

2022 Annual Report

Georges River College Penshurst Girls Campus



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Introduction

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

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

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Message from the principal

2022 saw our school rebound from the pandemic, energised by a return to normal school routines, practices and events.

I am pleased to report that our 2022 NAPLAN results, VALID results and Check-in assessment results were above state averages and statistically similar schools. Strong gains were seen in Numeracy in Year 9, with 33% of students achieving in the top 2 bands. Reading improved in Year 9, and student's Writing results continued to impress. In Year 7, 30% of the year group achieved in the top 2 bands in Reading and 42% of the year group achieved in the top 2 bands in Numeracy. 100% of our Year 10 students achieved the HSC National Minimum Standard in Numeracy and Reading, and 97% achieved the HSC National Minimum Standard in Writing.

Credit for this success must go to our dedicated teachers, our explicit teaching and learning programs, and our focus on each student's individual learning needs. I must also acknowledge the significant work our COVID Intensive Learning Support Program has achieved in supporting students to address gaps in their learning.

Our school continued to undergo significant major works to make our site fully accessible. This work involves:

- The installation of a lift at the front of the Library for access to the Library and Science laboratories
- The installation of a lift at the end of the external Hall verandah to access the Stage
- The construction of an external covered walkway linking Block B Level 1 with Block C level 1
- The reinstatement of the Hallway on Block C ground level, enabling access to C2 and C3 directly from the 9/10 playground
- The refurbishment of the CAPA staffroom to accommodate the Hallway reinstatement
- The construction of a second accessible bathroom
- The construction of an Access ramp linking the 9/10 playground at the C Block end to the tennis courts
- The construction of an Access ramp at the front of the school - accessing the foyer and the A Block entrance near the Clinic

LED lights were installed throughout the school. This has enhanced the indoor learning environment and has had a positive impact on student learning behaviours, including attentiveness and comprehension.

Our school is going from strength to strength. We built relationships as a collaborative learning community using evidence informed practice to enhance student learning outcomes through effective feedback and differentiation of instruction. We developed and shared highly effective teaching practice across our school community. We refined and improved our observation of teaching practice culture to improve teaching and learning across the school, including the authentic use of technology and future focused learning to enrich teaching practices. Our learning culture is one that embraces collaboration, feedback and sharing of practice, and our results on external and internal measures are evidence of our success in building a high expectations culture which sees our students perform to the best of their ability.

We finished the year with a series of events, events we had not seen since 2019. We welcomed parents and carers to our MADD night, our Year 10 Graduation Ceremony, and to our Presentation Day. It was wonderful that we were able to

come together in person, alongside our students and their families.

I am proud to celebrate the achievements of our entire school community - staff, students, parents, carers and all stakeholders - with you in our 2022 Annual Report.

Noeline Ross
Principal



Marine and Aquaculture Technology Excursion

School vision

We are a learning community committed to the development of resilient, independent and respectful learners who aim for personal excellence in all that they do. Our vision is to create a nurturing, collaborative and inclusive environment that prepares our students to be responsible global citizens with the skills to succeed in our ever-changing world. We are committed to the creation of a culture of positive values that empowers all members of our school community to achieve success within a framework that values diversity, acceptance, equality, equity and active citizenship.

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

School context

Georges River College Penshurst Girls Campus is a comprehensive secondary school for young women in years 7-10. The school is located 17 km south of the Sydney central business district and is part of the Georges River Network of schools. There are 511 students, 80% of whom are from backgrounds other than English.

School structures, curriculum and teaching and learning programs are designed to achieve the best possible outcomes for students. Students participate in challenging comprehensive programs with access to sporting, cultural and community activities. Students represent the school across the metropolitan area in student leadership and social justice arenas, and in a wide range of sporting activities.

The school has strong student welfare programs and an innovative pastoral care system. The school community values a safe and cooperative learning environment and has high expectations across all aspects of school life.

A comprehensive situational analysis has been conducted which led to the development of the 2022-2026 Strategic Improvement Plan, both of which involved genuine consultation with students, staff and parents. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Other areas for further development that have been identified are effective feedback, teacher collaboration and differentiating learning to cater for a variety of student abilities.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data analysis and use to support individualised and differentiated learning.



