Georges River College Peakhurst Campus.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff engaging in external professional learning aligned with their PDP goals</li> <li>• casual relief for staff attending external professional learning</li> <li>• staff engaging in school and college run professional learning aligned with the school's Strategic Directions and College initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>professional learning provided to staff on a variety of classroom practice strategies, including differentiation, questioning and student choice  staff more confident in trialing various teaching techniques  staff receive training/learning that allowed them to achieve their personal, faculty and whole school goals</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>to continue professional learning to support the impact of initiatives and activities in the SIP as well as staff goals in their PDPs</p>
<p>COVID ILSP</p> <p>\$303,949.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• releasing staff to analyse school and student data to identify students for small group tuition and monitor progress of students</li> <li>• employment of teachers and SLSOs to run small group tuition in writing, reading and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>



COVID ILSP

\$303,949.00

- skill development for students involved
- increased confidence to tackle classwork, assignments and assessments
- improved performance across KLAs for most students, although impact on student growth was affected by the learning from home period
- regular communication with students and parents/carers assisted in maintaining student engagement in learning during the learning from home period

**After evaluation, the next steps to support our students will be:**

- use of additional data sources to determine students to be targeted
- adjustments to the model for small group tuition, and monitoring of progress
- timely, meaningful feedback during lessons (and after testing) so as to provide students with the necessary strategies needed to consolidate concepts they've learnt well as well as to provide guidance in areas they still need to build proficiency in.
- continue to develop resources to be kept in a staff Google Classroom
- maintain Google Classroom practices for students
- greater consideration in selecting students achieving below NMS whose attendance poses a concern because their frequent and extended absences can cause disruption in the small tuition groups



## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	539	541	521	522
Girls	294	311	312	324

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.0	93.7	92.1	86.3
8	90.7	91.3	89.3	85.7
9	89.7	91.3	87.4	82.7
10	91.6	90.8	86.2	78.4
All Years	91.0	91.8	88.7	83.4
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
All Years	88.2	89.8	86.2	81.7

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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	NA	NA
Employment	1	NA	NA
TAFE entry	5	NA	NA
University Entry	0	NA	NA
Other	0	NA	NA
Unknown	3	NA	NA

## Year 12 students undertaking vocational or trade training

0% of Year 12 students at Georges River College Peakhurst Campus undertook vocational education and training in 2022.



Debating Leaders - Primary School Workshops

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	44.06
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	15.88
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.



2022 Metropolitan South Operational Directorate Network Awards

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	948,652
<b>Revenue</b>	11,846,102
Appropriation	11,435,058
Sale of Goods and Services	77,954
Grants and contributions	317,204
Investment income	12,608
Other revenue	3,279
<b>Expenses</b>	-11,857,212
Employee related	-10,595,949
Operating expenses	-1,261,263
<b>Surplus / deficit for the year</b>	-11,109
<b>Closing Balance</b>	937,542

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.



Year 8 Debating Team



## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	232,196
<b>Equity Total</b>	790,780
Equity - Aboriginal	16,689
Equity - Socio-economic	267,576
Equity - Language	181,086
Equity - Disability	325,429
<b>Base Total</b>	8,911,836
Base - Per Capita	215,480
Base - Location	0
Base - Other	8,696,356
<b>Other Total</b>	860,683
<b>Grand Total</b>	10,795,495

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 Captains at Remembrance Day Ceremony -  
Club Rivers

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.



## Parent/caregiver, student, teacher satisfaction

**Parent/Caregiver Satisfaction** - General feedback from our parents and carers is very positive. They have been very grateful for the hard work that teachers and school staff put in for student learning and wellbeing support. They are also thankful for the opportunities we provide for their children, including enrichment, sporting, musical, public speaking and leadership.

Results from the *Tell Them From Me* survey indicate the following: 83% are satisfied with school communication, with 87% finding emails the most useful, followed by 79% finding SMS messages useful. 96% are happy with the subjects available to students, 96% believe the school is a culturally safe place for all students.

**Student Satisfaction** - Students demonstrated their appreciation of the support they receive from teachers in class as well as the wellbeing support provided by their year advisers, the deputy principals and the wellbeing team.

Results from the *Tell Them From Me* survey indicate the following: There has been an increase by 10% of students believing there is a positive learning climate and 82% believe that technology helps them learn. There has been a 4% increase in students having high academic self confidence and a 6% increase in students with high perseverance.

