2008 Annual School Report
Granville South High School

NSW Public Schools – Leading the way
Our school at a glance

Students
- 481 students.
- Represent a diverse range of cultural backgrounds.
- Support diversity and inclusivity with 30 intellectually moderate (IO) students and 36 intellectually mild (IM) students.
- Have access to an extensive range of co-curricular activities.
- Encouraged to strive for ‘personal bests’ and take up leadership positions.

Staff
- 48.8 teaching staff.
- All teaching staff meet the professional requirements for teaching in NSW public schools.
- 12.3 non-teaching staff. Consisting of 1 school administrative manager, 5.8 school administrative officers, 0.5 general assistant and 5 learning support officers.
- Support students through excellence in teaching, welfare programs, learning support programs, co-curricular activities, annual program evaluations and excursions.

Significant programs and initiatives
The school implemented a number of highly successful programs to provide students with extra curricula support and opportunities throughout the year. These included:
- A Student Welfare program including a new student recognition and merit scheme;
- Values Education program with Heathcote High School;
- Positive behaviour and intervention support (PBIS) lessons;
- Peer Tutoring;
- Staff Recognition Scheme;
- Music, drama and dance initiatives;
- Multicultural night;
- HSC tutorials, homework centre and learning support;
- Extensive co-curricular sports program – basketball, cricket, soccer, league, union, touch football, athletics and cross country;
- Australian Business and Community network programs – Partners in Learning, Year 9 GOALS;
- Partnership with JP Morgan; and
- Priority Schools Program.

Student achievement in 2008

Literacy – NAPLAN Year 7
76% of Year 7 students achieved at or above minimum standards of literacy.

Numeracy – NAPLAN Year 7
82% of Year 7 students achieved at or above minimum standards of numeracy.

Literacy – NAPLAN Year 9
64% of Year 9 students achieved at or above minimum standards of literacy.

Numeracy – NAPLAN Year 9
76% of Year 9 students achieved at or above minimum standards of numeracy.

School Certificate
Overall the performance of students achieving in the top three Bands were as follows:

<table>
<thead>
<tr>
<th>School Certificate test</th>
<th>% of Students in top 3 Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>English- literacy</td>
<td>25</td>
</tr>
<tr>
<td>Mathematics</td>
<td>9</td>
</tr>
<tr>
<td>Science</td>
<td>21</td>
</tr>
<tr>
<td>Australian Geography, Civics and Citizenship</td>
<td>24</td>
</tr>
<tr>
<td>Australian History, Civics and Citizenship</td>
<td>15</td>
</tr>
</tbody>
</table>

Higher School Certificate
Overall the performance of students achieving in the top three Bands were as follows:

<table>
<thead>
<tr>
<th>HSC Examinations</th>
<th>% of Students in top 3 Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>English - ESL</td>
<td>17</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>18</td>
</tr>
<tr>
<td>Food Technology</td>
<td>10</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>58</td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>40</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>25</td>
</tr>
<tr>
<td>Information, Processes and Technology</td>
<td>50</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>7</td>
</tr>
<tr>
<td>Modern History</td>
<td>14</td>
</tr>
</tbody>
</table>
Messages

Principal's message

Granville South High School is a coeducational, comprehensive high school providing quality education in an enthusiastic, caring and supportive environment for students from Years 7 to 12. The school is situated in the Guildford area of South Western Sydney Region and was opened in 1966. The school aims to encourage students to pursue personal excellence and develop the knowledge and skills that will equip them for their future.

Granville South High School has extensive grounds and playing fields. Specialist school facilities include a large multi-purpose hall, drama room, music room, photography and science laboratories, visual arts rooms, specialist technology rooms and a science resource centre. The school has 4 computer laboratories plus a computer centre in the Library, with all computers linked to the Internet. A fully equipped fitness centre is available for use by students and staff.

Student participation and success underpins the school's philosophy of effective quality teaching and learning. During 2008 the school continued to develop and strengthen its commitment to our set of agreed core values. Including:

- rights, responsibility, respect;
- discipline;
- educational goals and standards;
- achievement and success; and
- equality.

Many initiatives have been introduced to support student learning and ensure that all students become successful learners and thereby maximise their achievements. Programs aimed at improving literacy and numeracy skills have been supported with funding from the Priority Schools Program Program.

The school is also inclusive as we cater for intellectually mild (IM) and intellectually moderate (IO) students. The Support Unit is an integral part of our school and its educational successes highlight the diversity of our school community and our determination to support the values of equal opportunity for all. Students in the support unit experience high quality learning opportunities and experiences and are integrated into the mainstream through curriculum, assemblies, sport and other extra-curricular activities.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Meredith Fawcett

Parent Group and School Council message

Our school is fortunate to have a small but active parent/community group, committed to ensuring that our students receive the very best educational opportunities.

The parent group and school council continued to work in partnership with the school during 2008, with meetings providing a forum for the school to canvas parent and community opinion on policies, procedures and practices.

