

2022 Annual Report

Granville South Creative and Performing Arts High School



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Introduction

The Annual Report for 2022 is provided to the community of Granville South Creative and Performing Arts High School as an account of the school's operations and achievements throughout the year.

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

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School vision

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

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

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

School context

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

The 2022 FOIE is 195 and the school budget allocation includes Equity funding for Socio-Economic Background, English Language Proficiency and Low level Adjustment for Disability.

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background: \$776,022.80

Operational funds: \$30,888.00

Refugee Student Support: \$10,000.00

Student support officer (SSO): \$96,058.00

Integration funding support: \$24,000.00

Professional learning: \$30,782.00

English language proficiency: \$114,000.00

Aboriginal background: \$10,075.00

Summary of progress

STUDENT ENGAGEMENT

Throughout 2022, Granville South Creative and Performing Arts High School continued to closely track, monitor and analyse student attendance data. A highly coordinated and collaborative approach was utilised that included students and parents working in partnership with Year Advisors, Executive and Senior Executive, the Wellbeing Team, the PBL Team and the Home School Liaison Officer to improve student attendance data. GSCAPAHS has established clear and consistent attendance procedures and maintains a shared vision to improve regular attendance rates for all students.

Deputy Principals have continued to work closely with Year Advisors by regularly monitoring attendance data and identifying those students with attendance rates ranging from 70-85%. Parents of students identified in this 'At risk' range were contacted and provided with strategies to help improve their child's attendance, while Year Advisors created attendance monitoring logs to accurately record all communication efforts.

Further intensive support was provided to families through NIPs -Non-attendance Interview Program and plan. NIPS meetings were conducted in Term 1 with parents of students from Years 7, 8 and 9 with attendance below 70%, and then again in Term 4 for Years 9 and 10. This collaborative effort involved the HSLs, Year Advisors, CLO and the Head Teacher Student Services communicating with parents about the importance of school attendance and creating student attendance plans to help support students and families improve school attendance.

In addition to supporting students with attendance concerns, those students achieving attendance rates of 90% or above have been recognised at major assemblies throughout the year including Education Week and Academic Assemblies, where they received canteen vouchers for their efforts.

Deputy Principals continued their work with the *Back on Track* program this year. Students' Grade Point Average data was monitored and, in conjunction with Year Advisors and the Head Teacher Student Services, DPs implement targeted interventions to re-engage students whose data indicated negative trends in GPA. In a partnership between students, teachers and parents, learning plans and specific goals were created to assist students to get 'back on track', regular check-ins were conducted to monitor student progress and plans were evaluated at the end of the year to inform future steps.

Granville South Creative and Performing Arts High School has worked extensively with its refugee students this year to successfully transition into the school community. The Refugee Coordinator, working in conjunction with the Head Teacher Student Services has created Individual Learning Plans for all refugee students. Various external agencies

including the Migrant Resource Centre and Western Sydney University have also engaged with this partnership, by providing opportunities for students to receive youth awards, scholarships and pathways to tertiary education. Refugee students also were given the exciting opportunity to attend the Western Sydney All-Schools Conference. At the conference students were encouraged to pursue tertiary educational options, had the chance to meet university personnel and were notified of support structures in place to assist with university enrollments and scholarship applications.

The Breakfast Club Program continued, its popularity among students in 2022, with increasing numbers of students getting involved. This year the SRC have taken on more of a leadership role in the facilitation of this program and now offer the Community Liaison Officer and Student Support Officer valuable weekly assistance when the program is run.

This year there were two exciting additions to the Wellbeing Team at Granville South Creative and Performing Arts High School this included the new Student Support Officer Rachel Holt, who will play a significant role in facilitating targeted wellbeing programs for students, and the new Wellbeing and Health In-Reach Nurse (WHIN) Janet Annor, whose role it will be to connect students and their families to health services. The first major program that Rachel ran this year was the *Unstoppable Program*, an 8 week program aimed at teaching Year 7 students resilience, anger management and goal setting.

EVIDENCE BASED STUDENT PERFORMANCE MEASURES

2022 saw the Intensive Literacy and Numeracy Faculty continue its targeted support of all students in Years 7 to 10. Analysis of data including NAPLAN, Grade Point Averages and Best Start saw students grouped into one of three different ability levels: extension, universal or targeted. Literacy and Numeracy teachers then delivered highly differentiated teaching and learning strategies to students. 2022 NAPLAN data has seen improvement across all domains of Literacy and Numeracy, with domains like writing and spelling surpassing similar like schools for the first time in years.