**Teacher Satisfaction** - Teachers demonstrated strength and resilience through a difficult year, remaining positive about supporting students and colleagues following the lockdown period.

Results from the *Tell Them From Me* survey indicate the following:

89% of staff believe the school strategic direction is communicated effectively and 82% believe that school leaders are leading improvement and change. 92% believe that the school does a good job of implementing curriculum change. 97% believe the school is a welcoming place for all students.



GRC College Stage Band - Performing at Cronulla Spring Fair

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Aboriginal Education - School statement

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We respectfully acknowledge the past, present and emerging leaders of the land, on which Georges River College is situated. We pay our respects to the leaders of the traditional custodians of this land and together we acknowledge the contributions Aboriginal and non-Aboriginal educators have made to the Aboriginal students in the school and on the land we share together. Georges River College Peakhurst Campus is a 7-10 co-educational school with 24 Aboriginal students enrolled on a fulltime basis, representing 3% of the school enrollment..

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

## Anti-Racism Policy

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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

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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.

## Other School Programs (optional)

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### English Faculty

The English faculty in 2022 worked closely with EAL/D teacher and the teacher librarian to maximise student learning and literacy outcomes.

The English faculty continued to focus on offering a differentiated curriculum to meet the diverse needs of the students. The differentiated course content was supported in the various topics with a range of classwork and assessment tasks that offered all students the opportunity to access the content and demonstrate effective learning.

In Stage 4, Year 7 commenced with, 'Me, Myself and I', and then moved onto an introductory study of text types, poetry, novel, short stories, film and drama. Students also worked through their Complete English Basics 1 homework books. Year 8, students studied a range of literature and media as well as completing homework in Complete English Basics 2.

In Stage 5, sophisticated language skills, literary concepts and themes were introduced in Year 9, and then extended upon in Year 10. The year finished with Year 10 completing a transition course to further prepare them for study at Oatley Senior Campus. Students leaving our school for Oatley Senior Campus will be well represented in all senior English courses including: Advanced, Extension, Standard, English Studies and EAL/D. Former GRC Peakhurst Campus students achieved impressive results in all 2022 English HSC courses.

The English faculty continued to promote literacy through wide reading for all students. Additional novels, based on various genres, were made available for students through the library. The reading of these texts helped to improve reading comprehension skills, broaden knowledge of contemporary issues and develop a life-long interest in reading.

To enhance literacy and learning in a digital age, the English faculty continued to provide students with direct access to faculty laptops and during the year additional laptops were purchased. This assisted students in their research, and most significantly in editing and developing a range of extended responses in various text types.

The faculty's successful Debating and Public Speaking teams were coordinated by Ms S. Rossenrode. In debating, our Year 9 and 10 debating teams became joint Zone Champions, and our students demonstrated their skills when they hosted a debating skills workshop at Lugarno Public School. In public speaking, Sirine N and Lillian K participated in the Legacy Junior Public Speaking Competition, with Lillian progressing to the Regional Finals.

To further encourage the writing of extended imaginative and creative texts, Ms T. Dayman continued the writing club, Peakhurst Writes. This club met on a regular basis and entered student work in a range of writing competitions, offering students the opportunity to write extensively, and receive feedback from staff and external markers.

## **Mathematics and Computing Faculty**

The Mathematics and Computing Faculty comprises experienced and dedicated staff who are committed to providing quality teaching and engaging students in learning.

### **Assessment**

In Mathematics, all students sat one written examination per term in 2022, with the exception of students in the HPG classes (Stage 5.3) in years 9 and 10. These students sat an additional examination in Term 2 and Term 4 to assess additional content. There were some exceptional results across all cohorts with many students in Year 10 demonstrating the expertise to study extension Mathematics for the HSC.

Teachers incorporated formative assessment to evaluate student progress and to inform their teaching. Third party online platforms such as Mathletics enabled students to consolidate and test their learning at home.

NAPLAN - Students were encouraged to practise NAPLAN-style questions to familiarise themselves with the style of questioning. Year 7 and Year 9 students received past NAPLAN papers and were encouraged to attempt these papers under examination conditions and to see their class teacher regarding any areas of difficulty. Our NAPLAN results showed some improvement in the 2022 Year 9 cohort compared to the Statistically Similar Schools Group (SSSG) and the state. Year 7 results declined marginally, though not as significantly as the SSSG.

