Student Participation and Success

Promoting values of:
- Mutual respect
- Cooperation
- Consideration
- Personal responsibility
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.

Student Representative Council members
Mrs Zaineddine Parent Representative
Ms M Polota Nau Community Representative
Ms S Shaikho Community Representative
Mrs S Grinyer School Administrative Manager
Mr M Toaetolu Deputy Principal
Mr T Price Deputy Principal
Mr W Finn Principal

School contact information
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School Code: 8436

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: http://www.schools.nsw.edu.au/asr
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Our school at a glance

Student
- 445 students.
- Represent a diverse range of cultural backgrounds.
- Support diversity and inclusivity with 30 intellectually moderate (IO) students and 33 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
- 46.7 teaching staff.
- All teaching staff meet the professional requirements for teaching in NSW public schools.
- 12.2 non-teaching staff. Consisting of 1 school administrative manager, 5.7 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 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;
- Business partnership with JP Morgan;
- Priority Schools Program (PSP); and
- Priority Action Schools Program (PAS).

Student achievement in 2009

Literacy – NAPLAN Year 7
69% of Year 7 students achieved at or above minimum standards of literacy.

Numeracy – NAPLAN Year 7
89% of Year 7 students achieved at or above minimum standards of numeracy.

Literacy – NAPLAN Year 9
63% of Year 9 students achieved at or above minimum standards of literacy.

Numeracy – NAPLAN Year 9
82% 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>26</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>11</td>
</tr>
<tr>
<td>Australian History, Civics and Citizenship</td>
<td>13</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>Biology</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry</td>
<td>10</td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>13</td>
</tr>
<tr>
<td>Food Technology</td>
<td>27</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>50</td>
</tr>
<tr>
<td>Music 1</td>
<td>60</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>85</td>
</tr>
</tbody>
</table>
Messages

Principal's Message

My congratulations to the members of the Granville South school community for a year characterised by hard work and excellent achievements.

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, and specialist technology rooms. The school has 4 computer laboratories plus a computer centre in the Library, with all computers linked to the Internet. A connected classroom fully equipped with video conferencing facilities is also available in the Library. 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 2009 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.

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.

Warren Finn
Principal

Parent Group Message

Being an active member of parent groups at Granville South High School (GSHS) is one of the most effective ways parents can convey their opinions on the implementation of various school policies and procedures. During P&C meetings parents have direct access to the Principal, Deputy Principals and executive staff. Parent participation is actively encouraged within all aspects of the school and we are fortunate to have such a diverse multicultural environment in which parents, staff and students can work and learn harmoniously.

During 2009 the P&C were informed about and discussed the following school and DET initiatives:

- The Digital Education Revolution, the rights and responsibilities of the students receiving laptops and the endless learning possibilities that this technology brings.
- The new school website, how information can be accessed and what information is important to parents as part of the school community.
- The publication of a multicultural cook book, produced by Year 8 students and their parents.
- The proposed introduction of a homework centre in 2010, how students can access this additional tutoring and how parents can assist their children in their learning.
Special thanks go to Mrs J Birnie, Mrs J Hill, Mrs N Trad, Mrs M Weeden and Mrs G Zaineddine for their efforts in fundraising during the year. Their dedication to the school community raised funds that will support a number of whole school initiatives that are being discussed by the P&C.

All parents are welcome and encouraged to join in P&C meetings which are held one a term. All input and assistance is greatly valued.

Student Representatives' Message

In 2009, the Student Representative Council (SRC) organised and participated in charity fundraisers that included the World’s Greatest Shave, Bandana Day, Daffodil Day and Krispy Kremes. Each of these fundraisers contributed to the support and assistance of people in need. Each event proved a great success for the SRC.

The World’s Greatest Shave was one of the most successful fundraisers the SRC organised. During the World’s Great Shave, permission notes were handed out providing students with an opportunity to participate on the day. Over 100 raffle tickets were sold to students who wanted an opportunity to shave a Teacher’s hair off. On the day the raffle was drawn and a lucky student was given the chance to shave the Principal, Mr Bliss’ head. Many students attended at lunch time to watch Ahmed Zaineddine, Mr. Marcos and Mr. White’s heads being shaved. $300.00 was raised and donated to the Leukemia Foundation.

Another successful activity was selling Fundraysia chocolates to help raise money for the school. During roll call, SRC members were sent around the school selling Maltesers, M&M’s, Mars, Twix & Snickers bars. 15 boxes of chocolates were sold during Term 4 raising over $250.00 for a school based project. The SRC will continue to fundraise for the school and its community in the near future.