We are fortunate to be part of a school which actively encourages parent participation and involvement in many aspects of school life.

In 2008 our parent group and school council worked with the school to develop a comprehensive promotional plan aimed at:

- consolidating a strong sense of pride in the school and its community
- recognising and celebrating the range and extent of achievements of our students
- developing and extending learning opportunities for our students.

Congratulations to the students, teachers and families who have contributed to the ongoing achievement of excellence at our school.

Pat Hage-Ali

Student representative's message

Granville South High School Student Representative Council (SRC) is a representative body of students that aims to bring forward the opinions and ideas of students, build a better school community, raise funds, organise social activities to promote school pride and participation and also to raise the profile of our school in the community.

In 2008 the SRC met regularly and established a high profile within the school. Students chaired and were part of all major school ceremonies throughout the year, including, formal assemblies, Anzac Day and value forums.

In 2008 the SRC also continued its role in coordinating the school’s charity fundraising efforts supporting Canteen, Bandanna Day and Jeans for Genes day by raising money for cancer and medical research. They have also been involved in organising literacy and numeracy week activities such as the lolly jar competition and assisting with Every Drop Counts, a school water saving and monitoring program supported by Sydney Water.

Student Representative Council
**School context**

**Student information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

**Student enrolment profile**

In 2008 the school started with an enrolment of 481 students. The mobility rate of students throughout the year was high resulting in 41 students exiting the school. Reasons ranged from moving interstate, securing fulltime employment and a significant number of refugee families moving from temporary to permanent accommodation in other locations. The proportion of boys and girls was 55% and 45% respectively.

**Student attendance profile**

The student attendance information provided is for Semester 1 only. During 2008 87.8% per cent of Years 7 to 10 students attended school, on average, each school day. This was similar to the average daily attendance rate in 2007; however there was a decrease of more than one percent in the average daily attendance for students in Years 11 and 12.

**Structure of classes**

At Granville South High School our focus is on the continuous improvement of the quality and effectiveness of student learning. Classes are organised to maximise the learning opportunities for all students.

An extension class operates in each of Years 7 and 8 to better meet the needs of identified high achieving students, together with mixed ability classes for other students. In Years 9 and 10 and 11 and 12, students are generally allocated to classes based on proven academic performance, except for elective classes.

This organisation of classes allows us to better meet the diverse learning needs of our students, ensuring that all students are appropriately challenged and have the opportunity to achieve at their best.

**Retention to Year 12**

The majority of students enrolling in Year 7 remained at our school and successfully completed Year 10, achieving a School Certificate.
55.9 percent of our 2006 Year 10 students enrolled in Year 11 and successfully completed Year 12 in 2008, achieving a Higher School Certificate. Those students who left school at the end of Year 10 successfully entered employment or further education and training, usually at TAFE. This reflects the success of the school’s School to Work programs.

Post-school destinations

Our school is responding to the needs of students in Years 11 and 12 with a range of individual learning pathways, including HSC, TAFE, Traineeship and University options.

The majority of students graduating from Years 10, 11 and 12 in 2008 have been successful in finding full or part time employment or in entering full or part time continuing education. This includes 8% of Year 12 students accepting offers to study at University of NSW or University of Western Sydney and 40% percent accepting full-time TAFE positions, with the majority enrolling at TAFE South Western Sydney Institute, Granville. This continues the school’s tradition and strong partnership with our nearest TAFE facility.

Over 60% of Year 12 students selected a VET course as part of their HSC program. These courses include a mandatory 70 hour work placement component, with students assessed at industry standards. Successful completion of these competency based courses provides advanced standing within TAFE, as well as university accreditation.

All Years 9 and 10 students participate in an interactive Career Education program as a part of their timetable. Students are further prepared for the world of work with the option for all Year 10 students to complete a work experience program immediately after School Certificate examinations.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

The school had 48.83 teaching positions allocated in 2008. This included nine executive staff, a 0.33 head teacher mentor, 28.1 classroom teachers and 5 specialist teachers. The teaching staff were supported by 6.8 administration staff, 0.5 general assistant and 5 learning support officers.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Head Teacher Mentor</td>
<td>0.33</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>28.1</td>
</tr>
<tr>
<td>Teacher Careers</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>48.83</td>
</tr>
</tbody>
</table>

Staff retention

The retention rate for staff was 79%. Two teachers retired, two took extended leave, two took maternity leave during the year, two accepted positions in private industry and two accepted transfer positions.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95%.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. The qualifications of staff are outline below.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>84</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>16</td>
</tr>
</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2008

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>698 989.51</td>
</tr>
<tr>
<td>Global funds</td>
<td>337 495.12</td>
</tr>
<tr>
<td>Tied funds</td>
<td>356 371.29</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>99 448.98</td>
</tr>
<tr>
<td>Interest</td>
<td>49 074.78</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>19 947.08</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1 561 326.76</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>113 636.85</td>
</tr>
<tr>
<td>Excursions</td>
<td>9 261.90</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>37 722.00</td>
</tr>
<tr>
<td>Library</td>
<td>9 296.17</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1 671.80</td>
</tr>
<tr>
<td>Tied funds</td>
<td>354 481.57</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>31 891.73</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>106 979.15</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Utilities</strong></td>
<td>64 620.03</td>
</tr>
<tr>
<td><strong>Maintenance</strong></td>
<td>63 825.93</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>39 122.71</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>832 509.84</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>728 816.92</strong></td>
</tr>
</tbody>
</table>

The school has a leased canteen. Income received is included in ‘School and community sources’. This accounts for the zero figures alongside each of the ‘Canteen’ and ‘School-operated canteen’ items.

