

2022 Annual Report

Granville Boys High School



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Introduction

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

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

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School vision

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

School context

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

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

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

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



Students presenting to representatives of Transport NSW Sydney Metro, industry professionals.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Purpose

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

Initiatives

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

- Reading
- Numeracy
- HSC Results

Resources allocated to this strategic direction

Socio-economic background: \$877,153.00

Professional learning: \$25,000.00

English language proficiency: \$87,968.40

Refugee Student Support: \$3,327.49

Integration funding support: \$17,354.00

Per capita: \$50,000.00

Summary of progress

The goal in 2022 was to use highly effective teaching practices to improve literacy across all subject areas with a focus on Reading. With the support of the LANSA, school teams were guided through the process of developing consistent evidence-informed practices, particularly strategies for explicit systematic quality teaching for EAL/D learners. Staff were asked to reflect on which strategies they could incorporate into their programming. Staff were asked to judge text complexity and were shown how to calculate lexical density and determine the cultural and linguistic challenges of a text. Staff were also introduced to a number of theories and models of reading including Scarborough's reading rope, Schema theory and Three levels of meaning. Staff, with the assistance of the LANSA used the EAL/D Learning Progressions to identify ways to support reading. One strategy that was demonstrated was the expert groups/jigsaw reading which was used to complete an information grid.

Professional dialogue on comprehension teaching strategies that developed in 2020 continued throughout 2021. These strategies were drawn from the evidence-base, were a focus in faculty groups and executive teams to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers needed to develop their data driven practices and particularly their capacity for accurate data analysis to plan and embed quality practices into their everyday teaching, and as a result, adapted their teaching and learning programs to reflect this. Differentiated support across most faculties, in the form of coaching and mentoring, was provided in 2022 and will continue to be provided in 2022 for staff at their point of need. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. This has been shared with all stakeholders.

The focus of the reading program was on vocabulary development, syntax, and comprehension. Students in years 7-10 completed a reading comprehension test to attain their correct reading age. Depending on their ability students worked independently and or with their teacher to decode information. Students had to complete all cards in that colour level before being able to move onto the next level. Students also had to borrow a novel from the school library and also complete activities in English grammar booklets.

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

In numeracy, the Numeracy Coordinator together with the Mathematics faculty implemented numeracy strategies that were specific to disciplines across the school. For example in HSIE teachers have focused their lessons on statistics and graphing and have incorporated ICT in the presentation of student work. The English faculty have also incorporated

statistics and graphing into the topics they are teaching. The Support faculty has investigated rates and ratios. Music has incorporated numeracy into the reading of musical notation.. Executive and Support staff analysed student achievement data and a numeracy team will be established 2022 to design and deliver professional learning. A structured data driven approach to the compilation and tracking of student data using the progressions and PLAN 2 will continue in 2022. will continue as we move forward into next year. Additionally, we will develop an 'induction pack' for new staff so they can familiarise themselves with the way we support students. Assessment tasks will be refined to better match syllabus outcomes and will also support lesson planning. As a result of our work in this area we are on track to achieve our annual progress measures.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An increase in the number of students achieving in the top two bands in Reading with an uplift of 5.7% from the baseline.	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 14% of students in the top two skill bands for reading, an uplift of 3% on the previous year.
An increase in the number of students achieving in the top two bands in Numeracy with an uplift of 5% from the baseline.	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 22% of students in the top two skill bands for numeracy. An uplift of 1% over the previous year.
An increase in the number of individual HSC subject results in the top three bands with an uplift of 8.4% from the baseline.	<ul style="list-style-type: none"> • 30.4% of HSC candidates achieved a result in the top three bands. An uplift of 4.2% over the previous year's HSC results.
An uplift of 4% from our original baseline in the percentage of students achieving expected growth in Numeracy by the end of 2022.	<ul style="list-style-type: none"> • Expected growth cannot be calculated due to the absence of 2020 NAPLAN data.
An uplift from our baseline of a further 3% of students achieving expected growth in Reading by the end of 2022.	<ul style="list-style-type: none"> • Expected growth cannot be calculated due to the absence of 2020 NAPLAN data.



Our students, future leaders.