Over the past few years the SRC students have been attending the ISG (inter-school group) meetings held at Strathfield regional office. At these meetings SRC members from around the Granville and Strathfield districts would discuss issues that were occurring in their schools. Students participated in various activities, listened to speakers, shared their views and networked with other schools. Students were given the chance to interact with students from other schools to understand differences and similarities they shared.

The SRC was able to participate in many other excursions, conferences and out of school training days. These included the Halogen National Young Leaders Day in Darling Harbour, the Impact Student Leadership Conference at Homebush and the Secondary School Student Leadership program for School Captains where they visited Parliament and Government house in Sydney.

As the SRC we were able to make a great contribution to the community through our Krispy Kreme fundraiser for Barnardos. The SRC organised the ordering and distribution of Krispy Kreme doughnuts in Term 3. The money raised was then used to buy money vouchers and movie tickets that were then donated to Barnardos in Auburn.

The SRC organised events for the school community that included the Teachers vs. Students indoor soccer games. This provides the school community with enjoyment as many students enjoy watching the Teachers get out on the court.

The SRC is always keen to help out when there is an event happening at the school and students are often called on to greet parents and officials and lead tours around the school. The SRC worked with the local primary schools and speak to their SRCs about the leadership opportunities they will face in high school.

The Granville South High School SRC ran the Granville Remembrance Day ceremony alongside the Granville and Merrylands RSL club. This was an excellent way for GSHS students to interact with its local community, and the community members very much appreciated the effort of the students on the day.
School Context

Student enrolment profile

In 2009 the school started with an enrolment of 445 students. The mobility rate of students throughout the year was high, resulting in 94 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 60% and 40% respectively.

Student attendance profile

During 2009 85.6% per cent of Years 7 to 12 students attended school, on average, each school day. This was a slight decrease on the average daily attendance rate in 2008.

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.

Fifty-three percent of our 2007 Year 10 students enrolled in Year 11 and successfully completed Year 12 in 2009, 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. In 2009 a number of new programs and strategies were implemented in preparation for the Raised School Leaving Age legislation from January 2010.

The majority of students graduating from Years 10, 11 and 12 in 2009 have been successful in finding full or part time employment or in entering full or part time continuing education.

Thirty-seven students completed the NSW Higher School Certificate at Granville South High School in 2009. This includes 8% of Year 12 students accepting offers to study at university 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.

Reflective of the National skills shortages, 38% of students from the Year 12 2009 cohort are undertaking vocational or trade training as their chosen path.
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. In 2009, all Year 10 students completed the accredited regional Work Readiness certificate as well as participating in a Mock Interview program which was supported by local business and community members. 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

The school had 46.7 teaching positions allocated in 2009. This included nine executive staff, a head teacher mentor, 25.7 classroom teachers and 5 specialist teachers. The teaching staff were supported by 6.7 administration staff, 0.5 general assistant and 5 learning support officers.

<table>
<thead>
<tr>
<th>Teaching positions</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Head Teacher Mentor</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>25.7</td>
</tr>
<tr>
<td>Careers Teacher</td>
<td>1</td>
</tr>
</tbody>
</table>

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<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.

Voluntary School Contribution

The amount set by the school community for annual voluntary contributions is $25.00 per student in Years 7–8, $50.00 per student in Years 9–10 and $65.00 per student in Years 11–12.

Principal's Comment

A full copy of the School's 2009 financial statement is tabled at the annual general meeting of the Parent body. Further details concerning the statement can be obtained by contacting the school.

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;
- the balance of trust funds which have specified spending criteria;
• funds reserved for classroom improvements; library modifications to accommodate and facilitate the connected classroom; ground maintenance; major equipment replacement; and miscellaneous other projects.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>728,816.92</td>
</tr>
<tr>
<td>Global funds</td>
<td>321,512.78</td>
</tr>
<tr>
<td>Tied funds</td>
<td>426,329.79</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>103,041.16</td>
</tr>
<tr>
<td>Interest</td>
<td>28,015.57</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>25,468.45</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1,633,184.67</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Professional Learning</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Short Term relief</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

**Achievements**

**Arts**

Students at Granville South High School have had a very dynamic, productive event filled year.

The 2009 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 2009 achievements included:

- In Visual Arts some of the highlights include the nomination and inclusion of the work Warrigal Nghanha by Year 12 student Oscar Close for inclusion in Art Express 2009 and exhibition in the New South Wales Art Gallery. Also work by Zahra Ibrahimi, Fatima Ibrahimi and Zeina Sabouh was exhibited at the Campbelltown Arts Centre as part of the Regional Visual Arts Workshop, Art Smart. The result was the nomination of Zahra Ibrahimi and Zeina Sabouh for exhibition in the South Western Sydney Region (SWSR) Director’s Choice, at Amphitheatre, Sydney Showgrounds, Homebush Bay.