The high level of retained income is due to the following factors. These include the school’s financial management of regional program funds; the balance of tied funds which have specified spending criteria. Funds are reserved for photocopiers; classroom improvements; air conditioning of room containing school file servers and staff common room; library modifications to accommodate and facilitate the connected classroom; tree maintenance; finalisation of office upgrade; and miscellaneous other projects.

A full copy of the school’s 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Our students take pride in their achievements in the creative and performing arts; sport; and student leadership. In 2008 we ventured into new areas of performance and were very successful. Congratulations must go to the students themselves but also the staff, parents and caregivers who support them.

Achievements

Arts

The 2008 creative and performing arts program was strengthened as the school Performance Committee continued to provide students with a number of opportunities to showcase their talent, to a range of audiences. The students demonstrated increased confidence and self-esteem, particularly the musicians, singers and drama students who participated in an increased range of performance opportunities both at school and community functions.

During 2008 achievements included:


The Multicultural Performance Evening was held again after many years and was a great success with over 200 people in attendance. The event showcased the cultural heritage of our students.

Selection of our Drama students, for the third consecutive year, to perform at the South West Sydney Region Drama Festival was an outstanding achievement. Members of our VET entertainment class also fulfilled their work placement hours at this event. Grace Tepania, Year 11, was selected as a member of the SWS Region Drama ensemble performing at the SWS Regional Director’s Choice Awards.

The SWS Regional Director nominated our school to participate in a boys rap workshop. From the two day workshop five boys, Oscar Close, Osman Hawat, Masase Kpaney, Adi Naseri, and Gavin Burns then went on to perform as part of the School’s Spectacular at the Entertainment Centre.

Students and staff performed a range of vocal, band and dance items at weekly assemblies, Year 10 and Year 12 graduation ceremonies and Recognition Assemblies highlighting the depth of our student musical and drama talent.
Sport

The community of Granville South High School has a high regard for sport and the valuable learning experiences provided; such as a sense of achievement, cooperation and team spirit, enjoyment from competition, increased fitness, improved self confidence and an understanding that winning and losing are part of everyday life.

Specialist physical education teachers taught integrated sport across Years 7-11. This has allowed students to work on specific skills development whilst also developing their general fitness in a variety of traditional and non-traditional sports. The sports program also includes participation in a number of NSW combined high schools competitions and a selected number of other competitions. Teams were fielded in soccer, netball, volleyball, rugby, rugby league, tennis, cricket and basketball.

During 2008 outstanding sporting achievements and performances included:

- Student representation at zone, region and state carnivals was impressive. 168 students represented the school at zone level, 48 students at regional level and five students at state level. This was a significant improvement from 2007 which also saw an increase from previous years.
- Matelina Wilson was selected to represent Western Sydney Region in girls Rugby Union.
- Jasmine Haffar represented the school at the Pacific School Games and received a gold medal as part of the Under-17, 4x100 metre relay team.
- Aleksio Taufa and Ignatius Lasalo were selected in the NSWCHS Rugby squad.
- Darbaz Waheib was selected to represent the school and Region at the NSWCHS Athletics Carnival where he placed fourth in the 100m.
- Grace Tepania (athletics), Oscar Close and Layale Jebara (swimming) represented the school at Regional carnivals.

Other

Individual talents in specific areas including leadership, workmanship and citizenship are enhanced with opportunities provided across the school curriculum. During 2008 students and staff were successful in various programs and initiatives.

- Aya Al Bayati, Year 11, was presented with one of the Victor Chang Science Awards for excellence in student achievement.
- Twenty Year 10 students participated in the TAFE Peer Tutor (Reading) program.
- The school captains and vice captains attended the National Young Leadership Forum as part of an ongoing leadership program.

- Aya Al Bayati was selected as the school’s nomination for the South Western Sydney Region Public Education Week Ambassadors program.
- Aya Al Bayati was presented with one of the 2008 Auburn Review Student Citizenship Awards acknowledging her participation, leadership as a member of the student representative council, outstanding academic achievements and commitment to learning.
- Twenty-two students completed the Year 9 Growing Opportunities And Learning Skills (GOALS) program.
  - GOALS is a mentoring program coordinated by Australian Business and Community Network for Year 9 students. It aims to raise awareness of the wider range of personal, educational and vocational choices through structured group mentoring sessions over three terms.
  - Mentors are people from the corporate sector who are matched to students according to shared interests, goals, skills and experiences.
    - This is the second year the school has participated in the GOALS program.
- Oscar Close, Year 11, was accepted into a two-year traineeship with the ANZ Bank.
- Six members of our SRC participated in a golf day with local senior citizens as part of Seniors Week.
Academic

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 the assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 7

In 2008, eighty Year 7 students completed NAPLAN. The school had lower than state average percentages in the three higher Bands and larger than state average percentages in the three lower Bands. In 2008 average growth rates for Year 7 are pleasing with at or above state average growth rates in overall literacy and reading.