PBL excursion Carss Park

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	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
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	Excelling
LEADING: Educational leadership	Sustaining and Growing
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

In order to maximise student learning outcomes for every student in reading and numeracy, and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

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

- Literacy and Numeracy Initiative
- Data Driven Practices

Resources allocated to this strategic direction

English language proficiency: \$40,000.00

Socio-economic background: \$50,000.00

Per capita: \$40,000.00

Summary of progress

We know that for our students to be successful life-long learners, and to have the capacity to achieve and succeed in an ever-changing world, they must be highly literate and numerate. In 2022 this school strategic direction focused on improving students' literacy and numeracy skills. All our programs that support our students' literacy and numeracy skills live under the umbrella of our Aiming Higher Program. NAPLAN data, Check-in assessment data, internal school data and minimum standard testing results demonstrated our progress towards achieving the improvement measures of this strategic direction. We created and successfully implemented our Aiming Higher Program for all students. Student progress and achievement was greater than that of students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. 100% of students in Year 10 reached the HSC Minimum Standard in Reading. 100% of students in Year 10 reached the HSC Minimum Standard in Numeracy, and 97% of students in Year 10 reached the HSC Minimum Standard in Writing. Data is used effectively to evaluate achievement against annual progress measures and inform future planning.

Our literacy and numeracy teams enhance and build upon the work already undertaken across all faculties. Their work demonstrates their commitment to strengthen and deliver on our school's learning priorities. This is evident in our collaboratively developed Aiming Higher Learning Plans, which brings teaching staff, students and parents together on an aspirational journey to achieve each student's personal best. This program extends to our work supporting students achieve the HSC minimum standard in Literacy and Numeracy in Year 10. Our community works in partnership with us to support a school culture strongly focused on learning.

Year 8 Check-in assessment data in 2021 and 2022 has demonstrated above SSSG and above state percentages of questions answered correctly in Reading and Numeracy, demonstrating the realisation of our shared expectations for learning success through explicit whole school programs to address gaps in learning caused by remote learning in 2020 and again in 2021. In 2022 Year 9 NAPLAN data in Reading, Writing and Grammar and Punctuation indicate our whole school strategies targeting literacy are on a mostly positive trajectory for the past five years and should continue to be implemented and refined.

The school leadership team comprehensively analyses data to track student progress and achievement to inform and improve student learning, teacher practice, and student learning outcomes. Data analysis is undertaken at the executive level, the faculty level, and the classroom teacher level. All staff effectively analyse Best Start, Check-in assessments, NAPLAN data, internal grade data, and formative assessment of learning to plan effectively for individual learning needs. The impact of this whole school approach can be seen in our consistently high external and internal student performance measures.

Next Steps

- Continued focus on student growth and attainment as outlined in our 2022-2026 Strategic Improvement Plan.
- Continued focus on implementing data driven practices as outlined in our 2022-2026 Strategic Improvement Plan.

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 5% of students achieving in the top 2 bands in NAPLAN reading.	2022 NAPLAN data indicates 25% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline of 22%.
An uplift of 3.1% of students achieving in the top 2 bands in NAPLAN numeracy.	2022 NAPLAN data indicates 33% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target. Focus on this target has resulted in an 8% improvement on 2021 results.
Increase in the percentage of students achieving at or above Expected Growth in NAPLAN Reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase in the percentage of students achieving at or above Expected Growth in NAPLAN Reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increased percentage of students achieving at expected growth against internal reading measures from 2021 results.	Check-in assessment data and National Minimum Standard testing data indicated strong growth in student reading skills. 100% of Year 10 students reached the National Minimum Standard in Reading in 2022, commensurate with 2021 results. The percentage of students achieving a Grade A or B in Year 10 English reading assessment tasks increased by 15%, from Year 9 Semester 1 2021 to Year 10 2022 Semester 2 2022.
Increased percentage of students achieving at expected growth against internal numeracy measures from 2021 results.	Check-in Assessment data and National Minimum Standard testing data indicated strong growth in student numeracy skills. 100% of Year 10 students reached the National Minimum Standard in Numeracy in 2022, compared to 94% in 2021. The percentage of questions answered correctly by Year 9 students in the Check-in Assessment for Numeracy increased by 6%, with strong gains seen in student proficiency in Number sense and Algebra, and Measurement and geometry (from 2021 to 2022).



