

# 2023 Annual Report

## Georges River College Penshurst Girls Campus



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# Introduction

The Annual Report for 2023 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.

## School contact details

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## Message from the principal

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2023 was a highly successful year at Georges River College Penshurst Girls Campus, and I would like to thank our school community for their support.

I am pleased to report that our 2023 NAPLAN results, VALID Science results and Check-in Assessment data results are above state averages and statistically similar schools. Strong gains were seen in Numeracy in Year 9, with 72% of students achieving in the top two bands, bands described as Exceeding and Strong. In Reading, 70% of Year 9 students achieved in the top 2 bands. In Writing, 62% of students achieved in the top 2 bands.

These are impressive results, and deliver on our promise to maximise student potential, and support students to achieve their personal best. 100% of our Year 10 students achieved the HSC National Minimum Standard in Numeracy, 100% in Reading and 99% in Writing. This is a result of our dedicated teachers, our explicit teaching and learning programs, and our focus on each student's individual learning needs.

In 2023 major capital works upgrades were completed at the school. These works involved the building and installation of three lifts: one in the Library; one connecting blocks A and B, and accessing all levels in both buildings, and a lift to the School Hall stage. A covered external walkway linking blocks B & C was built, as well as three wheelchair ramps. Two wheelchair accessible bathrooms were also built. Our site is now fully accessible. I thank our school community for their patience during the construction phase of these works. In late 2023 work also began on the installation of reverse cycle air conditioners in all learning spaces, as part of the Cooler Classrooms Program. Part of this work included the installation of a new electrical substation on the school site. This work will be completed in early 2024.

This year we celebrated 175 years in Public Education, and a group of keen historians in Year 10 entered a competition called *My History, Your History, Our History*, whose brief was to create a website to showcase our school and celebrate 175 years of Public Education.

The project centred on how we can learn from our past, celebrate our achievements and embrace the future. The work supported our students to develop their understanding of historical concepts and refine their historical skills. Our students did an outstanding job researching the history of our school and the local area, and won the competition, placing First in the High School's division.

Our school has an interesting history, one which reflects the society and context in which we live. From its humble beginnings in 1917, situated on a small block on the site of Hurstville Public School, when students from as far away as Bundeena travelled to it as their local school, to when the final site in Penshurst was purchased in 1929. On the site sat a grand historic house called Kenelworth, home to Fredericka Oatley, after whose family the suburb of Oatley was named. Fredericka became an artist, and became well known for her art and gem collection. It is on this site that the school sits today. The house is gone, the school was built, but it still raises artists, and is full of many rare gems.

This highlights the responsive nature of our school, and the responsive nature of Public Education itself, serving its community, and sitting at the heart of its community.



In September 2023, the NSW Government announced that Georges River College Penshurst Girls Campus will become co-educational, starting with Years 7 and 8 from 2025, and including Years 9 and 10 from 2026. This change came about following extensive community consultation to better understand the preferences of families, students, teaching staff and the local community for educational offerings for Years 7-12 across the Georges River College local intake area. Now the future is full of even more opportunity and promise. Families can stay together, brothers and sisters, and our students can attend the school that is geographically closest to their homes, and to their families.

In 2023 Georges River College Penshurst Girls Campus delivered on the promise of Public Education, so that every student learns, grows and belongs in an outstanding Public Education System, that is 175 years strong. We plan to continue to deliver on this promise well into the future, demonstrating our values of inclusivity, celebrating and supporting diversity, caring for one another, and having unapologetically high aspirations for all our students' learning, and for their future.

*Ms Noeline Ross*

***Principal***



## 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 students 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 479 students, 78% 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 2023-2027 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.





## 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	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	Excelling
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

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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

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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

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English language proficiency

Socio-economic background

Per capita

Low level adjustment for disability

Professional learning

### Summary of progress

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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 2023 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 98% 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 2022 and 2023 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 COVID-19. In 2023 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. 2023 NAPLAN results, VALID Science results and check-in data results are above state averages and statistically similar schools. Strong gains were seen in Numeracy in Year 9, with 72% of students achieving in the top 2 bands, bands described as Exceeding and Strong. In Reading, 70% of Year 9 students achieved in the top 2 bands. In Writing, 62% of students achieved in the top 2 bands. In 2023, the Value Added data achieved by the school was categorized as Excelling.