Since 2005 the school continued an upward trend of student performance in overall literacy in Year 7. This is predominately demonstrated in reading and writing where student performance in the lower Bands has reduced resulting in an increase in the higher Bands. When compared with 2007 data there was a 4% improvement in reading, an 8% improvement in writing for girls and a 4% improvement for boys in writing.

Numeracy – NAPLAN Year 7

In 2008, eighty Year 7 students completed NAPLAN. In Year 7 we had lower than state average percentages in the three higher Bands and larger than state average percentages in the three lower Bands.

In 2008 average growth rates for Year 7 were below state average in overall numeracy. However when comparing school average performance to state average performance a 7% increase from 2007 to 2008 was noted.

Since 2006 the school maintained a progressive improvement in the number of students moving form the lower two Bands into the middle Bands. With an increase of 3% in the top two Bands.

Literacy – NAPLAN Year 9

In 2008, ninety-two Year 9 students completed NAPLAN. The students had lower than state average percentages in the three higher Bands and larger than state average percentages in the three lower Bands. In 2008 average growth rates for Year 9 are pleasing with above state average growth rates in overall literacy, writing and reading.

Numeracy – NAPLAN Year 9

In 2008 we had lower than state average percentages in the three higher Bands and larger than state average percentages in the three lower Bands. In 2008 average growth rates for Year 9 are pleasing with above state average growth rates in overall numeracy.

Progress in literacy

Of the eighty Year 7 students who presented for the literacy component of NAPLAN in 2008 only fifty-two (65%) completed the Year 5 Basic Skills Test (BST).

Average growth rates for Year 7 are particularly pleasing. Of significant note was the above state average growth rate of boys. Pleasingly the boys were 21.5% above state average growth rates in reading and 2.5% in overall literacy. The girls’ results were also pleasing. The girls were 1.6% above state average growth rates in writing and 1.9% in reading.
Of the ninety-two Year 9 students who presented for NAPLAN in 2008 only seventy-one (77%) completed the Year 7 ELLA Test in 2006. Average growth rates for the school are particularly pleasing with above state average growth rates in reading, writing and overall literacy. Of significant note was the above state average growth rate of both the boys and girls. Pleasingly the boys were 21.3% above state average growth rates in reading; 13.1% in writing; and 8.2% in overall literacy. The girls’ results were as pleasing. The girls were 30.6% above state average growth rates in reading, 11.1% in overall literacy and were 0.4% below state average in writing.

To continue this trend the school will:
   • continue augmenting the Year 7 and 8 curriculum pattern with the inclusion of a semester-based literacy programs;
   • formulate a language workshop course for teachers on the explicit teaching of language and writing in key learning area groups;
   • maintain smaller class sizes for Year 7 and Year 8 literacy classes consistent with previous years; and
   • target language and writing in the 2009 school plan in preparation for Years 7 and 9 NAPLAN tests.

Progress in numeracy

Of the eighty Year 7 students who presented for the numeracy component of NAPLAN in 2008 only fifty-four (68%) completed the Year 5 Basic Skills Test (BST).

Average growth rates for the Year 7 were below state average. Overall the school was 8.1% below state average growth rates. The boys were 4.9% below state average growth rates whilst the girls’ were 13.6% below state average growth rates.

Of the ninety-two Year 9 students who presented for NAPLAN in 2008 only seventy-two (78%) completed the Year 7 SNAP Test in 2006. Average growth rates for the school are particularly pleasing with above state average growth rates in overall numeracy. Of significant note was the above state average growth rate of both the boys and girls. Pleasingly the boys were 23.8% above state average growth rates and the girls were 18.3% above state average growth rates.

To continue this trend the school will:
   • implement middle years community of schools initiative to enhance the development of numeracy strategies across Stages 3 and 4;
   • maintain smaller class sizes for Year 7 and Year 8 numeracy classes consistent with previous years; and
   • ensure targeted numeracy strategies are implemented in teaching and learning programs across all key learning areas.

School Certificate

In the School Certificate and the Higher School Certificate, the performance of students is reported in performance bands ranging from Band 1 (lowest) to Band 6 (highest).

In 2008 sixty-eight Year 10 students sat for the external examinations in English-literacy; mathematics; science; Australian history, civics and citizenship; Australian geography, civics; and citizenship and computing skills.