Luna Park excursion

Strategic Direction 2: Staff growth through evidence informed practice

Purpose

Our purpose is to build relationships as a collaborative learning community using evidence informed practice to enhance student learning outcomes through effective feedback and differentiation of instruction.

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.

- Personalised Learning
- Building Quality Practice

Resources allocated to this strategic direction

Per capita: \$30,000.00

Professional learning: \$10,000.00

Summary of progress

As part of our Strategic Improvement Plan (SIP) direction, Staff Growth through evidence informed practice, and in line with our school's vision to create a nurturing, collaborative and inclusive environment that prepares our students to be responsible global citizens with the skills to succeed in our ever-changing world, two major Strategic Improvement Plan initiatives have been our Personalised Learning initiative and our Building Quality Practice initiative. Each initiative is driven by a SIP Action team. All faculties are represented on the team and all faculties have integrated the initiatives as documented in their Faculty Management Plans. This is an example of collaborative practice in action, with teachers working together to improve teaching and learning across stages, across faculties and for particular student groups. The staff on the teams are committed to each initiative and can articulate its place in the SIP. Resources have been maximised to implement the SIP, physical learning spaces are used flexibly, and technology is available to both staff and students. This focus has led to a positive review of how feedback is used effectively across the school and how learning is tailored to meet the needs of students who are identified as High Potential and Gifted.

Our approach is integrated, teaching and learning are tied to meaningful assessment, and programs are differentiated and adjustments made and documented. Teaching and learning programs are not static, but are constantly evaluated based on staff and student feedback, leading to change and improvement.

Next Steps

- Continued focus on evidence-informed practice, particularly around feedback, as outlined in our 2023-2026 Strategic Improvement Plan.
- Continued focus on building quality practice through effective differentiation and High Potential and Gifted Education programs as outlined in our 2023-2026 Strategic Improvement Plan.

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
Increased percentage of staff demonstrate improved practices in effective feedback - through individual and faculty completion of the What Works Best Toolkit survey Effective Feedback - from 2021 results.	Throughout 2022, the Personalised Learning Team focused on using the What Works Best Toolkit- Effective Feedback as individuals and leaders in faculty groups. Effective Feedback literature was reviewed and discussed in professional learning communities across the school. Teachers built a solid base for understanding the principles of Effective Feedback and the benefits for student learning in their classrooms. Team members analysed the various methods of providing effective feedback and identified faculty specific opportunities to provide effective feedback in order to improve student learning in each curriculum area. The team undertook a literature review and mapped examples of what feedback looked like across the school. Each faculty assessed and evaluated how they used effective

<p>Increased percentage of staff demonstrate improved practices in effective feedback - through individual and faculty completion of the What Works Best Toolkit survey Effective Feedback - from 2021 results.</p>	<p>feedback and targeted areas to strengthen. The team built a heightened awareness of the importance of effective feedback across all KLA's by leading and supporting faculty teams to embed specific practices into their faculty management plans for continued implementation and refinement into future years. Survey results indicated an improvement in practice moving towards best practice.</p>
<p>Increased percentage of staff demonstrate improved procedures, programs and practices to improve growth and achievement for all high potential and gifted students. - from 2021 results.</p>	<p>Our Building Quality Practice Team continued to focus on building an increased understanding of the High Potential and Gifted Education (HPGE) policy and practices currently implemented across the school. The team gathered knowledge from faculty teams of HPGE practices across the school and participated in professional learning. The team used this information to analyse the school's performance against the HPGE Policy and Evaluation Planning Tool, and engaging with the literature review as an evidence base. The team identified areas of current practice across faculties that could be investigated and refined further to enact our improved knowledge of best HPGE practices for our students across all domains within the curriculum. Faculty Management Plans have been targeted to focus on enhancing HPGE practices, along with team members conducting faculty based professional learning - sharing the knowledge they have gained to support teachers to implement enhanced HPGE practices across all classes. Staff were surveyed and opportunities were identified where staff learning around HPGE practices could be enhanced. A HPGE Community of Practice was formed with Peshurst Public School and Peshurst West Public School, sharing strategies and survey tools, resulting in a sustained 8 week HPGE writing project that was delivered through our Primary Links Program.</p>



Primary Links

Strategic Direction 3: School community growth in culture

Purpose

Our purpose is to develop and share highly effective teaching practices across our school community. We will refine and improve our observation of teaching practice culture in order to improve teaching and learning across the school, including the authentic use of technology and future focused learning to enrich teaching practices.

