Granville South Creative and Performing Arts High School
School context
GSCAPAHS is in Guildford, Western Sydney, and has an enrolment of approximately 505 students including around 75% from language backgrounds other than English and 5 Aboriginal and Torres Strait Islander students. It includes a support unit with 5 classes of mild and moderate intellectual disability, and a selective creative and Performing Arts stream. GSCAPAHS is close to Holroyd and Chester Hill IEC’s, with students transitioning to mainstream education from diverse backgrounds.
The 2014 FOIE was 188 and the school RAM allocation included Equity funding for Socio-economic Background, English Language proficiency and Low level Adjustment for Disability.
The school has been partially selective in the Creative and Performing Arts since 2012. Students audition for selection in dance, drama, music, art or circus and undertake 5 hrs of specialist extension workshops and ensembles per cycle in classes of students from yrs 7-12. In 2014 Ensemble students made up about 15% of the whole student population. The school also ran a range of programs supported by groups including Granville Multicultural Community centre, JP Morgan, ABCN, Parramatta Council, Football United, Granville TAFE, Helmsman, UNSW, and UWS.

Principals message
Granville South Creative and Performing Arts High School has had a lot to celebrate during 2014. Our staff are dedicated and professional in their approach to implement quality teaching and learning programs to improve the outcomes of students. Students in 2014 had a wide variety of opportunities in sports, welfare programs and the creative and performing arts. Parents and community engaged in courses and activities facilitated by our Community Liaison Officers.
Our creative and performing arts stream continues to grow as more students audition and enter either dance, drama, music, visual arts or circus. We are also receiving increasing numbers of requests for performance at schools and community events as well as requests for support in our community of schools for tuition of students by our highly dedicated and talented teaching staff. The schools ‘Boogie Wonderland’ CAPA Performance Night at Parramatta Riverside Theatre showcased the amazing talent of our mainstream and support unit students, and their growth in performance confidence and skill. We participated in a number of significant events, including the Sydney and Sydney West Dance Festivals, the ‘Our Spectacular’ at the Opera House and the School Spectacular.
The school continues to offer a wide vocational curriculum to meet the needs of our students. In 2014 senior students studied Hospitality, Entertainment, Sport Coaching and Retail, as well as TAFE delivered courses from years 10 to 12. 80% of year 11 students were enrolled in VET courses. Our school delivered VET courses were subject to a Department of Education and Communities audit and in this audit it was noted that our staff are highly motivated and committed and very supportive of students. Congratulations to our VET teachers.
The school’s ‘Focus on Reading’ professional learning program involving all teachers concluded in 2014, with the process now complete. Self Organised Learning Environments (SOLES) was introduced across the curriculum, providing students with new learning opportunities.
The school moved to the RAM funding model which will continue into the future. This model provides resourcing based on student numbers as well as equity including socio-economic status. We also spent time through the year on school planning, as the Department of Education and Communities moves to a new strategic planning framework. This framework integrates planning based on funding received in the RAM. Students and parents were involved in the consultation process and development of the new school plan.
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.
Melissa Johnston
Principal

Student enrolment profile
In 2014 the school started with 510 students. The proportion of boys to girls was 58% and 42% respectively. The student enrolment represents a slight decrease on 2012 and 2013 and maintains the overall growth trajectory.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>295</td>
<td>313</td>
<td>288</td>
<td>295</td>
</tr>
<tr>
<td>Female</td>
<td>210</td>
<td>219</td>
<td>225</td>
<td>215</td>
</tr>
</tbody>
</table>
Student attendance profile
In 2014 83.6% of students attended school on average each day. There was a slight decrease in attendance rates from the previous 3 years. Strategies were implemented to improve communication with parents on a daily basis. An attendance team was established and focused on whole school attendance targeting arrival to school at roll call. New processes were introduced and the late room continued. Parent contact was made with the assistance of CLOs. This process saw an improvement in arrival to school from an average of 70 students late per day to an average of 20.

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
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<tbody>
<tr>
<td>7</td>
<td>91.8</td>
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</tr>
<tr>
<td>8</td>
<td>89.8</td>
<td>87.8</td>
<td>87.7</td>
<td>87.6</td>
</tr>
<tr>
<td>9</td>
<td>85.5</td>
<td>86.7</td>
<td>83.3</td>
<td>82.9</td>
</tr>
<tr>
<td>10</td>
<td>81.7</td>
<td>84.1</td>
<td>85.9</td>
<td>81.9</td>
</tr>
<tr>
<td>11</td>
<td>79.5</td>
<td>82.5</td>
<td>82.4</td>
<td>80.1</td>
</tr>
<tr>
<td>12</td>
<td>83.2</td>
<td>81.4</td>
<td>82.6</td>
<td>78.4</td>
</tr>
<tr>
<td>Total</td>
<td>85.6</td>
<td>85.9</td>
<td>85.9</td>
<td>83.6</td>
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</tbody>
</table>

<table>
<thead>
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<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>92.5</td>
<td>92.4</td>
<td>93.2</td>
<td>93.3</td>
</tr>
<tr>
<td>8</td>
<td>90.1</td>
<td>90.1</td>
<td>90.9</td>
<td>91.1</td>
</tr>
<tr>
<td>9</td>
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<td>12</td>
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<td>89.3</td>
<td>90.1</td>
<td>90.3</td>
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<tr>
<td>Total</td>
<td>89.2</td>
<td>89.1</td>
<td>89.9</td>
<td>90.2</td>
</tr>
</tbody>
</table>

Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>employment</td>
<td>2.5</td>
<td>3.4</td>
<td>33</td>
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<tr>
<td>TAFE entry</td>
<td>2.5</td>
<td>3.4</td>
<td>25</td>
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<tr>
<td>university entry</td>
<td></td>
<td></td>
<td>6.25</td>
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<tr>
<td>other</td>
<td>1.7</td>
<td></td>
<td>12.75</td>
</tr>
<tr>
<td>unknown</td>
<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

64 students were enrolled for the HSC in 2014. Their destinations as determined in term 1 2015 were:
- University 4
- TAFE 16
- Private College 9
- Fulltime employment 21
- Unemployed 9
- Combination of study and work 6
- Unknown 6

University destinations were UWS and ACU. Courses were Nursing, Engineering, Policing/criminology and Information and Communication Technology.

College destinations were UWS, APA and Uniting Care. Courses were Dip. Nursing, Dip Social Science (Policing), Dip Social Science (Counseling), Dip Social Science (Criminology), Dip Business Administration, and Cert III Counselling.

TAFE destination included Granville, Wetherill Park, Bankstown, Ryde, Ultimo, and Padstow. Courses included Aviation, Accounting, Air conditioning, Plumbing, Business Administration Legal, Banking and Beauty Therapy.

Employment Destinations included Trades 12 Retail 10, Child Care 2, Travel, Hospitality and Transport 1.

Transitions for year 12 early leavers included:
- One student gaining entry to Animal Studies at TAFE and successfully completing Certificate III.
- Two students successfully gaining an apprenticeship and full time employment into local industry in Plumbing with combined entry into TAFE.
- One student successfully opening and operating her own business in Day Care services and completion of study in Child Care Certificate III.
85 students were enrolled in year 11 mainstream and 7 in the support unit. 20 students left through the year. Leavers included 9 to other schools (interstate, distance education, and other NSW schools), 1 overseas, 3 to apprenticeships, 4 to work, 1 to TAFE. Transitions for year 11 early leavers included:

- One student entered the Café Horizon Links to Learning Program and successfully completed Certificate II Hospitality (Food & Beverage)
- One student completing Certificate II in Warehousing Processing and Manufacturing whilst gaining full time employment in the construction industry.

81 Students were enrolled in year 10 mainstream and 10 in the support unit. Students who left school at the completion of the year 10 RoSA included:

- One gaining an apprenticeship combined with full time employment in the Hospitality Industry and entry into TAFE.
- One student gaining an apprenticeship and full time employment in Plumbing.
- One student gaining employment and entry into TAFE in Certificate III Youth Work

Year 12 students undertaking vocational or trade training
10 students from year 12 completed a Vocational Education course in Hospitality (food & beverage) for the Higher School Certificate in 2014. 4 students have secured casual employment in the hospitality industry whilst completing a full time study load. 3 students who entered tertiary education actually studied at least one VET course.

Year 12 students attaining HSC or equivalent Vocational educational qualification
Of 62 students presenting for the HSC, 77% received the HSC credential. Of these, 15% followed a Life Skills program of study. 15% achieved a Record of Achievement. The high percentage receiving a Record of Achievement is mostly due to non-attendance at HSC examinations.

4 year 12 students attained their Cert II qualification in Hospitality. The other students enrolled in Hospitality got a statement of attainment toward the Cert II

Workforce information
In 2014 staff additional to our DEC staffing entitlement were employed to facilitate implementation of a range of programs, through equity funding. These included a Deputy Principal, Head Teacher, classroom teachers, CLO’s, and a part time Business Manager.

Workforce composition

<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>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>36.3</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>3.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.8</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>72.8</td>
</tr>
</tbody>
</table>

GSCAPAHS included 3 staff who identified as being of Aboriginal or Torres Strait Islander descent

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>59</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>41</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
The total expenditure for 2014 professional; learning was $26598, equating to an average expenditure of $470 per staff member. All staff attending the five whole day staff development day sessions throughout the year; one per term in Terms 1-3 and two in Term 4. Following each staff development day evaluations were completed and all staff indicated they found the sessions offered valuable. Evaluations were used to inform future staff development days. Online evaluations were introduced with over 95% of staff preferring this method of evaluating.

Professional Learning for Executive
Over the course of the year the executive team participated regularly in professional development. This included the new tool for school planning, planning professional development, LMBR, student wellbeing, N
Determinations and Assessment Notifications. Throughout Term 4 the executive discussed the results of the Tell Them From Me staff survey. Each individual factor was examined, particularly the areas which needed improvement. During a whole day Executive Conference the executive worked their way through the Team Leadership for School Improvement focusing on the planning of professional learning module. This was followed by a session focused on whole school planning.

**Professional Learning for the Whole School**
Throughout the three week cycle meeting schedule, two sessions were for professional development of the whole staff, with one dedicated to Module Two of Focus on Reading. Staff explored the different ways to embed literacy across the curriculum and explored the different strategies to increase student reading. Aboriginal Ways of Learning was introduced to staff in Term one. Faculties followed on from the session and embedded this practice into their teaching and learning programs. Faculty representatives demonstrated to the senior executive how their faculty was using 8 Ways. Other professional learning took place which included Newman’s Error Analysis (Years 7 and 8), de-escalation strategies, Every Student Every School, N Determinations, Bring Your Own Device and the National Teaching Standards. Mandatory training completed included Child Protection, National Disability Standards and Anaphylaxis.

**Professional Learning for Faculties**
Faculty Head Teachers continued to professionally develop their staff on the Australian Curriculum during Faculty time. In 2014 English, Maths, Science and HSIE began teaching the new Australian Curriculum. Faculties worked together to develop new scope and sequences and subsequent units of work.

**Additional Professional Learning after school**
The after school professional development sessions were offered again in 2014 to all teaching staff. The sessions commenced in Term 2 2014. The sessions were primarily aimed at the large number of staff in their beginning years of teaching and those staff working towards maintenance. All staff were invited to attend. Sessions were run afterschool on a fortnightly basis throughout the year. Presenters were approached and included the Principal, Deputy Principals and Head Teachers. Sessions included: Code of Conduct, Report Writing, Behaviour Management, Accreditation report writing, higher accreditation, Newman’s Error Analysis, differentiation, 21st century emerging technology and team teaching. 32% of staff attending at least one session in Term 2, 55% attended at least one session in Term 3 and 10% in Term 4. The most successful sessions with the most number of staff attending were report and CV writing.

**Beginning Teachers**
Two beginning teachers were permanently appointed to Granville South Creative and Performing Arts High School in 2014. A school based policy was developed for the use of the funding provided to support newly appointed teachers. In accordance with DEC policy, beginning teachers had reduced responsibilities or teaching loads sufficient to support the development of their skills in the first year. In 2014, at Granville South Creative and Performing Arts High school, this equates to two periods per cycle release from face to face teaching and two release days per term for the Beginning Teacher. The teacher’s chosen mentor will also have two release days to support the beginning teacher. Beginning teachers developed Personal Learning Plans in consultation with their mentors, participated in professional learning activities within the school and attended curriculum related professional learning activities outside of the school.

**Early Career Teacher Accreditation**
In 2014 the National Teaching Standard were introduced and implemented. Any teacher seeking accreditation at professional accomplishment needed to use the national standards. Two permanent members of staff were appointed in Term One 2014. They will complete their accreditation at proficient in 2016. One permanent teachers sought accreditation at proficient and submitted their report for approval. Seven temporary members of staff continued to work towards the accreditation process. 9% of permanent staff members completed their first round of maintenance. 3% of staff were working towards high accreditation.
Financial summary
Granville South Creative and Performing Arts High School Finance committee allocated funds to a range of school priorities based on the 2012-2014 school plan.
RAM equity loadings enabled employment of additional staff to our DEC entitlement, including a Deputy Principal, Head Teacher Teaching and Learning, Community Liaison officers, part time Business Manager, and teaching staff. Employment of additional teaching staff enabled implementation of programs such as 7-9 teaming, CAPA ensembles, community of schools primary links and the introduction of Multi-Lit literacy program for year 7.
Key Learning Area budgets were determined by numbers of students enrolled in courses as well as approvals for special requests submitted to the finance committee. Special requests included Peer Literacy Tutoring, Mathletics, Transport for sporting events, and interactive data projectors for classrooms.
The Surplus/Deficit for the year - $83,557.00 is for orders made in 2014 that were not paid until 2015.
The remaining balance carried forward to 2015 is intended to be used for a number of projects in the school including upgrading of facilities.

Funds received through the Resource Allocation Model

<table>
<thead>
<tr>
<th>Component</th>
<th>RAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td>4,840,269</td>
</tr>
<tr>
<td>Equity</td>
<td>1,461,142</td>
</tr>
<tr>
<td>Location</td>
<td>-</td>
</tr>
<tr>
<td>Aboriginal</td>
<td>3,958</td>
</tr>
<tr>
<td>Socio-Economic</td>
<td>867,620</td>
</tr>
<tr>
<td>Language</td>
<td>138,872</td>
</tr>
<tr>
<td>Disability</td>
<td>450,691</td>
</tr>
<tr>
<td>Targeted</td>
<td>1,030,935</td>
</tr>
<tr>
<td>Other</td>
<td>103,082</td>
</tr>
<tr>
<td>Total</td>
<td>7,435,428</td>
</tr>
</tbody>
</table>

The RAM data is the main component of the “Appropriation” section of the Financial summary above.
A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2014

Academic achievements

NAPLAN

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 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
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)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Alternatively:

NAPLAN Year 7 – Literacy

65% of Year 7 students achieved at or above minimum standards for reading.

73% of Year 7 students achieved at or above minimum standards for writing.

47% of Year 7 students achieved at or above minimum standards for spelling.

69% of Year 7 students achieved at or above minimum standards for grammar and punctuation.

NAPLAN Year 7 – Numeracy

59% of Year 7 students achieved at or above minimum standards for numeracy.

NAPLAN Year 9 – Literacy

64% of Year 9 students achieved at or above minimum standards for reading.

80% of Year 9 students achieved at or above minimum standards for writing.

53% of Year 9 students achieved at or above minimum standards for spelling.

66% of Year 9 students achieved at or above minimum standards for grammar and punctuation.

NAPLAN Year 9 – Numeracy

57% of Year 9 students achieved at or above minimum standards for numeracy.

Year 10 Record of student Achievement

81 Students were enrolled in year 10 mainstream and 10 in the support unit. 12 Mainstream students were not eligible for the year 10 RoSA as they were given N-Determinations in 1 or more courses.

Higher School Certificate (HSC)

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

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2014</th>
<th>School Average 2010-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>45.8</td>
<td>53.6</td>
</tr>
<tr>
<td>Business Studies</td>
<td>43.9</td>
<td>53.4</td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>54.2</td>
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<tr>
<td>English (Standard)</td>
<td>41.5</td>
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</tr>
<tr>
<td>English (Advanced)</td>
<td>61.3</td>
<td>58.7</td>
</tr>
<tr>
<td>Food Technology</td>
<td>43.5</td>
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</tr>
<tr>
<td>Legal Studies</td>
<td>38.9</td>
<td>41.4</td>
</tr>
<tr>
<td>Mathematics General 2</td>
<td>40.1</td>
<td>40.1</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>51.6</td>
<td>54.0</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>61.4</td>
<td>66.5</td>
</tr>
</tbody>
</table>
The performance of students in the combined HSC courses in 2014 was below the school average 2010-2014, except in English Advanced. This is partly attributable to the significantly larger number of students who did not present for examinations.

Band 6 in Music 1

Band 5 in Hospitality

**Significant programs and initiatives – Policy and equity funding**

Granville South Creative and Performing Arts High school received funding through the RAM for Aboriginal Background, Socio-Economic Background, English Language Proficiency and Learning and Support. This funding enabled a range of programs and initiatives to be implemented in 2014.

**Socio-economic background**

Teaming

Teaming ran across Years 7 to 9 in 2014. All Year 7 teachers were given a period allowance and attended a fortnightly meeting afterschool to discuss strategies and concerns for students within one of the four year 7 classes. During Term one all students from Years 7 to 9 were tested for reading age and comprehension using PM Benchmarking and Waddington. This data was then used to plot students on the literacy continuum throughout the first half of the year. Year 7 data revealed that 23% of students in Year 7 were reading at or below a Stage one level. These issues were addressed through teaming. During Term 2 Year 7 teaming focused on entering and exiting a class, use of a diary, expectations, rules and procedures, consistency. In Term 3 specific teaching and behaviour strategies were explored and implemented to support the students across year 7. In Term 4 MultiLit was introduced to assist the students who continued to read at a stage one level. With the assistance of a trained MultiLit teacher on staff students completed the program.

Year 8 teaming was implemented in Term 4. During the term teachers participated in observation lessons and team teaching with Year 9 Team teachers. Year 8 teachers reflected upon their observations and were able to develop their skills in inquiry based learning.

Year 9 teaming consisted of one staff member from each of the four KLA’s, English, Maths, Science and HSIE. During Term 1 the team examined the PM Benchmarking and Waddington Data. Student’s from across the year were placed onto the literacy continuum. Five students from each of the KLA classes were identified and specific teaching strategies were used to move them along the continuum. Homework and procedures relating to homework were explored in Term 2. Data was collected from the classroom teachers and used to develop a homework structure across the year 9 classes. In Terms 3 and 4, Self Organised Learning Environments were implemented. Year 9 team teachers observed lessons, participated in team teaching and then developed the confidence to embed the teaching strategy into one of their units of work. The year 9 team members became additional leaders in the use of SOLEs.

**Employment of a 0.5 Business Manager**

The Business Manager at GSCAPAHS has administration functions relating to compliance with department policies and procedures:

- Maintaining checks on expenditure of casual and temporary staff salaries and overseeing payment for correct CEPS code expenditure, authorising pays and monitoring of professional learning expenditure.
- Managing the school’s practices in relation to procurement of goods and services including compliance with the Department’s procurement policy and procedures to optimise school resources.
- Approval of purchase orders within the guidelines of financial management.
- Working with senior school executive in regards to special project management.
- Managing Work, Health & Safety across the school including risk assessment and management processes.
- Overseeing the school maintenance and ensuring correct compliance between contractors, AMU and TMF are met and FMWeb management.
- Supervising the management of the school’s assets and cleaning in accordance with department policy and procedures including school maintenance and hire of school facilities.
- Liaising with school security and overseeing maintenance in regards to the school security systems. Dealing with cleaners and cleaning...
practices through the ISS contractors and working with inspections.

Community of schools CAPA
The Community of Schools Creative and Performing Arts program was implemented across a number of primary schools in the Holroyd network. Specialist teachers including dance teachers assisted with the educational delivery of programs in the primary schools.

Equity funded Deputy Principal
An additional deputy principal was employed. Responsibilities included years 7 and 11, as well as numeracy, community engagement, and casual and temporary staff employment.

Community Liaison Officer employment
3 part time Community Liaison officers were employed to support the school with student engagement, community engagement, attendance and targeted programs for disengaged students.

Harmony Day was celebrated on the 20th of March 2014 and a number of activities took place on the school grounds to recognise the importance of the day. The day celebrated racial harmony and recognises the different cultures that exist within our school community. Students, staff and parents were able to reflect, learn and understand how all Australian’s from diverse backgrounds equally belong to this nation and contribute positively to it. Granville South Creative & Performing Arts High School is made up of 52 different nationalities including students’ that have come from another country or whose parent’s are born overseas. A formal assembly was held in the morning which included a flag induction and guest speaker. Students’ involved in the flag induction proudly carried their flags through the hall and some had the opportunity to wear their cultural dress. Our Guest Speaker on the morning was Mr. Erick Elefante, Community Youth Worker from Granville Multicultural Community Centre. There was a sausage sizzle, face painting and harmony lesson in the afternoon.

Community Youth Sport Program (better known as the lunch time indoor soccer program) was run to develop leadership skills in key students who are Student Coaches of the junior teams (a large portion of the organisational and leadership responsibility rests with key students, who are closely supervised and mentored, giving the students ownership of the games). Through the program, there was a reduction in student misbehaviour through engagement in the program (discipline and control), an improvement in student participation and engagement in whole school programming as well as the break down of cultural and peer barriers. Between 25-27 junior students were registered in the program and 5/6 Senior Coaches per term, not including student spectators and student “fill-ins” whom participated on the days. The program was facilitated in partnership with Granville Multicultural Community Centre (GMCC).

The Girl Ready Program worked with female students in Year 9 and/or 10 at risk of disengaging from education for a semester long period. The program worked in partnership with Netball NSW and the Community Migrant Resource Centre (CMRC) to support personal and physical development via group work (through the sport of Netball) and intensive life skills workshops. There were a number of positive outcomes achieved by the program.

Personal Development Workshops assisted students to:
• identify behaviours and attitudes that may be hindering them to achieving to their full potential
• increase their awareness of the effects of their attitudes and behaviours towards themselves, other individuals, family and society
• create positive personal development in students ability to communicate more effectively, team work, conflict resolution, problem solving and own decision making

The specialised netball clinics assisted to:
• Build knowledge and skill about Netball in a fun and inclusive environment
• Eliminate barriers that may prevent girls from participating in netball and other sports
• Improve physical fitness, general health and wellbeing
• Improve team work and co-operation

Overall achievements of the program:
• Build knowledge and skill about Netball in a fun and inclusive environment
• Eliminate barriers that may prevent girls from participating in netball and other sports
• Improve physical fitness, general health and wellbeing
• Improve team work and co-operation
• Improved engagement in classes (including sport and PD/H/PE)
• Improved attendance at school and in classes
• Desire to develop new skills
• Physical improvements
• Consideration towards future opportunities
• Positive personal development (conflict resolution, communication, team work, leadership, problem solving, decision making, self awareness)
• Improved relationships with peers, family members and Teachers
• Increased involvement in broader school activities

The Pasifika Student Support Program worked with 10 male students in both Year 10 and 11 and ran over a 4-week period. The objective of the program was to support personal development via performance arts (drama) with sessions focusing on building self-awareness, skills in expression and emotional resilience. In particular, the program aimed to assist students to reconnect with education and their school community, support students in making sense of their personal circumstances, (including their opportunities, hurdles), assist students to address triggers & de-fusers of self-destructive behaviours and create opportunities for students to address any practical or personal needs that may arise.

Several parent information and training sessions were held across the year. In February a Centrelink information session was held discussing the single and partnered parenting payment, childcare benefits, School Kids Bonus and household payments. Presenters were Multicultural Services Officers from the Department of Human Services. Twelve families attended the session.

On May 22nd a Mother’s Day morning tea was held. All mothers were invited to attend the recognition morning. 27 mothers and 4 fathers attended the morning tea. Other morning teas were provided throughout the year to encourage parent involvement within the school. Two additional morning teas were run, with 10 participants in the first and 15 at the second.

A two hour workshop was held seeking to help learner drivers become safe drivers. The workshop was funded by the Roads and Maritime Services and was open to all parents and guardians to attend. 11 parents participated in the workshop.

A Childcare Diploma was offered to all parents and guardians. The course which ran the length of the year was held in the common room. 34 parents attended the sessions.

A computing class was run to improve the skills of parent at the school. 9 parents participated and graduated from the program which was run in the school library. The course for a total of 8 weeks.

The breakfast club continued to run every Tuesday morning throughout the year. Aimed at providing breakfast for those students who did not have access or time to breakfast in the morning. With the assistance of the CLO’s and staff volunteers the program was able to run successfully. The CMRC donated the funds for this program to run over two terms.

Helmsman

This new program was introduced for student welfare, involving student coaching and outdoor adventure. Mr Ross McLean and 6 year nine boys completed the Helmsman Project which included an overnight sailing expedition. 2015 will see the year 10 girls experience the opportunity to partake in the same project, as well as year 9 boys and girls.
Aboriginal education
Whole School professional development on Aboriginal Ways of Learning was introduced to staff in Term one. Faculties followed on from this professional development session and embedded 8 Ways into their teaching and learning programs. Faculty representatives demonstrated to the senior executive how their faculty was using 8 Ways with presentations and discussion at executive meetings.

Multicultural education and anti-racism
Mrs Armont (Support Faculty) and Ms Fares (Mathematics Faculty) have both been trained as ARCOs (Anti-Racism Contact Officer). Ms Armont has been our experienced ARCO Executive representative for a number of years. Her role is to work with staff, student and all other employees at Granville South CAPA High School who feel they have been prejudiced due to their: Race, Religion, Gender, Age, Disability, Culture and linguistics and to resolve the issue as effectively as possible. Recognising racism in schools may be difficult, as racism manifests itself in a range of ways. In GSCAPAHS we are committed to watch out for any indicators of racism which include the following:
• Refusal to co-operate with people from different groups
• Racist propaganda
• Racist comments, ridicule or abuse
• Judgements based on stereotypes
• Non-inclusive curriculum and teaching practices
• Discriminatory policies and practices
• Physical assault and harassment
Ms Fares participated in ARCO tutor training through which she will help train teachers from within the region to perform their ARCOs duties.

Aboriginal background
In 2014 our Aboriginal background students had access to an individualised approach to learning to cater for their learning needs including tutorial sessions, in class support and the homework centre. Parents were invited to meetings with the Aboriginal Coordinators to prepare Personal Learning Plans and approaches to maintaining and fulfilling learning needs. Aboriginal students were also supported with excursions including Bangarra dance workshops.

In 2014 Granville South Creative and Performing Arts High School partnered with The NRL Learn Earn Legend! School To Work Program (S2W). This is an education and employment program that utilises the positive profile of the game of Rugby League to support and encourage young Indigenous Australians from Western Sydney. They were able to support our Implementation of Aboriginal programs by promoting initiatives to support students to stay at school, get a job, and be a legend for themselves, their families and their communities.

English language proficiency
In 2014 Granville South Creative and Performing Arts High School had 90.4% of students with a language background other than English (LBOTE) as well as a significant number of newly arrived migrants and refugee students. Meeting their learning needs has been and continues to be a key priority for the school.
Granville South Creative and Performing Arts High School is proud of its diverse community and the different cultures represented. Through the EAL/D program, recently arrived students are provided with specialist tuition to develop their skills in English and to increase their understanding of Australian society. Students are selected for the EAL/D program according to their reading, writing, listening and speaking language needs and based on diagnostic assessment for measuring competencies in these areas. Their language background and the number of years in Australia are also taken into consideration when identifying those students who require assistance. Our EAL/D program offers intensive study in English and also complements other subjects studied.
Our EAL/D program has been designed to develop EAL/D students’ knowledge, skills and understanding of the use of English language and literature. The EAL/D program offers parallel English/ESL classes, available to targeted students in Years 9-10 and the Stage 6 ESL English course to students who have been studying in English for seven years or less. These classes provide students with an excellent learning environment and improve confidence in increasing their English language skills. Students in Years 7-10 who are identified as belonging to the Emerging and Developing phases of English language acquisition access specialised EAL/D support and
instruction, through a combination of resource teaching and team teaching. Mainstream teachers receive assistance with differentiating the curriculum to better meet the learning outcomes of identified Emerging and Developing EAL/D students in their classes. Granville South Creative and Performing Arts High School supports all EAL/D and refugee students and is continually developing programs to cater for student’s individual needs.

In 2014 we also implemented a TARGETED REFUGEE TRANSITION PROGRAM (RTP) There were 22 refugee students who were targeted for the RTP that comprised of students transitioning from IECs, refugee students from across Year 7-11, but predominantly in Year 10, for the duration of Term 3 and 4, 2014. A small group of Year 11 refugee students participated only in Term 3.

The program was primarily delivered through the mode of withdrawal, providing weekly support either one-on-one, or in small groups of up to 4 students. Students were given the opportunity to research information on their career aspirations, as well as receive support on any of their school work/assessment tasks or skills needed to be developed.

The aim of the program was to develop their literacy, research/ICT skills and their self-efficacy. The range of literacy skills and range of levels of self-confidence and aspirations varied greatly among the targeted students.

As much as possible, students with greater literacy needs were given more one-on-one sessions. However, while working in small groups this often supported them to become involved in discussions and to help each other.

Each student created a glossary of new words. Along with a definition in English, some students needed to write the translation using dictionaries/on-line translators. For some students that was invaluable in being able to understand the meaning of a new word and then learn to write in their own words a definition in English and how to use it.

Some sessions focused on metalanguage for various KLAs; excerpts from study guides were read, explained and summarised.

Each student focused on exploring their “Future Aspirations”. This was a task chosen by students due to its relevance for them. Through this task students developed their researching, reading, writing and ICT skills. Each student created his/her own glossary; a list of useful websites and summary notes. During each session, new vocabulary was discussed and support was given in finding useful websites, gathering and summarising relevant information.

Students were explicitly taught how to monitor and improve their comprehension of a text, as well as their progress. Students were asked to write and email drafts of their summaries, which were marked and returned with written and, followed by, verbal feedback. The main focus in all writing was in paraphrasing the important and relevant points.

In addition, students were given opportunities to be explicitly taught how to unpack the requirements and marking criteria for assessment tasks; develop a study plan; write short and long/extended responses; expand their vocabulary; how to write a bibliography. The material created by students has been collated and will be made available in a website for other students to access and use.