Strategic Direction 2: High Potential and Gifted Education

Purpose

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

Initiatives

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

- Explicit Teaching
- Personalised Learning Plans
- Assessment and Feedback

Resources allocated to this strategic direction

Professional learning: \$17,000.00

Per capita: \$42,000.00

English language proficiency: \$25,000.00

Socio-economic background: \$1,000.00

Low level adjustment for disability: \$275,810.00

Summary of progress

Significant progress was made in the implementation of the High Potential and Gifted Education (HPGE) policy and processes at Granville Boys High. The majority of students in the Year 8 Selective stream now have a Personalised Learning Plan. Goals were developed in consultation with the students, parents, the Learning and Support Teacher and the Deputy Principal (PLP Team). These plans are also to be written for the Year 7 Selective student cohort in Term 3. The plans will continue to be focused on students' strengths and areas for improvement using SMART goals in consultation with the student and parent/guardian. The completion and review of the personalised learning plan cycle will be a priority in term 3, 2022. The plans will also be amended throughout the year in consultation with the Student's PLP "Team".

Professional Learning specific to the needs of the selective stream has again been interrupted due to remote learning. No more teachers have completed the Mini Graduate Certificate in Gifted Education. Nor have any teachers completed professional learning in relation to Gifted Education. In 2022, staff will complete professional learning in this area on a whole school basis. Professional development is planned for Staff Development Day in Term 3 2022. A specialist consultant has been engaged to describe the needs of HPG students so that appropriate pedagogy is practiced throughout the school. Additionally all teaching staff have been allocated time to modify or implement new Teaching and Learning programs that include strategies to differentiate both content and learning. Faculties are working with our EAL/D consultant to differentiate assessment tasks. The aim is to implement and evaluate effective explicit teaching, feedback and formative assessment. Data in the form of class observations and School based Sentral data has been used to judge the need for further modification to either content, process, and product and learning environment. In 2022 data from formative assessments, and feedback from students and parents or carers will also be analysed to judge gaps in knowledge and future programming and progress.

Whole school professional learning using the CESE 2020 updated document, What Works Best was conducted throughout 2022 by members of the school executive. In faculties staff considered the implications of strategies and case studies of selected key teaching practices that are known to improve student outcomes. All eight practices will be consistently revisited through a process of teaching sprints. From 2022 observations, coaching and mentoring by head teachers and a critical friend will commence.

STEAM programs with a particular emphasis on robotics have continued in 2022. The program has achieved excellent results for High Potential and Gifted students. In 2022 Stage 5 students continue to have the opportunity to study Robotics as an elective subject. All Stage 4 students are included in timetabled Robotics classes that occur twice a cycle. Stage 6 students have been able to successfully participate in external competitions as part of their mainstream electives. Community partnerships, including with Macquarie University and Rockwell Engineering, have continued in 2022 and have resulted in student mentoring opportunities and opportunities for student feedback. This will continue throughout 2022. Students who are engaged in this program have demonstrated high levels of aspiration and achievement. Extra curricula activities have like the Outdoor Education Program which in the past have also involved Selective students, Gifted and Talented students with ASD diagnosis and other mainstream students have not been able to run in the first half of 2022 but will be a feature of late term 3 early term 4. The aim of breaking down barriers and

encouraging friendships between the selective stream and mainstream students continues to be goal of the school. .

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An uplift in the retention of our entire selective student cohort.	<ul style="list-style-type: none"> • The retention rate of selective students is broken down as follows: • Year 7 96% of students have remained. • Year 8 68% of students have remained. • Year 9 60% of students remained. • Year 10 62.5% of students remain. <p>These figures represent an uplift in the retention rate of our selective cohorts.</p>
An uplift of 10% of our selective students achieving in the top two bands in Reading and Numeracy in NAPLAN 2022.	<ul style="list-style-type: none"> • 33% of year 9 selective students achieved scores in the top two bands for literacy and numeracy. 3.4% of year 7 selective students achieved scores in the top two bands for literacy and numeracy.
An uplift of 6% in the number of our selective student HSC subject results falling in the top two bands in the HSC of 2022.	<ul style="list-style-type: none"> • 9.3% of selective students achieved in the top 2 bands of the HSC.
70% of teachers use explicit evidence-based best-practice teaching strategies in order to facilitate excellence in teaching and learning.	<ul style="list-style-type: none"> • All teachers have participated in introductory PL course led by A Principal Coach Mentor to familiarise themselves with strategies to use in classrooms to get to know their students. • Teachers have been introduced to the concept of Explicit Teaching. Teachers from different faculties were paired to observe the introduction of each others lesson. The focus has been on Learning Intentions and Success Criteria.
An improvement in the proportion of selective students achieving in the top two bands in NAPLAN Reading with an uplift of 9%.	Number of selective students currently in top two skills bands for reading is 14%.