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 2024-2026 Strategic Improvement Plan.
- Continued focus on implementing data driven practices as outlined in our 2024-2026 Strategic Improvement Plan.

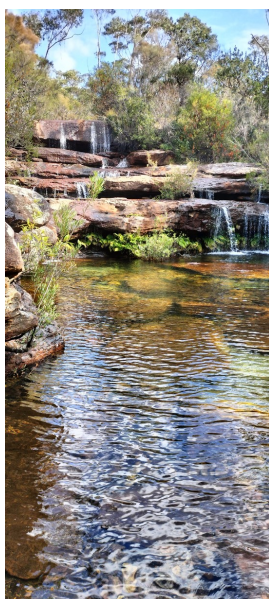
### Progress towards achieving improvement measures

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 increase in Check-in Assessment mean scaled score for reading in Year 9 for 2023 compared with Year 7 in 2021.	The Check-in Assessment mean scaled score indicates the percentage of students achieving growth in Year 9 reading has increased by 7.2%.
An increase in Check-in Assessment mean scaled score for numeracy in Year 9 for 2023 compared with Year 7 in 2021.	The Check-in Assessment mean scaled score indicates the percentage of students achieving growth in Year 9 numeracy has increased by 11.2%.



Duke of Edinburgh Program



## 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

#### Professional learning

#### Low level adjustment for disability

### 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 building quality practice through effective differentiation and High Potential and Gifted Education programs as outlined in our 2024-2026 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 2022 results.	Throughout 2023, 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 feedback and targeted areas to strengthen. The team built a heightened awareness of the importance of effective feedback across all KLA's by



<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 2022 results.</p>	<p>leading and supporting faculty teams to embed specific practices into their faculty management plans for continued implementation and refinement into future years. Team members updated whole school written feedback practices via assessment task notifications and report writing enhancements. Other positive changes observed is an improvement in assessment practices across the school. Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Reliable formative and summative assessment supports learning across the school to form an integral part of daily classroom instruction. 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 2022 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. All teaching staff completed Tier 1 HPGE training. Whole school understanding of the HPGE policy via Tier 1 training has resulted in increased HPGE engagement and policy implementation across the school.</p>



Experimenting with DNA



Botany Bay National Park

## 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

#### Professional learning

Low level adjustment for disability

Per capita

Socio-economic background

### 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 2023 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 2024-2026 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 2022 results.	Throughout 2023, the Personalised Learning Team focused on using the What Works Best Toolkit - Collaboration as individuals and leaders in faculty groups. Key staff engaged in the work of Lynn Sharratt, using the evidence base found in <i>Clarity</i> to implement a framework to support explicit teaching across the school. The team focused on the observations of success criteria and learning intentions across the school, and used Learning Walks as an evaluative tool to measure the impact on student learning. 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



<p>Increased percentage of staff demonstrate improved teacher collaboration - through individual and faculty completion of the What Works Best Toolkit survey Collaboration - from 2022 results.</p>	<p>and the school is building strong professional learning 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 2022 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. A document analysis, utilised as an evaluative tool, indicated that students were producing high quality end products from the STEM tasks undertaken. 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>



Marine and Aquaculture Technology



Cronulla Beach

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$128,601.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Appointment of 2.0 FTE SLSO.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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>\$97,578.04</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Initiative</li> <li>• Future Focused Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• supplementation of extra-curricular activities</li> <li>• engage with external providers to support student engagement and retention</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A Learning &amp; 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><b>After evaluation, the next steps to support our students will be:</b> 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>\$3,955.18</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><b>Funds have been targeted to provide additional support to students</b></p>

<p>Aboriginal background</p> <p>\$3,955.18</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students have a Personalised Learning Plan that was collaboratively developed. All Aboriginal students are supported by our Learning Support Team.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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>\$73,367.91</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Georges River College Peshurst Girls Campus.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Initiative</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> 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 Peshurst Girls Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Initiative</li> <li>• Building Quality Practice</li> <li>• Highly Effective Teaching Practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the</li> </ul>

<p>Low level adjustment for disability</p> <p>\$206,701.87</p>	<p>employment of School Learning and Support Officers</p> <ul style="list-style-type: none"> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In addition to our Learning &amp; Support Teacher allocation of 0.9 FTE, an additional 0.5 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><b>After evaluation, the next steps to support our students will be:</b> 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>\$47,134.94</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Initiative</li> <li>• Data Driven Practices</li> <li>• Building Quality Practice</li> <li>• Highly Effective Teaching Practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• presentations by suitable and qualified facilitators, for example diabetes or first aid workshops</li> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased teacher efficacy, accomplishment of professional goals, and the achievement of Strategic Improvement Plan progress measures.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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>\$105,609.70</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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> </ul>



