Granville South Creative and Performing Arts High School

Annual School Report
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 K Tookey Parent Representative
Mrs G Zaineddine Parent Representative
Ms M Polota Nau Community Representative
Ms R Isrin Community Representative
Mrs S Grinyer School Administrative Manager
Mrs F MacDonald-Brown Head Teacher
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
Contents

Our school at a glance........................................ 2
- Student
- Staff
- Significant programs and initiatives
- Student achievement in 2011
Messages....................................................... 3
- Principal’s Message
- Parent Group Message
- Student Representatives’ Message
School Context............................................... 5
- Student enrolment profile
- Student attendance profile
- Structure of classes
- Management of non-attendance
- Retention to Year 12
- Post-school destinations
Staff Information............................................. 6
- Staff establishment
- Teacher qualifications
Financial Summary........................................ 7
- Voluntary School Contribution
- Principal’s Comment
School Performance 2011............................... 7
- Achievements
  - Arts
  - Sport
  - Other
- Academic
  - Literacy – NAPLAN Year 7 & 9
  - Numeracy – NAPLAN Year 7 & 9
  - Progress in Literacy
  - Progress in Numeracy
  - School Certificate
  - Higher School Certificate
- Minimum Standards
Significant Programs and Initiatives..... 13
- Aboriginal Education
- Priority Schools Program
- Multicultural Education
- Respect and Responsibility
- National partnership programs
- Connected learning
- Vocational Education and Training
Progress on 2011 Targets................................. 14
Key Evaluations............................................. 15
- Educational and management practice
  - Student attendance
- Curriculum
  - Creative and Performing Arts
- Parent, student, and teacher satisfaction
Professional Learning................................. 17
School Planning 2012-2014....................... 18
Our school at a glance

Students
- 505 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 including specialised programs in the Creative and Performing Arts

Staff
- 51.2 Teaching staff
- 14.3 non-teaching staff consisting of a school administrative manager, 7 school administrative officers, a 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 Funding Program (PSFP)
- Priority Action Schools program (PAS)
- Low SES Communities, National Partnerships
- Music, dance and drama performance opportunities
- 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 leadership program, Year 7 RISE reading program
- Business partnership with JP Morgan

Student achievement in 2011

Literacy – NAPLAN Year 7
64% of Year 7 students achieved at or above minimum standards of literacy.

Numeracy- NAPLAN Year 7
64% of Year 7 students achieved at or above minimum standards of numeracy.

Literacy – NAPLAN Year 9
52% of Year 9 students achieved at or above minimum standards of literacy.

Numeracy-NAPLAN Year 9
67% 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>42</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
<td>28</td>
</tr>
<tr>
<td>Australian Geography, Civics and Citizenship</td>
<td>8</td>
</tr>
<tr>
<td>Australian History, Civics and Citizenship</td>
<td>9</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>22</td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>55</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>7</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>16</td>
</tr>
<tr>
<td>Information Processes and Technology</td>
<td>11</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>11</td>
</tr>
<tr>
<td>Senior Science</td>
<td>25</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>38</td>
</tr>
</tbody>
</table>
Principal's message

Granville South Creative and Performing Arts High School has had a lot to celebrate during 2011. As Principal, I am extremely proud of the achievements of students, staff and the wider community. The importance of students, staff and parents working together to ensure student engagement and success should never be underestimated.

Our staff are dedicated and professional in their approach to implement quality teaching and learning programs to improve the outcomes of students.

One of the most significant achievements in 2011 involved the school name change to incorporate our new selective program. Granville South now proudly caters for a diverse community including our local comprehensive students, students with special needs and students gifted and talented in the creative and performing arts including dance, drama, music and visual arts.

Some of the significant achievements included:

- Issa Jebara (School Captain) - Minister's award for Excellence in Student Achievement (one of only 39 students to receive this award in the State)
- Issa Jebara (School Captain) - South Western Sydney Regional Ambassador
- Susan Grinyer (School Administrative Manager) – Director-General's award for Excellence Service to Public Education (one of only 4 non-teaching staff to receive this award in the State)
- Mounira Derbass - State winner of the Doug Jukes Memorial Scholarship

Wallabies Rugby star, Tatafu Polota-Nau, received a hero’s welcome when he visited the school in June as part of the Australian Rugby Union’s Qantas Wallabies Towns project. Tatafu is an ex-student of the school and was School Captain in 2002. Tatafu made an engaging speech at a special school assembly and participated in a number of activities with both high school students and students for our local partner primary schools.

2011 saw a continued strengthening of student enrolments at the school with the final number above 500 for the first time in a number of years. This provided the school with an additional Deputy Principal, with Mr Martin Toaatolu being appointed in December following a Merit Selection.

Congratulations and public acknowledgement must go to our parent group who worked tirelessly during 2011 to ensure that our parent body officially re-affiliated with the Federation of the Parents & Citizens Association. This process has strengthened the commitment of our community to the school and ensures the involvement of parents and carers in school activities will only increase.