Students in year 8 became entrepreneurs for a day, presenting the products they developed in groups to an audience of students and parents.

Strategic Direction 3: Learning Culture

Purpose

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

Initiatives

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

- High Expectations
- Attendance
- Well-being

Resources allocated to this strategic direction

Integration funding support: \$15,848.00

Aboriginal background: \$3,683.91

Per capita: \$132,000.00

Socio-economic background: \$159,000.00

Professional learning: \$5,500.00

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

Low level adjustment for disability: \$46,000.00

Summary of progress

The establishment of a learning environment characterised by a strong culture of learning and positive teacher-student relations continues to be important to increasing students' motivation and engagement at Granville Boys. The monitoring of lateness, absenteeism and truancy based on a tiered model of support, intervention and tailored to the school community supports teachers, students and parents in creating a positive environment for engagement and learning. Relaunching the Respectful and Safe Learner (RaSL) philosophy across the school was seen as an opportunity to create a positive learning environment. This is occurring through the awarding of Merit Awards for achievement while the awarding of RaSLs, an initiative to reward students who were punctual to class, who completed work and who also brought equipment to class has continued to be popular. Teachers adopting the language of Positive Behaviour Interventions and Systems also had a positive effect on student teacher relations. Throughout 2022 this recognition of students has led to improvement in the reporting of positive behaviour. There is a continued need to emphasise the importance of entering data into the Sentral system. The House rewards system will focus on participation in school activities and will begin in Term 4, 2022 with much of the groundwork for its implementation having been completed by the School's Positive Behaviour Intervention System team.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An uplift of 11% in positive learning outcomes for students.	<ul style="list-style-type: none">• In Semester 2 House Teams and the election of the House Year Captains occurred and all students have been introduced to the School Song.• The drawing of vouchers linked to RaSL awards now takes place at Friday fortnight assemblies.• There was a 39% increase in the number of merit awards distributed to students.• According to second half yearly The Tell Them From Me survey, 56% of students found their lessons to be engaging.
An uplift of 4.3% in the number of students with attendance rates of 90% or higher.	<ul style="list-style-type: none">• A range of measures have been introduced including;<ul style="list-style-type: none">-adoption of attendance monitoring booklets-regular meetings with student to discuss attendance

<p>An uplift of 4.3% in the number of students with attendance rates of 90% or higher.</p>	<p>-regular student, parent and, Deputy and HT Welfare meetings to discuss progress -daily assembly • In 2022 there was an uplift of 14.3% more students attending school 90% of the time or higher.</p>
<p>An uplift of 4.5% of students at our school reporting a positive sense of wellbeing.</p>	<p>Scout School Dashboard data indicates that:</p> <ul style="list-style-type: none"> • 87% of surveyed students have a successful outlook on school. • 69% of students have a sense of belonging