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.

- Highly Effective Teaching Practices
- Future Focused Learning

Resources allocated to this strategic direction

Per capita: \$15,000.00

Professional learning: \$10,000.00

Socio-economic background: \$10,000.00

Summary of progress

The Strategic Improvement Plan (SIP) direction School community growth in culture delivers on our commitment as a learning community to the development of resilient, independent and respectful learners who aim for personal excellence in all they do. This focus has led to a positive review of teaching practice and has supported the successful achievement of the annual progress measures of this strategic direction.

Teachers have routinely taken part in lesson observations of each others practice to ensure that all student learning needs are being met and to promote effective dialogue between teaching staff. Evidence of professional conversations are recorded and effective feedback is shared to ensure the ongoing success of each teacher and faculty. Observations of practice were completed after pre-observation meetings articulated the focus for the observation of practice.

In 2022 we continued our work to improve our students' abilities to apply technology in meaningful ways to enhance their learning. Our STEM initiatives are highly visible and there has been an increase in student participation. We have made excellent progress using iPads to increase student engagement. This has been the direct result of the enthusiasm of teachers in embracing and adopting new technologies and using it in their classrooms.

Next Steps

- Renewed commitment to sharing best practice through observation as outlined in our 2023-2026 Strategic Improvement Plan.
- Continued focus on Future Focused Learning as outlined in our 2023-2026 Strategic Improvement Plan.

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
Increased percentage of staff demonstrate improved teacher collaboration - through individual and faculty completion of the What Works Best Toolkit survey Collaboration - from 2021 results.	Throughout 2022, the Personalised Learning Team focused on using the What Works Best Toolkit - Collaboration as individuals and leaders in faculty groups. Team leaders undertook Quality Teaching Rounds Foundational training, growing our culture of engaging in high impact professional learning to strengthen teaching quality in order to improve student progress and achievement. Faculty Management Plans document how observations of practice occur across the school. Evaluations show that school staff feel comfortable giving and receiving honest constructive feedback and value the opportunity to collaborate, reflect and share ideas with each other. Staff surveys show that teachers value the opportunity to work collaboratively and the school is building strong professional learning

<p>Increased percentage of staff demonstrate improved teacher collaboration - through individual and faculty completion of the What Works Best Toolkit survey Collaboration - from 2021 results.</p>	<p>communities which will improve the quality of teaching and learning, further embedding a learning culture that embraces collaboration, feedback and sharing of practice. The team built a heightened awareness of the importance of effective collaboration in regards to observations of practice across all KLA's by leading and supporting faculty teams to embed specific practices for continued implementation and refinement into future years.</p>
<p>Increased percentage of staff demonstrating evidence-based, future focused practice through completion of faculty program mapping and evaluation - from 2021 results.</p>	<p>Our Future Focused Learning Team continued to build a learning culture that values innovative and evidence-based future-focused practices. These practices were mapped across the school in Faculty Management Plans. All faculties were represented on the team. The team surveyed all school staff to determine how technology was being used in teaching, and what opportunities there were for improvement. The survey also identified opportunities for cross faculty collaboration, and data suggests that 43% of teachers are already collaborating with other faculties to ensure that technology that supports learning is available and meaningfully integrated into lessons by teachers. The survey also indicated that 90% of teaching staff have a very good understanding of STEM learning. All faculties implemented a cross KLA future focused learning activity. The Future Focused Learning Team built their knowledge of future focused practices, leading and supporting faculty teams for continued implementation and refinement into future years.</p>