HPG Incursion - Students from Year 7 and 8, identified as HPG in Mathematics, participated in an incursion late in 2022. The Inquisitive Minds incursion challenged students with hands-on activities and problem solving workshops which have been designed to improve students' attitude and performance in Mathematics. The level of engagement from students was outstanding.

### **Computing**

Students completed a multimedia project about famous people in the IT industry, designed a website, created a promotional brochure and produced a client database for a small business.

Outstanding Academic Achievement - The top ranked students in each year group, who are to be commended for

outstanding academic achievement, are listed below.

In Mathematics:

Year 10: Hugo W and Jackson W

Year 9: Adrian L

Year 8: Evie L and Emma W

Year 7: Sidarth Lama G

In IST:

Year 10: Patrick B

Year 9: Kai H

## **Science Faculty**

For the Science Faculty, 2022 was another year of providing students in each of years 7 - 10 with a broad range of learning experiences to maximise their engagement and learning in Science.

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

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

Students were excited to participate in the 2022 VALID Assessment. This was the first time we were able to run VALID since the Covid restrictions were put in place. We have achieved an above average score within the St George area. This is an improvement upon previous years and had shown a steady increase in our average grade in the area over the past few years. We will be looking towards the 2023 VALID to see the impact of our programs and the effectiveness of the changes we have made to further improve the results of 2022.

## **HSIE Faculty**

The HSIE faculty delivers studies in History and Geography to all students from Year 7 to 10. In addition, Commerce, History Elective, Work Education, VET Retail Services and VET Workplace Skills are offered as elective subjects to Year 9 and 10 students.

The HSIE department is a dynamic team focused upon providing engaging learning experiences for all students, while advancing literacy, numeracy, technology and research skills. Similarly, through the study of HSIE subjects, students were able to develop their values, attitudes and social awareness and understanding within a safe and respectful learning environment.

Explicit teaching of numeracy skills and increasing classroom engagement were faculty goals in 2022. Through an audit of Year 7 to 10 Geography teaching programs and resources, the team was able to evaluate current practices then, in turn, explicitly embed numeracy strategies and learning opportunities into teaching programs as identified. In particular, emphasis was placed on the use and application of a variety of geographical fieldwork skills and tools taught across Stage 4 and 5. This development led to the enhancement of the Year 10 Geography fieldwork excursion and the implementation of an array of engaging mapping and data tools delivered within or outside the classroom.

Correspondingly, HPG students from Year 7-10 were invited to compete in the Australian Geography Competition. Many excellent results were achieved, with a high proportion of students receiving a High Distinction, Distinction or Credit award.

Studies in Commerce also saw the development of explicit and practical numeracy teaching strategies, with particular focus on financial management. After learning about personal spending and budgeting, students worked collaboratively to develop a business plan, market a product and run a small business during an allocated week. Profits were donated to charities determined by the student groups.



The goals of high engagement and numeracy were also implemented in Year 9 and 10 VET Retail Services and Workplace Skills. Through student organisation and management, a stationery shop was opened to the school community once a fortnight during the second half of 2022. With initial financial assistance from the P&C committee, the shop encouraged students to put their learning into practice, while catering to the equipment needs of the wider student body.

Year 7-10 History also saw the further implementation of highly engaging learning opportunities within and outside the classroom. For example, Year 10 students participated in an incursion run by Stolen Generation survivors, while Year 9 took part in an engaging hands-on exhibition on World War I.

### **CAPA Faculty**

2022 held a mixture of highs and lows. One major high was an exciting return to pre Covid activities such as live concerts and exhibitions. This was possible towards the end of the year for the first time in many years. A major low was the ongoing struggle to cover classes and events due to staff shortages.

The Creative Arts works were once again displayed in 'PeakView' our annual Visual Arts and Photography exhibition. We were fortunate indeed to have the exhibition opened with an acknowledgement of country, an Aboriginal smoking ceremony and talk by Aboriginal elders. Adding to the energy of the night was support from our musicians with live music and the thrilling draw off competition finals. The exhibition was well attended and it was a vibrant and successful night. In addition, we continued the tradition started during Covid of displayed large scale reproductions of student artworks on the fences around the school adding colour and joy to the school community.