- The Granville South High School Band, made up of musicians from Years 10, 11 and 12, was a standout success at the Granville Spectacular in the Sydney Opera House with their version of Michael Jackson’s *Beat It* brought to life through the powerful voice of Year 12 singer Vickatolia Naati. Congratulations to the Spectacular Band and Mr Chai, their teacher and musical director.

- The VET Entertainment Students brought the production together under the mentorship of Mr Sean Clark, Senior Technician for

**School Performance 2009**

Our students take pride in their achievements in the creative and performing arts, sport and student leadership. In 2009 we ventured into new areas of performance and were very successful. Congratulations must go to the students themselves but also to the staff, parents and caregivers who supported them.
Riverside Theatre as part of the Riverside Theatre Adopt-a-school program organised through Parramatta Schools Industry Partnership. These students worked backstage moving instruments and microphones as well as operating the lighting console, spot light, and video cameras to make the 2009 Multi-cultural night a success.

- The stand-out students of Year 12 class of 2009 were Yasmin Elrich, nominated as one of the VET Entertainment students of the year, and Ignatius Lasalo and Alex Taufa nominated as Parrasip Entertainment students of the year. Sintheir Faletau Year 11 VET Entertainment student, was part of the 40 person crew that worked tirelessly for 14 hours straight to make the 2009 Director’s Choice at Sydney Showground, Homebush a stand-out production. Entertainment students also acquitted themselves with distinction for the second year in a row as the crew for the 2009 South Western Sydney Drama Festival.

- The Creative and Performing Arts coordinator, Mr Woollams, guided the Year 12 Drama students through to complete three group performances and twelve individual projects comprising of 4 monologues, 3 lighting designs, 2 program and poster projects, 1 set design, 1 costume design and 1 script. The Year 10 Drama class stepped into new territory this year successfully auditioning and performing a traditional Commedia dell Arte piece, The Red Hat. They wore costume and traditional Commedia masks to perform in the Campbelltown Arts Centre as part of the South Western Sydney Regional Drama Festival 2009.

- These students, along with the Year 11 and 12 VET Entertainment students received the following praise from Aaron Wormald, Head Teacher, Creative & Performing Arts and Coordinator: Gifted & Talented Programs, Blaxland High School and Director: Western Sydney Regional Drama Ensembles for what they achieved at this festival. 

  “I am writing to congratulate the group of students and staff from your school who attended the Sydney South West Regional Drama Festival ... for the very positive way in which they represented your school. The young men and women in question behaved with great maturity and respect inside and outside the theatre and were fine ambassadors for your school.”

**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 as well as members of staff across other faculties 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 number of other competitions. Teams were fielded in soccer, netball, volleyball, rugby league, rugby union, ultimate Frisbee, cricket and basketball.

Targeted programs such as Swim School, Cross Roads, First Aid Training, Swimming, Cross Country & Athletics Carnivals, and the continued running of our “Diverse Communities Project” which has an emphasis on the development of fundamental movement skills in all sports.

Our students in Year7 and 8 are involved in a soccer and rugby program run by Football United.

During 2009 outstanding sporting achievements and performances included:

- Student representation at zone, region and state carnivals was impressive. 155 students represented the school at zone level, 42 students at regional level and five students at state level;
- Rofina Lasalo was selected to represent Western Sydney Region in girls Rugby Union;
- Alekisio Taufa and Ignatius Lasalo were selected in the NSWCHS Rugby squad;
- Darbaz Waheib in Year 12 representing
Granville South High in state 100 metres and 200 metres;
- Aleksio Taufa in Year 12 finishing first in zone javelin;
- Feauini Masi in Year 11 finishing first in zone javelin;
- Melvin Rivera in Year 11 finishing second in Regional Cross Country carnival; and
- Under-15s Rugby Union team making the State Quarter Finals in the Buckley Shield.

Grade Sport success included:
- Volleyball Boys Premiers;
- Volleyball Girls Runners Up;
- Volleyball Girls Minor Premiers;
- Under-16s 10-A-Side West Harbour Rugby Grand Final Winners;
- Under-16s 7-A-Side West Harbour Rugby Grand Final Winners; and
- Under-15s Bill Turner Cup 5th round.

Sports awards included:
- Encouragement Award - Fetuli Toamotu
- Service to Sport - Andrew Tolo Faafoloi, Waheib Darbaz & Lado Venisia
- Sports Person of the Year - Melvin Rivera

Other Student Achievements

Individual talents in specific areas including leadership, workmanship and citizenship are enhanced with opportunities provided across the school curriculum.