The results in English-literacy indicate continuing improvement. Comparison of 2007 and 2008 data clearly indicates improvement across the bands. Students achieving in the lower three bands decreased by 12%. Conversely, the reduction in this area resulted in an 8% increase in students achieving in the top three bands.

Our Science external test results were pleasing. Comparison of data clearly demonstrates that a movement from the low bands into the middle bands occurred. There was a reduction of 12% in the bottom three bands and an increase of 10% in the top three bands.

In the mathematics external test results, the school experienced a 5% decrease of students achieving in the bottom three bands. However, no significant increases were evident in the top three bands compared to the previous year.

The percentage of students gaining band 6 scores in the Australian geography, civics and citizenship external examination increased by 4% compared to 2007 performance. In addition, the number of students gaining in the top three bands also increased by 10%. Conversely, student scores in the bottom three bands reduced by 13%. The trend of the data indicates that over a three year time period students have progressively moved from the lower bands to the middle bands.

Results in the Australian history, civics and citizenship external examination indicate a 5% reduction in the number of students achieving in the lower three bands and a 2% increase in student achievement in the top three bands.

In the computing skills assessment the performance of students is reported in three performance bands ranging from not yet competent (lowest) to highly competent (highest).
In 2008 there was a 3.4% increase in the number of students attaining the highly competent achievement level when compared to 2007. The percentage of students not yet competent fell 3.3%. This can be attributed to the introduction in 2007 of the mandatory computing skills course for all Year 9 and 10 students.

Analysis of the 2008 School Certificate results has raised issues relating to:

- the large percentage of students achieving in the lower three Bands; and
- percentage of boys achieving in the lower achievement bands in English-literacy and mathematics tests.

Programs such as Year 10 enrichment days; strategies to develop literacy and numeracy skills across all key learning areas; and improved focus on quality teaching and learning will continue into 2009.

School Certificate relative performance comparison to Year 5 (value-adding)

Of the sixty-eight students who presented for the SC in 2008 only forty-one (60%) completed the Year 5 Basic Skills Test (BST). The SC results of these students were matched with their Year 5 BST results. A student's SC relative performance is a measure of the progress the student has made compared with students who performed at a similar level in the Year 5 BST.

Due to the small cohort of students who achieved results in the middle and upper Bands a valid statistical analysis is not available to report. However, in 2008 the schools value-added results in the lower Bands for English-literacy; mathematics; science; Australian history, civics and citizenship and Australian geography, civics and citizenship fell within the lower 20% range. The value-added results in computing skills were consistent with state-average growth.

Higher School Certificate

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Band 1 (lowest) to Band 6 (highest).

In 2008 forty-two Granville South High School students completed the HSC examinations.

The school’s small Year 12 cohort and broad curriculum make class sizes relatively small and therefore a valid statistical analysis is difficult. The performance of students in HSC courses where the number of candidates was above ten students is reported below. The results in English (standard); general mathematics; society and culture; and community and family studies were at or above our school average.

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2007</th>
<th>School 2008</th>
<th>School Average 2004 - 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Studies</td>
<td>60.4</td>
<td>55.9</td>
<td>59</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>50.3</td>
<td>50.5</td>
<td>52</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>52.1</td>
<td>53.7</td>
<td>52.8</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>47.2</td>
<td>55.1</td>
<td>52</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>72.9</td>
<td>70.3</td>
<td>72.4</td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>66</td>
<td>66</td>
<td>66</td>
</tr>
</tbody>
</table>

It is also worthy to note that 35% of students achieved a Band 4 result or higher in at least one subject in the 2008 HSC. However, the number of individual students achieving more than one Band 4 or higher was consistent with 2007 data.

The school offered a broad selection of courses across all levels and supported students pursuing specialist or less popular courses in which they had interest and ability. A range of courses were delivered by other providers, including distance education, TAFE and Saturday School of Community Languages. As a result of a continuing emphasis on curriculum options to meet individual needs 31% of students completed Vocational Education and Training (VET) courses.

Analysis of the 2008 HSC results has raised issues relating to:

- value-added results for students in the middle and high performing groups; and
- strategies to ensure a continued pattern of value-added growth for all students.

To address these issues, the school will:

- continue to promote high expectations and implement strategies to support students in setting realistic goals;
- implement early intervention and support for Year 11 and 12 students performing below expectations;
- continue to promote the study of VET courses for students not pursuing further education at university; and
- encourage students to include life skills courses in their pattern of study if they are eligible and at risk of not achieving a HSC.
Higher School Certificate relative performance comparison to School Certificate (value-adding)

Of the forty-two students who presented for the HSC in 2008 all students completed the SC in 2006. The HSC results of these students were matched with their SC results. A student’s HSC relative performance is a measure of the progress the student has made compared with students who performed at a similar level in the SC.