<p>COVID ILSP</p> <p>\$105,609.70</p>	<ul style="list-style-type: none"> <li>• development of resources and planning of small group tuition</li> <li>• releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The students who participated in the program demonstrated increased engagement, confidence and mastery of their reading, writing and numeracy skills.</p> <p>After participating in small group tuition in numeracy, students were able to better apply appropriate strategies to solve mathematical problems.</p> <p>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.</p> <p>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.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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.</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Georges River College Penshurst Girls Campus</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.</li> <li>• Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> These funds were used to employ a Student Support Officer to support the school's student well-being programs. The impact of the position was affected by staff movement, resulting in a vacancy in the position.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to use these funds to support the school's student well-being programs. A fourth recruitment attempt will be made in 2024 to fill the school's vacant Student Support Officer position.</p>



International Womens Day



#EmbraceEquity

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	0	0	0	0
Girls	530	519	511	479

## Student attendance profile

School				
Year	2020	2021	2022	2023
7	94.7	94.1	90.0	92.9
8	92.0	89.9	86.5	90.0
9	92.0	91.3	85.0	86.8
10	93.0	86.0	85.5	85.5
All Years	93.0	90.4	86.8	88.6
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
All Years	89.8	86.2	81.7	84.0

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

### 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



ANZAC Day Ceremony





Annual Food Drive for the Salvation Army



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	25.05
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1.6
School Administration and Support Staff	9.08
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 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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.



My Strengths Program



Knock Out Volleyball Team

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	1,154,687.16
<b>Revenue</b>	7,438,675.76
Appropriation	7,050,113.44
Sale of Goods and Services	23,050.71
Grants and contributions	297,204.34
Investment income	61,092.27
Other revenue	7,215.00
<b>Expenses</b>	-6,493,968.43
Employee related	-6,276,543.04
Operating expenses	-217,425.39
<b>Surplus / deficit for the year</b>	944,707.33
<b>Closing Balance</b>	2,099,394.49

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.



RU OK?





R U OK? DAY

## Financial summary - Equity loadings

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

	2023 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	125,247
<b>Equity Total</b>	381,603
Equity - Aboriginal	3,955
Equity - Socio-economic	97,578
Equity - Language	73,368
Equity - Disability	206,702
<b>Base Total</b>	5,339,516
Base - Per Capita	132,993
Base - Location	0
Base - Other	5,206,523
<b>Other Total</b>	856,216
<b>Grand Total</b>	6,702,582

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.



Barista School



Barista School

## School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

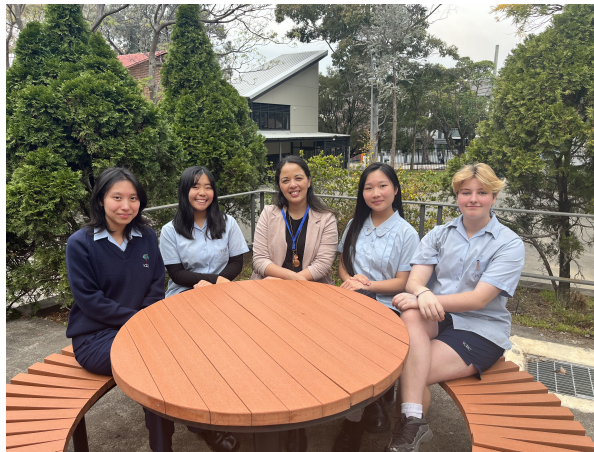
From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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



MADD Night



My History, Your History, Our History Design and Filming Team



## Parent/caregiver, student, teacher satisfaction

In 2023, 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](http://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 compared to 2022, with rates well above NSW Government norms. In our school, 77% of students had positive relationships, having friends at school they can trust and who encourage them to make positive choices.

89% of students surveyed reported positive behaviour at school, indicating they do not get in trouble at school for disruptive or inappropriate behaviour.

Good results continue to be 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 those students rated very highly in this area, particularly students in Year 10. 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.

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 2024-2027 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.



Year 10 Careers Planning



Year 9 visit the Seymour Centre

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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