The Numeracy Progressions Assessment was implemented within mathematics lessons during Term 2 this year. Students completed this diagnostic test before being grouped into extension, universal or targeted groups based on their results. Students then completed work targeted to their ability level once a fortnight, after which they completed the post diagnostic test. Comparisons of pre and post test data showed a substantial amount of growth across all three elements of the progressions.

In order to understand student decision making and engagement levels, students in Year 11 were given an exit survey when dropping senior courses. Choosing from three options: content issues, performance or teacher compatibility, students reflecting on their decision to drop subjects. Data was collected and analysed and teachers were provided with valuable feedback that was used to inform future planning with the hope of retaining students and strengthening pedagogy.

After extensive research into differentiation strategies, the School Improvement Team developed an invaluable 'GSCAPAHS Differentiation Booklet' to provide all teaching staff with a go-to resource for differentiation strategies. Included in the booklet are explanations of evidence-based differentiation strategies, including direct links to DoE differentiation tools and resources. This resource will become an essential tool for teachers when developing teaching and learning programs.

In response to DoE reading targets and after the success of the school wide push with PEEL as a writing strategy, the Literacy Team rolled out a school-wide reading comprehension strategy Here, Hidden, Head, Heart. This strategy aims to develop students' ability to read for meaning, as well as build inference skills. Numerous whole-school PL sessions were delivered on the reading strategy, targets were set to ensure all teaching and learning programs across all faculties include Here, Hidden, Head, Heart - HHHH activities and the HT Literacy met with each faculty individually to deliver targeted feedback and support on their Here, Hidden, Head, Heart - HHHH resources. 2022 NAPLAN data indicates an overall improvement in reading results for both Year 7 and 9, and an increase in the number of students in the top three bands of reading for Year 9.

2021 saw the completion of the planning phase for the implementation of the Ensemble Progressions, a first of its kind, skills based matrix outlining progressions of creative and performing arts skills linked to industry standards. 2022 has seen every ensemble student placed on an individualised plan relating to their chosen field. With necessary core skills identified and the path for improvement clearly mapped out by the progressions, students, in conjunction with teachers and parents, have been able to set challenging learning goals and make plans for future pathways into the Creative and Performing Arts industry.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Attendance Increase by 5.4% from baseline the percentage of students attending 90% of the time and more.	20.9% of students were attending 90% of the time or more in 2022.
NAPLAN Increase the proportion of students in the Top 2 NAPLAN Reading bands by 6.4% from system-negotiated target baseline.	Increase in percentage of students in the Top 2 NAPLAN Reading bands of 1.2%. Overall this is an increase of 1.71% increase above our system generated baseline. GSCAPAHS has implemented the first stage of a whole school reading strategy, Here, Hidden, Head, Heart to improve student reading results.
NAPLAN Increase the proportion of students in the Top 2 NAPLAN Numeracy bands by 6.5% from system-negotiated target baseline.	2.38% of students achieving in the Top 2 NAPLAN Numeracy bands. This is saw an increase of 0.4% of students in the Top 2 NAPLAN Numeracy bands from 2021. Overall, this is a 1.24% increase above our system negotiated baseline.
HSC Increase the proportion of students in the Top 2 HSC bands by 6.5% from system-negotiated target baseline.	3.6% of students achieving in Top 2 HSC bands in 2022
HSC Increase the proportion of students in the Top 3 HSC bands by 7.6% from system-negotiated target baseline.	Overall, 28.9% of students are now in the Top 3 HSC bands. This is 9% increase above our system negotiated baseline. We have exceeded the annual trajectory lower bound target by 3.44% and exceeded the agreed lower bound target by 1.5%.
NAPLAN growth Increase the proportion of students achieving expected growth in Reading by 4% from system-negotiated target baseline.	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020.
NAPLAN growth Increase the proportion of students achieving expected growth in Numeracy by 4% from system-negotiated target baseline.	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020.

Strategic Direction 2: High impact teaching and learning

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Operational funds: \$47,484.00

Low level adjustment for disability: \$122,905.00

Socio-economic background: \$349,773.00

Professional learning: \$16,106.00

English language proficiency: \$90,022.75

Refugee Student Support: \$1,106.00

Summary of progress

Differentiation

Granville South Creative and Performing Arts High School has developed staff capacity to provide targeted instruction and to extend the knowledge and skills of every student through differentiated learning. Through extensive professional learning teachers have been provided with the strategies to lift the performance of learners, which includes identifying their learning needs through data. Teachers through guidance from the Deputy Principal Instructional Leader (DPIL) have created class profiles using grade point average data to categorise each student as 'universal', 'targeted' or 'intensive' to ensure all students maximise learning growth. All staff have submitted their class profiles and are shared amongst faculty members. During professional learning sessions led by DPIL and the Principal staff gained knowledge on 'differentiating product' and how to guide students to develop their knowledge through understanding and skills. The knowledge gained through PL will allow staff to imbed differentiated activities to allow students to become critical and creative thinkers while reflecting on what they have learned. The DPIL worked closely with faculties and individual staff to further develop their knowledge on differentiation to know their students, in particular their learning skills and current capabilities. Staff analysed data such as NAPLAN, formative assessment, pre-post testing and student voice to ensure differentiation instruction is embedded during teaching and learning experiences.

In 2022 staff members during professional learning reflected on current faculty learning programs to analyse and identify gaps to ensure effective differentiation takes place in most learning programs. In addition to this the DPIL worked individually with Head Teachers to provide them with the skills and ability to work with their colleagues to apply effective differentiation where teachers can adjust aspects of content, process and product to direct response to a student's readiness, interests and learning needs. Staff members have incorporated the 'What Works Best toolkit' to ensure differentiation strategies are embedded in most stage 4 teaching and learning programs. The School Improvement Team meets each fortnight (with one faculty member representative) where current evidence-based learning strategies are presented and discussed. Each member of the SIT team filters information to their faculties. The SIT team have created the 'GSCAPAHS Differentiation Booklet' providing data informed differentiation strategies with links to the Granville South CAPA High School SIP. Staff will be given an opportunity to identify and place their 2023 learners into the three categories 'universal', 'targeted' or 'extension' to ensure each student's learning needs are identified and teachers' strategies are implemented in 2022. The Deputy Principal Instructional Leader will continue to work closely with faculties to provide targeted professional learning on differentiation.

Staff have the ability to differentiate content, product and processes to address the learning needs of their students. This was evident throughout the year with extensive PL on differentiation and reflection on learning experiences through the SIT team.

Grade Point Average and NAPLAN data are analysed for each class and students are categorised as either 'universal', 'targeted' or 'intensive' to maximise learning and tailor learning opportunities to help close each student's learning gaps.

All Stage 4 teaching and learning programs have differentiated strategies for content, process and product embedded to help drive learning.

During professional learning and staff meeting staff reflected on current resources established within their faculty and incorporated differentiation to cater for all learners.

In 2023, GSCAPAHS aims to continue to build staff's capacity to incorporate differentiation, so staff will be able to differentiate content, product and process to address the learning needs of all students from Year 7-12. In addition, we will continue to build staff's capacity through the School Improvement Team, Deputy Principal Instructional Leader and professional learning to create learning profiles and categorised each student as 'universal', 'targeted' or 'intensive' to ensure all students maximise learning growth through Grade Point Average data. The Deputy Principal Instructional Leader will continue to work with faculty HT's to develop differentiation samples in their faculty that modifies content, process, product and learning environment. All created differentiated resources will be shared. Finally, the Deputy Principal Instructional Leader will work closely with faculty Head Teachers to ensure all teaching and learning programs across all stages have differentiated strategies embedded.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Differentiation 100% of faculties will be able to differentiate content, product and process to address the learning needs of all students in Stage 4.	SIT team provided and presented a differentiation study guide to address the learning needs of all stage 4 students. 75% staff can differentiate content, product, and process to address learning needs of stage 4 students. IEPs completed for students to address learning needs and shared with all staff to ensure staff can differentiate content for each student.
Differentiation 100% of faculties will be able to interpret student data to create class learning profiles to help inform evidence-based teaching and learning practices.	100% of faculties have created class group profiles with students identified as either Targeted, Universal or Intensive. GPA data established and used to create learning profiles to inform evidence-based teaching and learning practices.
Differentiation 100% of faculties will be able to provide samples of differentiated content, process and product learning activities.	All faculties provided differentiated examples during professional learning experiences. 90% of staff can differentiate current teaching and learning programs to target each class group.
Differentiation Every Stage 4 teaching and learning program will have differentiation strategies for content, process and product embedded into them.	60% Stage 4 teaching and learning programs have differentiation strategies embedded into them.
Assessment, Feedback and Reporting 100% of teaching and learning programs in Stage 4 will have formative assessment strategies and tracking sheets embedded into them that align with the summative skills being assessed.	79% of staff always or usually use formative assessment. All stage 4 teaching and learning programs have formative assessment strategies and tracking sheets have been completed by the assessment team. 84% of staff use formative assessment to gather evidence of student learning. 76% of staff use formative assessment to assess student programs against outcomes.

Purpose

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

Initiatives

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

- 1. Community Engagement
- 2. Collective Staff Efficacy

Resources allocated to this strategic direction

Socio-economic background: \$133,189.40

Professional learning: \$16,810.00

English language proficiency: \$22,423.00

Operational funds: \$49,146.40

Summary of progress

1. Community Engagement

School activities and events were promoted on the Granville South CAPA High School's website and social media accounts. These platforms experienced increased public engagement, as reflected in the greater number of Facebook and Instagram followers, likes and views.

P&C meetings were held throughout the year and experienced increased attendance and input from parents/carers. P&C meetings provided opportunity for collaborative discussion and insight concerning school matters, including student progress, school infrastructure and school expenditure.

Year 7 Transition involved staff visits to local feeder primary schools, as well as the collection of background information and data sets. There was an increase in Year 7 enrolments as well as greater engagement and communication from feeder primary schools.

CAPA Showcases included the establishment of the Community of Schools. These showcases facilitated the development of collaborative practice and social connections while providing opportunities for our students to perform at neighbouring schools.

The COMET team was re-established in 2022 and was successful in having the majority of faculties represented.

In 2023, GSCAPAHS will further improve their community engagement with parents by involving them with their child's learning. In addition, the school's social media outlets will incorporate more student voice activities and initiatives. The SRC will be more involved with COMET team, to promote the school's success stories.

2. Collective Staff Efficacy

Throughout 2022, staff at Granville South CAPA High School were professionally developed by Compass Education in Compass, an all-in-one student management platform. Compass Education provided professional development for school staff in the key features and benefits of the platform. Professional development was delivered in several modes, including Zoom presentations at staff meetings, completion of online modules and demonstrations. In addition, school staff also completed online training in the use and application of Compass modules. Professional development was introduced and delivered throughout the year to gradually introduce and transition staff towards the new platform.

In Term 3, staff were asked to complete a questionnaire on whether or not the school should transition from Compass to Sentral. Based on staff feedback, it was collectively decided that the school's transition from Compass to Sentral would not proceed in 2023. Granville South CAPA High School will continue using Sentral in 2023.

2022 saw an increase of teachers and executive staff leading professional learning and school teams. Six aspiring

Executive staff members participated in the NSW DoE Middle leaders program and two staff participated in the Aspiring Principal's program.

The Early Career, Accreditation and Induction program was implemented throughout 2022. Fortnightly meetings were held with a wide variety of professional development delivered to staff participating in this program. Professional development included report writing, managing challenging student behaviour and gaining proficient accreditation. In addition, Early Career Teachers were provided with two days of release time for planning.

Based on the success of the Early Career, Accreditation and Induction Program, the delivery of the program was extended further into 2022 due to strong demand and a high level of interest. Staff participating in the program commented that sessions were well structured with meetings having a key focus area. Participants commented that they valued the wide variety of presenters, resources and activities. Additional teachers also attended the program as a refresher course and out of interest. Staff attendance and participation at these meetings were consistently maintained to a high level. Staff attending these sessions commented that their confidence as a teacher had grown as a result of the skills and knowledge they had acquired. Staff commented that the Early Career, Accreditation and Induction Program has served to promote a common language across the school in regards to the school's behaviour policy and implementation of student wellbeing. The Early Career, Accreditation and Induction Program will continue in 2023.

In 2023, staff will be provided with further training and development opportunities, mentoring and coaching, opportunities for leadership roles and ongoing feedback to help develop their leadership capabilities. Staff will be encouraged to attain Higher Accreditation to develop a culture of collaboration and to develop quality teaching practices

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Community Engagement 30% increase of social media communication with parents/carers and the wider community.	The number of Instagram followers increased 34% from 283 in 2021 to 379 in 2022. The number of Facebook followers increased 1.3% from 987 in 2021 to 1000 in 2022.
Community Engagement 20% increased collaboration with feeder primary schools to build stronger relationships and a smoother transition of students between primary and secondary school	In 2021, 8 primary schools engaged with Granville South Creative and Performing Arts High School on Year 6 to Year 7 Transition. In 2022, 9 local and 15 non-local public primary schools participated in the 2022 Year 6 to Year 7 Transition. This represents a 200% increase in the number of primary schools participating in Year 6 to Year 7 Transition.
Community Engagement 30% increase in parental/carer engagement in the TTFM survey and faculty review process.	11 respondents completed the Tell Them From Me Parent/Carer Survey between 9th September and 18th September 2022. There was no faculty review process in 2022.
Collective Staff Efficacy 10% increase on 2021 baseline data of the number of staff delivering professional learning at a whole school level.	The following whole school teams were involved in the delivery of Professional Learning across the school in 2022 - Literacy, Student Voice, Data Analysis and School Improvement Team.
Collective Staff Efficacy 10% increase in Executives delivering professional learning across the whole school.	100% of Senior Executive were involved in the delivery of Professional Learning across the school in 2022. 83% of Executive were involved in the delivery of Professional Learning across the school in 2022.
Collective Staff Efficacy 20% increase in staff representation in the delivery of whole school professional learning and	NESA compliance review meetings were conducted for all faculties in 2022.