During 2009 students and staff were successful in various programs and initiative:
- Zarah Ebrahimi, Year 10 was presented with the Australian Business and Community Network (ABCN) Doug Duke Memorial Scholarship.
- Jing Ni was successful in winning the 2009 Refugee week poster competition.
- Thirteen Year 10 students successfully participated and completed the TAFE NSW peer tutor reading program.
- Layale Jabara was selected as the school’s ambassador and nominated for the South Western Sydney Regional Public Schools Education week ambassadors program.
- Houda Issa, Venisa Lado, Doreen Tonga and Meliane Valentine participated in the Holroyd Youth Council forum “Growing up in Western Sydney”.
- Simaina Taufa, Melvin Rivera and Ahmed Zaineddine were presented with Australian Defence Force Long Tan Leadership Awards.

Academic Performance

National Assessment Program in Literacy and Numeracy (NAPLAN) – Years 7 and 9

In the National Assessment Program in Literacy and Numeracy (NAPLAN), the performance of students in Year 7 is reported in performance bands ranging from Band 4 (lowest) to Band 9 (highest) and in Year 9 from Band 5 (lowest) to Band 10 (highest).

Literacy – NAPLAN Year 7

In 2009, eighty-two 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.

The school Literacy Support team coordinates the implementation of a whole-school approach to improving literacy levels.

When compared with the 2008 data there was a:
- 10% improvement for girls in achieving minimum standards in their overall literacy;
- 20% improvement in grammar & punctuation and an 18% improvement in writing for girls; and
- significant reduction in the percentage of boys achieving minimum standards in their overall literacy.

Literacy – NAPLAN Year 9

In 2009, eighty-one 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 2009 average growth rates for Year 9 are pleasing with above state average growth rates in overall literacy and writing.

When compared with the 2008 data there was a:
- 4% improvement for girls in achieving minimum standards in their overall literacy; and
- 5% improvement in the performance of boys in writing.

Numeracy – NAPLAN Year 7

In 2009, we had lower than state average percentages in the three higher Bands and larger than state average percentages in the three lower Bands.

The mathematics faculty led by the Head Teacher Mathematics together with the support
teacher learning assistance are responsible for the coordination of numeracy programs in the school.

When compared with the 2008 data there was:

- a 7% improvement for Year 7 students in achieving minimum standards in Numeracy; and
- an 11% improvement in the performance of girls in numeracy.

**Numeracy – NAPLAN Year 9**

In 2009 we had lower than state average percentages in the three higher Bands and larger than state average percentages in the three lower Bands.

The average growth rates for Year 9 was significantly above state average growth rates in overall numeracy.

When compared with the 2008 data there was:

- a 6% improvement for Year 9 students in achieving minimum standards in Numeracy; and
- an 9% improvement in the performance of boys in numeracy.

**Progress in Literacy**

Of the eighty-two Year 7 students who presented for the literacy component of NAPLAN in 2009 only fifty five (67%) completed the Year 5 Basic Skills Test (BST).

- The average growth for Year 7 students in their writing performance from Year 5 (2007) was in line with the average growth for the State.
- The average growth for Year 7 male students in their reading performance for Year 5 (2007) was 47.9 compared to an average growth for the State of 46.6.
- The average growth for Year 7 female students in their writing performance for Year 5 (2007) was 38.4 compared to an average growth for the State of 35.0.

Of the eighty-one Year 9 students who presented for NAPLAN in 2009 only forty-two (52%) completed the Year 7 ELLA Test in 2007.

- The average growth for Year 9 students in their overall literacy performance from Year 7 (2007) was significantly above the State average.
- The average growth for Year 9 students in their writing performance for Year 7 (2007) was 51.2 compared to an average growth for the State of 26.9.

Average growth rates for the school are particularly pleasing with above state average growth rates in reading, writing and overall literacy.

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; and
- maintain smaller class sizes for Year 7 and Year 8 literacy classes consistent with previous years.

**Progress in Numeracy**

Of the eighty-two Year 7 students who presented for the numeracy component of NAPLAN in 2009 only fifty seven (70%) completed the Year 5 Basic Skills Test (BST).

- The average growth for Year 7 students in their numeracy performance from Year 5 (2007) was slightly below State average growth.

Of the eighty-one Year 9 students who presented for NAPLAN in 2009 only thirty nine (48%) completed the Year 7 SNAP Test in 2007.

- The average growth for Year 9 students in their numeracy performance for Year 7 (2007) was 92.2 compared to only 38.1 across the State.

To continue this trend the school will:

- continue augmenting the Year 7 and 8 curriculum pattern with the inclusion of a semester-based numeracy program; and
- continue to develop the middle years community of schools initiative to enhance the development of numeracy strategies across Stages 3 and 4; and
- maintain smaller class sizes for Year 7 and Year 8 numeracy classes consistent with previous years.
**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 2009 eighty-one 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 continued a three year trend with a growth of 1% of students achieving in the top three performance bands.

Our Science external test results were pleasing. Comparison of data from 2008 demonstrates further growth of 1% in students achieving in the top three performance bands.

In the Mathematics, the school maintained its consistent performance in the top three performance bands with seven students achieving a Band 4, 5 or 6 result in the external School Certificate examinations.

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 2009 there was a 6.3% increase in the number of students attaining the highly competent or competent achievement levels.

Analysis of the 2009 School Certificate results indicated that:

- the average value-added growth in Mathematics, Science, Computing Skills and Australian Geography, Civics and Citizenship was improved when compared to the performance in these subjects from the 2008 School Certificate;
- a large percentage of students achieved in the lower three Bands; and
- the value-added percentage of boys achieving in the lower bands in all School Certificate tests was less than that of the girls.

Programs such as Year 10 study and 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 2010.

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

Of the eighty-one students who presented for the School Certificate (SC) in 2009 only forty-eight (59%) 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 in most subjects.

However, in 2009 the school’s 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 in the lower and middle Bands were consistent with the average growth state wide.

**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 2009 thirty-seven 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 Drama, English as a Second Language, Mathematics, Music 1, Visual Arts, Food Technology, Society and Culture and Mathematics Extension 1 were at or above our school’s 4-year average.

The average performance of students in courses in the Creative Arts, Mathematics and PDHPE Key Learning Areas (KLAs) was an improvement on the 2008 HSC results.

It is also worthy to note that 41% of students achieved a Band 4 result or higher in at least one subject in the 2009 HSC, a 6% improvement on the previous year.

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 57% of students completed Vocational Education and Training (VET) courses.

Analysis of the 2009 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 thirty-seven students who presented for the HSC in 2009 all students completed the SC in 2007. 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.

The value-added performance of students in the lower bands for the combined HSC courses has been consistent with the average growth statewide for the past 4 years.

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 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 standards in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>69.6</td>
</tr>
<tr>
<td>Writing</td>
<td>65.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>72.2</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>64.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>84.6</td>
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</table>

### Percentage of Year 9 students in our school achieving at or above the minimum standards in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
<td>60.8</td>
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<tr>
<td>Spelling</td>
<td>62.2</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>52.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>74.0</td>
</tr>
</tbody>
</table>
Programs and Initiatives

Aboriginal Education

Aboriginal Education in 2009 at Granville South High School, enabled students to develop their educational outcomes across literacy and numeracy strands. The Norta Norta program assisted the School through effective tutoring and support for six students identifying as Aboriginal, implemented through a learning assistance approach. This approach comprised of a small tuition group. This setting enabled all participants to complete designated class work with an explicit focus on reading and numeracy.

Additional to this approach, the six students worked in research pairs using computer rooms, Aboriginal elders and their stories to understand their identity. Adjoining this, participants gained a cultural perspective using multimedia resources as a teaching and learning tool. This session was conducted in addition to the tuition workshops organised by the Norta Norta Coordinator. The students improved their reading ability that impacted positively on their learning through reduced absenteeism.

Multicultural Education

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

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.

The 2009 Multicultural night had all the performing arts represented – Tongan and Lebanese dancing, Hip Hop and Freestyle, Year 9 and 10 bands, the Haka, Arabic and Chinese singers, Rap, Year 9 Drama Performance Poetry and Year 12 Group Devised Drama, Monologues, the Staff band and special guest appearance by Era Tuakalau, former student and graduate of the Australian Institute of Music along with the brass section of his 12 piece band.

The Granville South High School Lebanese Drum group, who also performed at the Multicultural Night, were the only school to perform at Parramatta Park, part of Riverbeats, the Celebration of Diversity and Ethnicity in the region.

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.

Respect and Responsibility

Students across all the years have worked with staff to produce a new Welfare/Discipline policy which is based on the “Raise Responsibility System”. This promotes positive dialogue between students and staff to assist students in making desirable decisions, reducing conflict and utilises discipline as a tool for teaching responsibility and respect.

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. PBIS has moved into its second stage which targets quality teaching and learning in and out of the classroom, along with the targeting of social skills which are explicitly taught to all students and reinforced by staff as part of our initial 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’s values. Our school values and expectations are regularly communicated to our community through school assemblies, newsletters and PBIS lessons.