Value-added performance demonstrates solid progress being made over the past four years with students in the lower SC bands. Comparing student performance in the 2006 SC with 2008 HSC results indicated that the majority of students who scored in the lower Bands in the SC matched state growth. The number of students achieving in the middle and upper Bands was below the standard number required to make the data statistically valid.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

### Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>71.8</td>
</tr>
<tr>
<td>Writing</td>
<td>64.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>72.6</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>58.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>77.7</td>
</tr>
</tbody>
</table>

### Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>70.0</td>
</tr>
<tr>
<td>Writing</td>
<td>52.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>58.8</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>50.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>69.7</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

The school has only two per cent of the total student enrolment that identify as Aboriginal. The school has an Aboriginal Education contact person who actively promotes Aboriginal initiatives to the students. Each year the school recognises NAIDOC week with a special assembly. Aboriginal perspectives are included as content themes within each subject as per syllabus guidelines.

In 2008 the school was successfully in including all Aboriginal students in the NAIDOC assembly. Students either prepared a canvas mural that was used as the backdrop for the NAIDOC assembly and/or they spoke as part of the assembly presentation. Also in 2008 two students applied for housing scholarships; one Year 11 student commenced a traineeship with ANZ bank; and a Year 10 student made application for a 2009 traineeship. The school also continued to develop individual student learning plans in collaboration with students and their families.

Multicultural education

Granville South High School is a multicultural school where cultural, linguistic and religious diversity is recognised, respected and celebrated.

In 2008 there were forty-three different ethnic groupings within our school population. Strategies that have been used to develop an understanding of cultural diversity and racial tolerance include:

- Harmony Week celebrations and activities;
- anti-bullying and harassment workshops;
- settling-in transition program for new students from the intensive English centres; and
- a multicultural performance evening that enabled the school community to acknowledge and celebrate their cultural backgrounds and build better understanding between students within the school.

These whole school practices actively support a learning and working environment which is culturally inclusive and free of racism and discrimination. As a result, the school tone is characterised by generally positive relations among students, regardless of cultural background. While the school has a trained anti-racism contact officer (ARCO) to investigate and mediate complaints of racism, few complaints have been made.

Indicators of success in developing in all students the knowledge, skills and attitudes required for a culturally diverse and harmonious learning community include:
• Multicultural perspectives are integrated into teaching programs across the key learning areas.
• Student involvement in Saturday School of Community Languages classes to maintain first language continuity.
• Students from a range of ethnic backgrounds took on high profile student leadership roles within the school, including those of captain, vice captain, prefect and peer support leaders.

Respect and responsibility

Measures to promote respect, responsibility and values education as an integral part of our school culture underpin our student welfare, student leadership and Positive Behaviour Intervention Support (PBIS) program.

Targeted social skills are explicitly taught to all students and reinforced by staff as part of our PBIS initiative, based on our core values: rights and respect; productivity and workmanship; discipline; educational goals and standards; achievement and success; responsibility; and equality. In addition all Year 7 students as an integral part of the transition to high school undertake a social and emotional course that reinforces the school values. Our school values and expectations are regularly communicated to our community through school assemblies, newsletters and PBIS lessons.

In 2008 the school initiated a values education program with Heathcote High School. The program was established to:

• Develop tolerance and understanding of multiculturalism within and between two distinctly different school communities.
• Build an awareness of common or shared values.
• Highlight key social and personal values such as responsibility, respect and inclusion.

Year 7 and SRC senior leaders participated in the program. The first day was held at Heathcote High School and the second was held at Granville South High School. During the second day two guests from the Peer Support Foundation assisted in delivering a number of workshop sessions. This program was very successful and will continue in 2009.

We expect our students to embody these values every day – in the classroom, in the playground and in our community.

Other programs

Priority Schools Program (PSP)

Priority Schools Program funds are used to maintain and develop programs that support students within the school. The school receives funds for both the Priority Schools Funding Program and Priority Action Schools (PAS) program. School-based programs are generated under three main headings and are linked to the school targets. The headings and their related programs are set out below:

• Classroom and school organisation, and school culture
  – Provide a school administration officer four days per week to monitor student attendance.
  – Improve student engagement with enhanced support to staff, students and families.
  – Implement lesson planning that emphasises development of strategies and structures that meet the ability levels of students, their interest and learning styles.
  – Provide additional learning support for targeted Year 7 to 9 students using a team teaching approach or small group withdrawal.

• Quality teaching and learning
  – Enrich literacy and numeracy learning by providing a 1.0 literacy/numeracy teacher.
  – Enhance literacy and numeracy for students with the inclusion of a Year 7 and 8 semester-based literacy and numeracy program.
  – Improve the teaching of language conventions, grammar and writing in the regular classroom across all key learning areas. Implementation involving a five week program of workshops delivered by a literacy expert with UWS experience.
  – Provide reading time utilising the drop everything and read program three times a week and the Peer Reading program.