Music - in 2022, Live music was once again possible for audiences in the school. 'Peakform' our annual music showcase ran again and, in a matinee format played to our feeder primary schools, who came to our hall and thoroughly enjoyed the show, joining in and dancing at the finale.

It has been a busy time to be a part of the vibrant group that is the CAPA department of GRC Peakhurst Campus with its ability to overcome obstacles and achieve excellent results.

### **TAS Faculty**

After a few disruptive years of learning due to Covid 19, 2022 saw a return to 'normal' school life and it was full steam ahead for TAS students. Food preparation recommenced and the annual MasterChef competition was re-established for Stage 4 students with great enthusiasm and passion, showing students excelling in their food preparation and presentation skills.

The TAS faculty has continued to maintain and expand their garden plots for students to grow, harvest and use fresh produce in their practical lessons whilst the social initiative instagram page [grc\\_peakhurst\\_instafeed](#) continues to gain many followers, including other educational institutions who view the work of our students undertaking food preparation.

Using special funds, a new stove was purchased and the successful project proposal of the new computer upgrades for the TAS department has been fundamental in the successful delivery of multiple TAS courses. The online platform Google Classroom is now an integral part of teaching and learning in TAS.

2022 also saw new differentiated programs and resources developed in the faculty for the following compulsory Stage 4 and elective Stage 5 courses. Our expertise in these areas were utilised at GRC - college level where we collaborated to assist other GRC campuses in their programming and implementation.

Technology Mandatory - Digital Technology, Food & Agriculture, Engineered Systems and Materials.

Graphics Technology

Food Technology

Design and Technology

Textiles Technology

Industrial Technology -Timber

Marine and Aquaculture Technology

It was rewarding to see the growth of Stage 5 Graphics, Design and Technology and Technology Timber elective subjects as students emerge themselves into interesting practical challenges and we are excited to see the outstanding standard of projects our students create in 2023.

## PDHPE Faculty / Sport

It was great to get back into a full academic year with little to no interruptions or the need to learn from home. Our PDHPE teachers relished the opportunity to get to know our students throughout the year and give our students the full scope of experiences and sporting events offered by our school, the zone, Sydney East and the School Sport Unit. Our students were fortunate enough to experience a range of exciting PDHPE and sporting endeavours which are highlighted below.

**Year 9/10 PASS Camp** - Camp was back for the first time in 3 years! The PDHPE staff took 64 amazing Year 9 and 10 students to the Great Aussie Bush Camp at Kincumber for a fun-filled 3-day and 2-night adventure. Students took part in a range of activities including the high ropes course, raft building, archery, giant swing, survivor challenge and commando night. Students built their resiliency, problem solving, communication and cooperation skills through these activities and had an enjoyable time all round. We're excited to offer this opportunity to our PASS students again next year.

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

**Regional competitors** - Omar A, Heath B, Abbie C, Claudia D, Dzemaal D, Sidarth O, Tatiana H, Jessica H, Aaron H, Nathanael J, Luka J, Nicholas J, Joshua J, Cody J, Ai K, Anaya K, Rory M, Kaito M, Liam M, Ruby O, Tenzer P, Ainsley Pi, Evelyn S, Ben S, Theo V, Grace W, Hugo W, Mia W, Zyad Y, Allan Z, David Z.

**School Carnival - Cross Country** - It was great to get back to regular programming for our Cross Country Carnival in 2022. Students across all year groups were encouraged to participate in their event and gain house points to help win the Championship. We managed to sneak the day in between the incessant rain with 17 students making it to the regional carnival, and a further 2 students competing at the CHS level. Congratulations to everyone for their achievements!

**Regional competitors** - Heath B, Abbie C, Charlie C, Nathaniel J, Ai K, Ash K, Rani M, Zoe M, Ruby O, Keira P, Luke R, Yoel T, Nasr T, Grace W, Emma W, Hugo W, Zyad Y.

**School Carnival - Athletics Carnival** - Again, it was fantastic to have our full calendar of sport events up and running for 2022, and this included our school Athletics Carnival. Held at The Ridge it was a beautiful, if cold, day for some athletics skills to be on display. The barbecue was firing hot and students competed in a range of 6 athletics track and field events, culminating in the house relay race. A big congratulations to our students who made it through Zone to the Regional Athletics Carnival:

**Regional competitors** - Malakai A, Olivia C, Abbie C, Bianca C, Claudia D, Tatiana H, Sam K, Ai K, Ali K, Juha K, Lillian K, Aguila L, Lucy M, Innaz P, Annabel M, Electra R, Kgotso S, Nasr T, Amina V, Lucas V, Amelia W, Zyad Y, Allan Z, Ethan W.

**House Championship** - The house championship was hotly contested again this year, with the final results and placings coming down to the winners of the house relay at our Athletics Carnival. The house points totals for 2022 were:

Freeman: 1st (814 Points)

McGrath: 2nd (806 Points)

Beachley: 3rd (788 Points)

Goodes: 4th (712 Points)

Congratulations Freeman!

**Wednesday Sport** - Our grade sport competition picked up again this year in Term 2, with record numbers of students trying out for various competitive teams. It was great to see sport return to some form of normalcy and, despite an initial delay and challenging weather conditions, we were able to play a solid round of competition in both our summer and winter events. We had 18 teams win their premierships across both seasons, with these athletes being recognised for their achievements at our annual Sports Presentation Day.

Girls Junior Basketball A

Girls Junior Soccer

Girls 9/10 Netball A  
Boys 2nd Grade OzTag  
Boys Yr 9 OzTag A  
Boys Yr 9 OzTag B  
Boys Yr 8 OzTag A  
Boys 2nd Grade Winter Volleyball  
Girls Yr 8 Mini-soccer A  
Girls Yr 8 Mini-soccer B  
Girls Yr 9 OzTag A  
Girls Yr 9 OzTag B  
Boys Yr 8B Mini Soccer  
Boys 1st Grade Touch Football  
Boys 2nd Grade Touch Football  
Boys 8A Touch Football  
Boys 9 Summer Volleyball  
Boys 10 Summer Volleyball

U15s Boys Knockout - Our U15s Boys Knockout basketball team had a very successful year, making it to the top 16 in NSW. Students, under the direction of Mr Dungey, trialled over two lunchtimes before having their first game against Kogarah High School, coming away with a convincing win of 72-40. The team then attended the central venue day at Sutherland Basketball Stadium where the boys competed in 4 games to finish second in our region and securing their place in the final 16 teams in the state. Our final game was the semi final against Bulli High School where the boys unfortunately went down against their opponents, with a final score of 68-30. Well done to all the students involved and congratulations on this fantastic achievement.

### **Special Education Faculty**

In 2022 our main focus for the Special Education faculty here at GRC Peakhurst, both within the Support Unit and Learning Enhancement Team was the students' re-engagement with learning and their well-being.

Our Work Experience program, primarily for Year 10 students, was put on hold for another year. We hope to resume this program in 2023. The students will travel to and from the workplace and be supported by our dedicated Support Unit staff. This program will be funded by LINK monies.

Our Term 3 SRC and Support Unit camp was re-booked for Term 4 2023.

In Term 4, we had four Year 10 students involved in transition to Year 11. Three of these students participated in the GRC Oatley transition program in preparation for Year 11 and 12. This program runs parallel with the mainstream transition program. It provides students with the opportunity to experience the day in the life of a senior student as well as orientating themselves with the changes they face as they leave the middle campus and enter their last two years of schooling.

The students were supported by the GRC Oatley Support Unit staff as well as an SLISO from Peakhurst.

Simultaneously, we welcomed, seven Year 7 students. They participated in the Year 6-7 transition program during Terms 3 and 4. It was lots of fun. We are very excited to have them join us at GRC Peakhurst in 2023.

The Learning Enhancement Team was extremely busy supporting many students in classrooms and withdrawal groups for assistance across all KLA's, homework and assessment tasks. We welcomed two new LaSTs along with a HT Teaching and Learning, who in 2023, will supervise the Learning Enhancement Team as a faculty.

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

## **Learning Enhancement**

Georges River College - Peakhurst Campus recognises that the development of robust Learning Enhancement practices and processes facilitates the creation of an inclusive educational community that is responsive to individual student needs. In 2022, the Learning Enhancement Team focused on the provision of in-school support to allow students who needed classroom adjustments to access the curriculum on the same basis as their peers. The 2022 Learning Enhancement Team consisted of 1.8FT LaSTs, 7 part-time SLSOs and 3 part-time COVID ILSP educators.

To support all students, a range of initiatives were implemented to foster the development of students' literacy, numeracy and organisational skills. Following a rigorous analysis of internal and external data sources, Stage 4/5 students with identified areas for improvement in literacy and numeracy engaged in an intervention withdrawal program which occurred three times a week. Students were given explicit guidance in the development of foundational skills, which allowed them to move onto more complex problem-solving activities. The effectiveness of the program was illustrated by significant increases between pre- and post-testing data. Additionally, qualitative trend data garnered from student survey responses indicated improved confidence in engaging with independent activities.

Additionally, specialist teachers provided targeted support for students to achieve the National Minimum Standards in Reading, Writing and Numeracy. Staff developed student comprehension of the NMS requirements, with an emphasis on developing their understanding of additive strategies, multiplicative strategies, spelling, punctuation, paragraphing and idea development. Furthermore, staff provided students with assessment task support by explaining requirements, developing scaffolds and assisting with planning/organisation.

To support students during the transition between primary and high school, the Learning Enhancement Team delivered the Pathfinders Program to incoming Year 7 students, developing their understanding of high school routines and allowing them to meet key personnel.

Importantly, the Learning Enhancement Team delivered multiple professional learning sessions to staff, developing their understanding of legislative requirements and exploring data trends from external examinations. The LaSTs developed improved school processes to collate NCCD data and disseminated information about cohort trends in literacy and numeracy achievement.

In 2023, the Learning Enhancement Team will continue to refine practices and processes to support the educational development of all students.

## **High Potential and Gifted Education Program**

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

Firstly, the High Potential and Gifted Education (HPG) program offers students the opportunity to benefit from a differentiated curriculum that caters to their unique educational needs through a continued focus on higher order thinking skills. In 2022, students across all years (7-10) were identified as candidates for the HPG classes based on a number of factors including 2020 assessment results and student/parent applications. Selection for the Year 7 class is based on literacy and numeracy testing coupled with other supporting evidence which takes place at the end of Year 6, at the school during orientation day. In 2022, students were selected and placed in the HPG classes across two streams.

Placement in the Year 8 class is based on demonstrated academic achievement in the core subjects of English, Mathematics, Science and HSIE. Students are also obliged to participate in relevant extra-curricular activities that facilitate their ongoing social and academic development in different contexts. Positions in the class are monitored throughout the year and alterations made based on teacher recommendations, summative assessment task data and grade point averages. In 2022, students were selected for the HPG classes across their core subjects.

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

Georges River College - Peakhurst Campus recognises that academic development occurs both inside and outside of the classroom. As a result, there are numerous extension and enrichment activities offered that foster the development of students' oral communication, teamwork and evaluative thinking skills. A number of valuable activities occurred in 2022 including the Premier's Debating Challenge, Legacy Junior Public Speaking Competition, Write a Book in a Day competition, Australian Geography Competition, and the Inquisitive Minds Mathematics Incursion.

## **EAL/D and International Students Program**

In 2022, Georges River College Peakhurst Campus continued to provide a comprehensive support structure for students who enrolled with English as an Additional Language and/or Dialect.

Last year, the school had a 1.0 EAL/D allocation. The 2022 EAL/D Annual Survey indicated that GRC Peakhurst had a total of 493 LBOTE students (57.5%) with 266 students requiring EAL/D support including 2 international students. To cater for extra EAL/D supports, the school utilised the Flexible funding for the EAL/D teacher to run a special literacy program which provided an opportunity for each faculty to work with the EAL/D teacher to develop program/ unit of work based on Super Six reading and EAL/D classroom teaching strategies. However, due to unavailability of relief teachers, not all faculties had the opportunity to participate in this literacy program.

In 2022, most EAL/D students at GRC Peakhurst were clustered in targeted EAL/D classes. The school's EAL/D program was delivered through various modes including:

- Direct teaching: delivered through parallel English class in year 8 and 9.
- Collaborative teaching: where the EAL/D teacher worked collaboratively in a team-teaching environment targeting stages 4&5.
- Resource: the EAL/D teacher worked closely with classroom teachers to provide or modify resources to cater for the EAL/D students' needs. This covered stages 4&5 and targeted over most of the students across all KLAs.