Granville South Creative and Performing Arts High School continued its’ strong commitment to our very successful ‘Community of Schools’ with Blaxcell Street, Granville South, Guildford and Granville primary schools by increasing student participation through some new initiatives including a highly valued transition program (Year 6 into 7) and a Creative and Performing Arts performance program. Feedback regarding the ‘Community of Schools’ from staff and parents at these partner primary schools has been extremely positive.

The school continues to offer a wide Vocational curriculum in an attempt to meet the needs of our students. This year our senior students studied Construction, Hospitality, Business Services and Entertainment. Plans are now in place to introduce Sport Coaching and Retail as early commencement courses for Year 10 students from 2012.

Our Multicultural performance evening was an outstanding community event with great support from staff and students and many wonderful outcomes. Our special guests, The Hon. Jason Clare (Federal Member for Blaxland), The Hon. Tony Issa (Member for Granville), Mr Murat Dizdar (School Education Director, Granville), Mr Christopher Charles (Principal Auburn Girls High School), Mrs Linda O’Brien (Principal Granville Boys High School), Mrs Lisa Wilson (Head of Investment Analytics and Accounting J.P. Morgan),
Mr Chad Bliss (former Deputy Principal Granville South High 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 Creative and Performing Arts High School should be very proud of their efforts and pleased with the many performances. Special mention must go to Ms Helen Ranger, Mr Tony Woollams and their team for the tremendous effort and tireless commitment they gave to the event.

As the school moves toward our participation in the Commonwealth Government’s Low SES Communities National Partnerships we have undertaken a thorough school Situational Analysis and developed a new School Plan for 2012-2014. The plan was presented to staff and the Parent group during Term 4. Five School Priority areas were identified in the School Plan:

- Literacy and Numeracy
- Student engagement and attainment
- Community engagement
- Leadership, learning and management
- Curriculum and assessment

As part of the school Situational Analysis process, a decision was made to participate in the ‘Focus On Reading’ program. This professional learning program involved all teachers in developing an understanding of the cognitive and metacognitive reading comprehension strategies readers use. The ‘Focus On Reading’ program involves teaching students to improve their reading skills by providing explicit instruction in the comprehension strategies of Making connections, Predicting, Questioning, Monitoring, Visualising and Summarising. Teaching students specific comprehension strategies is an effective way to help them overcome difficulties they face in understanding texts they read. Teachers will continue to attend regular professional learning sessions, develop their knowledge and implement the teaching strategies in their classrooms throughout 2012.

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

P & C and/or School Council message

The parent body of our school has been meeting regularly in the unofficial capacity of a Parent & Citizen Association. To enable us to better assist our school, it was decided to become re-affiliated with the Federation of the Parents & Citizens Association. This is a positive step for us and it will aid the parents and the wider school community to become involved in consultations and have a positive influence on the operation of the school.

We have had a busy year as part of becoming a Creative and Performing Arts High School. Consultations were held concerning the implementation of a new school uniform for our senior students and many other changes within the school that are part of the Low SES Communities National Partnerships initiatives.

The P&C were instrumental in the instigation and success of various fundraisers such as sausage sizzles and a pre-Ramadan luncheon.

It has been fantastic to see an increasing number of parents attending our meetings and helping to make decisions to improve our school. Our meetings are held monthly, with notice of upcoming meetings sent to parents and carers by SMS. We would like to encourage all parents and carers to attend these meetings.

Mrs G Zaineddine
President

Student representative’s message

It was a privilege for Granville South Creative and Performing Arts High School to have representatives on the Student Representative Council (SRC) Inter-School Group (ISG) executive in 2011. Two Year 11 students, Aisha Sleiman and Varsekou Dulleh (elected President of the Executive ISG), attended SRC ISG executive meetings each 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 The Impact Student Leadership Conference, Halogen Young Leaders Day and the World Vision Global Leadership Convention.

Other activities the SRC were involved with in 2011 included the Granville Remembrance Day Ceremony and Year 7 meet the teacher evening. The SRC continued to survey students to better understand their concerns and views. In 2011, student representatives continued their work on a code of conduct.

The SRC leads and participates in raising funds for activities within our school to improve the learning environment. During the year, students ran a mufti day with the theme ‘Character Day’. It was a very successful day, as students were pleased to be able to wear clothes that represented a character of their favourite TV program, movie or novel.

2011 was the second year that Granville South Creative and Performing Arts High School participated in the 40 Hour Famine. The SRC enjoyed working with Nishin David from World Vision. Nishin David addressed staff and students at a formal assembly, and this encouraged many students to take part in the famine and help children, their families and communities in desperate need.

In 2011, the Student Representative Council (SRC) organised and participated in charity fundraisers that included Crazy Hair Day, World’s Greatest Shave, and Stewart House Day. Each of these fundraisers contributed to the support of people in need and helped to develop a sense of social and moral responsibility in our students.

**School Context**

**Student information**

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

**Student enrolment profile**

In 2011 the school started with an enrolment of 505 students. The proportion of boys and girls was 59% and 41% respectively. This student enrolment represents a four year growth trend and demonstrates a positive demand for placements at the school within the local community.

**Student attendance profile**

During 2011 85.6% of students in Years 7 to 12 attended school, on average, each day. This represents a 1.1% decrease on the average daily attendance rate from 2010. This figure represents an increase of between 0.5% and 1.8% across Years 7-9 and a decrease in Years 10-12, which was a trend across both the State and Region.

**Management of non-attendance**

Daily absence is reported to parents via SMS and the Principal, Deputy Principals and Stage Coordinators monitor student attendance patterns. 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 up by the Community Liaison Officers (CLOs) through phone contact with parents.

Analysis of school partial absence and lateness statistics was conducted in Term 4, 2011 and the findings are being addressed through our Low SES Communities National Partnerships Targets.
**Structure of classes**

Classes are organised to support the different learning needs and abilities of all students. Year 7 and 8 classes are mixed ability however, a Gifted and Talented class was established in 2011 to support the learning needs of students who are high achievers in the Creative and Performing Arts (CAPA).

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.

The CAPA class in Year 7 was aligned with the Year 9 elective classes on the timetable to allow a specialist ensemble program to be run vertically across Years 7 to 9.

**Retention to Year 12**

The retention rate for the 2011 HSC cohort has risen by 13.4% over 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.

Our higher retention rate can be partly attributed to a deliberate focus on implementing a number of strategies 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.

All learning support students were placed in job support on completing their HSC.

**Year 12 students attaining HSC or equivalent vocational educational qualification**

Over 25% of HSC students studied Vocational Education and Training (VET) courses in 2011. Numbers in courses were:

- Business Services - 11 students;
- Construction - 4 students;
- Entertainment Industry - 7 students;
- Hospitality - 11 students.

Many of these students studied more than one VET course.

**Staff Information**

The school had 51.2 teaching positions allocated in 2011. This included 9 executive staff, a head teacher mentor, 28 classroom teachers and 6 specialist teachers. The teaching staff was supported by 6.7 school administrative officers (SAO), 1 general assistant, 6 school learning support officers (SLSO) and 3 Community Liaison Officers (CLOs).

**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>30</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>1.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>51.2</td>
</tr>
</tbody>
</table>

**Post-school destinations**

Of the 53 students completing the HSC in 2011, 9% were successful in being offered university placement. 36% accepted placement in various TAFE courses and many others were successful in gaining employment.

**Staff retention**

At the end of 2010, the Science Head Teacher gained a merit selection posting to another school and a visual arts teacher was successful in gaining a promotion to another school. Teachers from the Technical and Applied Studies (TAS), Mathematics and Information Technology (ITI)
faculty were successful in gaining transfers to other schools.

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 18% having postgraduate 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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>18</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>30/11/2011</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>875549.33</td>
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<tr>
<td>Global funds</td>
<td>344022.44</td>
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<tr>
<td>Tied funds</td>
<td>669027.69</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>103969.43</td>
</tr>
<tr>
<td>Interest</td>
<td>56188.59</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>165657.52</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>2214415.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>$</td>
</tr>
<tr>
<td>Key learning areas</td>
<td>167729.10</td>
</tr>
<tr>
<td>Excursions</td>
<td>7442.13</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>34264.08</td>
</tr>
<tr>
<td>Library</td>
<td>10573.68</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>-7515.46</td>
</tr>
<tr>
<td>Tied funds</td>
<td>709783.18</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>36831.05</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>94340.89</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>71058.35</td>
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<tr>
<td>Maintenance</td>
<td>70124.17</td>
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<tr>
<td>Trust accounts</td>
<td>73309.86</td>
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<tr>
<td>Capital programs</td>
<td>11990.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1279931.03</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>934483.97</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the P&C body.

Further details concerning the statement can be obtained by contacting the school.

School Performance 2011

Achievements

Arts

The main focus of the Creative and Performing Arts program in 2011 has been preparation for the introduction of the Selective Creative and Performing Arts stream in 2012. Vertical timetable structures were extended to cater for Years 7 to 10, enabling our ensembles program in music, visual arts, drama and dance to expand.

There were a number of notable achievements during 2011, including an increased number of performance opportunities.

- The feature event of the year was our Multicultural performance, which was once again sold out. Talented students in music, dance and drama showcased high quality performances.
- The dance ensemble entered “Bring it On” and presented a creditable performance;
- The drama ensemble was successful in auditioning for the Regional Drama Festival.
- Visual Art works have been exhibited at a number of public events during 2011. A film making collaboration between the school and Football United led to the production, by our students, of a short film.
• Four students were successful in gaining selection to attend ArtSmart, which is a regional Visual Arts workshop for talented students.
• Music students were successful in auditioning to perform in “Our Spectacular” at the Opera House. The quality of this performance was indeed spectacular.
• There were many other performance opportunities with a variety of musical groups performing at local primary schools and nursing homes.
• Our Entertainment Industry students must also be recognised for their work in the presentation of our Multicultural performance and their involvement in both the Regional Drama and Dance Festivals.

Sport

The following is an overview of student sport achievements in 2011:
• Year 8 Junior Boys Rugby League team – Andrew Ryan Shield Winners and qualified for The State Cup.
• Junior Boys Rugby team – winners of the West Harbour Rugby Tens Plate.
• Meliami Lasalo, gained selection in the Sydney West Open Girls Rugby Team and NSW Schoolgirls Rugby Union team.
• Simaima Taufa, gained selection in Sydney West Open Girls Rugby Union team, and NSW CHS Girls Rugby Union team, Captain of the Western Sydney Women’s Rugby Union team and Captain of the NSW Women’s, Rugby Team.
• William Pride was selected to play in the Under 18’s Indigenous Rugby Union Championships in Alice Springs. William was selected for the Combined States Squad and his trip was sponsored by the Granville Rotary Club.

Prospect Zone Medal Winners:
• Swimming; Abdul - Hamid El-Arab
• Cross Country - Farous Nghath
• Athletics - Simaima Taufa

Regional Medal Winners:
• Athletics; Simaima Taufa

Other

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

During 2011 students and staff were successful in various programs and initiatives:
• Students of the term: Summor Ghamrawi, Sukru Gulesci, Courtney Barbera, and Sarja Ohrok.
• Elise Burrows received a Community Service Award from Jason Clare MP Federal Member for Blaxland.
• Elise Burrows represented Granville South Creative and Performing Arts High School at NSW Student Equity Advisory Team (SEAT).
• Varsekou Dulleh received the Student Excellence Award, CBCC Independent Employment Advisory (IEA) Program.
• Butros Ngath was selected as the Regional Representative for Refugee Youth Interagency (RYI).
• Jarrod Hill achieved Certificate II in Hospitality, Café Horizon (DEC Links to Learning & Salvation Army Program).
• New Sun Doo – was awarded a NSW Youth Housing Scholarship.

The following students were awarded Indigenous School Based Traineeships:
• Sarah Maree Allen – Certificate II Customer Service at Qantas International
• Daniel Price - Certificate II Transport & Logistics at Australia Post
• Keith Collogan - Certificate II Transport & Logistics at Australia Post

Other substantial welfare based initiatives or student support programs included:
• A school to TAFE “taster” program for Year 10 students
• The Newly Arrived Student Project for Years 9 and 10 students
• Gateways program for students at risk or disengaged
• The Aspire mentoring program for Years 8 to 12
• Youthworks challenge camp for Year 9 boys
• The Vulnerable Students program and Links to Learning

Year 11 English Advanced students participated in the Belvoir Theatre Enrichment Program which involved pre-performance workshops and post performance follow up workshops with the playwright.

The Science faculty celebrated science week with a number of interactive workshops being held for students during lunch times which involved interactive activities. Selected students from Years 7 to 10 attended the 2011 Science Expo held at the Australian Powerhouse Museum as part of National Science Week.

Academic

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

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

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

Literacy – NAPLAN Year 7

In 2011, ninety-one 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 2009 Year 5 Basic Skills Test (BST), the results indicated:

• 73% of students improved in Reading;
• 73% of students improved in Spelling; and
• 65% of students improved in 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 2011, 65% of Year 7 students scored in the Band 5 - 7 range although the number of students falling into the Band 4 range was disappointing.
**Literacy – NAPLAN Year 9**

In 2011, eighty-five Year 9 students completed NAPLAN.

When compared with the 2009 Year 7 NAPLAN the results indicated:
- 69% of students improved in Reading;
- 75% of students improved in Spelling; and
- 60% of students improved in Grammar and Punctuation.

**Numeracy – NAPLAN Year 9**

When compared with the 2009 Year 7 NAPLAN the results 37% of Year 9 students achieved greater than the expected level of growth in Numeracy.

Progress in literacy

Ninety-one Year 7 students presented for the literacy component of NAPLAN in 2011.

The average growth for Year 7 students in their Writing performance from Year 5 (2009) 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 Grammar and Punctuation performance from Year 5 (2009) was above the State average.
- The average growth for Year 7 students in their Reading performance from Year 5 (2009) was above the State average growth.

Eighty-five Year 9 students presented for NAPLAN in 2011.

- The average growth for Year 9 students in their Spelling performance from Year 7 (2009) was above the average growth for the both the State and the Granville SEG.
- The average growth for Year 9 students in their Reading performance from Year 7 (2009) was equal to the State average growth.
- The average growth for Year 9 students in their Grammar and Punctuation performance from Year 7 (2009) was slightly below the State average growth.