• Home, school and community partnerships
  – Provide a community liaison officer (CLO) five days per week. Increasing time available for parent drop-in access.
  – Provide access to a homework centre, parent and student workshops eg NAPLAN workshop, youth worker and support services.
  – Assist in the transition of students into school and community life with the ‘Youth In Our Community’ program.
Progress on 2008 targets

Target 1

Improved student performance in language literacy, number and measurement

Our achievements include:

• Completion of a 5 week workshop program on language conventions by 95% of teaching staff across the year. This course was developed and delivered by a literacy expert.
• Improved student performance in all strands of NAPLAN for Year 9 students.
• Further refinement and development of literacy and numeracy strategies in Stage 4 teaching programs.

Target 2

Deliver educational programs that foster high expectations and inspire students to succeed

Our achievements include:

• Individual learning programs developed for Indigenous students in consultation with parents and students.
• Provision of homework centre, after-school curriculum-based workshops and HSC tutorials.
• Implementation of interviews for Year 12 students focussing on future goal setting.
• Twenty-two students successfully completing the Year 9 GOALS program.
• Years 7-12 teaching programs follow the NSW Quality Teaching Framework (NSWQTF) model.
• Introduction of VET entertainment and construction courses.

Target 3

Raise the information and communication technology standards of all students to state average

Our achievements include:

• Increased use of library and school computer rooms with the purchase of interactive whiteboards and software programs.
• 3.4% increase in students attaining the highly competent achievement level in the SC computing skills assessment.
• The continuation of school-based Year 8, Year 9 and Year 10 ICT programs for all students.

Target 4

Student attendance and retention rates at or above state average

Our achievements include:

• Completion and implementation of school attendance policy.
• Early intervention strategies contacting parents when students are absent for two or more consecutive days without explanation.
• 3.4% increase in the retention of students from Year 10 2006 to completing the HSC in Year 12 2008.
• Implementation of attendance monitoring software program.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of school culture and the Stage 4 music curriculum.

Educational and management practice

School Culture

Background

In 2008 an evaluation of school culture was conducted to determine what factors influence the school. Information including surveys; staff, student and parent interviews; and analysis of school policies, programs, communication systems and promotional material was analysed by the school self-evaluation team.

Findings and conclusions

Following the analysis of initial surveys the evaluation team concluded that three areas required further exploration: school image, student engagement and expectations. The team utilised focus group and individual interviews as part of the process.

Responses relating to school image identified that the majority of students, teachers and parents liked the school. However many students believed that the broader community disliked the school. There was also a range of conflicting opinions between the groups about features of the school they liked. Students thought the best things about the school were friends, good teachers and sport; teachers felt that supportive staff was the best feature; whilst parents believed the variety of subjects, the teachers and close relationships between students were the best features.

Responses relating to student engagement identified the majority of students and parents believed that learning was important and many staff felt that the majority of students want to learn. The findings did highlight a number of issues. These included the type and frequency of constructive feedback to students and parents; type of teaching and learning strategies that
engage students and the need for additional resources to support learning.

Responses relating to expectations were diverse. Many comments related to the different standards or expectations of teachers. Some students believed that their teachers had high expectations of achievement whilst others indicated that their teachers did not have high expectations. This was also reflected in comments from parents.

Future directions

We will continue to work to:

- Improve implementation and consistency when applying school policies and procedures such as welfare and discipline.
- Establish benchmarks for high expectations in student achievement.
- Evaluate and develop teaching and learning strategies to better cater for the different learning needs and styles to increase student engagement and academic achievement.
- Provide staff with professional learning opportunities to further improve teaching practice and behaviour management skills.
- Ensure high expectations are set for students in regards to teaching and learning.
- Actively promote the school in positive way both within the school and the broader school community.

Curriculum

Music

Background

The improvement of student learning outcomes is central to our role as a school. An evaluation of teaching and learning and student assessment practices in the Creative and Performing Arts (CAPA) faculty was conducted to investigate how to better support student learning in this area.

In particular, the relevance and effectiveness of teaching and learning programs and expected outcomes for Stage 4 music were considered. This included student attitudes towards music, the assessment of student learning and its impact on student achievement, and the use of available data to improve student learning.

Findings and conclusions

The music teacher and head teacher worked with the deputy principal to consider data from a range of sources, including performance in NAPLAN, School Certificate music results in comparison to other subjects, student survey information, teaching programs and assessment practices, lesson observations and professional learning opportunities for staff.

Evidence from Year 7 and 8 student surveys indicated that students generally preferred other subjects to music and they did not consider lessons to be challenging or academically rigorous. While they agreed that music provided some enjoyment in their everyday lives over half the students surveyed did not see how the study of music would be useful in the future.

In conclusion teacher expectations must be clearly and succinctly communicated to students; student perception of their individual performance must be addressed as currently it is not reflected in assessment results; literacy and numeracy strategies need to clearly link with music teaching practices; recognition was given that with only one music teacher professional dialogue centring on music content was limited within the school and the teacher therefore needs to establish network links with experts in other schools.