Gala Day 2022 proved a great way to re-introduce the House system to Granville.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$3,327.49</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"> • Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive English language and learning support to increase educational outcomes for students • Timetabled literacy lessons continued in 2022. Students in 7-10 were tested for their reading ability and assigned a reading book according to their reading age. Additionally students improved their reading through the use of reading boxes, each student began at their own reading level. Grammar, punctuation and vocabulary were also targeted. <p>The allocation of this funding has resulted in the following impact: This program has increased the capacity of students to read independently, with increased self-confidence and accuracy. NAPLAN data shows increased reading outcomes for 2022. 14% of students achieved in the top two bands for reading. Compared to 11% in 2020.</p> <p>After evaluation, the next steps to support our students will be: The focus on reading will continue and further improvements made to the reading program through greater use of the Department's resource hub and further provision of programming days for teachers. This will involve continued professional learning for staff in the identification and integration of relevant resources found on the learning hub and in the teaching of reading.</p>
<p>Integration funding support</p> <p>\$33,202.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Granville Boys High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • High Expectations <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Students involved in this program display increased independence and confidence in the use of public transport and in the attendance of mainstream classes. All eligible students have demonstrated progress towards their personalised learning goals. All PLSPs were regularly updated with parent and student input and therefore responsive to student learning needs and progress ensuring eligible students also receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Integration funding support</p> <p>\$33,202.00</p>	<p>Integrating students into mainstream classes and accessing the Work Ready program will continue to be a priority. We will continue to meet with parents of special needs students to review their PLSPs in order to make adjustments to their learning needs..</p>
<p>Socio-economic background</p> <p>\$1,037,153.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Granville Boys High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • Personalised Learning Plans • High Expectations • Attendance • HSC Results <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 Library Reading program implementation. • 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: All staff completed training on SCOUT and therefor had access to NAPLAN and other relevant sources of data. Professional learning about the features and ways to access NAPLAN reading and numeracy results also took place. All teachers now have a better understanding of the learning needs of EAL/D students. Strong improvements in reading, writing, and grammar. In 2022 9.6% of students in year 9 were in the top two bands. In comparison with 2021 6.8% of students were in top two bands for reading. An increase of 2.8% of students in top two bands. In 2022 there was a 0.9% improvement in the number of students in the top two bands for writing. NAPLAN results show a 2.1% increase in the number of students in the top two bands for grammar and punctuation. The proportion of students in the top two bands are as follows: 11.24% for reading, 7.84% writing, 13.25% for spelling and for grammar and punctuation the result is again 13.25%</p> <p>After evaluation, the next steps to support our students will be: Areas for further development of teacher's focus include learning activities to explicitly teach audience and purpose to improve reading comprehension of students. Also supporting teachers with strategies to select vocabulary for explicit instruction. Regular assessment of student reading skills too provide specific feedback to students about their learning. There will also be continued provision of timetabled lessons in literacy, numeracy and library lessons. Continued PL in differentiation.</p>
<p>Aboriginal background</p> <p>\$3,683.91</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Granville Boys High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$3,683.91</p>	<ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: To support the learning of Aboriginal students at Granville Boys an SLSO has been employed to work with these students in selected classes and to support the formation of friendship groups during recess and lunch in the playground. Specialist support teachers have been used to write Individual Learning Plans for these students. Financial support has also been offered to students to attend school camps, excursions, uniform, laptop hire and when required recess and lunch from school canteen.</p> <p>After evaluation, the next steps to support our students will be: The next steps continue to be the writing of personal learning plans for each Aboriginal student with input from the student, parent, relevant staff members. Consult with the community to increase the cultural competency of all staff.</p>
<p>English language proficiency</p> <p>\$112,968.40</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Granville Boys High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Explicit Teaching • HSC Results • Assessment and Feedback <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support • establish a core practice for supporting students learning English as an Additional Language or Dialect • provide EAL/D Progression levelling PL to staff • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: This strategy has empowered head teachers and has been a successful method in gaining acceptance by all staff. NAPLAN results show growth against SSSG's in reading and numeracy. Since the third quarter of 2022 Head Teachers have taken part in workshops run by A Principal Coach Mentor to explicitly learn how to differentiate lessons. HTs have then gone back to their staff and have led professional learning using these strategies. Students continue to establish positive reading habits by being exposed to new genres and authors and by being encouraged to establish regular reading habits. A number of students have this year surpassed a million words read.</p> <p>After evaluation, the next steps to support our students will be: Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$321,810.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Granville Boys High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to 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"> • High Expectations • Assessment and Feedback

