A Community and Selective school focusing on student engagement 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

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

Students
- 488 students representing a diverse range of cultural backgrounds
- Support inclusivity with 30 intellectually moderate (IO) students and 33 intellectually mild (IM) students
- Have access to an extensive range of co-curricular activities

Staff
- 51 Teaching staff
- 12.9 non-teaching staff consisting of a school administrative manager, 6 school administrative officers, 0.5 general assistant and 6 school learning support officers

Significant programs and initiatives
The school has implemented a number of successful programs to enhance learning opportunities, student welfare and co-curricular initiatives throughout the year. These included:
- Priority Schools Program (PSP);
- Priority Action Schools program (PASP);
- A review of the student welfare and recognition system;
- Positive behaviour and intervention support (PBIS) lessons;
- Music, dance and drama performance opportunities;
- Multicultural performance night;
- Higher School Certificate (HSC) tutorials and homework centre;
- Extensive co-curricular sports program including soccer (Football United program), union (Rugby Foundation), touch football, volleyball;
- Australian Business and Community Network programs - Year 11 Aspirations and Year 9 – High Resolves leadership program; and
- Business partnership with JP Morgan.

Student achievement in 2010

Literacy – NAPLAN Year 7
68% of Year 7 students achieved at or above minimum standards of literacy.

Numeracy- NAPLAN Year 7
81% of Year 7 students achieved at or above minimum standards of numeracy.

Literacy – NAPLAN Year 9
53% of Year 7 students achieved at or above minimum standards of literacy.

Numeracy-NAPLAN Year 9
60% of Year 9 students achieved at or above minimum standards of numeracy.

School Certificate
A summary of the performance of students achieving in the top 3 Bands is 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>36</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10</td>
</tr>
<tr>
<td>Science</td>
<td>20</td>
</tr>
<tr>
<td>Australian Geography, Civics and Citizenship</td>
<td>10</td>
</tr>
<tr>
<td>Australian History, Civics and Citizenship</td>
<td>5</td>
</tr>
</tbody>
</table>

Higher School Certificate
A summary of the performance of students achieving in the top 3 Bands is as follows:

<table>
<thead>
<tr>
<th>HSC Examinations</th>
<th>% of Students in top 3 Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Studies</td>
<td>18</td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>31</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>6</td>
</tr>
<tr>
<td>Information Processes and Technology</td>
<td>50</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>8</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>12</td>
</tr>
<tr>
<td>Senior Science</td>
<td>28</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>40</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>69</td>
</tr>
</tbody>
</table>

Messages

Principal’s message
As Principal of Granville South Creative and Performing Arts High School, I am very proud to celebrate the achievements of our students,
staff, parents and community members who have worked extremely hard to achieve success and make such a positive contribution to our school.

At Granville South, we understand that education is much more about how we learn rather than what we learn. We need to ensure that the process is more important than the product if students are to develop the understanding and skills necessary to succeed beyond school. Students need to know how to find an answer rather than simply learn facts they may or may not use later.

2010 was an extremely busy and productive year with many outstanding achievements. The school hosted an official visit by Mr Tom Urry (Regional Director, South Western Sydney Region) and Mr Murat Dizdar (School Education Director, Granville). This focused on student achievement and was led by our School Captains, Layale Jebara and Melvin Rivera and our School Ambassador Houda Issa. Mr Urry was treated to a fabulous performance of the Haka by Mana of the Pacific prior to visiting a number of classrooms to observe lessons as well as seeing activities from the Football United program. The visit concluded with an amazing luncheon provided by our Hospitality students.

Our Multicultural performance provided a highlight with outstanding community support. Our special guests, The Hon. David Borger MP Granville, Mr Rob Priestley (CEO JP Morgan), Ms Sandra Bradley (Principal of Blaxcell Street Public school), Senior Constable Catherine Reilly (School Liaison Police) and Constable Karen Myors (Police Youth Liaison Officer) were very impressed with the talent on display. The students and staff of Granville South should be very proud of their efforts and pleased with the many performances. The strength of our community of schools was highlighted with the participation of Blaxcell Street, Granville South and Granville Public schools in both the matinee and evening performances. Special mention must go to Mr Woollams and his team for the tremendous effort and tireless commitment they gave to the event.

Each year our business partner JP Morgan participate in an “Australia Day of Service” as part of the Australian Business Community Network (ABCN). This year, approximately 50 staff from our school and JP Morgan combined their efforts to paint an amazing 15 classrooms, give our Community Garden a well deserved face lift and cleaned up the school grounds. When the students returned to school the next day they were more than impressed with the results. Congratulations to all involved.

Our school was privileged to have three of our Science laboratories upgraded as part of the Building Education Revolution (BER), a Commonwealth government funded program. Each new laboratory has an electronic interactive whiteboard and modernised learning spaces with ‘wet’ and ‘dry’ learning areas. Students particularly enjoyed the upgraded facilities and the opportunity to learn with the interactive whiteboard technology. Another stage of this building program saw the development of our new Community Centre and a second Connected Classroom established. This has provided both our students and community members with a state of the art technology facility.

On Tuesday, 30 November our school hosted the official announcement, by the Hon. Verity Firth MP Minister of Education and Training, of the educational opportunities to be offered in terms of future choices in secondary education provision in the Granville School Education Group. This announcement was a result of the work undertaken via the ‘Granville Project’ which originally commenced in March 2009.