In 2009 the school implemented a program called ‘Rock and Water’ for students, in which two teachers were trained to deliver the program that is operating in many different types of schools throughout Australia. It focuses on students developing their self-control, self-reflection and self-confidence. It encourages students to think before acting and controlling their emotions to produce well-thought responses to conflict situations.

The values education program was continued and enhanced with Heathcoate 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, Year 8, SRC and Peer support leaders participated in the program. The day was held at Heathcoate High School. The students from the schools participated in a number of mixed activities led by the SRC and Peer Support leaders to promote core social values.

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)

Granville South High School’s Priority School’s Action Program in 2009 focused on the performance and action in literacy, numeracy and student engagement.

The Community of Schools project comprised of two components: Primary partnerships and Teacher Quality (Programming/teaching and lesson modelling). The Primary partnership component enabled staff from GSHS to work closely with colleagues from partner primary schools.

The initiative enabled staff to:
- analyse NAPLAN data (item analysis)
- identify commonalities in student performance and areas of concern.

The main identified areas were in writing. Across the cohorts in Stages 3 & 4 students demonstrated difficulty in:
- forming complex sentences, describing the character and setting of a narrative.

These findings resulted in:
- intensive workshops and programming. A lesson study was adopted to ensure all staff worked collaboratively to share teaching and learning methods.
- demonstration lessons occurred followed by debriefing and constructive feedback sessions.
- the modelled teaching and learning enabled teachers to gain various perspectives of teaching using specific criteria in the areas of literacy and numeracy.
- Science Lessons were also conducted at GSHS for partner primary participants to promote and facilitate diverse learning opportunities resulting in an increase in student engagement and learning management.

Explicit teaching of Literacy and Numeracy focus areas are embedded in lesson delivery which has resulted in increasing teacher quality in Science, English and Mathematics.

The Engagement Enquiry project focused on developing improvements by engaging students in reading and writing. Year 8 students were selected to write and publish a book based on cross-curricula content and activities that addressed NAPLAN identified issues in Reading and Writing. The book has been published and will be launched in 2010.
Vocational Education and Training (VET)

Three Vocational Frameworks were offered to 39 students in 2009. The courses included; Hospitality, Construction and Entertainment.

Students in Year 11 and 12 study the Commercial Cookery strand in Hospitality and are being trained according to the new Industry Curriculum Framework. Hospitality focuses in providing customer service and the skills learned are translated across a range of industries.

Students who studied Construction in 2009 achieved a Statement of Attainment towards Certificate II in Construction. They worked throughout the year beautifying the school with the installation of new garbage bins, creating new equipment for the woodwork workshops and building new picnic tables for students to enjoy during their break times.

Construction provided students with a hands-on approach to many different trades and students undertaking the course were provided with work placement opportunities in concreting, building, bricklaying and carpentry.

The stand-out students of the Year 12 class of 2009 were Yasmin Elrich, nominated as one of the South Western Sydney Region VET Entertainment students of the year, and Ignatius Lasalo and Alex Taufa nominated as Parramatta Schools Industry Partnership (Parrasip) Entertainment students of the year. Sintheir Faletau, one of our Year 11 VET Entertainment students, was part of the 40 person Stage Crew that worked tirelessly for 14 hours straight to make the South Western Sydney Region Directors' Choice 2009 at Sydney Amphitheatre, Homebush Bay, a stand-out production. VET Entertainment students also acquitted themselves with distinction for the second year in a row as Stage Crew working backstage at the Campbelltown Arts Centre for the 2009 South Western Sydney Drama Festival. Mr Tony Woollams, the Granville South High School VET Entertainment Teacher was a finalist in the 2009 South Western Sydney Regional VET Teacher of the Year.

Technology

A significant achievement in 2009 in the area of Technology was the development of wireless access in all classrooms within the school. This has enabled Year 9 students to use laptops across all subject areas using a wide variety of software applications ranging from word processing, spreadsheets, graphics and photo editing, research using web browsers and communication of information using email.

A major development was the Connected Classroom. This has enabled staff training of new technologies and sharing of new ideas through live sessions with the other schools and the Information Technology Directorate of the Department of Education. This has added another dimension to achieving student outcomes through visual and interactive learning.

There has been an increase in the number of electronic white boards installed across the school. Each block has multiple electronic whiteboards which all classes have access in which to utilise. This broadens the teaching and learning experience through kinaesthetic and tactile activities. This makes learning for students fun and dynamic.

The school has purchased a second server for the Novel Network, which services all the desktop computers throughout the school. This has increased the capacity of student and teacher drives allowing for a larger volume of data to be saved.