Overall students improved their learning and literacy skills and demonstrated a sense of achievement and greater self-confidence. Students were engaged in a relevant research task that was developing their literacy and research skills. All students found compiling information on tertiary course requirements of value and interest. This revealed the specific areas of difficulty for individual students which could be addressed. Some students needed online texts read to them and explained. For these students textbooks proved very difficult, as did taking notes and summarising. These students needed explicit one-on-one teaching in order to access the information and learn how to work out the meaning for themselves by breaking down sentences and using online resources, dictionaries and translators. The more students were able to work independently the greater their confidence became and the less hesitant they became to ask for help (from the teacher or peers) when needed.

The program has resulted in a greater understanding of refugee students’ cultural backgrounds, their aspirations, their insecurities/concerns and struggles in trying to adapt to and function in an English-speaking environment, especially in a structured school setting.

This gained experience and awareness has been invaluable in developing scaffolding and differentiating strategies to support refugee
students’ learning needs. Furthermore, it resulted in greater liaising and collaboration with the Careers Adviser to support students.

However, due to the high needs of our ESL/refugee students, a weekly session of 1-2 periods was limiting. The most rewarding aspect of this program was observing students being motivated and engaged while working on a topic that inspired them – their aspirations. This in turn, was developing the students’ skills, self-efficacy and improved their wellbeing. This confirmed the importance of tapping into students’ interests in order to engage them and address their identified learning needs.

Learning and Support
Throughout the 2014 year Learning and Support Teachers (LaSTs) effectively supported students from year 7 to 12, identifying students with learning difficulties in mainstream classes using various Diagnostic Tools to assist teachers and students alike with learning and support needs. Teachers made informed choices to modify the curriculum which helped assist teachers in Team Teaching situations in class, as well as students in withdrawal classes for remedial purposes to achieve optimum strands in NAPLAN results. In identifying students with learning needs, LaSTs worked collaboratively with teachers to ensure coordinated delivery of support for students with additional learning and support needs.

LaSTs provided in class support by modifying and making necessary adjustments in class rooms and withdrew students to assist in areas of special integration, language and communication to mainstream and ESL students.

Support delivered in the classroom to students in the junior year groups mainly focused on supporting students in understanding the concepts outlined in the lesson and supporting teachers with behaviour management. Senior students were supported on a needs basis mainly by guiding them in understanding the academic requirements of their assignments/assessments. Students in stage 6 were offered Special Provisions to make necessary adjustments under exam condition by providing them with a reader and a scribe along with other medical provisions. This helped in evaluating programs and providing additional learning and support needs in conjunction with regular class room teachers, and gave direct support for students with needs through a range of strategies.

In addition to this, LaSTS have been prompt in providing in class support to students through direct instruction both verbal and written, giving feedback to both parents and teachers, breaking the content down to meet the course outcomes. Gifted and talented students were encouraged to excel through scaffolding to aid understanding and expression. Constant modeling serves to inform, stimulate and encourage the student community to achieve targets in the Whole School Plan.

NCCD Data Collection
36 students were identified as requiring a substantial level of adjustment and 10 were identified as requiring a supplementary level of adjustment.

Professional learning for all staff was conducted in relation to the Disability Discrimination Act as well as modifying programs and adapting curriculum delivery and assessment.

English
2014 was an exciting and challenging year for the English faculty. The English faculty strove to improve student learning outcomes through incorporating whole school teaching and learning strategies as well as faculty based initiatives into teaching practice. In addition, a major focus for the English faculty was to further develop comprehensive teaching and learning units for the National Curriculum, after evaluating our newly designed and implemented scope and sequence and assessment schedules. Even though assessment schedules were aligned with the scope and sequenced they are now even more aligned as a result of evaluation and reflection.

The English faculty strove to incorporate ‘Focus on Reading’ strategies into teaching practice. We used Learning Intentions and Success Criteria as part of lessons and utilised the ‘Super Six’ in order to increase students’ skills in reading.

English Studies, as a Stage 6 English course was run during 2014 for the first time as a Preliminary course. This is a non-ATAR course that has proven to be popular with senior students. It still provides students with the compulsory study of English as a subject required for a Higher School Certificate but is more practically based, preparing students who do not wish to pursue an academic career.

HSC results in both Advanced and Standard English, when compared to 2013 showed a
positive upward trend, with the HSC ESL course achieving particularly pleasing results.
The English faculty has been very fortunate to be involved with The Belvoir Theatre’s educational school program. The theatre provides a number of free theatre tickets for our students to select performances. The students only have to provide half the cost of hiring a bus. This generous program provides an incredible opportunity for our students to see live theatre being performed. The school’s Sustained Reading Program completed another full year of implementation. Based on staff evaluation and reflection the Reading Program will be modified for 2015.
The Peer tutoring program that operates with selected Year 10 students as tutees and involving all Year 7 over the course of the year further supported the development of reading and comprehension skills in the school. The Year 10 students are awarded a TAFE Certificate upon the successful completion of this course.

Creative and Performing Arts

2014 was an exciting year for the Creative and Performing Arts Faculty with further outstanding success and participation for the students of Granville South Creative and Performing Arts High School. The ensemble and elective classes grew in numbers and continued to produce high quality performances and class work. The hard work and collegial approach from the CAPA Faculty allowed for many different excursions and opportunities for the students.

CAPA Excursions
- Year 10 Career Connections Workshops, Sydney College of the Arts
- International Women’s Day Workshop, Casula Powerhouse
- ‘Callback’ Dance Excursion, Seymour Centre
- ‘Art Express’ Excursion, Sydney Biennale
- Aboriginal Excursion, Bangarra Dance Company

- ‘Patyegarang’ by Bangarra Dance Company, Sydney Opera House
- ‘Hidden Treasures from the Kabul Museum’ Afghani students and parents excursion, Art Gallery of New South Wales
- Kite Making Workshops for Afghani students, Community Migrant Resource Centre
- ‘The Rap Guide to Evolution’, Parramatta Riverside Theatre
- Photography Workshops in Guildford for our Photographic and Digital Media students
- ‘The King and I’ performance and session with Casting Director for the VET Entertainment and Music students, Sydney Opera House and J.P. Morgan
- ‘Form Projects’ Choir Workshops, Parramatta Riverside Theatre

CAPA Performance opportunities
- Multicultural Day Performance, Guildford Public School
- Harmony Day Performances, The Jannali High School and Merrylands High School
- 150 Year Celebration Performances, Granville South Public School
- PBIS/Multicultural Day Performances, Granville Boys High School
- Guildford West Public School Performances
- Community of Christ Church Café: Music and Dance performances
- Mother’s Day morning tea performances
- ABCN Arts Access Drama Program, Parramatta Riverside Theatre
- Sydney Dance Festival, Seymour Centre
- Sydney West Dance Festival, Penrith Panthers
- ‘Our Spectacular: Legends of Music’, Sydney Opera House
- ‘Operation Art’. Featured student: Elizabeth Bunoza
- Schools Spectacular 2014. Featured students: Bethany Pike, Andre Ulavalu Joshua Kistan, VET Entertainment Students
- ‘Boogie Wonderland’ CAPA Performance Night, Parramatta Riverside Theatre
- ‘Boogie Wonderland’ Schools Matinee for 350 students
- Intermediate Music Ensemble, Music Recital for parents
- 2014 Christmas Concert and celebration barbeque

**CAPA Recognition of student achievement**
- Bethany Pike- Featured Artist at Schools Spectacular 2014 and Higher School Certificate Band 6 in Music 1
- Andre Ulavalu- Boys Hip Hop Ensemble, Schools Spectacular 2014
- Joshua Kistan- Marching Band, Schools Spectacular 2014
- Selected VET Students: Amy Sousan, Joanne Arab, Martin Seiuli, Brandon Kellett, Hamzah Saraya and Ahmad Al Mansure were selected to complete Work Placement at Schools Spectacular 2014

**Support Unit**
- 14 students successfully transitioned from Year 6 to the GSCAPAHS Support Unit.
- The Support Unit successfully hosted the Support Social Evening. Over 70 people attended.