The key announcement for Granville South involved the school being named as a Creative and Performing Arts high school commencing with the first auditioned Year 7 group in 2012. The program will cater for gifted and talented students in Creative and Performing Arts including dance, drama, music and visual arts.

The announcement provides a tremendous boost for our ‘Community of Schools’ which includes Blaxcell Street, Granville South, Granville and Guildford primary schools, all of
which have active and valuable Creative and Performing Arts programs. This official status indeed provides the broader Granville School Education group with access to this specialist setting and expertise.

The Creative and Performing Arts selective stream at Granville South Creative and Performing Arts High School will provide our local primary students with an opportunity to continue to develop their talents in a specialised program with children who have similar interests, while being guided by teachers who have a commitment to excellence in teaching and learning.

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

The parent group are fully supportive of the news that was delivered in November 2010 when the Hon. Verity Firth MP Minister of Education and Training announced that our school would become a Creative and Performing Arts partially selective high school.

As part of the Building the Education Revolution (BER) project, the school developed a Community Centre and connected classroom during 2010. The Community Centre provides parents and the community with somewhere to ‘drop in’ for a chat with one of the community liaison officers (CLOs) in a relaxed and friendly environment.

During the year the school formed a partnership with Hot Rock. Hot Rock is an Australian based charitable organisation that has a mandate to promote sustainability education in schools across Australia. As sustainability education extends beyond the school gate, it was important that the parent group have an input into the program and we are happy to say that one parent member has been appointed to the organising committee.

The parent group also had a chocolate fundraising drive to help raise money for school lockers for all students to use.

Mrs G Zaineddine

Student Representatives’ message

It was a privilege for Granville South to have representatives on the Student Representative Council (SRC) Inter-School Group (ISG) executive in 2010. Two Year 11 students, Zahra Ebrahimi and Jing Ni, attended SRC ISG executive meetings each term where they planned and organised the SRC ISG meeting for the term. These meetings are a great opportunity for student representatives from other schools in our part of the region to share ideas, as well as the successes and struggles they have had with the SRC at their school.

There are many interesting and informative leadership days and conferences held throughout the year. The SRC was able to attend and participate in a number of these, including Impact Student Leadership, Halogen Young Leaders Day and the World Vision Global Leadership Convention.

Other activities the SRC was involved with in 2010 included the Granville Remembrance Day Ceremony, Year 7 meet the teacher evening and leading groups in the High Resolves leadership program with Year 9. The SRC also surveyed students to better understand their concerns and views. In 2010, student representatives commenced work on a code of conduct.

The SRC leads and participates in raising funds for activities within our school to improve the learning environment. In May of 2010, the SRC was very excited to run the first Mufti Day in over 3 years. It was a very successful day, as students were pleased to be able to wear casual clothes and were happy to donate a gold coin for charity. Over $300 dollars was raised, which has been put towards long term fundraising goals.

In 2010, the Student Representative Council (SRC) organised and participated in charity
fundraisers that included Crazy Hair Day, World’s Greatest Shave, Jeans 4 Genes, 40 Hour Famine and Stewart House Day. Each of these fundraisers contributed to the support and assistance of people in need. A total of $150 was raised and donated to the Leukaemia Foundation.

2010 was the first year that Granville South Creative and Performing Arts High School participated in the 40 Hour Famine. The SRC enjoyed working with Jacob Sarkodee from World Vision. Mr Sarkodee addressed the whole school at assembly, and this encouraged many students to take part in the famine and help children, their families and communities in desperate need.

School context

Student information

Student enrolment profile

In 2010 the school started with an enrolment of 476 students. The proportion of boys and girls was 59% and 41% respectively. This student enrolment represents a three year growth trend and demonstrates a positive demand for placements at the school within the local community.

Student attendance profile

During 2010 86.7% of students in Years 7 to 12 attended school, on average, each day. This represents a 1% increase on the average daily attendance rate from 2009 and translates into approximately 1050 additional days of attendance by students in 2010.

Structure of Classes

Classes are organised to support the different learning needs and abilities of all students. In each of Years 7 and 8 an extension class exists to support the learning needs of higher achieving students. Other classes are mixed ability.

In Years 9 to 12, students are allocated to classes based on prior academic performance, except in regard to electives where there may be only one class.

Management of non-attendance

Daily absence is reported to parents via SMS and student attendance patterns are monitored by the Principal, Deputy Principals and Stage Coordinators. Attendance concerns are firstly addressed with parents and then subsequently referred to the Home School Liaison Officer (HSLO). Partial attendance and lateness issues are followed by the Community Liaison Officers (CLOs) through phone contact with parents.

Retention to Year 12

The retention rate for the 2010 HSC cohort was lower than the previous year. A number of students left during Year 11 and 12 as they reached the age of 17 and transitioned from school into the workforce or further education and training.

Post-school destinations

A number of strategies were implemented to cater for the New School Leaving Age including Vocational Education and Training (VET) courses, TAFE VET courses and traineeships. These options enabled our students to follow a number of individualised learning pathways.

Of the 36 students completing the HSC in 2010, 29% were successful in being offered university placement. 42% accepted placement in various TAFE courses and many others were successful in gaining employment.
Staff information

The school had 50.8 teaching positions allocated in 2010. This included 9 executive staff, a head teacher mentor, 28 classroom teachers and 6 specialist teachers. The teaching staff were supported by 6.7 school administrative officers (SAO), 0.5 general assistant and 6 school learning support officers (SLSO).

Staff establishment

<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>6</td>
</tr>
<tr>
<td>Head Teacher Mentor</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>28.4</td>
</tr>
<tr>
<td>Careers Teacher</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>3</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><strong>Total</strong></td>
<td><strong>50.8</strong></td>
</tr>
</tbody>
</table>

In 2010, no staff were identified as being of Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Granville South Creative and Performing Arts High School boasts an experienced and highly qualified teaching staff with 19% having post graduate qualifications in addition to their teaching qualifications.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>81</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>19</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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>712725.67</td>
</tr>
<tr>
<td>Global funds</td>
<td>328232.20</td>
</tr>
<tr>
<td>Tied funds</td>
<td>584328.76</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>93916.28</td>
</tr>
<tr>
<td>Interest</td>
<td>40841.46</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>73554.28</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1833598.65</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>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</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>

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 2010 financial statement is tabled at the annual general meetings of the School Parent group. Further details concerning the statement can be obtained by contacting the school.
School performance 2010

Achievements

Arts

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

The 2010 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.

The main planning focus of 2010 was the preparation and promotion of the Granville South Creative and Performing Arts High School Year 7 Gifted and Talented program to commence in 2011. This involved the development of curriculum and timetable options to cater for a dedicated class to engage students who auditioned for a place in Dance, Drama, Music or Visual Arts. The auditions were held in Term 4 with applicants coming from our partner primary schools.

The Creative and Performing Arts (CAPA) Faculty and the Performance Committee coordinated our Multicultural Performance. This year it involved the participation of three partner primary schools which along with the talented students from Granville South Creative and Performing Arts High School made up 120 performers. Testimony to the success of the event was the fact that the evening performance was sold out.

The feedback below tells its own story of the evening:

“...It was a wonderful opportunity for our dance group to perform to a larger audience... The experience has also encouraged the dance teacher and troupe to work towards a night performance...”

“It made me feel proud to be part of this region. What talented performers I saw. What a great opportunity to showcase these amazing students... Thank you for allowing us to be part of such a great event”.

The other exciting event was the Encore – Granville’s Got Talent. This was held in Term 4 with H. R. King, Australian Pop singer, as a celebrity judge.

The Vocational Education and Training (VET) Entertainment students brought the 2010 Multicultural Performance and Encore Talent Quest together working backstage moving instruments and microphones as well as operating the lighting console, spot light, and video cameras to help enhance the performances.

Congratulations to Mr Woollams, Sarah Abbas, Sinthier Faletau, Shahrukh Khan, Fadey Rifai and Erdem Yigiter who excelled themselves working backstage at the Regional Dance Festival (Bankstown Town Hall), The Granville Spectacular (Sydney Opera House) and Director’s Choice (Sydney Showground, Homebush).

Members of our visual arts staff visited Blaxcell Street and Granville South Primary schools on a regular basis as part of the Community of Schools project. The culmination of this program was an exhibition of works of art from all the schools participating. Works were displayed on the walls in the hall for the guests to see at the Multicultural Performance.

Oscar Close (Year 12 2009) was rewarded for his talent when his HSC major work “Warragil Ng Ah Ha” was purchased by the Department of Education and Training to be exhibited in the William Wilkins Gallery at the department’s Bridge Street premises.

Stage 5 Drama students developed a radio play, recording it and turning it into a play script which they successfully auditioned and performed in the Campbelltown Arts Centre as part of the South Western Sydney Regional Drama Festival 2010.

Music staff provided the opportunity for 10 students to participate in the Boys Choir...
workshop in preparation for the South Western Sydney Regional Choir workshop.

The Arabic drumming group and the Tongan dancers performed for the RTA ‘Slow Down’ road shows with Rugby League legend Hazem El-Masri, the ‘Slow Down Ambassador’, and the Hon. David Borger MP Granville and Minister of Transport at Campbell Hill Reserve.

**Sport**

The following is an overview of student sport achievements:

- Year 7 Junior Boys Rugby League team – Andrew Ryan Shield Winners;
- Junior Boys Rugby team – Bankstown Rugby Plate Winners;
- Simaima Taufa, gained selection in South Western Sydney Open Girls Rugby Union team, and NSW CHS Girls Rugby Union team;
- Melvin Rivera, captained his team in the 2010 soccer world cup ‘Festival of Hope’ in South Africa for Football United; and
- The introduction of the ‘Rugby in the Park’ coaching program where senior students took on a coaching role and mentored the junior students of the school in a clinic scenario.

The Football United coaching program continued to progress this year to new heights where selected senior students also took on a coaching role and mentored the junior students.

**Prospect Zone Medal Winners:**

- Swimming
  - Mate Teariki – 13 Years
  - Abdul-Hamid El -Arab – 14 Years
- Cross Country
  - Abdul Abdul Hamid – 16 Years
  - Vandy Kanneh – 16 Years
  - Melvin Rivera – 17 Years
- Athletics
  - Christina Taufa – 14 Years
  - Vandy Kanneh – 16 Years

**Other**

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

During 2010 students and staff were successful in various programs and initiatives:

- Houda Issa was named as the School Ambassador and represented at many South Western Sydney Regional functions;
- Rachael Collogan received at Highly Commended TAFE NSW, SWSI award for an outstanding performance in her TVET course;
- Issa Jebbarra, who was a graduate of the PCYC Blue Star leadership program was invited as a guest speaker to mark International Youth Day. He was certainly in good company, with other guest speakers including General Peter Cosgrove and Catherine Livingstone (Chairwoman of Telstra); and
- Lele Lin (Year 11) received the Victor Chang School Science Award for having excelled in her Preliminary Higher School Certificate studies in Science. She was ranked first in both Physics and Chemistry and was also ranked highly in Biology.

With the support of an Western Australian charity organisation, HotRock, our school formed a ‘School Business Community Partnership’ which focuses on environmental sustainability. In August, the founder of the HotRock organisation, Richard Swan, presented his views to the school leadership group on our sustainability partnership.

The focus of this program is to incorporate aspects of sustainability and educate students and the community in creating and maintaining a sustainable lifestyle. The centre of our efforts will be the school community garden and it is anticipated that this in itself will become an effective learning space for all students. Staff have already received comprehensive professional learning so that sustainability perspectives are integrated into all teaching and learning programs.
In March Year 7 and 8 students attended ‘A Case of Conspiracy’, an in-school workshop delivered by Education Interactive. During this workshop students were able to gain insight into the use of Forensic Science to solve crimes. They were able to look at ballistics information, undertake fingerprint analysis and investigate other trace evidence found at the scene of a specific crime.

Selected students from years 7 to 10 were privileged to attend the Science Expo, held at the Australian Powerhouse Museum as part of National Science Week.

Students from Granville South Creative and Performing Arts High School have not been the only ones to benefit from our new laboratories. Year 6 students from various schools in the local area were given the opportunity to develop their scientific skills in our new Science learning spaces as part of our ‘Community of Schools’ program.

Year 12 Hospitality students had the opportunity to prepare a sit down breakfast whilst on work placement at J. P. Morgan, our partner in the Australian Business Community Network (ABCN). The students were elated with their efforts and highly praised by the recipients of the breakfast. The Multicultural performance night challenged and expanded students’ skills when they were invited to prepare and serve a buffet for thirty special guests.

Academic Performance

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

Literacy – NAPLAN Year 7

In 2010, eighty-four Year 7 students completed NAPLAN. The school Literacy Support team, led by the Head Teacher English, coordinates the implementation of a whole school approach to improving literacy.

When compared with their 2008 Year 5 Basic Skills Test (BST), the results indicated:
- 73% of students improved in Reading;
- 66% of students improved in Writing;
- 79% of students improved in Spelling; and
- 65% of students improved Grammar and Punctuation.

Numeracy – NAPLAN Year 7

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.

In 2010, 79% of Year 7 students scored in the Band 5 and 6 range although the number falling into the Band 4 range was above state average.
When compared with 2009 data, there was a small decline in overall numeracy achievement reflected in the results of both boys and girls.

**Literacy – NAPLAN Year 9**

In 2010, ninety-two Year 9 students completed NAPLAN. In 2010, average growth rates for Year 9 are pleasing with 50% of students achieving at the proficiency level or higher in Reading, Writing and Grammar and Punctuation and 41% in Spelling.

When compared with the 2008 Year 7 NAPLAN the results indicated:
- 68% of students improved in Reading;
- 64% of students improved in Writing;
- 76% of students improved in Spelling; and
- 71% of students improved in Grammar and Punctuation.

**Numeracy – NAPLAN Year 9**

In 2010, 63% of Year 9 students scored in the Band 6, 7 and 8 ranges although the number falling into the Band 4 range was above state average.

When compared with 2009 data, there was a drop in those achieving Band 6 and an increase in those achieving Band 5, however growth rates for the 2010 cohort are 11 points above state average.

**Progress in literacy**

Of the eighty-four Year 7 students who presented for the literacy component of NAPLAN in 2010 eighty (95%), had completed the Year 5 Basic Skills Test (BST).
- The average growth for Year 7 students in their Writing performance from Year 5 (2008) was significantly above both the State average and average for the Granville School Education Group (SEG).
- The average growth for Year 7 students in their Spelling performance from Year 5 (2008) was above both the State average and average for the Granville School Education Group (SEG).
- The average growth for Year 7 students in their Reading performance from Year 5 (2008) was in line with the State average growth.

Of the ninety-two Year 9 students who presented for NAPLAN in 2010 seventy-five students (82%) completed the Year 7 NAPLAN Test in 2008.
- The average growth for Year 9 students in their Writing performance from Year 7 (2008) was above both the State average and average for the Granville School Education Group (SEG).
- The average growth for Year 9 students in their Reading performance from Year 7 (2008) was in line with the State average growth.
- The average growth for Year 9 students in their Reading and Grammar and Punctuation performance from Year 7 (2008) was above the State average growth.

To continue this trend the school will:
- Continue augmenting the Year 7 and 8 curriculum pattern with the inclusion of a
Semester – based literacy program;
- Continue augmenting the Year 7 and 8 curriculum pattern with the inclusion of a study skills program; and
- Maintain smaller class sizes for Year 7 and 8 Literacy classes consistent with previous years.

**Progress in numeracy**

- The average growth for Year 7 students in their Numeracy performance from Year 5 (2008) was slightly below both the State average and average for the Granville School Education Group (SEG).
- The average growth for Year 9 students in their Numeracy performance from Year 7 (2008) was significantly above both the State average and average for the Granville School Education Group (SEG).

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;
- 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 8 numeracy classes consistent with previous years.

**School Certificate**

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

In 2010, sixty-one Year 10 students sat for the external School Certificate Examinations.

- The results in English-Literacy continue to show growth with 22% more students achieving in the middle bands compared to the 5-year school trend data (2006-2010). There was also a 13% drop in the number of students achieving Bands 1 or 2.
- Student achievement in Mathematics shows a similar trend with more than a 9% increase in the number of students achieving in the middle bands compared to the 5-year school trend data (2006-2010). There was also a corresponding drop in the
number of students achieving Bands 1 or 2.

- 66% of students achieved in the Band 3, 4, 5 ranges in Science. There was a 15% drop with no students receiving a Band 1.
- In Australian Geography, Civics and Citizenship and Australian History, Civics and Citizenship, the majority of our students achieved in the lower 3 Bands, with Geography having slightly more achieve Band 4.
- All students who sat the Computing Skills examination achieved in the competent or highly competent range.

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

The School Certificate (SC) results of students are matched with their Year 5 Basic Skills Test (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, on a positive note, in 2010 the school’s value-added results in the lower Bands for both Mathematics, Science and Computing Skills were above that of the average State growth and significantly above the school’s 2008 and 2009 value-added performance.

The school’s value-added results in the lower Bands for English-Literacy were above the school’s 2008 and 2009 value-added performance.

Higher School Certificate

In 2010, thirty six Granville South Creative and Performing Arts High School students completed the HSC examinations.

- The students in Standard English 2010 performed better than the 2009 cohort. There was an overall increase of students performing in Bands 3 and 4 and less students performing in the bottom two bands.
- The students in Advanced English had a higher number of students in performance Bands 3 and 4 than the 2009 cohort.
- In Business Studies there was an 18% increase in students achieving at Band 4 level and a 40% decrease in Band 2, although there was a slight increase in the number of students attaining Band 1.
- There was an 8% increase in students achieving Band 4 in Legal Studies.
- In Society and Culture there was a 40% increase in the number of students achieving Band 4.
- This is the first year Senior Science has been represented in HSC achievement data and 64% of students achieved a Band 3, 4 or 5.
- Student achievement in Information Processes and Technology reflected a 70% improvement in the number of students achieving in the Band 3 and 4 range from the previous year.
- General Mathematics saw a 12% increase in the number of students achieving Band 4.
- 8% of students in Community and Family Studies achieved a result at Band 6 level. Overall, 31% scored in the top 3 Bands.
- 69% of students in Visual Arts achieved either a Band 4 or 5 result.
Higher School Certificate relative performance comparison to School Certificate (value-adding)

The Higher School Certificate (HSC) results of students are 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 both the middle and the lower bands for the combined HSC courses were above the school’s 2008 and 2009 value-added performance.

The number of students achieving in the 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 standard in 2010

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<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard</th>
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<td>Reading</td>
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<td>Punctuation and grammar</td>
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<td>Numeracy</td>
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Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010

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<tbody>
<tr>
<td>Reading</td>
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<td>Numeracy</td>
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Significant programs and initiatives

Aboriginal education

Literacy and numeracy educational outcomes were the focus of the Norta Norta program. Twelve Aboriginal students were assisted in developing their personalised learning plans. This resulted in after school tutors being appointed to provide additional tuition and support. A qualified English teacher was employed one day a week during Term 3 to provide specific literacy support for the students, liaising with their English teachers to identify areas of weakness to be set as learning targets.

The Aboriginal students participated in literacy lessons coordinated through the English faculty and facilitated by a School Learning Support Officer (SLSO). This involved weekly scheduled, small group literacy lessons that utilised Aboriginal learning resources and materials. The reading abilities of the students improved as a direct result of this program.

The Norta Norta students hosted Belonging Day, inviting Aboriginal students from four local high schools to Granville South Creative and Performing Arts High School. Careers information sessions, arts and craft workshops and sporting events were organised and led by the students in conjunction with prominent elders from the Aboriginal community. Jim Williams, the Wallabies Assistant coach put the students through some rugby drills which were thoroughly enjoyed by the students. Video conferencing sessions were held where Aboriginal students from remote locations were able to communicate with the students present at Belonging Day. In 2011, Belonging Day will include Aboriginal students from the local primary feeder schools.
Priority Schools Program (PSP)

Granville South Creative and Performing Arts High School’s Priority Schools Action Program in 2010 focused on pedagogy and improvement in literacy, numeracy and student engagement.

The Community of Schools project was comprised of two components:

- Primary partnerships; and
- Teacher Quality (Programming / teaching and lesson modelling).

The Primary partnership component enabled staff from Granville South Creative and Performing Arts High School 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;
- use the expertise of high school teachers across four different subject areas to provide an additional teaching resource leading to demonstration lessons followed by debriefing and constructive feedback sessions;
- modelled teaching and learning strategies to gain various perspectives of teaching using specific criteria in the areas of literacy and numeracy; and
- conduct Science lessons at Granville South Creative and Performing Arts High School’s 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 resulted in increased teacher quality in Science, English and Mathematics.

Multicultural education

At Granville South Creative and Performing Arts High School, 75% of students identify a language background other than English. The school is a community that values and respects cultural, linguistic and religious diversity.

The celebration of cultural diversity included:

- Anti-bullying workshops;
- Harmony week celebrations;
- A parent and community Eid celebration;
- Transition programs for new students from Intensive English Centres; and
- Faculty teaching and learning programs that reflect a rich diversity of multicultural experiences and perspectives.

A major feature of the school calendar is the annual Multicultural night. Our students, students from feeder primary schools and parents performed on the night. The very large and appreciative audience helped to create the celebratory nature of the evening.

All of the performing arts were represented. The variety of dance included hip-hop groups, Tongan and Lebanese dance groups as well as traditional Vietnamese dance and a Haka. Year 9 and 10 Drama classes presented short plays. There were also Lebanese drummers, a rock group complete with vocalist and a surprise performance by the staff band.

Events such as these contribute to positive relationships among the students and other members of the school community.

Respect and responsibility

Our school culture is one where a sense of social responsibility and tolerance is promoted among the students and whole school community. The statement of student rules and responsibilities is proudly shown in every classroom and the school diary. Responsibilities include students having values of respect for others and being responsible for their own behaviour and learning. These values and responsibilities are regularly spoken about at year assemblies and school assemblies.

The whole school community was involved in developing an updated set of school rules.
during 2010. Respect and responsibility is underpinned by these school rules and our continued use of the RAISE responsibility system.

Our values education partnership with Heathcote High School continued. Students from both schools built a set of common, shared values and continued our emphasis on tolerance and an understanding of multiculturalism.

Students and all members of the school community are expected to model and embody these values every day; in the classroom, playground and in the community.

**National partnership programs**

The school was selected to participate in the Priority Schools Funding Program (PSFP) for four years in 2009. These programs allowed the school to employ extra teaching staff, an additional Deputy Principal and a teaching and learning consultant to implement improvements in student academic results.

Community Liaison Officers were employed to help the school link with the local community and outside agencies.

**Connected learning**

The outcomes achieved in 2010 include:

- The development of a second Connected Classroom. This has increased access for students and staff to enable the implementation of interactive learning within the school. It has also provided further opportunities for students to engage in live sessions with other schools across the state.
- An upgrade of computers in D3 computer room. As these are the latest computers, students are able to complete all their practical computing work much faster, as well as have a number of applications running simultaneously.
- An increase in the use of Electronic Whiteboards across the school. This technology has become a common occurrence in the majority of lessons for students. This has improved student learning outcomes by providing more visual and interactive lessons.
- The increased use of the student laptops across all subjects. Students are now using laptops from such common applications as word processing and internet research, to the more creative elements of blogging, graphic manipulation, video editing and website development.

**Vocational Education and Training (VET)**

Four Vocational Frameworks were offered in 2010. The courses included; Hospitality, Construction, Entertainment and Business Services Administration. Students in Year 11 and 12 studied the Commercial Cookery strand in Hospitality and are being trained according to the new Industry Curriculum Framework.

Students from Hospitality have benefitted from practical experiences gained while catering for key school functions.

Students who studied Construction in 2010 achieved a Statement of Attainment towards Certificate II in Construction.

Business Services Administration was offered for the first time. Hospitality and Business Services students were able to utilise their experiences at JP Morgan to better understand the operations and procedures of their respective frameworks.

Entertainment students continue to play an important role in the South Western Sydney Director’s Choice 2010 Festival.
Progress on 2010 targets

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.

Our achievements include:

- Average growth in student learning outcomes for Year 7 in Literacy (writing and spelling) was significantly above the growth for both the State and School Education Group (SEG);
- Average growth in performance for Year 9 students in writing was above the growth for both the State and School Education Group (SEG);
- Average growth in performance for Year 9 students in Literacy (Reading and Grammar & Punctuation) was above the average growth for all students across the State;
- Average growth in student performance for Year 9 in Numeracy was significantly above the growth for both the State and School Education Group (SEG); and

- Student, staff and parents strongly support our literacy and numeracy lessons within the Stage 4 curriculum.

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.

Our achievements include:

- An increase in the number of electronic whiteboards available for use in classrooms;
- Increase in the number of students accessing and utilising laptop technology;
- An increase in the daily attendance rate on the previous year; and

- Students are making more appropriate and informed curriculum choices with an increase in students accessing VET courses.

Target 3

Teacher Quality

Teachers are implementing (with induction for new staff) the Quality Teaching model in their daily lessons.

Our achievements include:

- All new scheme teachers received ongoing support from the Head Teacher mentor in the implementation of the Quality teaching framework;
- All staff were involved in professional learning sessions during School Development Days to incorporate sustainability education in teaching and learning programs; and
- All staff were involved in professional learning sessions during School Development Days with a focus on Quality Teaching and writing strategies across Year 8 using NAPLAN to develop success criteria and rubrics.

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.

Our achievements include:

- Year 10 students trained in the Peer mentor program;
- Introduction of the Stage Coordinator role which provided the opportunity for a number of teachers and Head Teachers to relieve in higher positions for a substantial period of time; and
- Reorganisation of weekly school assemblies so that they become student focused. SRC members are operating on a rotating roster and are responsible for chairing the proceedings.
Key evaluation

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 2010 Granville South Creative and Performing Arts High School carried out evaluations of Student Welfare and Management and Human Society and Its Environment (HSIE).