Part of the Microsoft Licensing Agreement is that schools have a site license for the Adobe Suite of software. Key staff members have been trained using specific Adobe programs, for example, Dreamweaver, Photoshop, Flash, Captivate. During 2010 these staff members will provide training for the remainder of the school staff. This in turn enables teachers to deliver lessons with a higher ratio of visual “hands on” experience for students.
Progress on 2009 targets

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.

Our achievements include:

- 84.6% of Year 7 achieved above the minimum state standards in Numeracy
- Overall literacy improved for Year 9 boys by 15.3% and girls 1.59%
- Year 7 boys average growth rate in Reading was higher than boys across the State by 1.39%.
- Year 7 girls average growth rate was 3.4% higher in Writing than the State result.

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.

Our achievements include:

- The school achieved a 53% retention rate for students from Year 10 in 2007 completing the HSC in Year 12, 2009.
- A number of student welfare programs aimed at enhancing student social and wellbeing were initiated, including “Rock and Water” program, the introduction of a designated Boy’s and Girl’s coordinator, completing Stage 1 of the Positive Behaviour Intervention Support (PBIS) and the introduction of a new Welfare / Discipline System based on positive interactions.
- Continuation of courses in the Vocational Education and Training (VET) area including Entertainment, Hospitality, Business Services and Construction.
- Increased use of library and school computer rooms with the purchase of interactive whiteboards and software programs.
- The addition of two new technology areas with interactive boards in Literacy & Numeracy and PDHPE.
- The establishment of a connected classroom in the library allowing educational collaboration across the community of schools, which also included a shared Technology Professional Development Day.

Target 3

Teacher Quality

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

Our achievements include:

- 65% of staff worked with a consultant to improve Quality Teaching and Learning in their classroom across all the Key Learning Areas (KLAs). This process included lesson planning, programming and implementation of Literacy and Numeracy strategies.
- 100% of Early Career Teachers worked with a Teacher Mentor to develop the Quality Teaching framework in their lessons.
- Approximately 50% of teachers, from across all KLAs, participated in specialist professional development for their subject areas.

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.

Our achievements include:

- The number of student leaders in the Student Representative Council remained unchanged, however the leadership roles within the school increased by 50% as indicated by an increased presence during formal events such as assemblies, Remembrance Day, visits to our community of schools and charity drives.
- Participation in leadership programs such as the Halogen National Youth Leadership Development, Impact Student Leadership conference and Student Leadership for Cultural Diversity also increased during 2009.
- Students from Year 9 were participated in the Australian Business and Community Network (ABCN) GOALS program.
- 25% increase of students involved with parents during Year 11 subject selection process.
- 30% increase in students working with peer support to facilitate events such as Value’s Day.
- 40% of Head Teachers took on relieving
positions as a member of the school’s Senior Executive.

- All Head Teachers were responsible for the coordination of a committee.
- 70% of senior teachers participated in a leadership ascension program taking on faculty or whole-school leadership positions and responsibilities.
- All staff were involved in personal professional planning to set goals for their career aspirations.

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 2009, Granville South High School carried out evaluations of School Leadership and Mathematics.

Educational and Management Practice

School Leadership

Background

In 2009 an evaluation of school leadership was conducted to determine what factors influence the school.

Information including staff surveys, staff and parent interviews and analysis of school policies, programs, daily organisation, timetable structures, communication systems and staff roles and responsibilities was undertaken by the school evaluation team.

Findings and conclusions

Following the analysis of initial surveys the evaluation team concluded that two areas were addressed accurately and transparently: monitoring and evaluation of the school’s plan, policies, programs and practices and promoting leadership roles across the school community.

Responses relating to monitoring and evaluation of the school’s plan, policies, programs and practices identified that the majority of students, teachers and parents felt that the school continually looks for ways to improve its performance. 78% of staff felt that the school leadership team monitored and evaluated the school’s plan, policies, programs and practices in a planned manner that is ongoing.

Students felt that the best things about the leadership across the school were that staff were supportive and fair with their decision making in terms of discipline and teaching and learning in and outside the classroom setting.

Both students and staff agree that the school leaders are visible across the school during class time, recess and lunch. The majority of staff, students and parents felt supported at all times. 97% of staff surveyed believed that school leaders inspire and motivate learners.

Responses relating to promoting leadership roles across the school community identified that the majority of staff, students and parents believed leadership opportunities were transparent and accessible to all.

The evaluation team identified that in 2009 there was an increase in leadership roles across the school. Inclusive were 4 curriculum coordinators joining the school’s executive team, 2 parents leading the school’s Aboriginal Education Support program and 4 additional parents joining the school community group.

The leadership development has indicated an improvement in student engagement and an increase in community involvement to support student learning and achievement.

Future directions

There will be significant leadership opportunities with the school executive and senior executive group in 2010 due to staff changes.