Future directions

We will continue to work to:

- Review teaching and assessment programs that engage all students in line with the NSWQTF.
- Analyse NAPLAN results to identify the relative achievements of students and establish learning priorities.
- Establish links with local primary schools to promote student interest in and knowledge and understanding of music.
- Establish links with other schools to promote professional learning opportunities.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2008 the self-evaluation committee focused on the dimension of school culture. From the data gathered parents believed that the best things about the school were the variety of subjects, the teachers and the close relationship between students. Over one third of parents commented that they gained feedback on how well students were going through the use of merits and other forms of written feedback; and communication was effective through monitoring of letters, exam marks, comments in books and reports. Physical and teaching resources were identified by parents as areas in which the school could improve.
Professional learning
Staff received a number of school-based professional learning opportunities. These included:
• Implementation of 2008 school targets;
• Cardio pulmonary resuscitation training;
• School based reporting software (SBSR);
• Setting 2009-2011 school targets and redefining the schools’ core values and goals;
• Mandatory child protection update for all staff;
• Focused literacy program where consultancy support was provided to teachers during executive conferences; faculty meetings; staff meetings; half day faculty-based program workshops; and individual teacher in-class support; and
• Executive leadership program focusing on professional learning for members of the executive through various workshops. These included time management, conflict resolution, literacy and numeracy expertise, awareness of staff welfare issues, 4MAT training and leadership development.

The Department conducted a number of programs which were attended by staff. These included:
• Principal, deputy principal, aspiring deputy principals and head teachers attending leadership development programs;
• Positive Behaviour and Intervention Support (PBIS) training;
• Early career teacher workshops;
• Syllabus implementation workshops including; PDHPE, mathematics, legal studies, geography, society and culture, and special education;
• Regional literacy and numeracy workshops where a team of staff focused on analysing NAPLAN data with a view to improve student results;
• Classroom behaviour management strategies;
• Technology based workshops including information and communication sessions for all key learning areas and interactive whiteboard training; and
• Peer support training.

The average expenditure per teacher on professional learning was $666.00. The average number of days of professional learning for teaching staff in 2008 was five days. This included three professional learning days which were day one of terms 1, 2 and 3.

School development 2009 – 2011
Our school has established target areas for 2009-2011 with the aim of achieving excellence in education and training outcomes for all students by improving student performance in literacy and numeracy; improving student engagement and retention; providing quality educational programs and professional learning opportunities that foster quality teaching; and implementing initiatives that strengthens the leadership capacity of staff and students. School priorities will also include meeting the individual learning needs of Aboriginal students and embracing the use of the connected classroom and information communication technologies.

Targets for 2009
The following four targets will be the major focus for our school in 2009.

Target 1
Literacy and Numeracy
Improve student performance so that 78% of Year 7 students and 69% of Year 9 students achieve at or above minimum standards of Literacy; and 84% of Year 7 students and 79% of Year 9 students achieve at or above minimum standards of Numeracy.

Strategies to achieve this target include:
• Professional learning (PL) for teaching staff in analysis techniques and establishment of specific student goals.
• Identification of staff PL needs and planned individual programs to ensure the NSW Quality Teaching Framework (NSWQTF) is implemented.
• Ensure teaching programs are aligned to the NSWQTF and incorporate quality literacy and numeracy strategies.
• Integration of technology and connected classroom strategies into literacy and numeracy initiatives.
• Development of middle years initiative to facilitate sharing of expertise and resources, with focus on student writing, numeracy and science.

Target 2
Student Engagement and Retention
Improve student retention to 60%; improve student social and emotional wellbeing and skills for life; enhance use of technology in every classroom to improve student engagement; and build a shared curriculum strengthening collaborative learning across the community of schools.
Strategies to achieve this target include:

- Review of retention and destination data; evaluation of in-school structures which support student retention.
- Interview all students in Years 10-12 regarding support required to stay at school and appropriate subject selection.
- Modify current monitoring systems to identify students not meeting attendance requirements.
- Expansion of strategies to utilise the broader school community.
- Provide additional interactive whiteboards across the school in different KLAs.
- Implement a community of schools program to promote student engagement and retention.
- Develop an ethos of community service across Stages 4, 5 and 6.
- Consolidation of inter-agencies working to support students.

Target 3

Teacher Quality

Teachers are trained in the implementation of the Quality Teaching Framework and are using this (in varying degrees) from 2009.

Strategies to achieve this target include:

- Identification of staff PL needs and planned individual programs to ensure the NSWQTF is implemented.
- Recognise and celebrate the achievements of teachers and quality teaching practice.
- Strengthen and expand the range of NSWQTF lesson strategies.
- Build capacity of early career teachers to support school improvement and student learning.

Target 4

Leadership - Staff and Student

Increase number of student leaders in student representative council; increase number of school events involving collaborative decision-making with parents, students and staff; and head teachers and senior teachers taking on the leadership positions within the school.

Strategies to achieve this target include:

- Build school leadership capacity to support school improvement and student learning.
- Build student leader capacity to support school improvement and sustained school growth.
- Representation and participation of all key school community groups in school planning, decision making and evaluation.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Kay Rigas, Deputy Principal
Student Representative Council members
Susan Grinyer, Senior Administration Manager
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: