

2022 Annual Report

Girraween High School



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Introduction

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

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

School contact details

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School vision

Girraween High School is an academically selective environment where we are committed to developing high potential and gifted learners. Our vision is to develop well rounded, confident and responsible students who actively aspire to reach their full potential in all domains of their education. We cultivate an environment of inclusivity, where every student is known, valued and cared for.

At Girraween High School, we foster a challenging, stimulating and differentiated learning environment. Academic rigour and creative and critical thinking skills are promoted through our work within the classroom. Students at our school enjoy a breadth and depth of curriculum which is tailored to meet the needs of students in the selective educational context. We work towards developing our students' gifts into talents and students leave our school as resilient, lifelong learners prepared for tertiary study and the world of work.

At Girraween High School, we empower our students to achieve their personal best and enrich their social and emotional wellbeing. Beyond the classroom, students have considerable opportunities to undertake cocurricular, sporting and leadership pursuits.

School context

Girraween High School (784 students, 20% from an EAL/D background at the level of *Consolidating*) is a fully academically selective, co-educational high school located in Western Sydney. The GHS community has a Family Occupation and Education Index (FOEI) value of 2. Generally, 100% of Year 12 graduates will undertake tertiary study at University.

Student wellbeing and academic excellence are fostered through programs including student mentoring and our RAW (Resilience, Achievement and Wellbeing) Model of Positive Education. The RAW Model is centred upon strategies for students to deal with challenging situations, enhancing positive emotions and accomplishing new skills through effort.

Teaching and learning is geared towards high expectations of student academic achievement and supporting high potential learners in reaching academic success. Student and staff leadership opportunities are promoted in a supportive environment. Our Core Values: *Aspire*, *Respect* and *Unite* feature strongly within our school community. A wide range of cocurricular activities ensure high levels of student engagement. Dedicated staff are trained in providing learning and wellbeing experiences to meet the cognitive and affective needs of all students, including high potential and gifted learners.

At Girraween High School, we are proud of our comprehensive approach to educating the whole student and we ensure our graduates are well prepared for tertiary education and life beyond high school.

The school is committed to strong NAPLAN and HSC performance and continually strives to improve student educational outcomes of which staff professional learning and collaboration is an important component. There are a wide range of focus areas including data informed practice, differentiation, High Potential and Gifted Education, twice exceptional learners, enhancing literacy, numeracy and HSC attainment strategies, and offering all students opportunities for a holistic, complementary education beyond the classroom.

In creating this Strategic Improvement Plan, we have undertaken extensive consultative processes with key stakeholders including staff, students and parents. The school has completed a rigorous Situational Analysis that has identified three high level areas for improvement. These are:

- Student Growth and Attainment
- The Whole Student
- Outstanding Pedagogy and High Expectations

An aim for this Strategic Improvement Plan is for GHS to develop a whole school writing program to improve the explicit teaching of writing, firstly in Stage 6 and then in Years 7-10. This is to address our targets in HSC Attainment and also NAPLAN growth.

An additional focus for the upcoming planning cycle is further emphasis on individualised support for students. We have a strong Wellbeing Team consisting of Year Advisers, Assistant Year Advisers, SLSOs, SSO and the LaST who work hard to identify students who would benefit from individual or small group withdrawal. Key areas of support will include time management, organisation, motivation, numeracy, literacy and consolidation of learning strategies.

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted strategies focussed on the areas of reading, numeracy, expected growth and academic achievement. In order to support growth in these areas, multiple data sources are triangulated, analysed and evaluated in order to ascertain future directions.

Initiatives

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

- Reading and Writing
- HSC Attainment
- Numeracy

Resources allocated to this strategic direction

English language proficiency: \$71,235.00

Low level adjustment for disability: \$83,968.00

Per capita: \$91,025.00

Summary of progress

- Improvement in student writing results seen as a result of withdrawal and 1:1 work with students and the introduction of an additional Year 9 English class
- 7 & 9 NAPLAN Numeracy remains a strong performance area for GHS. Students underperforming have been supported by COVID ILSP funding.
- Consideration of the key question: do early entry access schemes for universities affect our HSC attainment?
- Strategies for supporting HSC students including individual mentors running a targeted program remain effective.
- Careers programs devised by the Careers Adviser have been highly effective and result in 100% of our students gaining university entrance.
- Strategies for supporting under-performing students towards achieving their potential have been improving each year. The Learning and Support team including the LaST, SSO and SLSOs track their individual interventions effectively and this work has a measurable impact on student performance.

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
• Uplift of 3% of students in top 2 Bands of NAPLAN Reading..	An uplift of 12.75% was achieved in students in top 2 Bands of NAPLAN Reading over our Baseline.
• Maintain 100% of students in top 2 Bands of NAPLAN Numeracy.	In 2022, we maintained 100% of students in top 2 Bands of NAPLAN Numeracy and hence achieved our progress measure.
• Uplift of 4% in students achieving expected growth in NAPLAN Numeracy.	NAPLAN growth in Numeracy showed a good increase over 2021 and was just below the target. When 100% of students are in the top two Bands, it can be difficult to substantially lift performance.
• Uplift of 4% in students achieving expected growth for NAPLAN Reading.	NAPLAN growth in Reading continues to improve and is currently exceeding target trajectory.
• Uplift of 5.4% in top 2 Bands in HSC.	Our 2022 students achieved in students in the top 2 HSC Bands (Band 5 & 6, E3 & E4) is below our Baseline. There are many impacts on HSC performance including the impact of early entry to University along with a substantial change in enrollment with approximately 20% of students sitting the HSC who are not part of the Year 9 NAPLAN cohort.

Strategic Direction 2: The Whole Student

Purpose

Fostering the broader needs of students beyond academics has been observed to be vital to both their academic and personal success. Through the whole-student approach to learning, young people are immersed in learning environments intended to promote a sense of community and encourage interpersonal skills, problem solving, goal setting, creativity, autonomy, and self-accountability. Each student deserves to be healthy, safe, engaged, supported and challenged.

A whole child approach to education focuses attention on the social, emotional, mental, physical as well as cognitive development of students. Our approach is to develop future citizens and provides the basis for each child to fulfill their potential.

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.

- Multi-tiered System of Supports
- Holistic, Complementary Education

Resources allocated to this strategic direction

Professional learning: \$12,500.00

Per capita: \$37,000.00

Summary of progress

- Head Teacher Wellbeing facilitated meetings with twice per term with two other local schools with the sharing of resources around common issues including family relationships, attendance and workload.
- Resilience In Our Teens (RIOT) program started within the school working with two other Western Sydney High Schools. The aim is to address student anxiety by creating a "*have a go*" culture within the school.
- Our extensive wellbeing programs for each year continued. Year 7 Study Skills was refocussed on organisation skills using online learning tools such as Notion.
- Vertical mentoring session focussed on *Reflecting on Online Learning* and re-engaging with co-curricular activities and school culture, with Year 12 passing knowledge and expertise to younger year groups.
- Many co-curricular activities restarted after Covid restrictions were lifted.

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
• Uplift of 1.8% in students experiencing <i>positive wellbeing</i> in Tell Them From Me Survey.	Positive wellbeing was above baseline but slightly below our target. Historically, when student undertake TTFM each year we see a gradual decline in positive responses and this trend continues. Having a gap of 2-3 years between surveys tends to give a more accurate result as it is difficult for students to see change in the short time-frame between surveys.
• Uplift of 10% of students enhancing their learning by participating in cocurricular activities.	An uplift of 4% has been achieved in 2022. The range of activities offered to students in the first Semester was limited due to Covid restrictions and the uncertainty about future restrictions. Post-survey student groups indicate that cocurricular sporting activities such as knockout, sporting clubs such as badminton were not identified as cocurricular by students.

Strategic Direction 3: Outstanding Pedagogy and High Expectations

Purpose

We foster an environment where students are actively engaged through a range of effective and innovative pedagogies. At Girraween High School, effective pedagogy is underpinned by extensive data analysis to inform teaching practice.

The specific learning needs of groups and individual students are addressed by extensive staff professional learning which caters for varying levels of giftedness and the needs of twice exceptional students.

Through strategies such as *CESE: What Works Best* and tailored professional learning activities, teachers create and deliver a curriculum underpinned by academic rigour. A key priority for our school is having high expectations of our students and staff. We endeavour to set high expectations in all aspects of our teaching practice and pedagogy.

Professional Learning and collaboration, within and across schools, is essential to enable staff to maximise student achievement in an academically selective school context.

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.

- Data Informed Practice
- Quality Teaching - Differentiation and Adjustments
- Leadership Development

Resources allocated to this strategic direction

Professional learning: \$51,000.00

Summary of progress

- School Executive undertook Professional Learning on what various data types can show and the importance of using data.
- School Executive worked with DoE Curriculum Officers to develop and enhance HSC analysis of RAP data.
- All staff worked with Curriculum Officers to deep dive into HSC RAP data to analyse and then develop future teaching & learning strategies.
- Improved systems to identify students with learning needs and provide effective teaching & learning strategies tailored to individual needs.
- The *School Leadership Identification Framework* is becoming a conversation point with teachers aspiring for promotion.

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
• Uplift of 3.5% in the number of students attending school 90% of the time.	Attendance has been adversely affected by Covid-19 as there were a large number of students required to isolate as per NSW Health requirements. GHS continues to revise our systems as there seems a significant mismatch between school and SCOUT data.
• All faculties at GHS are able to show evidence of collaboration in improving pedagogy across another school.	Staff are making connections with nearby schools beyond our common Staff Development Day involving the 5 high schools within the Girraween Network. GHS staff are making connections between many schools in terms of curriculum, wellbeing and leadership strategies.
• School Leadership Induction Framework (SLIF) planning and familiarisation with Executive staff for 2023 implementation.	All Executive have undertaken PL around the SLIF. HTs have had discussions with teachers around the process. Senior Executive working with aspiring Deputy Principals.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$8,450.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Girraween High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Students were able to access the curriculum on the same basis.</p> <p>After evaluation, the next steps to support our students will be: Continue our current practice of identifying students in need of this support.</p>
<p>English language proficiency</p> <p>\$71,235.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Girraween High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Writing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: There was a substantial improvement in Year 9 NAPLAN Literacy, particularly in Writing.</p> <p>After evaluation, the next steps to support our students will be: Employ a specialist EALD teacher in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$83,968.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Girraween 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"> • Reading and Writing <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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact:</p>

<p>Low level adjustment for disability</p> <p>\$83,968.00</p>	<p>Students on support were surveyed at the conclusion of this intervention strategy. Overall, all students felt it had improved their academic performance as well as skills such as organisation and time management. Targeted students showed improvements in their academic focus, completion of homework, assessment tasks and overall time management.</p> <p>After evaluation, the next steps to support our students will be: Continue the same processes of student identification and support in 2023.</p>
<p>Professional learning</p> <p>\$63,500.00</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 Girraween 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"> • Multi-tiered System of Supports • Data Informed Practice • Quality Teaching - Differentiation and Adjustments <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • GHS continues to ensure all staff are trained in Mini-COGE. • staff undertook a diverse range of PL activities across the year. <p>The allocation of this funding has resulted in the following impact: All staff can cater for the needs of High Potential and Gifted students. Staff are also have skills in current pedagogical practices.</p> <p>After evaluation, the next steps to support our students will be: Continue ensuring that staff undertaking PL is evenly distributed across the school.</p>
<p>COVID ILSP</p> <p>\$32,236.00</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>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • employing staff to provide online tuition to student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: Due to the teacher shortage, many embedded COVID ILSP periods were redirected to taking timetabled classes. Students were supported by both team teaching and withdrawal in English, Maths and Science.</p> <p>After evaluation, the next steps to support our students will be: 2023 funds are minimal and will be targeted to specific activities such as supporting NAPLAN.</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 Girraween 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"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other</p>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • SSO employed and job description adapted to meet the needs of GHS students. <p>The allocation of this funding has resulted in the following impact: Some evidence of reducing the case load on Counsellor, HT Wellbeing and Deputy Principals for less complex wellbeing issues. Also, organisation of whole school wellbeing activities were undertaken by the SSO and attendance monitoring to followup on poor attendance. The SSO co-ordinated student activities such as the Year 12 presentation on the link between sleep and academic success, study stress and organisation seminars, as well as age-appropriate and targeted presentations by the Police Youth Liaison Officer for each year group.</p> <p>After evaluation, the next steps to support our students will be: Continue to tailor the role to the needs of GHS.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	425	428	444	429
Girls	328	327	308	345

Student attendance profile

School				
Year	2019	2020	2021	2022
7	97.7	97.8	97.5	95.0
8	95.0	96.7	95.9	95.3
9	96.2	95.8	94.7	93.1
10	95.7	95.1	95.0	92.0
11	97.2	96.0	95.8	93.1
12	96.3	96.6	94.8	91.8
All Years	96.4	96.3	95.6	93.3
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

Student attendance at GHS continues to be well above DoE averages.

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	0	0	0
TAFE entry	0	0	0
University Entry	0	0	100
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Girraween High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Girraween 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)	8
Classroom Teacher(s)	41.2
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	2
School Administration and Support Staff	11.68
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.

In 2022, Girraween High School teachers undertook a broad range of professional learning targeting areas of our

Strategic Improvement Plan. Some highlights of these are below.

Whole Staff Professional Learning:

- G5 Network of 5 local high schools joint Staff Development Day: *Visible Learning* featuring John Hattie on Collective Student Efficacy
- Staff Development Day: Multi-Tiered Systems of Support featuring Professor Penny van Bergen (Head of School of Education, University of Wollongong) with a focus on engaging the "*whole student*"
- Staff Development Day: DoE Data analysis with a focus on HSC RAP Data at Faculty Level
- New Curriculum Implementation
- DoE mandatory compliance training
- Undertaking the PDP Process
- Professional Reading on education in Finland - *In Teachers We Trust* by Sahlberg & Walker (2021) - multiple workshops

Executive Team Professional Learning:

- Executive Conference 1: *Using a Data-driven Approach in Teaching, Learning and Leading* (Led by DoE Science Curriculum Team)
- Executive Conference 2: *Making Adjustments for Students with Disability* (Led by NESA) and School Strategic Planning

Individual Teacher Professional Learning:

- Workshops on maintenance of accreditation and higher levels of accreditation
- UNSW Mini-Certificate of Gifted Education (for staff new to GHS)
- Resilience in Our Teens (RIOT) Champion Training
- HSC professional learning focussed on DoE Curriculum Strategy.

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	2,075,051
Revenue	9,934,654
Appropriation	8,973,001
Sale of Goods and Services	43,462
Grants and contributions	888,029
Investment income	30,162
Expenses	-9,473,966
Employee related	-8,037,407
Operating expenses	-1,436,559
Surplus / deficit for the year	460,688
Closing Balance	2,535,738

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	0
Equity Total	163,667
Equity - Aboriginal	0
Equity - Socio-economic	8,450
Equity - Language	71,225
Equity - Disability	83,993
Base Total	8,045,127
Base - Per Capita	189,838
Base - Location	0
Base - Other	7,855,289
Other Total	677,041
Grand Total	8,885,836

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

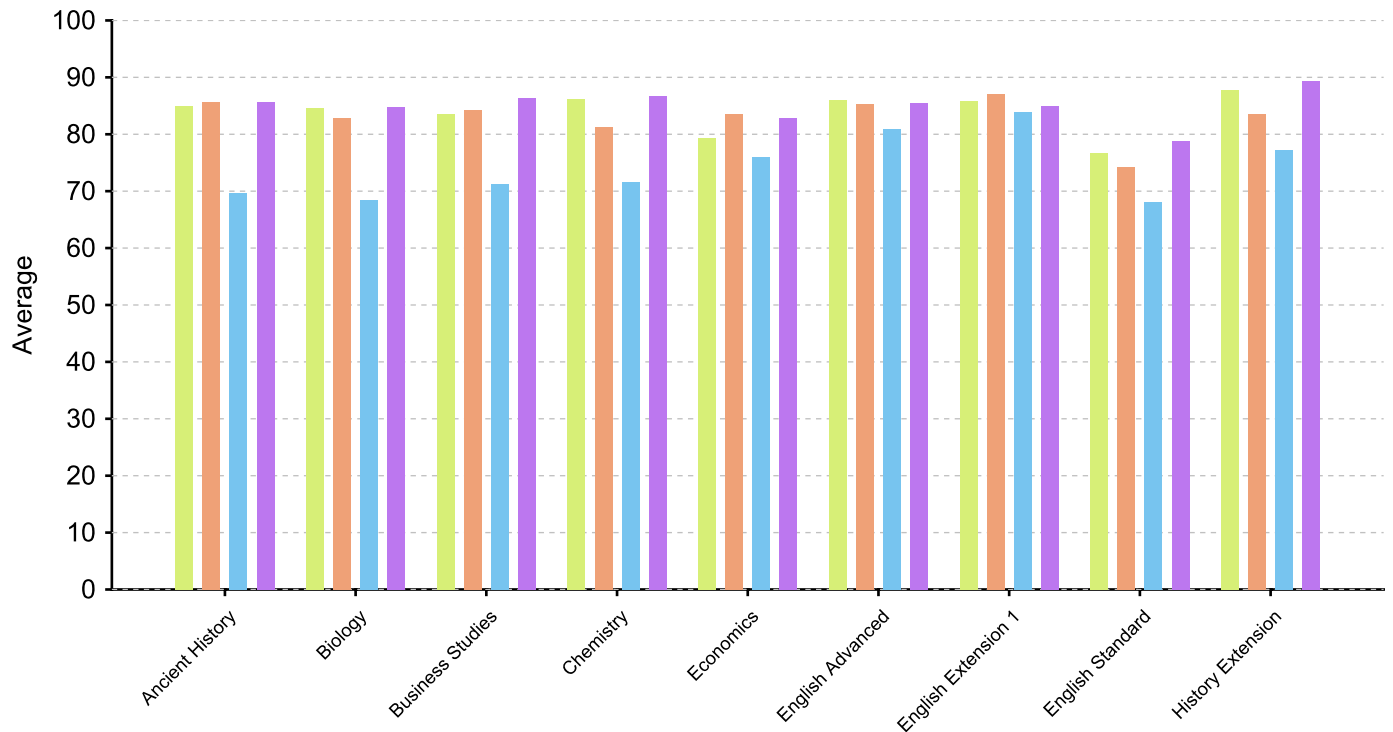
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

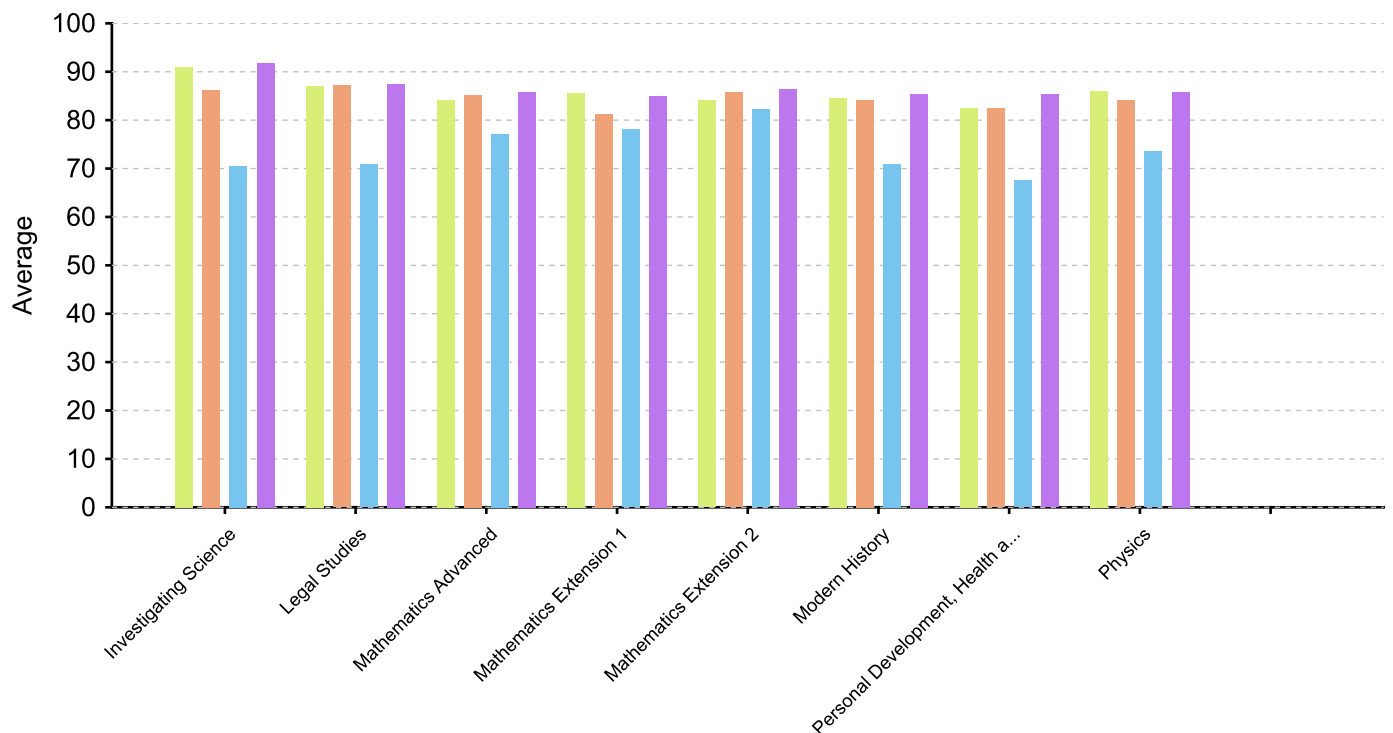
School performance - HSC

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.



■ School 2022
 ■ SSSG Average 2022
 ■ State Average 2022
 ■ School Average 2020-2022



■ School 2022
 ■ SSSG Average 2022
 ■ State Average 2022
 ■ School Average 2020-2022

Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	85.0	85.8	69.6	85.6
Biology	84.6	82.8	68.5	84.9
Business Studies	83.6	84.2	71.2	86.4
Chemistry	86.2	81.3	71.7	86.7
Economics	79.4	83.6	76.0	82.8
English Advanced	86.0	85.3	81.0	85.4
English Extension 1	85.8	87.0	83.9	84.9
English Standard	76.7	74.3	68.1	78.9
History Extension	87.7	83.6	77.2	89.4
Investigating Science	91.0	86.3	70.6	91.8
Legal Studies	87.1	87.2	70.8	87.5
Mathematics Advanced	84.2	85.2	77.1	85.9
Mathematics Extension 1	85.6	81.3	78.0	85.0
Mathematics Extension 2	84.1	85.8	82.2	86.5
Modern History	84.6	84.1	70.9	85.4
Personal Development, Health and Physical Education	82.5	82.4	67.5	85.3
Physics	86.0	84.1	73.5	85.8

Parent/caregiver, student, teacher satisfaction

Parents:

Feedback from parents has resulted in changes including:

- Welcoming guest speakers at P&C meetings such as Head Teachers and Co-curricular coordinators who address the parents about programs and initiatives at school.
- Changes to Parent Teacher Night formats to increase accessibility and an increased range of topics covering student wellbeing and parental strategies for teenagers such as cyber safety and dealing with adolescent mental health.
- Parents also expressed interest in external providers running sessions after school which has resulted in the introduction of the Masters Academy (Debating and Public Speaking) and STEM Club programs.

Students:

The annual Tell Them From Me (TTFM) survey data for GHS reflected a slight decline in Drivers of Student Outcomes, most likely related to ongoing COVID restrictions. Almost all areas were above NSW Government norms including: positive sense of belonging 78%, positive relationships 84%, positive behaviour at school 98%. 58% of students indicated that their school work was High Skills High Challenge, 15% High Skill Low Challenge and 24% Low Skill High Challenge. This data indicates an ongoing opportunity for further differentiation at the higher end and consolidation at the lower end of student achievement.

Staff:

TTFM shows that staff use Data Informed Practice is 1.1 points above DoE norms, teaching strategies are 0.6 points above, Technology 2.2 above and Quality Feedback 0.6 above DoE norms.

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.