A number of staff will be given an opportunity to relieve in higher positions while developing their leadership and management skills.

Communication, consultation and a shared approach to decision making will become a focus of the school leadership moving forward through 2010.

A number of welfare initiatives and leadership roles will be developed in 2010, while a review of the roles and responsibilities of all staff will be undertaken.

Curriculum

Mathematics

Background

The Mathematics faculty saw a major change in its personnel in 2008. As a result, an overhaul of teaching and learning programs, assessment practices and resources was conducted in order to better serve the needs of our students and community.

In particular, all outcomes in stages 4 and 5 were considered. This included student
achievement in Mathematics, assessment procedures implemented, resources used and student attitude towards the course with an emphasis on building a positive student-teacher relationships.

Findings and conclusions

Through discussions with faculty members, we found a need to develop new teaching programs that suit the needs of all staff and students. The Mathematics faculty worked hard to develop new programs and implement excellent lessons throughout all Stage 4 and 5 courses. All programs have been developed with the aim of promoting high expectations and a sense of inclusiveness. Furthermore, our teaching programs cater for students of all abilities listing topic contents in detail, with a special reference to all literacy activities that could be used in each topic. The programs also include a list of resources and extension activities for the more capable students. As a result, students are now more engaged in the class activities, participation in each lesson has increased and attitude towards learning Mathematics has improved. This has been reflected in the enormous growth in the value added data in NAPLAN in 2009 and in the improved assessment marks in the school.

Assessment practices in previous years were not consistent. As a result, the Mathematics faculty decided to make assessment and reporting a priority. As a result, all classes in Years 7 and 8 attempt the same assessment tasks. Hence, a more accurate comparison can now be made between all students which in turn lead into a better division of classes in Years 9 and 10.

Over the past two years the faculty has been able to build good range of resource activities that include Hands-on activities, technology, textbooks and mathematical games. Furthermore, we plan to open a Mathematics Learning Centre fully equipped with more resources and an interactive whiteboard.

In conclusion, the Mathematics faculty has seen a major change in student attitude towards Mathematics at GSHS. This is mainly due to staff delivering quality lessons in the classroom promoting inclusiveness and engagement. The increased use of technology, hands-on activities and other interactive resources has made Mathematics learning more interesting and enjoyable to all students. Increased student-teacher interactions have built a strong and positive learning environment consequently resulting in increased performance in assessment tasks by all students.

Future directions

In the future, the Mathematics faculty will:
- Continue to develop its programs and continuously update and evaluate them
- Standardise all assessments to include literacy sections
- Further increase our resources and purchase textbooks for all courses.
- Make greater use of technology in the classroom and as part of the homework

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2009 the self-evaluation committee focused on the school leadership 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. Many 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, examination marks, comments in books and reports.

Professional Learning

Central to improving teaching and learning outcomes for students is to continue to professionally develop staff in all stages of their career.

During 2009, staff at this school participated in training events delivered either in-house or by external trainers. Staff development and learning were based on Regional and School priorities.

The major priorities and strategies were:
- Regional literacy and numeracy workshops where a team of staff focused on analysing NAPLAN data with a view to improve student results and learning outcomes;
- Community of Schools project that focused on Primary School partnerships and Teacher Quality. Teachers involved in the Teacher Quality program worked together with our Academic consultant Joanne Rossbridge to develop writing strategies across a number of KLA areas. The NAPLAN results indicated a significant improvement in the area of writing;
- Technology based workshops including Digital Education Revolution (DER) school readiness;
• Positive Behaviour and Intervention Support (PBIS) training.
• Early career teacher workshops; and
• Syllabus implementation workshops across a number of faculty areas.

**School Development 2009–2011**

**Targets for 2010**

The school targets for 2009 were developed in conjunction with the School Plan 2009-2011. The focus is on teaching & learning and emphasises the school’s literacy and numeracy programs.

**Target 1**

**Literacy and Numeracy**

*Improve student performance so that 73% of Year 7 students and 67% of Year 9 students achieve at or above minimum standards of Literacy; and 90% of Year 7 students and 84% 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 individual programs to ensure the NSW Quality Teaching Framework 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 58%; improved social and emotional wellbeing and skills for life for every student; enhanced 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 attendance monitoring systems to identify students not meeting 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 implementing (with induction for new staff) the Quality Teaching model in their daily lessons.*

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 the proportion of Year 9 and 10 students completing the Peer Mentor program; and increase the number of head teachers and senior teachers taking on leadership roles.*

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.
<table>
<thead>
<tr>
<th>Youth Scholarships</th>
<th>Granville South High School</th>
</tr>
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<tbody>
<tr>
<td>Community of Schools</td>
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