Athletics Carnival

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$138,945.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Georges River College Penshurst Girls Campus 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"> • Other funded activities <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 • employment of staff to provide additional support for students who have high-level learning needs • 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: Appointment of 1.4 FTE SLSO.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide high levels of support and work with all stakeholders to effectively meet the needs of students who have high-level learning needs.</p>
<p>Socio-economic background</p> <p>\$85,706.75</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Georges River College Penshurst Girls Campus 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"> • Literacy and Numeracy Initiative • Highly Effective Teaching Practices • 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 • supplementation of extra-curricular activities • engage with external providers to support student engagement and retention <p>The allocation of this funding has resulted in the following impact: A Learning & Support Teacher (LaST) was employed an extra 3 days a teaching cycle. iPads and laptops for student loans were also purchased to ensure all students had equal access to the curriculum.</p> <p>After evaluation, the next steps to support our students will be: To continue to use these funds for students to support a range of initiatives to meet the additional learning needs of students who may be experiencing educational disadvantage as a result of their socio-economic background.</p>
<p>Aboriginal background</p> <p>\$7,536.79</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Georges River College Penshurst Girls Campus. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Aboriginal background</p> <p>\$7,536.79</p>	<p>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"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (LaST) 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: All students have an Individual Education Plan that was collaboratively developed. All Aboriginal students are supported by our Learning Support Team.</p> <p>After evaluation, the next steps to support our students will be: To continue to use these funds to meet the specific learning needs of Aboriginal students at our school.</p>
<p>English language proficiency</p> <p>\$111,114.96</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Georges River College Penshurst Girls Campus.</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"> • Literacy and Numeracy Initiative • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact: These funds were used to employ an EAL/D teacher who supported all EAL/D students across all stages and faculties, either through team teaching or individual student withdrawal.</p> <p>After evaluation, the next steps to support our students will be: To continue to use these funds to provide support for students at all four phases of English language learning.</p>
<p>Low level adjustment for disability</p> <p>\$206,701.87</p>	<p>Low level adjustment for disability equity loading provides support for students at Georges River College Penshurst Girls Campus 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"> • Other funded activities <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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the

<p>Low level adjustment for disability</p> <p>\$206,701.87</p>	<p>curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</p> <ul style="list-style-type: none"> • employment of an Occupational Therapist to provide intervention programs that support student needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: In addition to our Learning & Support Teacher allocation of 1.3 FTE, an additional 0.3 FTE was employed to support students with additional learning needs and to work with teachers and families to improve the learning outcomes of students experiencing a range of barriers to their learning.</p> <p>After evaluation, the next steps to support our students will be: To continue to use these funds to provide support for students in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>
<p>Professional learning</p> <p>\$46,893.25</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Georges River College Penshurst Girls Campus.</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"> • Personalised Learning • Highly Effective Teaching Practices • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • School staff engaged in targeted professional learning that was aligned to their Performance Development Plans and the key initiatives in our Strategic Improvement Plan 2022-2026. <p>The allocation of this funding has resulted in the following impact: Increased teacher efficacy, accomplishment of professional goals, and the achievement of Strategic Improvement Plan progress measures.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to be used to support staff through the provision of targeted and high impact professional learning that is aligned to individual teacher Performance Development Plans and key initiatives in the school's Strategic Improvement Plan.</p>
<p>COVID ILSP</p> <p>\$140,813.00</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 to deliver small group tuition • releasing staff to analyse school and student data to monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy and numeracy • development of resources and planning of small group tuition • releasing teaching staff to support the administration of the program

COVID ILSP

\$140,813.00

The allocation of this funding has resulted in the following impact:

The students who participated in the program demonstrated increased engagement, confidence and mastery of their reading, writing and numeracy skills.

After participating in small group tuition in numeracy, students were able to better apply appropriate strategies to solve mathematical problems.

An increased understanding of the use of pronumerals and the language of algebra was observed, with students being able to confidently simplify algebraic expressions. Students developed mental-computational strategies and problem-solving skills. The small group tuition had a direct positive impact on the ability and confidence of the students involved to answer a variety of mathematical question types.

After participating in small group tuition in reading, students developed their understanding of textual features, structures and the language used in different text types. Students developed their ability to better respond to inferential type questions and demonstrated their capacity to use contextual clues to make inferences about events, characters and setting in text. Students developed their writing skills, particularly in structure, written expression and technique.