representation in NESA compliance review meetings.	
Collective Staff Efficacy 100% of SASS staff will be trained in the <i>Excellence in School Administration</i> standards.	75% of SASS were trained in the Excellence in Schools Administration standard.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$11,106.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 1. Student Engagement • 2. Assessment, Feedback and Reporting <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Breakfast Club - At-risk students are invited to participate in breakfast club 3 times a week where a social gathering (with breakfast) is put in place to support our vulnerable students • employment of additional staff for targeted student support • engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds <p>The allocation of this funding has resulted in the following impact: Some refugee students received scholarships to finance their further study. Partnerships with external agencies and universities to strengthen to encourage refugee students to pursue tertiary education.</p> <p>After evaluation, the next steps to support our students will be: Engage families of Refugee students to establish a stronger link with the school and to provide programs or workshops to help support them. Employ a multicultural speaking SLSO to work closely with families and translate curriculum expectations</p>
<p>Integration funding support</p> <p>\$24,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Granville South Creative and Performing Arts High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 2. Evidence based student performance measures (Literacy, Numeracy and HSC) <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 • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Development of student Individual Education plans that include smart goals that are communicated to parent. Identified students who require Individual Funding Support were provided with individualised support from an SLSO in specific classes. The individualised support from the SLSO focused on providing tailored literacy and numeracy support through programs such as Multi-Lit, Literacy assessments and Numeracy assessments.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide individualised support so that identified students are able to achieve their smart goals and to progress with their learning.</p>
<p>Socio-economic background</p> <p>\$1,258,985.20</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Granville South Creative and Performing Arts High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Socio-economic background</p> <p>\$1,258,985.20</p>	<p>including:</p> <ul style="list-style-type: none"> • 1. Student Engagement • 2. Evidence based student performance measures (Literacy, Numeracy and HSC) • 1. Differentiation • 2. Assessment, Feedback and Reporting • 1. Community Engagement • 2. Collective Staff Efficacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • professional development of staff through [program] to support student learning • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -Increased participation of students at the Breakfast Club to support at - risk and vulnerable students. -WHINN has been able to connect families and students to health services. -Rewarding students who achieve 90% or above in their attendance with a canteen voucher during assemblies. -Wellbeing focus themes for whole school assemblies. -Parent communication on importance of regular attendance and impact of missed schooling (short term impacts and long term impacts). -Students (7-12) requiring additional support were identified through 2021 Grade Point Averages (GPA's) and general assessment results. <p>Identified students of concern were placed on 'Back on Track' program and targeted support was provided.</p> <ul style="list-style-type: none"> -Staff used internal and external performance data to inform them of the students who require: Targeted, Universal and Extension support. -Implementation of CAPA Learning progressions framework which provides individualised support to our CAPA selective stream. Students have individualised learning plans that incorporate DOE syllabus outcomes and performing arts industry expectations. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> -Further develop attendance and lateness procedures by employing staff who will focus on supporting students and families engage with school and improve their attendance. - Track student progress with CAPA individualised plans, engage families to work with their child to support them in achieving industry expectations.
<p>Aboriginal background</p> <p>\$10,075.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Granville South Creative and Performing Arts High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 2. Evidence based student performance measures (Literacy, Numeracy and HSC) <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process

<p>Aboriginal background</p> <p>\$10,075.00</p>	<ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: The allocation of this funding allowed the school to subsidise release time for our Aboriginal Education Contact to facilitate the following:</p> <ul style="list-style-type: none"> - Planning, implementing and monitoring of Personalised Learning plans for all Aboriginal students. - Providing access to programs that promote cultural inclusion. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Increase exposure to culturally inclusive programs that allow students in metropolitan Sydney to gain exposure to land and country.
<p>English language proficiency</p> <p>\$226,445.75</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Granville South Creative and Performing Arts High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 2. Evidence based student performance measures (Literacy, Numeracy and HSC) • 1. Differentiation • 2. Assessment, Feedback and Reporting • 1. Community Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: The allocation of the funding has resulted in the ongoing provision of specialist EAL/D classes that allow students who are categorised as EAL/D learners to engage in specialist English classes. In addition, these EAL/D classes receive ongoing assistance from the Learning and Support teacher.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we will engage with EAL/D specialist leaders to provide further professional learning for all staff. Increase EAL/D classes from Yr 7-12 and provide specialist programs and resources to improve student learning outcomes.</p>
<p>Low level adjustment for disability</p> <p>\$122,905.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Granville South Creative and Performing Arts High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 1. Differentiation • 2. Assessment, Feedback and Reporting <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 • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes

<p>Low level adjustment for disability</p> <p>\$122,905.00</p>	<ul style="list-style-type: none"> • support for students in 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 the following impact: The allocation of this funding has resulted in the employment of 2.9 Learning and Support Teachers. The Learning and Support Teachers have provided our students with individualised support across all KLA's along with individualised support in both, formative and summative assessment. In addition, our Learning and Support Teachers have placed emphasis on developing, implementing and monitoring all Mainstream Individual Education Plans.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we will continue to embed SMART Individual Education goals and track student progress on student performance..</p>
<p>Professional learning</p> <p>\$63,698.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Granville South Creative and Performing Arts High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 2. Evidence based student performance measures (Literacy, Numeracy and HSC) • 1. Differentiation • 2. Assessment, Feedback and Reporting • 1. Community Engagement • 2. Collective Staff Efficacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a Deputy Principal - Instructional Leader to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has allowed us to develop engaging professional learning to all staff, with a focus on:</p> <ul style="list-style-type: none"> - Developing capacity of staff in both formative and summative assessment. - Developing capacity of staff to provide high quality online learning during remote learning periods. - Developing the capacity of staff to differentiate Teaching and Learning resources and programs. - Development of collective student feedback surveys. - Using these funds to release staff to complete the CAPA Progressions tool. - Using these funds to release staff to complete the Numeracy Progressions assessment tool and accompanying resources. <p>After evaluation, the next steps to support our students will be: Our next steps will be to continue to engage in evidence-informed professional learning with a focus on further developing collective staff efficacy.</p>
<p>COVID ILSP</p> <p>\$586,459.00</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>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>COVID ILSP</p> <p>\$586,459.00</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has provided us with an opportunity to establish a unique program designed to target the Literacy and Numeracy needs of our students. With a focus on differentiated teaching, the program consisted of a tailored program for every student across years 7-10. Students were pre-tested in both Literacy and Numeracy and based on their results, were categorised as either benefitting from 'targeted', 'universal' or 'extension' support. The program provided students with an individualised 10-week intensive tutorial-style learning environment that aims to boost their general Numeracy and Literacy levels. Funding for the program also allowed for the employment of 4 FTE Teachers (2 for Numeracy and 2 for Literacy) to deliver the program. In addition to this, a part-time SLSO was also employed to help collate student performance data. The program has produced excellent NAPLAN results: - Year 9 Reading with 10 point growth, resulting in the school being 10 points away from meeting similar or like schools - Year 9 Writing achieving close to a 30 point growth and exceeding similar or like schools for the first time - Year 9 Spelling achieving 30 point growth and exceeding similar or like schools - for the first time and Year 9 Grammar and Punctuation achieving 30 point growth to meet similar or like school results. 2022 Year 9 NAPLAN - writing results indicate a value add of 25.4% achieving in the middle bands in comparison to 2018 data. With internal results, 71% of Year 7 students demonstrated: - growth of 1 band or more in Numeracy - 55% of Year 8 students demonstrated growth of 1 band or more in numeracy - 36% of Year 9 students demonstrated growth of 1 band or more in Numeracy - 12% of Year 10 students demonstrated growth of 1 level or more in Minimum Standards.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the program will be expanded with 6 teachers and the program is to be embedded in the general timetable. Students will have one year of Literacy and Numeracy support rather than just 10 weeks.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Granville South Creative and Performing Arts High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 1. Student Engagement <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Student Support Officer has been employed to develop contextually appropriate wellbeing programs to support vulnerable students. • Student Support Officer has been employed to support the Learning and Support team in the implementation of engagement programs and the evaluation of school-based data. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Student Support Officer has developed contextually appropriate wellbeing

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>programs.</p> <ul style="list-style-type: none"> - Students have developed core social skills to support their wellbeing needs with the guidance of the Student Support Officer <p>After evaluation, the next steps to support our students will be: In 2023, the delivery and implementation of wellbeing programs will be reviewed by the HT Student Services and LEarning Support team.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	323	313	351	345
Girls	263	294	305	321

Student attendance profile

School				
Year	2019	2020	2021	2022
7	84.9	79.8	84.1	77.4
8	81.6	73.4	81.2	73.3
9	76.3	68.0	75.4	74.5
10	71.4	61.0	66.0	61.1
11	72.5	69.2	69.8	59.1
12	73.8	65.5	77.7	72.1
All Years	77.1	69.6	75.3	69.3
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
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	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	0	0
Employment	7	13	28.9
TAFE entry	2	8	26.1
University Entry	0	0	27.5
Other	12	17	11.7
Unknown	2	19	5.8

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

GSCAPAHS continued to strengthen our school partnership with Granville TAFE in the delivery of the 'YES' and 'Yes Plus' Programs offering courses such as Beauty, Hair and Nails, Forensic Science, Barbering and Bricklaying, Retail. Students participated in practical courses increasing their knowledge and basic skills within the various industries. In 2022 the engagement of the Head Teacher Careers expanded and strengthened links with industry and TAFE and 2023 will see new programs and opportunities for our students.

Our work with partnering Universities continued with positive outcomes. Western Sydney University (WSU) continued the partnership by engaging students in the 'Fast Forward' Program, Pasifika Achievement to Higher Education (PATHE) Program. The NEC program for refugee students continued in 2022.

Years 7 to 12 students engaged in in- school, gaining a valuable insight into university, the courses again offered, scholarships, consultations in preparation for university, alternate pathway programs and early entry information to tertiary education.

Senior students engaged in industry-based work experience opportunities with AIE in game design and animation, learning about career opportunities, acquiring knowledge, practical and employability skills within the industry in preparation for post school career possibilities. We will continue in 2023 to work with our Senior Students in developing their understanding of a multitude of post-school options, with individualised approaches to transition them into the most appropriate post-school destination.

Year 12 students undertaking vocational or trade training

14.61% of Year 12 students at Granville South Creative and Performing Arts High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

66.2% of all Year 12 students at Granville South Creative and Performing Arts High School expected to complete Year 12 in 2022 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)	9
Classroom Teacher(s)	42.3
Learning and Support Teacher(s)	2.9
Teacher Librarian	1
Teacher ESL	3.8
School Counsellor	1
School Administration and Support Staff	15.68
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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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.

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 Actual (\$)
Opening Balance	325,265
Revenue	12,206,576
Appropriation	12,129,518
Sale of Goods and Services	25,125
Grants and contributions	50,582
Investment income	1,251
Other revenue	100
Expenses	-12,104,193
Employee related	-9,620,806
Operating expenses	-2,483,387
Surplus / deficit for the year	102,383
Closing Balance	427,647

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.

	2022 SBAR Adjustments (\$)
Targeted Total	39,647
Equity Total	2,316,043
Equity - Aboriginal	10,076
Equity - Socio-economic	1,300,000
Equity - Language	510,180
Equity - Disability	495,787
Base Total	8,376,322
Base - Per Capita	179,752
Base - Location	0
Base - Other	8,196,570
Other Total	609,597
Grand Total	11,341,609

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

School performance - NAPLAN

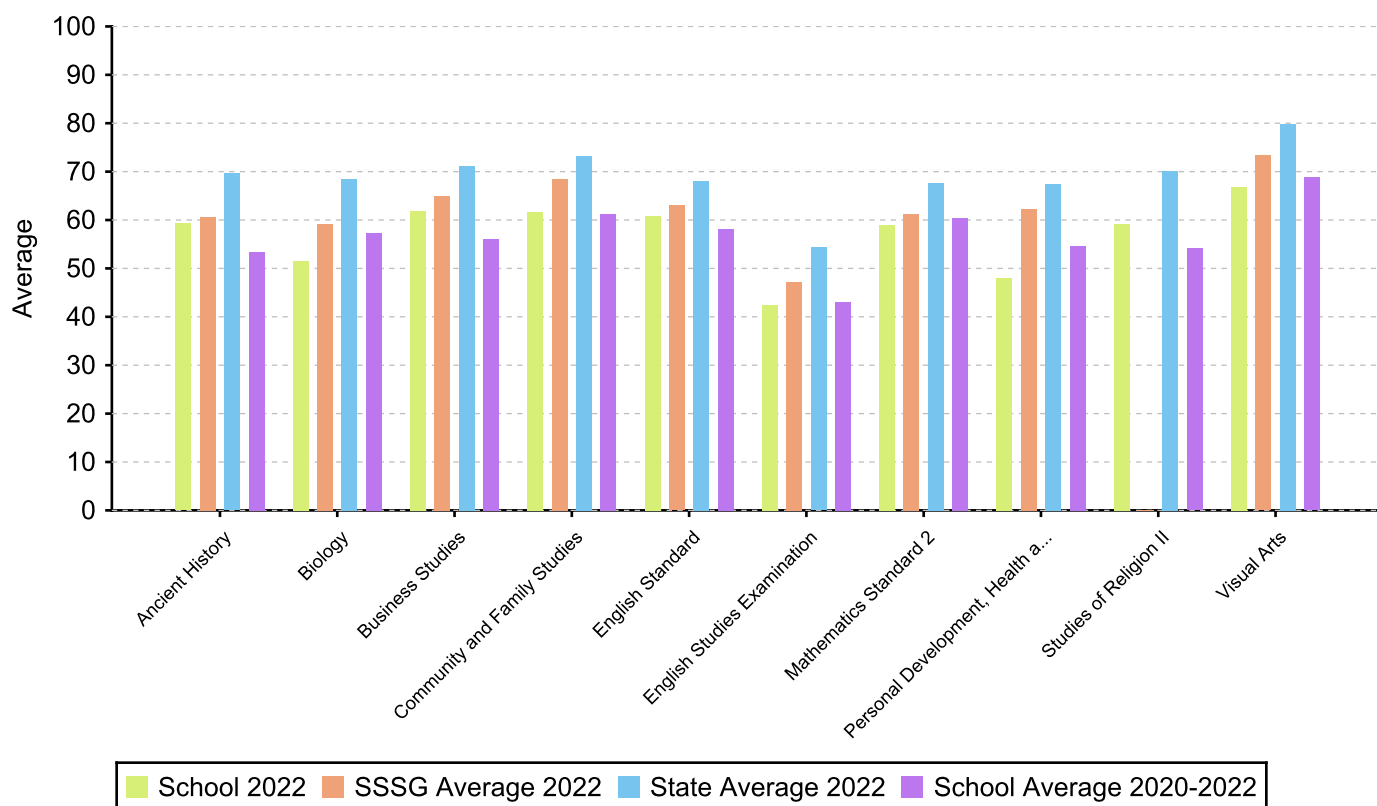
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

School performance - HSC

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

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



Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	59.3	60.7	69.6	53.3
Biology	51.5	59.1	68.5	57.3
Business Studies	61.8	64.9	71.2	56.2
Community and Family Studies	61.6	68.6	73.2	61.2
English Standard	60.8	63.0	68.1	58.1
English Studies Examination	42.4	47.2	54.3	43.0
Mathematics Standard 2	58.9	61.3	67.6	60.4
Personal Development, Health and Physical Education	48.1	62.3	67.5	54.6
Studies of Religion II	59.1	0.0	70.1	54.1
Visual Arts	66.9	73.3	79.8	68.8

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver

Based on the Tell Them From Me Survey data collected in 2022, the following results were identified:

- In 2022 TTFM survey data stated parents/carers feel they can easily speak with their child's teachers with a score of 6.8., in comparison to the NSW Government Norm of 6.3.
- In 2022 TTFM survey data stated student reports are written in terms parents/carers can understand with a score of 6.8 in comparison to the NSW Government Norm of 6.3.
- In 2022 TTFM survey data stated parents/carers support learning from home with a school mean score of 7.1, in comparison to the NSW Government Norm of 6.3.
- In 2022 TTFM survey data stated 78% of parents would recommend GSCAPAHS to parents of primary school students.

Student

- In 2022 TTFM survey data stated students understand there are clear rules and expectations for classroom behaviour with a school mean score of 5.7, in comparison to the NSW Government Norm of 5.6.
- In 2022 TTFM survey data stated 78% of students feel treated with fairness and respect by their teachers in regard to their cultural background.

Teacher

- In 2022 TTFM survey data stated school leaders have provided me with useful feedback about my teaching with a school mean score of 7.5, in comparison to the NSW Government Norm of 7.1.
- In 2022 TTFM survey data stated school leaders have supported me during stressful times with a school mean score of 7.4, in comparison to the NSW Government Norm of 7.1.
- In 2022 TTFM survey data stated teachers discuss assessment strategies with each other with a school mean of 8.9, in comparison to the NSW Government Norm of 7.8.
- In 2022 TTFM survey data stated teachers set high expectations for student learning with a school mean score of 8.9, in comparison to the NSW Government Norm of 8.0.
- In 2002 TTFM survey data stated teachers use data to inform practice with a school mean of 8.1, in comparison to the NSW Government Norm of 7.8.
- In 2002 TTFM survey data stated teachers use varied teaching strategies with a school mean of 8.0, in comparison to the NSW Government Norm of 7.9.
- In 2022 TTFM survey data stated 80% of school leaders clearly communicate their strategic vision and values for our school.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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