EAL/D teacher liaised and discussed with the classroom teachers to modify or simplify tasks to suit their ability as needed. EAL/D students often received immediate formative feedback in class to enhance their literacy skills. Their EAL/D progressions were initially updated on ERN after completion of their first assessment task or based on their exit reports upon arrival from the IEC and on a regular basis throughout the year.

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

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

## **Dance**

The Peakhurst Dance program began in March of 2022. Auditions were held near the end of February to recruit new students. During these auditions students showcased basic dance technique and learnt a dance combination to show off their ability to pick up choreography quickly as well as demonstrate their performance qualities.

There were 22 students who successfully made it through the auditions and became part of the Peakhurst Representative Dance Ensemble for 2022. We then began our morning rehearsals which focused upon technique, flexibility and performance skills. We started on 2 routines to perform at end of year school events and competitions. At the end of Term 1 our dance teacher, Miss Johnson, took a position at another school and so our dance program was on hold for Term 2. We were successful in employing an external dance teacher, Miss Katie, from Jump St studios to take over the dance program in Term 3. She was instrumental in giving our dancers the opportunity to finish off their routine, polish up their skills and have a great time whilst doing it. Our dancers ended the year with performances at our Peakform event and school presentation days.

We are very much looking forward to a bigger and better 2023, with plans in place for dance tryouts, rehearsals, excursions, workshops and auditions for the Schools Spectacular. Thank you to all of our 2022 dancers for their involvement, commitment and continued passion for all things dance!

## **Student Wellbeing**

Student Wellbeing at GRC Peakhurst consists of a comprehensive and systematic Wellbeing Framework that is supported by an online integrated student wellbeing management system. Wellbeing programs and student-led initiatives are showcased to highlight a focus on supporting the wellbeing of all students. Our commitment to student wellbeing enables our students to connect, succeed and thrive at each stage of their development and learning. This is

underpinned by a focus on productive relationships to promote an inclusive, collaborative and harmonious school community.

The GRC Peakhurst Wellbeing Team is a diverse and comprehensive mix of staff with vast experience in delivering quality wellbeing outcomes. The team consists of the Principal, Deputy Principals, Head Teacher Student Wellbeing, School Counsellors, Student Advisors, Peak Advisors, Student Wellbeing Committee Coordinator, Student Representative Council Coordinator, Careers Advisor, Girls/Boys Mentors, Student Support Officer (SSO) and Youth workers. Ongoing wellbeing planning initiatives such as our Wellbeing Planning/Evaluation Days, illustrate an ongoing commitment to the planning and evaluation of our wellbeing programs and to our local Wellbeing Framework as a whole.

The GRC Peakhurst Wellbeing Team in 2022 was involved in creating and delivering exciting programs and initiatives that provided students with opportunities in leadership, mentoring, public speaking, increasing their self-esteem and many other self-awareness activities. Programs and initiatives that were run include:

- \* Year 7 Foundation Days
- \* The Shine Program, coordinated and run by Georges River Life Care and our SWSO (Student Wellbeing Support Officer) Ellen Tyrrell
- \* 3Bridges Programs including OWN IT and Connect and Respect
- \* Peer Support and Peer Support Training
- \* Bounce Back Initiative
- \* Year 10 My Strengths Workshops
- \* Year 7 My Resilience Workshops
- \* Blackdog Institute 'Insights' Presentation
- \* PBL (Positive Behaviour for Learning) and SEL (Social and Emotional Learning) lessons during Peak Learning (PL)
- \* Student Wellbeing Committee
- \* Year Assemblies
- \* End of Year Rewards Excursion
- \* Semester 2 Wellbeing Day
- \* Eyecare Program
- \* Year 10 'Let's Talk About Consent' Workshops

In 2022, GRC Peakhurst Campus continued to improve the organisation of data, the accuracy and expediency of information and the ability of all staff to access it, through the school's SENTRAL database. Through the SENTRAL Attendance Module, accurate attendance data is collected and processed by the Wellbeing Team in order to gain detailed overviews of student attendance, leading to improved monitoring capability. Fortnightly reports outlining students with attendance below 95% are distributed to Student Advisors and PEAK Advisors for follow-up which has led to student interviews, parent contact or HSLO referral.

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

The Student Wellbeing Team at GRC Peakhurst Campus is committed to creating quality learning opportunities and supporting the cognitive, emotional, social, physical and spiritual wellbeing of all students and will continue to do so in 2023.