**Support Carnivals/Sport**
- Metropolitan Senior School Athletics Carnival at Campbelltown with many champions.
- Northcott Senior School Athletics Carnival at Blacktown with many champions.
- Participation in Granville South Swimming, Athletics and Cross Country Carnivals.
- 8 students completed at the Regional Athletics Carnival.

**Support Excursions/Inclusions**
- Senior academic (Science)excursion to Taronga Zoo
- Senior academic (HSIE) excursion to the Sydney Harbour Bridge
- Junior academic (Science)excursion to the Powerhouse Museum
- Senior participation in the “Try Sailing” day with Sailors with Disabilities.
- Senior Incursion erecting tents, cooking a BBQ for a PDHPE assessment.
- Students form the Support Unit attended the
Archibald price and Afghanistan: hidden treasures from the National Museum of Kabul exhibition at the Art Gallery of NSW

- Halloween/ end of the year merit excursion for the whole unit to the Newington Armory
- Transition: 3 day taster lessons to aid the transition for the year 6 students for 2015

Support Work Experience and Travel Training

- Othman Al Rashid, Abraham Salhab, Chayma Malas, Claudette Nader, Ahmad Mahfoud, Sabrina Whitehouse, Gariella Hoyek and Amin Fakkouah completed Certificate II in Hospitality in 2014.
- Abraham Salhab, Farid Taimori, Mehmet Aydogdu, Ahmad Ajouz, Eric Diaz, Belall Taimori, Ahmad Mahfoud, Othman Al Rashid and Chayma Malas have successfully enrolled in Certificate III in Retail for 2015.
- Amani Sayah and Claudette Nader and Chayma Malas have successfully enrolled in Certificate III in Beauty for 2015
- The Enclave group completed work experience at DSA in Semester 1 and at Lindcraft, Parramatta in Semester 2.
- Every senior student was linked up to Employment Agencies or Job Support.

Support CAPA

- Students performed in “Boogie Wonderland” at Riverside Theatre as part of the Support Ensemble
- The Support Ensembles performed a drumming piece at the “Christmas Around the World” performance.

TAS

Year 12 Hospitality

There was an increase in the number of students selecting this course. Students developed skills in working with others and preparing non alcoholic beverages. The students catered for the SRC induction.

Students also had the opportunity to go on work placement. Here the students “gain on the job” experience in the catering and service industries, eg cafes. While on work placement they also experienced a socially diverse working environment.

Congratulations to Muzda Fadil Waheib in achieving band 5 in the HSC.

Industrial Technology Wood

Increase in the number of Major Works produced and also a higher quality. This was also evident in the portfolios. Examples of the major works included hallway stand, chest of draws and coffee tables

Information Processes and Technology

Students developed high order skills in Project Management, Information Systems and Databases and Communication Systems. This involved defining, planning, designing, implementing and evaluating their own information systems. Students that excelled in the course included Muzda Fadil Waheib and Khadejah El Hallak.

2014 Education Week “Bake Off”

Increase in the number of students participating in the competition from a range of years. As well there was a great improvement in the quality of skills and creative ideas. The theme for the “Bake Off” was “The Way to Education Week” with cakes being produced that represented a pencil case, and a garden (sustainability).

Congratulations to Eman Ajouz for the realistic pencil case and Nawel El Arab for the sustainable garden.

Science

Highlights in 2014:

* 21st May - Year 12 Biology excursion UNSW Museum of Human Disease
* 18th to 22nd August - National Science Week. This year’s theme was “Food For Our Future”. During the week, students were involved in a number of lessons related to sustainability and participated in exciting experiments during lunch time. Years 7 and 8 who excelled in Science this year had the opportunity to visit the Australian Museum to see live animals and speak to scientists in the field.
* RACI Crystal Growing Competition - one student made it to the finals and one student gained a highly commended recognition for their crystal
* 20th August - Snake Tales incursion
* Big Science Competition
* Transition day – Forensics investigation
* Year 7 Orientation Day – crushing cans experiment

Mathematics
The following are achievements in Mathematics for 2014:
- Higher engagement of students in class as a result of teaching and learning activities and
- Project based learning implemented
- Increased use of technology in the classroom
- SOLEs under the leadership of Mr Mark White
- World Cup themed unit of work
- Year 10 participated in a Trigonometry and geometry hands on enrichment excursion at Homebush bay
- Continuation of Mathletics with improved numeracy outcomes
- Growth in numeracy for Year 9 students
- Continuation of planning for 8/10 programs
- Ms Joumana Fares presenting Focus on Reading strategies in Mathematics to regional mathematics teachers via video conference

Teaching and Learning
Bring Your Own Device was introduced to Granville South Creative and Performing Arts High School in 2014. A student and parent agreement and school policy was established in consultation with the executive and teaching staff. Staff were surveyed and this was used to make changes to the school policy. Parents were also consulted. In Term 4 2014 BYOD was introduced to all Year 9 students. Students participated in an information session and were given the opportunity to ask questions. A parent meeting was held for interested parents and the agreement forms were emailed using Sentral. Only 5% of students returned a permission note. BYOD will be re-assessed in 2015. Staff professional development sessions were held and an EDMODO group was established to assist staff in implementing and using Cloud based tools. Inquiry based learning was introduced to all teaching staff. Staff were provided with professional development on how to embed inquiry based learning. Self Organised Learning Environments was utilised as a teaching strategy and embedded across the school. A team of staff was established to run the program across the school. Consisting of four staff from different KLA areas a plan of implementation was devised. The SOLEs team held demonstration lessons and established a SOLEs kit. SOLEs was introduced into year eight and nine teaming. Teachers reported improvised engagement, presentation and research skills. Students were also given the opportunity to reflect upon their own learning as they became responsible for their learning within the classroom.

The study skills program for both the junior and senior students continued to run in 2014. Students in years 7 and 8 participated in the program during the four Learning Skills periods per fortnight. Students developed their understanding of goal setting, learning environments, study preparation, diary usage and utilised the online Study Skills Handbook. Year 11 and 12 completed the Senior Study skills program during roll call. Under the guidance of their Year Adviser and Roll Call teacher students developed their own personalised learning plans, which included both short and long term goals. Students receiving an ATAR continued to develop their study skills and examined different methods of studying, notetaking and balancing school and work.

PDHPE
HSC CAFS
Students studying the HSC Community and Family Studies course in 2014 did exceptionally well. Overall the course achieved 4 out of the 12 band 4’s obtained by the school in 2014. Congratulations to Layel Ellakouai, Lahyel Houchar, Bernadette Muscat and Sabrina Salekiki for achieving Band 4’s in CAFS. Over 60% of students studying the course finished up with CAFS being their highest achieving subject out of their pattern of study.

Sports Fitness and Recreation
2014 again saw the running of the VET subject SFR. This subject has provided students with the opportunity to gain industry recognised national vocational qualifications under the Australian Qualifications Framework as part of their NSW Higher School Certificate.

The Sport, Fitness and Recreation course running at Granville South CAPA High School is designed to enable students to develop a range of technical, vocational and interpersonal competencies valued both within and beyond the workplace. Opportunities which assist in students acquiring these skills include coaching primary school students during their scheduled sporting times, coaching junior high school students as
part of integrated sport and running gala days within the community. They also assist staff during the sporting carnivals held throughout the year at both school and zone levels. They will also acquire underpinning knowledge and skills related to work and further education within the sport, fitness and recreation industry. It also provides for the development of employability skills such as communication and teamwork which are transferable to other industry areas as well as being key features of each qualification available through the VET CEC.

Sporting Program

2014 has again been an exceptional year for Granville South CAPA High in the sporting arena. Firstly, congratulations to our former student’s Tatafu Polota Nau who is the hooker for the NSW Waratahs and Australian Wallabies. At 20 years of age Polota-Nau achieved the rare feat of Test selection before playing a match at Super 14 level. In 2014 Polota–Nau guided the Waratahs to a Super Rugby title. Congratulations also to Alekisio Taufa who made his NRL debut for the Manly Sea Eagles Toyota Cup side in 2010. He is now a starring player for the Parramata Two Blues. Alekisio’s younger sister Saimaima Taufa was also selected for the Australian Women’s Jillaroo’s squad late in 2014. Well done.

The year that was saw a number of sporting teams compete in the NSW Sydney West Sports competition and also a select number of invitational events in Rugby Union, Rugby League and Soccer.

The U/16 boy’s rugby league team played in and won the “Bulldogs Captains Cup” competition going undefeated into the Final and winning convincingly. The boys then went on to compete in the state cup where they competed fiercely and finished up 3rd for the day.

The U/16 and open boy’s indoor soccer teams both competed in the Regional competitions at Campbelltown indoor sports stadium. Both teams played exceptionally well winning the competition and progressing on to the state tournament later on in the year at Penrith indoor sports stadium.

The soccer talent at Granville South is identified and fostered by the Football United program being run at the school. This program involves students from all years participating in an excellence training squad run by Mr Jason Garrido, PDHPE Teacher, and will continue to run and provide excellent opportunities to our students. In the past few years this program has seen two students, Melvin Rivera and Farous Nghath, attend the 2010 and 2014 Soccer world cups in South Africa and Brazil. These students also competed in the Youth competition that runs in conjunction with the world cup.

Well done to Abdul El-Arab and Bilal El-Arab in the swimming arena. The torpedo like brothers both finishing up as age champions in their respective age categories at the Zone swimming carnival.

Meliame Lasalo was selected in the U/16’s girls CHS Rugby Union Squad. Her tenacity and outstanding leadership skills has placed her in good stead to be a valuable member of this team. Danielle Mallari and Farous Nghath were both selected in the Boy’s and Girl’s Zone basketball teams and both continue to captain their respective teams long into the knockout competitions.

The Annual Sports Assembly saw the following students receive the schools perpetual prestigious awards:

Encouragement Award - Jakob Kaihea
Service to Sport - Ali Dulleh
Tatafu Polota-Nau Excellence in Sport - Analeta Rakuli
Ruth Everuss Achievement - Abdul El Arab
Premier Sporting Challenge Medal - Sarja Ohrok
Sportsperson of the Year - Farous Nghath

Swim School again ran in 2014 with a generous sponsorship provided by Mr Brad Patterson at Auburn Swim Centre. This program continues to develop the swimming and water safety skills of our students which has boosted our entries into the swimming carnival over the past 2 years by 15%.

Sport - 2015 and beyond......

With the significant increase in participation towards the sporting program at Granville South CAPA High School, we are looking to expand the opportunities for our students in 2015. We are entering teams in Tennis, Softball, Lawn Bowls and Table Tennis for the first time with students identified as excelling in these areas.

We are also expecting to hold a launch for the opening of the new school gym in 2015. New and improved equipment have been purchased to provide another state of the art teaching space to compliment the new Dance Studio. The gym will be available for students, staff and community members helping to promote the benefits of leading a healthy lifestyle.

Thankyou to Mrs Margaret Ward from Auburn RSL who has kindly donated $1200.00 to assist in the re-entering in the Prospect zone grade sport competition. We are anticipating the entry of junior sporting teams in the grade sport competition in 2015 and expanding to the whole school in 2016.

Human Society in its Environment

The HSIE faculty here at Granville South CAPA High School has been working tirelessly to help our students achieve their best and become life-long learners. Students have been working diligently in HSIE subjects and developing their skills in a range of areas.

In Term 1 of 2014, the HSIE faculty organised its first Blue Mountains Geography excursion for Year 7 students as part of our ‘Mountains’ topic in Geography. We enjoyed a scenic bus ride to Scenic World, Katoomba, where we were met with our guides and made our way to the Scenic Railway. We descended 310 metres through a cliff-side tunnel, riding the steepest passenger railway in the world emerging into ancient rainforest at the Jamison Valley floor. Once in the Rainforest, Year 7 students were then taken on a guided tour, learning about the local flora and fauna and exploring elements of the site’s coal mining history. We completed our journey with a 545 metre ride ascending in a cable car back to the top of the valley. The Cableway’s cabin provided amazing panoramic views of the Three Sisters, and Katoomba Falls. All the Year 7 students thoroughly enjoyed themselves and due to the success of this Blue Mountains excursion, the HSIE faculty is in the process of organising more excursions like this in 2015. As part of our faculty planning for 2015, the HSIE faculty will be taking Yr 11 and 12 Legal Studies students and Yr 10 Commerce students on an excursion to Canberra to visit the High Court of Australia and the Federal Parliament.

Students enrolled in Studies of Religion will also be going, for the first time, to the Nan Tien temple in Wollongong. We believe that providing such excursion opportunities for our students not only reinforces the concepts taught in class but also provides exposure to our students which will further consolidate their understanding.

Throughout 2014, Year 12 students learnt strategies on how to further improve their academic performance in preparation for the 2014 HSC examinations.

Student Leadership

- On Friday 14th March 2014 Granville South Creative and Performing Arts High School took part in the World's Greatest Shave. The SRC and SLG organised this fundraiser to support the Leukaemia foundation and raise money for cancer research. The day involved students having the opportunity to have their hair coloured through hair spraying at recess and lunch. Students donated a cold coin for hair spraying. The total amount raised for the Leukaemia foundation was $202.

- GRIP leadership conference – prefect body attended a motivational conference at the Sydney Convention Centre
- **Young Leaders Youth Forum**: On Friday 23rd May, Sintia Yaakub, Kassandra Kobersy and Hatice Sari attended the Young Leaders Youth Forum at the University of Western Sydney Parramatta Campus. The participants engaged in a workshop session on Government and the Media and discussed ways political leaders can engage young people in our political future, and how media shapes our views on government.

- **Red Nose Day**: The SRC sold $200 worth of merchandise and also held a tug-of-war competition, pin the nose on the clown and a hairspray salon on the day.

- **On Friday 21st November Jacinta Abou-Hamad, David Latukefu and Aaron Macatangay attended the 2014 Halogen Young Leaders Conference at Sydney Sports Stadium, Sydney Olympic Park. The aim of the event is to inspire students to make a positive contribution to their school as well as to promote the values of effective leadership.

- **JP MORGAN interns mentored SRC students for training day.**

- **Character Day – superheroes theme**

**Student transitions**

Year 12 students were supported with a successful school-to-work program and transition program where students had individual interviews with the careers/transition adviser giving them personalised attention and advice on post-school options.

Years 11 and 12 attended the Western Sydney Careers Expo where students had access to over 100 exhibitors including representatives from universities, TAFE, private providers and industry. It provided information on traineeships, apprenticeships and employment pathways, scholarships, access schemes, entry to university and alternative entry to university study. This assisted them with decisions regarding appropriate pathways for the future.

Year 10 students had access to an intensive subject selection program which included: Careers lessons, Year 10 subject selection with faculty specific subject information for parents and students Year 10 information individual interviews, TVET and VET information, school based traineeship information and individual learning plan day where Year 10 students were able to formulate their academic and career goals.

Year 10 students completed the Work Ready program. The students gained insight in: work place expectations, appropriate behaviour, protocols information ensuring students
completing successful work experience and work placement.

Year 10 students attended the work experience program to gain employability skills to assist in building self-confidence and developing employability skills and relevance to successful resume writing. 16 Year 10 students gained casual employment mainly in the Retail industry after completion of work experience.

Year 10 students who were interested in studying part of their HSC pattern of study 2015-2016 were required to attend an evening information session at Wetherill Park TAFE. The students were then required to complete an application in a set time frame, be invited to an interview and complete a literacy and numeracy test. Offers were made to two students after successful completion of all stages of the process.

Year 10 students attended CBCC Career Search to assist in finding out about resume writing, employability skills, work experience opportunities, post school pathways and to complement senior subject selection choices.