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

To continue to use these funds to provide support for students in the key areas of literacy and numeracy, where gaps in learning have been identified as a result of the COVID-19 pandemic.



Year 10 Graduation

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	0	0	0	0
Girls	564	530	519	511

Student attendance profile

School				
Year	2019	2020	2021	2022
7	93.1	94.7	94.1	90.0
8	91.8	92.0	89.9	86.5
9	89.1	92.0	91.3	85.0
10	90.4	93.0	86.0	85.5
All Years	90.9	93.0	90.4	86.8
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
All Years	88.2	89.8	86.2	81.7

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	N/A	N/A
Employment	0	N/A	N/A
TAFE entry	0	N/A	N/A
University Entry	0	N/A	N/A
Other	100	N/A	N/A
Unknown	0	N/A	N/A

Year 12 students undertaking vocational or trade training

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



Year 8 Wellbeing Day

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	24.55
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1.6
School Administration and Support Staff	8.08
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.



Dance troupe

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	964,392
Revenue	7,136,164
Appropriation	6,848,734
Sale of Goods and Services	30,256
Grants and contributions	231,855
Investment income	14,340
Other revenue	10,980
Expenses	-6,505,278
Employee related	-6,022,213
Operating expenses	-483,065
Surplus / deficit for the year	630,887
Closing Balance	1,595,278

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.



MADD Night

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	138,945
Equity Total	411,060
Equity - Aboriginal	7,537
Equity - Socio-economic	85,707
Equity - Language	111,115
Equity - Disability	206,702
Base Total	5,152,908
Base - Per Capita	131,141
Base - Location	0
Base - Other	5,021,767
Other Total	743,888
Grand Total	6,446,801

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.



Visual Arts display

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.



Social Justice Committee Operation Christmas Child donation

Parent/caregiver, student, teacher satisfaction

In 2022, students at GRC Penshurst Girls Campus completed the *Tell Them From Me* survey. This survey is an evaluation system that includes dynamic web-based student, teacher and parent surveys. The system provides leading indicators of student engagement and wellness, and the aspects of classroom and school learning climate that research has shown affect student engagement and learning outcomes. Please see www.thelearningbar.com for further information.

The *Tell Them From Me* student survey **Student Outcomes and School Climate** measured 38 indicators based on the most recent research on school and classroom effectiveness. The survey showed an increased participation in sports and in extra-curricula activities from 2021. In our school, 55% of students had positive homework behaviours and 96% of students had positive behaviour (students that do not get in trouble at school for disruptive or inappropriate behaviour).

Good results were found in Expectations for Success, where the school staff emphasises academic skills and hold high expectations for all students to succeed.

Many students also feel they have someone at home or in their community who consistently provides encouragement and can be turned to for advice. Survey data reflected that students rated very highly in this area. Positive teacher-student relations also rated highly, where students feel teachers are responsive to their needs and encourage independence with a democratic approach.

The survey included the ten measures of student engagement alongside the five drivers of student outcomes. Student engagement is "a disposition towards learning, working with others, and functioning in a social institution". It includes students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning. Measures of these aspects of engagement can be classified as social engagement, institutional engagement and intellectual engagement. Engagement and learning go hand-in-hand. Student engagement needs to be considered an important schooling outcome in its own right, sitting alongside academic achievement as a key measure of student success. Survey results reflected high aspirations to finish Year 12 and high aspirations to attend university, rates that were above NSW government norms.

Students who are socially engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. The percentage of our students that are socially engaged are well above NSW government norms. Participation rates in sports and clubs are well above NSW Government norms, and positive relationships are above NSW Government norms.

The survey focused around the four school-level factors that are consistently related to student engagement: quality instruction (averaged across students and three key subjects), teacher-student relations, classroom learning climate and teacher expectations for success. Overall, our results once again compared favourably when measured against state-wide norms.

We will continue to focus on making learning challenging, engaging and relevant, as detailed in our 2023-2026 Strategic Improvement Plan. Moving forward, we will focus on continuing to nurture a growth mindset in our students. We will further strengthen our support of students through our student wellbeing programs to foster a greater sense of advocacy for students, so that all students feel they have someone at school who consistently provides encouragement, and to whom they can turn to for advice.



2022 School Captains Anzac Day Ceremony

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.