<p>Low level adjustment for disability</p> <p>\$321,810.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Selective students now have an Individual Learning Plan (ILPs) created using information from parent, student and input from teachers. Students discussed their learning needs, adjustments to meets the students learning needs, the involvement of parents and carers helped to improve the knowledge of teachers about the individual student.</p> <p>After evaluation, the next steps to support our students will be: Review of these ILPs will take place and involve the student, parent and teacher. Collaborative practice has given teachers the opportunity to share and develop congruence around expert practice teaching and learning. Instructional rounds will be expanded in Term 2 of 2023. Themes will include Literacy, Numeracy, Wellbeing, Engagement and Teaching Excellence.</p>
<p>Professional learning</p> <p>\$47,500.00</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 Granville Boys High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • Explicit Teaching • High Expectations • HSC Results • Assessment and Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher 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: Reading continued to be a focus throughout 2022. The STAR reading program continues and a reward system operates for students who engage deeply in reading. Differentiation of assessment tasks has continued through LANSAs. Positive feedback by involved staff include more students attempting tasks as well as more students achieving improved outcomes. Year 9 students showed growth in the Numeracy component of the NAPLAN test in 2022 13% of students are in the top two bands, 44% of students in bands 7 and 8 and 43% of students in bands 5 and 6. A whole school approach to differentiation has begun in 2022. There is a focus on best practice and teachers regularly sit with students to give detailed feedback on assessment tasks and what it will take to earn a higher band. The ALARM initiative was not begun in 2022 due to COVID and staff shortages. Saturday and after school tutoring operated throughout 2022 helping to lift student HSC results. Subscriptions to on line e-platforms were purchased for the first time and made available to students to consolidate independent and classroom learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide timetabled literacy and numeracy lessons for students. The provision of e-learning platform supports students to consolidate their learning</p>
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver</p>

<p>\$424,800.00</p>	<p>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] • employing/releasing staff to coordinate the program • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact: Weekday tutoring and Saturday tutoring occurred throughout 2022. It has proven very popular with students and parents. Students engage with their tutors to prepare for the HSC. Holiday tutoring was also accessed by HSC students and gave these students further opportunities to revise before examinations.</p> <p>After evaluation, the next steps to support our students will be: Opportunities to participate in weekend and holiday tutoring will again be offered next year. The after-school tutoring program will be moved to Saturday mornings on a trial basis. Welfare programs focusing on the social and emotional needs of students will also be continued.</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 Boys High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • employment of Student Support Officer to support vulnerable students • staffing release to provide individual transition preparation support to identified students <p>The allocation of this funding has resulted in the following impact: Data indicates that the school's continued focus on rewarding positive behaviour through the use of RaSLs has led to fewer negative entries. Peer mediation has continued as a positive and restorative approach to mending relationships and promoting a positive school culture. Developing intervention strategies for a targeted well being program in conjunction with an external provider aimed at students thought to be at risk of not completing school has also seen positive outcomes for students who do not regularly attend school or feel disconnected.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to provide funding support to our students in the form of SLSOs so that students have expanded opportunities to participate in all facets of school life. The focus on rewarding positive behaviour and positive language will be regularly revisited by the school executive and staff. Peer mediation has been introduced to all GBHS students who through this program have learnt the life skill of resolving issues using non-violent strategies and will be taught to all Year 7 students.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	509	497	569	589
Girls	0	0	0	0

The positive work of the school has been publicised in the community. Parents are happy about the direction of the school as a result school enrollments have increased.

Student attendance profile

School				
Year	2019	2020	2021	2022
7	90.0	88.6	89.4	84.0
8	87.8	83.4	85.5	80.1
9	84.6	83.0	82.9	79.3
10	82.4	82.4	79.8	74.1
11	81.4	72.9	75.9	74.6
12	87.6	85.4	69.7	75.9
All Years	85.8	83.1	82.0	78.5
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

Deputies, Head Teacher Welfare and the Year Advisors closely monitored student absenteeism and truancy throughout the year. The school's automated notification system alerted parents to the absence of the son or guardian. In addition Deputies, Head Teacher Welfare and the Year Advisors made contact with parents/guardians of students who failed to repeatedly arrive at school.

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	2.1	3	24
TAFE entry	13	6.2	17
University Entry	NA	NA	46
Other	3.2	1.2	13
Unknown	0	0	0

Cohort numbers for Year 12 totalled 54. 47 students sat the HSC. 2 Year 12 students sat non-ATAR subjects and 5 students successfully completed the life skills course. 51 students received the HSC and 8 students received Year 12 ROSA. Three of these students were in Year 12 and 5 students were accelerated in Yr 11.

One student in Year 12 received 3 band 6 results and two students in Year 11 completed the accelerated mathematics course and received band 6 results.