To continue this trend the school will:

- Introduce a whole school commitment to the use of the “Focus on Reading” program across the school, aided by the employment of a specialist teacher to implement this program.
- 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.
- Maintain smaller class sizes for Year 7 and 8 Literacy classes consistent with previous years.

**Progress in numeracy**

Ninety-one Year 7 students presented for the numeracy component of NAPLAN in 2011.

- The average growth for Year 7 students in their overall Numeracy performance from Year 5 (2009) was below the Granville SEG and State average although 70.3% of students showed growth in their numeracy performance from Year 5 (2009).

Eighty-five Year 9 students presented for the numeracy component of NAPLAN in 2011.

- The average growth for Year 9 students in their overall numeracy performance from Year 7 (2009) was above the state average and equal with the Granville SEG.
- 69.4% of students showed growth in their numeracy performance from Year 7 (2009).

To maintain improvement the school will:

- Continue augmenting the Year 7 and 8 curriculum pattern with the inclusion of a Semester – based numeracy program.
- Integrate numeracy through core mathematics classes with a team teaching model used during specific numeracy lessons.
- Investigate the implementation of a whole school numeracy program as part of the Low SES Communities National Partnerships.
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).

- 54% of students achieved in the Band 3,4,5 ranges in Science. The most significant increase was in the number of students achieving at the Band 4 level.
- In Australian Geography, Civics and Citizenship and Australian History, Civics and Citizenship, the majority of our students achieved in the lower 3 Bands. There was a reduction in the number of students achieving the Band 1 range in History compared to the school’s 5 year average.
- 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.

In 2011 the school’s value-added results in the lower Bands for Science, Australian History and Geography were above the school’s average value-added performance whilst English was equal to the school average. Computing Skills was above that of the average State growth.
Higher School Certificate

In 2011, forty-nine Granville South Creative and Performing Arts High School students completed the HSC examinations.

- The students in Standard and Advanced English in 2011 were not as successful as the 2010 cohort. There was an overall increase of students performing in Bands 1 and 2 and less students performing in the bottom two bands.

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 the middle bands for the combined HSC courses in 2011 was above the school’s 2008, 2009 and 2010 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 3, 5, 7 and 9.

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

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
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<tbody>
<tr>
<td>Reading</td>
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<td>Writing</td>
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<td>Grammar &amp; Punctuation</td>
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<table>
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<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
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<td>Numeracy</td>
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</tbody>
</table>

- In Business Studies there was a 26% decrease in students achieving at Band 1 level and a subsequent increase in Bands 2, 3 and 4.
- There was a 13% reduction in the number of students achieving a Band 1 in Senior Science. There was also an 18% decrease in the number of students achieving Band 1 in Biology, with an increase in the number of students achieving at the Band 2,3, and 4 levels.
- Student achievement in Industrial Technology reflected a 17% growth in the number of students achieving in the Band 4 range from the previous year and no students achieving Band 1.
### 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 Industrial Arts Teacher was employed one afternoon a week during Term 4 to provide specific technical support for the two Year 11 students in the areas of Construction and Industrial Technology.

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.

**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.

One feature of multicultural education at our school is Refugee Action Support (RAS). The RAS program aims to support refugee students to improve their English language and literacy skills and develop the confidence to participate in the classroom.

Other initiatives promoting cultural diversity included:
- faculty teaching and learning programs that reflect a rich diversity of multicultural experiences and perspectives
- harmony week celebrations
- a parent and community Eid celebration
- transition programs for new students from Intensive English Centres
- anti-bullying workshops

A major feature of the school calendar is the annual Multicultural performance night. All of the performing arts were represented with many other cultures such as Tongan, Vietnamese and Lebanese represented through traditional dance and musical performances.

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

**National Partnership programs**

Granville South Creative and Performing Arts High School is to become part of the Low SES Communities National Partnerships program in 2012. During 2011, a comprehensive Situational Analysis was undertaken and the following recommendations were made:

- Further develop, implement, monitor and evaluate a school wide focus on reading and comprehension.
- Implement, monitor and evaluate whole school expectations of teaching and learning programs including assessment and quality teaching practices with a focus on school to work pathways.
- Staff to use analysis of School Measurement, Assessment and Reporting Toolkit (SMART) data to inform teaching and learning programs.
- Review, develop and effectively implement strategies to further engage students in learning.
- Further embed successful teaching and learning programs and practices in the Creative and Performing Arts selective stream.
- Ensure that all programs based on the syllabus have appropriate resourcing.
- Further build capacity to lead and sustain successful programs, systems and structures in
Investigate strategies to further strengthen home school partnerships.

**Priority Schools Funding Program (PSFP)**

Granville South Creative and Performing Arts High School's Priority Action Schools program in 2011 focused on pedagogy and improvement in literacy, numeracy and student engagement.

The Community of Schools project was comprised of two components:

- **Primary partnerships**
- **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:

- Undertake a detailed item analysis of the NAPLAN performance data.
- 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.
- Conduct science lessons at Granville South Creative and Performing Arts High School for students from our partner primary schools to promote and facilitate diverse learning opportunities resulting in an increase in student engagement and learning management.
- Provide dance and visual arts high school teachers to the partner primary schools to develop their creative and performing arts programs through team teaching and assisting with primary school projects.
- Collaboration between teachers from four high schools and six primary schools to develop introductory Year 7 lessons across eight faculty areas. These lessons modelled teaching practices used in Year 6 and targeted Year 7 faculty specific learning skill areas.

**Progress on 2011 Targets**

**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.*

Our achievements include:

- Average growth in student learning outcomes for Year 7 in Literacy (reading and grammar and punctuation) was above the growth for the State.
- Average growth in student learning outcomes for Year 9 in Literacy (spelling) was significantly above the growth for both the State and the Granville SEG.
- Average growth in student learning outcomes for Year 9 in Numeracy matched that of the Granville SEG.
- Individual learning programs developed for all aboriginal students in consultation with teachers and parents.

**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.*
Our achievements include:

- Increased numbers of students studying VET subjects in Stage 6.
- All Year 10 students were interviewed and counselled by a panel of teachers regarding appropriate subject choices prior to making final subject selections for Year 11 study.
- A continuing trend of increased numbers of students successfully completing the HSC.

**Target 3**

**Teacher Quality**

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

Our achievements include:

- All new scheme teachers received ongoing support from the Head Teacher Mentor in the implementation of the Quality Teaching framework and the completion of requirements for their accreditation at professional competence.
- All staff were involved in professional learning sessions during School Development Days. Fourth term saw all staff commence training in the *Focus on Reading* program.
- Implementation of a whole school program of professional learning to support the Digital Education Revolution and the use of laptops for specific faculty based applications.

**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.*

Our achievements include:

- The establishment of role statements and a code of conduct for the SRC and Prefect group.
- Continuation and expansion of the Stage Coordinator role to include shared responsibility for improved teaching and learning as well as student welfare and management.
- The development of a comprehensive role statement for executive staff which includes specific whole school responsibilities.

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**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 2011 our school carried out evaluations of Student Attendance and Creative and Performing Arts.

**Educational and management practice**

**Student attendance**

**Background**

Data analysed as part of the Low SES Communities National Partnerships Situational Analysis indicated that student attendance and punctuality was an area for attention, particularly in regard to punctuality and class attendance.

**Findings and conclusions**

Lateness and partial absences from class was leading to lost learning time and disengagement from the learning process for some students.

- Lateness to school was a problem across all years with data indicating that years 9 and 10 had significantly higher rates of lateness than other years.
- The rate of lateness increased as the calendar year progressed.
- Data for lesson absenteeism indicated the same trends, with Years 9 and 10 having higher
• Lesson truancy was reduced in Term 4.

Future directions
A number of strategies to improve student attendance were implemented as part of Low SES Communities National Partnerships.
• Employment of a Community Liaison officer whose main duty is to monitor lateness and truancy on a period by period basis.
• Implementation of a new electronic administration system which makes it possible to identify truancy virtually immediately.
• All class rolls for each lesson are marked and submitted electronically to enable immediate monitoring to take place.
• Senior executive and stage coordinators have formal interviews with the parents of students identified as having persistent attendance concerns.

Curriculum
Creative and Performing Arts (CAPA)
Background
The Creative and Performing Arts faculty were embarking on a process of renewal in preparation for the commencement of the Creative and Performing Arts selective stream in 2012.

In order to inform positive change, a review team was formed which conducted structured interviews with both faculty staff and student and parent focus groups, as well as observing a variety of lessons, student work samples and a selection of faculty documentation.

An external consultant with expertise in the management of the Creative Arts within schools was engaged to assist in the review process and in the implementation of the short and long term strategies developed.

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.
• The appointment of a Head Teacher was seen as a positive step with a new level of support for staff evident.
• Students were more enthusiastic and had a higher level of motivation when lessons had a practical component.
• A variety of assessment methods and flexibility in the presentation of tasks was seen as being effective, especially an increase in the use of practical and performance based assessments.
• Students recognise the fact that the school now has higher expectations of student achievement and performance standards.
• Parents were supportive of the opportunity to have an input through the implementation of a CAPA Parent Committee.
• 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 short and long term strategies were developed as part of a faculty action plan.
• Ongoing development of quality teaching programs for Years 7 to 12 where all lessons have clear lesson intentions and success criteria and a focus on the integration of the different syllabus components found in each CAPA discipline.
• Development of an agreed programming and registration template, which allows for both student skills and knowledge to be articulated. Programs will include clear links to syllabus documents and other mandatory DEC policies.
• Explicit literacy, numeracy and technology strategies embedded into all teaching programs.
• Effective management and strategic purchase of resources, aligned with and based on faculty programs and the development of computer based management systems that are accessible by all staff.
• Consistent assessment practices and policies that align with school wide processes and ensure the relevance of assessment tasks through the development of a common task notification format, clear assessment and marking criteria, criteria based written student feedback and a centralised system of recording assessment data.
• Use of external data and student performance data on in-school assessments to inform teaching and learning programs and practices.
• Faculty professional learning to include targeted professional learning and mentoring
Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

As part of our self-evaluation process, a ‘School Culture’ survey was conducted during Semester 2, 2011. This was the same survey administered in 2010, allowing the school to gauge changes in the satisfaction levels of parents, students and teachers.

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

In the staff survey there was a perceived improvement in culture in all but 2 areas covered by 59 questions. Student responses indicated improvement in all areas covered by 42 questions.

Students indicated that:

- Meeting the needs of students is seen as the school’s main priority.
- School is a friendly place and that students enjoy learning.
- Teachers make it enjoyable to learn.
- The values of the school are made clear and students are aware of them.
- Teachers are consistent in the implementation of the school code of behaviour and teachers have high expectations of student behaviour.

Staff indicated that:

- When necessary, the school makes important changes to what it does.
- The way student behaviour is managed is effective.
- The physical classroom environments are uplifting.

- They have the opportunity to influence change and that communication between staff is good.
- The physical classroom environments are uplifting.
- They understand and respond to the context of the community in which they work.

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. The largest area of growth was in participation with students and parents appreciating the added opportunities for participation in all areas of learning.

Professional learning

The school receives significant funding for the professional development of staff based on National, Regional and School priorities. These funds come from funding available to all schools for the professional development of staff as well as funding provided through the PAS program. Some of these funds were expended on an executive conference in Terms 2 and 4. In 2011, staff participated in training events delivered internally 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 the analysis of 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 explicit teaching practices that targeted student reading weaknesses. The primary school partnership was structured on team teaching between primary and high school teachers, developing stronger connections and links between stages 3 and 4 through explicit teaching practice.

- All teaching staff undertook the Focus on Reading professional learning workshops every three weeks to target reading comprehension weaknesses identified
training will continue into 2012. A whole school approach to improving reading comprehension is being developed.

- Technology based workshops including Digital Education Revolution (DER) focus areas, school and pedagogical readiness. In-school support was provided by two teachers who worked between the eight faculties to team teach and assist staff integrate technology into classroom teaching and learning practice.
- All teaching staff undertook the first three modules of the Team Leadership for School Improvement workshops.
- Early career teacher workshops coordinated by the Head Teacher Mentor.
- Syllabus and VET implementation workshops to meet course and accreditation requirements. This included two members of staff being trained in Sports Coaching for delivery in 2012 to Year 11 and Year 10 classes.

School Planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Literacy and numeracy

Outcome for 2012–2014

- Increased levels of literacy and numeracy achievement for students consistent with school targets.
- Strengthened literacy and numeracy learning through the use of a range of diagnostic assessments.
- Improved outcomes, through targeted early intervention, for students experiencing difficulty in literacy and numeracy at key transition points.

2012 Targets to achieve this outcome include:

- At least a 2% annual growth of Year 9 students achieving at or above minimum standards (Bands 6-10) for NAPLAN Reading from 55% in 2011 to 57% (2012), 59% (2013) and 61% (2014).

- At least a 2% annual growth of Year 9 students achieving at or above minimum standards (Bands 6-10) for NAPLAN Numeracy from 67% in 2011 to 69% (2012), 71% (2013) and 73% (2014).

- At least 1% average annual growth in the number Year 12 students achieving in Band 4 and above in the HSC from 23% in 2010 to 24% (2012), 25% (2013) and 26% (2014).

- Increase staff application of NAPLAN literacy data to develop differentiated learning strategies based on explicit teaching models to at least 95% in 2012.

Strategies to achieve these targets include:

- Employment of Literacy Coach.
- Introduce Year 7 teaming structures to identify and benchmark teaching and learning practices that develop visible and explicit teaching instruction.

School priority 2

Student engagement and attainment

Outcome for 2012–2014

- School structures and practices respect and respond to the diverse needs and unique characteristics of every student.
- Enhanced wellbeing of our students.
- A school environment that enables students to experience success and receive recognition for their attainments.
- Aboriginal student learning outcomes will match or better those of the broader student population.

2012 Targets to achieve this outcome include:

- Improve student attendance rates from 86.7% in 2010 to 89% (2012), 90% (2013) and 91% (2014).
- Reduce the incidence of partial attendance (lateness to school) by at least 10%.
- Increase student participation in Vocational Education and Training (VET) courses by at least 10% per year from 56 course enrolments in 2011 (representing 47 students accounting for enrolment in more than one VET course) to 62 course enrolments in 2012, 69 (2013) and 76 (2014).
- Increase the number of students selecting early Stage 6 VET courses (in Stage 5) to at least 15% in 2012 and 25% by 2014.
• All Aboriginal students achieve at least the expected growth in Year 9 NAPLAN (2013) in Reading and Writing.

• Student engagement in the Creative and Performing Arts selective program (involving dance, drama, music and visual arts) to include 10% of students by 2012.

**Strategies to achieve these targets include:**

• Provide Year 10 students with alternative vocational courses of study.

• Analyse SMART data and in-school assessment results to identify students who require additional support.

• Employment of Community Liaison Officers to improve student attendance patterns and avail students of appropriate school and career strategies.

• Employment of a classroom teacher engagement to develop opportunities for students in the Creative and Performing Arts program to perform in extra-curricular activities.

**School priority 3**

**Community engagement**

**Outcome for 2012–2014**

• Opportunities provided to engage with the community, partner primary schools, develop interagency and business partnerships to maximise learning opportunities and student options.

• Opportunities provided to engage with the community, partner primary schools, develop interagency and business partnerships to maximise learning opportunities and student options.

• Aboriginal students are supported by strong partnerships between schools, families and communities to increase engagement in education.

**2102 Targets to achieve this outcome**

• Increase participation beyond the current Community of Schools to include a transition program (Year 6 into 7) and a Creative and Performing Arts performance program across the Granville School Education Group (SEG).

• Ascertain and increase parent support for the Creative and Performing Arts selective stream in 2012.

• Increase participation in community, parent and school networks to support academic and vocational pathways, students from a refugee background, students with an intellectual disability and students demonstrating disengagement from education.

**Strategies to achieve these targets include:**

• Employment of Community Liaison Officers to develop targeted community engagement programs / partnerships and improve communication with all key stakeholders.

• Community Liaison Officers (CLO) roles and responsibilities developed to include a focus on increasing community engagement and developing partnerships.

• Review roles, responsibilities and procedures of Learning Support Team to ensure identification of individual student learning needs.

• Expand the Community of Schools to include other Granville School Education Group (SEG) primary schools in a Creative and Performing Arts program.

• Provide innovative and tailored learning opportunities across the Community of Schools within Granville School Education Group (SEG).

• Support of educational programs and opportunities across the South Western Sydney Region (SWSR).

• Implement a Creative and Performing Arts Regional engagement program.

• Consolidate inter-agencies working to support students.

• Establish a Creative and Performing Arts parent support group.

• Introduce a framework for development, monitoring and implementation of Individual Learning Plans for students that include building home-school partnerships.

• Increase participation in community, parent and school networks to support academic and vocational pathways for Aboriginal students.
School priority 4

Leadership, learning and management

Outcome for 2012–2014
• Enhanced leadership innovation that facilitates a positive learning culture across the school.
• Strengthened leadership and management capacity of school staff, executive and senior executive to drive school improvement.
• Strengthened leadership capacity of student and community leaders to influence school improvement.
• Develop a School Culture which emphasises a ‘Commitment to Learning’.

2012 Targets to achieve this outcome
• An increase in all levels on the Analytical Framework in Literacy and Numeracy (by at least one level per year) and sustain at level 4.
• Improvement in the use of School Measurement, Assessment and Reporting Toolkit (SMART) data to inform programs and practices as evidenced through the Data Analysis Skills Assessment (DASA) survey.
• Increased participation in student leadership from a Student Representative Council (SRC) in 2011 to a Senior Leadership group (including the Prefect body) and Junior Leadership group (including the SRC body) in 2012.
• Increased staff participation in action learning, mentoring and peer coaching.
• Increased number of staff members undertaking leadership roles and responsibilities through participation in Teacher Assessment and Review Schedule (TARS), Executive Assessment and Review Schedule (EARS) and a targeted Executive leadership program.

Strategies to achieve these targets include:
• Employment of a Business Manager to assist in the development of more effective financial and resource management practices.
• Undertake a whole-school review of management practices to inform school improvement.
• Undertake an Annual School Culture survey with input from staff, students and parents.

School priority 5

Curriculum and assessment

Outcome for 2012–2014
• The implementation of a broad, inclusive and relevant curriculum.
• Clear alignment between the implementation of curriculum, professional learning and student learning needs.
• Appropriate assessment and reporting strategies are embedded in all teaching and learning programs.

2012 Targets to achieve this outcome
• Develop relevant curriculum and timetable structures, taking into account the selective Creative and Performing Arts stream and the New School Leaving Age.
• Increased curriculum differentiation, embedding accommodation and adjustment in teaching and learning to improve student engagement and learning outcomes.
• Improved assessment procedures and increased quality of feedback to students and parents.
• All student academic reports meet Vocational Education and Training (VET) and Life Skills requirements.

Strategies to achieve these targets include:
• Undertake a whole school Professional Learning program for teachers with a focus on providing curriculum differentiation.
• Undertake a faculty-based review of a curriculum area to inform school improvement.
• Employment of a Clinical (Counselling) Psychologist (shared with other schools) to assist in the assessment of students and coordination of support programs for disengaged students.