Educational and management practice

Student welfare and management

Background

Granville South Creative and Performing Arts High School has developed many aspects of its student welfare system. Two key components of the welfare and discipline system include the Positive Behaviour and Intervention Support (PBIS) and the RAISE responsibility system (which emphasises Positivity, Choice and Reflection).

The student welfare team consists of the Welfare Coordinator, Deputy Principal, Year Advisers, Assistant Year Advisers, Student Adviser girls, Student Adviser boys, support teacher behaviour, and the school counsellor.

The welfare team meet every fortnight to discuss and develop welfare strategies to support students in a safe, caring and stimulating environment.

2010 saw many staff changes in key positions within both the school leadership and the student welfare team. These changes provided additional experience and enthusiasm within the student welfare team while allowing new reflection of the current system.

The school executive introduced a ‘School Culture’ survey during Semester 2, 2010, to measure the level of satisfaction amongst parents, students and staff regarding many aspects of school life.

Findings and conclusions

Staff indicated:

- a concern that students were not proud of their school;
- that there was a lack of respect for property by students;
- that the RAISE responsibility system was not an effective student behaviour management system within the classroom;
- the management of student behaviour was not as effective as they would like;
- a belief that students did not enjoy the learning environment in the way they should;
- that many students didn’t follow the school and classroom rules as expected;
- that the use of student diaries was not consistent; and
- that the physical classroom learning environment was not always uplifting.

Students indicated:

- a similar concern for a lack of pride in the school by their peers;
- that the learning environment was not as enjoyable as they would like;
- that student behaviour in the classroom didn’t always make it easy to learn;
- that there was a lack of respect for school equipment and resources amongst students;
- that they would like to have more opportunities to participate in decision making within the school;
- that in general, students do not regularly use their diaries; and
- that the physical classroom learning environment was not always uplifting.

An analysis of the ‘School Culture’ data identified common areas of concern for both staff and students. In response to these findings, a review of the school’s welfare and
A discipline system was undertaken.

**Future directions**

Our educational belief is that positive learning environments are free of distractions where:
- teachers can teach effectively; and
- student learning is maximised.

A well managed learning environment needs to be maintained if we are to achieve quality teaching and learning.

Outcomes of our review included:
- the introduction of a new set of classroom rules developed by both students and staff;
- the development of a draft whole school Student Management plan containing classroom behaviour management strategies and consequences which is to be introduced in 2011;
- the consistent application of a common set of behaviour management strategies by all classroom teachers;
- presentations by the Principal, Deputy Principals and Stage Coordinators regarding appropriate behaviour and classroom expectations;
- the development of a ‘Commitment to Learning’ for 2011 which requires students, parents and the Principal to commit to agreed learning values;
- the introduction of a school ‘Diary’ policy to encourage positive use of diaries by students and consistent monitoring by both parents and teachers; and
- a commitment to an ongoing evaluation of the Student Management plan and behaviour strategies throughout 2011.

**Curriculum**

**Human Society and Its Environment (HSIE)**

The HSIE faculty were seen to be going through a period of change with the appointment of a new Head Teacher early in 2010. In order to inform positive change, a review team was formed which conducted structured interviews with both faculty staff and student focus groups as well observing student work samples and a selection of faculty documentation.

**Findings and conclusions**

A number of positive findings were made as a result of the review, and a number of areas for improvement were identified.
- Staff generally felt there was a positive rapport and level of support among faculty members;
- A new Head Teacher was seen as a positive step with a number of new ideas introduced;
- A variety of assessment methods and flexibility in the presentation of tasks was seen as being effective, as was a culture of constantly recognising student achievement;
- Teachers felt the need for professional development to assist their teaching of subjects outside their areas of expertise;
- Faculty teaching resources needed to be upgraded and made available to all staff members; and
- Teachers felt the need for more time to be allocated to address the issues raised through the review process.

**Future directions**

As a result of the comprehensive review a number of targets were developed as part of a faculty action plan.
- Ongoing development of quality teaching programs for Years 7 to 12 that are based on agreed expectations for planning and programming. This will include lesson sequences and teaching strategies, links to syllabus outcomes and the quality teaching framework, metalanguage, skills and fieldwork;
Effective management and strategic purchase of resources, aligned with and based on faculty programs;

Consistent assessment practices that align with school wide and faculty-based processes;

Use of external data and student performance data on in-school assessments to inform teaching and learning programs and practices; and

Faculty professional learning sessions to include professional sharing and targeted professional learning and mentoring for staff who are not confident in teaching History or Geography.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

As part of our self-evaluation process, a ‘School Culture’ survey was conducted during semester 2, 2010, measuring the level of satisfaction amongst parents, students and staff at Granville South Creative and Performing Arts High School.

Opinions gathered assisted in guiding school decision-making processes; establishing strategic directions and determining our specific priorities.

It is clear that the school community values many aspects of teaching and learning provided at Granville South Creative and Performing Arts High School.

A pleasing outcome from the culture survey for the entire school community was the fact that students, staff and parents alike all believed that meeting the needs of students was the School’s main priority.

Other areas of positive agreement included the celebration of student achievement and the belief that parents, students and staff respect each other.

Students believe that:

- new students are made welcome;
- all students are encouraged to achieve their best;
- parents are informed promptly if their child has a problem;
- teachers have high expectations of student behaviour; and

- teachers consistently implement the school code of behaviour and rules.

Staff believe that:

- students are encouraged to achieve their best;
- the School is continually finding ways to improve what it does;
- the School is well managed;
- staff support one another; and
- staff enjoy working Granville South Creative and Performing Arts High School.

The final section of the School Culture survey looked at the importance of values on the culture of the school. Students, staff and parents all agreed that care, cooperation, safety and responsibility are crucial values for a positive learning environment. Staff also rated highly the importance of fairness and effort.

Professional learning

The school receives significant funding for the professional development of staff based on Regional and School priorities. These funds come from the funding available to all schools for professional development of staff as well as funding provided from the PAS program. Some of these funds were expended on an executive conference in Term 4. In 2010, staff participated in training events delivered by either our own staff who have a particular area of expertise or by external providers.

The major priorities and strategies were:
• In-school and regional literacy and numeracy workshops where a team of staff met with literacy and numeracy consultants to focus on analysing NAPLAN data. The aim was to develop faculty and whole school approaches to improving student results and learning outcomes;
• The 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 key learning areas. The NAPLAN results indicated that improvements were being made in the area of writing;
• Technology based workshops including Digital Education Revolution (DER) focus areas, school and pedagogical readiness;
• Positive Behaviour and Intervention Support (PBIS) training;
• Early career teacher workshops; and
• Syllabus and VET implementation workshops to meet course and accreditation requirements.

School Development 2009 – 2011

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

Target 1
Literacy and Numeracy

Increased numbers of students achieving at or above Band 5 in literacy and numeracy; decreased numbers of students achieving Band 5 and below in literacy and numeracy.

Strategies to achieve this target include:
• Targeted support for individual learning needs determined by analysis of literacy, numeracy and school based data and a continuation of Year 7 and 8 Literacy and Numeracy classes;
• Quality Teaching elements to be incorporated into all aspects of teaching literacy and numeracy with a focus on Significance and Intellectual Quality;
• Individual programs developed for particular students including Aboriginal students, groups of high achieving students and students experiencing difficulties; and
• Primary school links in Literacy, Numeracy, Science and Creative and Performing Arts.

Our success will be measured by:
• Year 7 and 9 students show a growth in areas of literacy and numeracy;
• Faculty monitoring identifies literacy and numeracy strategies embedded into teaching and learning programs and are an integral component of assessment strategies; and
• An increase in the development of individual learning programs and extension programs for gifted and talented students.

Target 2
Student engagement and retention

Improved social and emotional wellbeing and skills for life for every student; enhanced use of technology in every classroom to improve student engagement; a shared curriculum strengthening collaborative learning across the community of schools.

Strategies to achieve this target include:
• Destination data analysed and made available to staff with suggested recommendations;
• Support students and families in applying for funding to support continuing education and promote traineeships as an option for senior students;
• Appropriate academics and regional personnel presenting at School Development Days;
• Audit and develop staff skills in the use of connected classrooms and other emerging technologies; and
• Expanding existing programs that promote the involvement of the business community, interagency support and community service.
Our success will be measured by:
- An increase in the percentage of students completing the HSC and progressing to further study or successful integration into the workforce;
- School culture surveys indicate value is placed on regular attendance and absence is monitored; and
- An increase in school attendance rates as measured in comparison to School Education Group, Region and State attendance patterns.

**Target 3**

**Teacher Quality**

*Strengthened teacher capacity to improve student learning; improved student learning through quality teaching practice.*

Strategies to achieve this target include:
- Head Teachers promote and provide support for teachers in the implementation of quality teaching elements, especially to improve student engagement;
- Expand availability of current technology and relevant teacher professional learning to enhance a range of teaching strategies; and
- Implement specific programs that support new scheme teachers in addressing the elements of the professional teaching standards.

Our success will be measured by:
- Introduction of a formal professional learning lesson observation program by both executive and classroom teachers, based on elements and dimensions of the quality teaching model;
- Increased use of emergent technologies and an increase in the number of staff participating in technology based professional learning; and
- Development of induction programs for new scheme teachers and the successful completion of teacher portfolios.

**Target 4**

**Leadership – Staff and Student**

*Strengthen school leadership capacity for teachers and students to support school improvement and student learning; confident and efficient practitioners that can lead others by example.*

Strategies to achieve this target include:
- Identify Head Teacher professional learning needs and develop leadership capacity through Executive Assessment and Review Schedule and faculty monitoring;
- Increase involvement of executive and classroom teachers in leadership of whole school programs and building leadership capacity;
- Evaluation of the role of the Student Representative Council and Prefect group and the election of members;
- Shared student leadership opportunities with partner primary schools; and
- Student and staff participation in school-based decisions, school planning and evaluation processes.

Our success will be measured by:
- All Head Teachers adopting a whole school leadership responsibility;
- Development of an agreed role statement and code of conduct for the Student Representative Council and Prefect group; and
- An increase in the number of student leadership opportunities available, particularly though the community of schools program.
CONGRATULATIONS
Staff, students and the community

Youth Scholarships

Community of Schools

Student Leadership and Participation

Literacy & Numeracy

Sporting Achievements

Regional Student Welfare award

Multicultural Education

Connected Learning