Year 12 students undertaking vocational or trade training

45.90% of Year 12 students at Granville Boys High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

94% of all Year 12 students at GBHS expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification. 25 students successfully completed a VET subject as part of their HSC. 18 of the 25 used their VET course as part of their ATAR. 4 students did 2 VET subjects. One student was a Life Skills (Support Student) other 3 were mainstream students.

The 2022 Year 11 cohort had 81 students. 6.2% went into apprenticeships/TAFE courses. 3% went into full-time work. 12% of the 2022 Year 11 cohort did not return in 2023. The 2022 had 94 students, 13% went into apprenticeships/TAFE. 2% went into full-time work. 3% either changed school, repeated year 10 or was a non-attender. 19% of the year 10 cohort did not advance to year 11.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	36
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	13.48
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	376,153
Revenue	10,504,066
Appropriation	10,328,357
Sale of Goods and Services	25,261
Grants and contributions	144,604
Investment income	5,745
Other revenue	100
Expenses	-9,984,572
Employee related	-8,773,786
Operating expenses	-1,210,786
Surplus / deficit for the year	519,494
Closing Balance	895,647

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	20,681
Equity Total	1,598,473
Equity - Aboriginal	3,684
Equity - Socio-economic	1,027,505
Equity - Language	172,842
Equity - Disability	394,443
Base Total	7,278,626
Base - Per Capita	152,590
Base - Location	0
Base - Other	7,126,036
Other Total	532,653
Grand Total	9,430,434

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

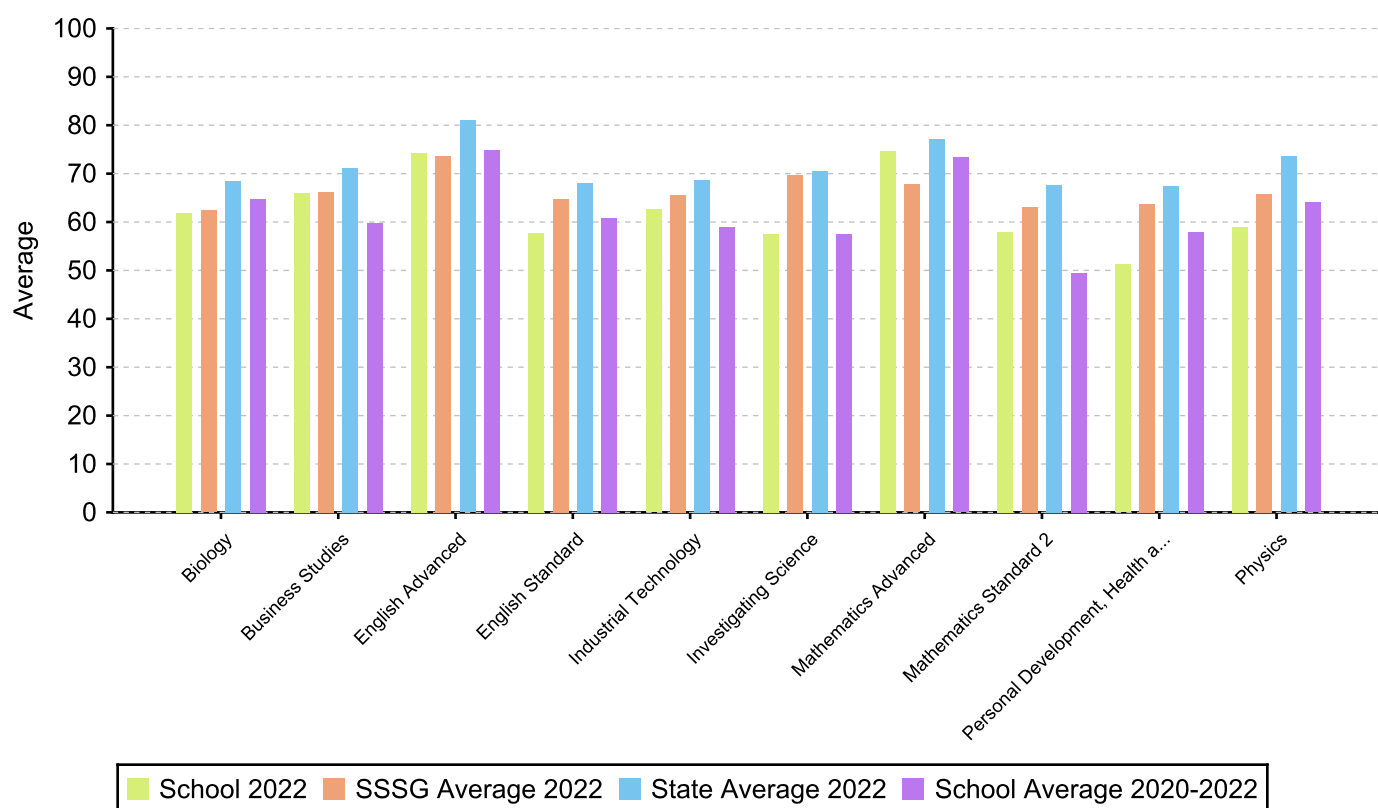
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Biology	61.8	62.4	68.5	64.8
Business Studies	66.0	66.2	71.2	59.9
English Advanced	74.3	73.6	81.0	74.9
English Standard	57.7	64.7	68.1	60.8
Industrial Technology	62.6	65.6	68.6	59.0
Investigating Science	57.6	69.7	70.6	57.6
Mathematics Advanced	74.7	67.8	77.1	73.3
Mathematics Standard 2	58.0	63.2	67.6	49.4
Personal Development, Health and Physical Education	51.2	63.7	67.5	58.0
Physics	58.9	65.9	73.5	64.1

Parent/caregiver, student, teacher satisfaction

The percentage of students with a positive wellbeing in 2022 was 73.36%. This compares favourably with the baseline result set in 2018 which indicated that 61.80% of students had positive wellbeing. Annual trajectory upper bound calculated that student wellness would be at 69.95% for 2022. The strong welfare systems (including daily assemblies, RaSL draws, House System and the Gala day held at end term 3, as well as the monitoring of student progress by year advisors, counsellors and deputies and the strong links with parents that are in place at Granville Boys have led to the positive increase.

In NSW Government schools the norm was 7.1 when teachers were asked if School leaders have helped me establish challenging and visible learning goals for students. The same question at GBHS received a score of 7.5. Teachers at GBHS also commented favourably when asked if [they] work with school leaders to create a safe and orderly school environment., 8.6. Also 85% of staff answered agreed or strongly agreed, when asked is morale amongst staff at my school is good.

Parents attended a focus group said that Granville Boys High School has become a preferred school to send boys in our community to. It has now become a viable option for local students to attain positive learning outcomes and connect with tertiary education. There are educational options including for academically gifted, musical, technology and sport minded students.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

The school takes every opportunity to build and strengthen relationships with the Local Education Consultative Group, Aboriginal people, and the community. When held students participate in a community commemoration of the anniversary of the First Act of Reconciliation. This event is held at Prospect Hill. Access to learning for all students and especially for Aboriginal students is through the school's Curriculum programs and community partnerships in which the cultural contexts, values and practices of Aboriginal people are explored.

Anti-Racism Policy

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

Anti-Racism - School statement

The school has an anti-racism officer that students can access to resolve issues of racism. In 2022 students worked closely with the Together For Humanity Organisation to foster understanding between people of different religions and cultural backgrounds. Students also participated in a UN sponsored event at NSW Parliament House. The issues covered included cultural differences and acceptance. In 2022 the PDHPE faculty ran the Creating Chances Program and the Head teacher Welfare ran Life Changer program which included the themes of anti racism, anti bullying and strategies to build tolerance and inclusion.

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

Multicultural Education Policy

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

Multicultural and anti-racism education - School Statement

Culturally the school has a diverse population with 99% of students being culturally and linguistically diverse backgrounds. Social inclusion and cohesion is achieved through a curriculum that incorporates the cultural knowledge of the student population. The school celebrates this diversity and offers students the opportunity to learn about each

others cultures through sporting, cultural and interfaith activities.

In 2022 the school continued to recognise and celebrate diversity through:

- Eid celebration
- Diwali Celebration
- Arabic drumming band
- Pacific Islander dance Troupe
- The Scottish bag pipe band

The performance groups played at all major school events and in the community including performances at Condobolin Tattoo .