Other career events related to the Stage 6 school-to-work program in 2014 included a presentation to Year 12 by various Universities, planning and applying for courses in 2015 forum.

Year 11 students were also assisted with a program focused on transitioning them into Year 12.

The school has an important partnership with the University of New South Wales with the ASPIRE program. ASPIRE is an outreach program and it aims to increase students educational aspirations and help them access a university education.

The program entailed:
- Years 7-8 “Reach for the Stars” workshop
- Year 9 Part time jobs and my Future Studies workshop and Taster Day – students attended workshops and a tour of the campus
- Year 10 Subject Selection – My Future Pathways workshop, Year 8 Uni for a Day campus visit
- Year 11 Step Up- A select group of students attended a three day workshop where they had the opportunity to work collaboratively with students from other schools
- Year 12 Decision Making – UAC/ATAR workshops followed by an additional support session on Educational Access Schemes (EAS).

Steps@UWS is a widening participation program at the University of Western Sydney and students in years 10 – 12 were involved. Students from Year 10 were selected to attend a Day at university. Students learnt about what tertiary education has to offer. They participated in workshops, including sessions on Aspiration and Barriers, Effective Habits for Teens and Matching Interests and Personalities to Career Pathways. There was an opportunity to meet UWS students who discussed life as a university student by sharing their knowledge and experiences.

Fast Forward & STEPS@UWS provided a free HSC Preparation Course. 50 Yr12 students participated in this during school holidays.

Students from years 11 and 12 attended the UWS Careers Day at Parramatta. This day provided students the opportunity to; experience the range of courses available at UWS through interactive workshops, presentations, talks with UWS students and academic staff. Students gained useful information about scholarships, pathways programs and opportunities to advance future success.

In collaboration with Bridges to Higher Education the Gibber Troop presented the production Aim Higher to all Year 7 students. The play follows the stories of three Year 7 students who each explore and dispel the myths and barriers associated with post-secondary study. The characters explore different routes and pathways through education, including HSC, TAFE and University, and other career options to promote early consideration and to develop an understanding of what is right for them.

The Granville Links to Learning program, funded by the Department of Education and Communities and run by Granville Multicultural Community Centre (GMCC). provided assistance to students to help them access and remain involved with education by increasing their motivation. A group of 16 boys successful completed the program which included qualifications in: White card and Barista Level 1.

The workshops covered careers, goals, communication, leadership and confidence, as well as a creative component that encourages students to develop their planning, organizing, initiative and enterprise skills and employability skills.

The school formed a partnership with Inner West Skills Centre and through the Links to Learning program a group of 9 students from years 9 to 11 successfully completed the Statement of Attainment towards Certificate III in Warehousing. Students from years 9 to 11 participated in the TAFE Participation Phase Initiative Program. 59 students successfully completed competencies in a range of courses. These included: Introduction
School planning and evaluation
2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan.

Learning Support and Community Liaison Officer Review
In 2014 our school carried out evaluation of the operation of Learning Support across the school and also how this is related to the work of the Community Liaison Officers (CLOs). Terms of reference, Findings and conclusions and Recommendations are indicated below.

Terms of Reference
The evaluation team was required to review, report on and make recommendations about the effectiveness of Learning and Support policies and processes in regard to:

- Individual student learning support in the mainstream
- Small group withdrawal
- Life Skills in the mainstream
- Specific work practices of the Learning and Support Teachers (LaSTs) including faculty management and supervision
- The possible establishment of a Learning Centre

The processes used to collect information for analysis included:

- Focus group interviews with students years 7 to 10
- Interviews with exiting year 12 students
- Interviews with parents
- Interviews with LaSTs
- Interviews with mainstream staff
- School observations through visits to schools with established Learning Support faculties and/or a Head Teacher of Teaching and Learning. The team was provided with a variety of documents from other schools relating to faculty and school policies and procedures.

Findings and conclusions

- LaSTs were often perceived as a resource for behavior management in classes. There was a need for a higher profile in classrooms as some teachers do not understand the role of the LaST in the teaching and learning process. LaSTs are positive about the value of the contribution they can make in mainstream classes but would like to have an opportunity to also work with the higher achieving students. The LaSTs supported the introduction of a designated learning centre and saw a place for their involvement in enrolment processes and the withdrawal of individual students for participation in specific programs such as MULTILIT. Any learning centre should be well resourced including appropriate technology.

- Visits to other schools indicated tension existed between class teachers and LaSTs. This is also supported by interviews with school staff and LaSTs at this school.

- Class teachers interviewed indicated an ongoing communication was needed with LaSTs and that both the class teacher and the LaST had a responsibility to contribute to planning, curriculum design and negotiation of the roles each would play in every lesson. Staff supported the implementation of a Learning Centre but were careful to point out that it should not become a pseudo behavior withdrawal or “babysitting” space.

- A number of students indicated a perception that they were being singled out through LaST assistance in class and many felt discomfort/embarrassment this extra attention. Students supported individual or small group withdrawal for specific purposes. Successful models in other schools included negotiated ratios between individual, small group and whole class assistance as part of the role of the LaST.

- Exiting year 12 students indicated that existing school policy for student supervision during study periods was not effective. They indicated that more effective study would have occurred had a space in the library been allocated or a Learning Centre existed.
Parents indicated they were generally aware of the LaSTs and their role in supporting student learning. Some indicated their children were embarrassed by the extra attention in class and were negatively labeled or teased by their peers. Parents supported a withdrawal model for short periods of time and consequently supported the establishment of a Learning Centre for this purpose. They also saw the value of a place where students could independently seek learning support. Parents also acknowledged the invaluable role of the CLOs in bridging the information gap between classroom learning support for their children and themselves.

Recommendations

• In class support to be negotiated in consultation with the Head Teacher, Teaching and Learning and official timetables be developed for each LaST. A ratio of approximately 40%/60% withdrawal and class support is to be negotiated with the Head Teacher for each LaST.

• The nature of in class support is to be negotiated between the allocated LaST and the class teacher. A Team Teaching Unit Overview should be completed before any class support takes place.

• Head Teacher, Teaching and Learning and the supervising Deputy Principal to facilitate Professional learning for all staff on collaborative planning processes for effective team teaching.

• CLOs maintain a key role in communicating individual learning and support assistance to parents and seeking parental permissions as needed.

• Faculty management to include regular LaST faculty meetings. The careers/ transition adviser is to become part of the Learning and Support team. The need for strong leadership and Deputy Principal supervision is acknowledged.

• A suitable location be found for the faculty to be based that allows them to have close access to the Learning Centre

• A Learning Centre to be established. The location and model of operation is to be decided in consultation with the school staff and under the leadership of the Head Teacher, Teaching and Learning. Relevant policy documents to be developed and published.

• A revised school policy is developed in consultation with the school staff and under the leadership of the Deputy Principal which addresses specific procedures to be followed when students are to be referred for LaST support.

• A revised school policy is developed in consultation with the school staff and under the leadership of the Deputy Principal which addresses specific procedures to be followed when students are recommended for, or is following, a Life Skills program in the mainstream.

Student Merit Award System Review

In 2014 our school also evaluated the Student Merit Award system.

Terms of Reference

As part of the School Culture Review in 2013 it was recommended that the current merit award system be reviewed and simplified. Following this in mid 2014 a committee of staff members was formed, comprising of five teaching staff, one SASS staff member and the deputy principal. The committee regularly met to discuss changes. As part of the process, a cross section of students, staff and parents were interviewed about the current merit system. The committee examined the merit systems of four other local schools within the area. The outcome of the committee was to implement the recommendations of the review and to make the Merit System relevant and engage all students in the system.

Findings and conclusions

• The committee identified that the current merit system was a step process whereby in order to move up the system you needed to achieve each step. However, few students were moving along the system and many seemed to find the system difficult.

• Students from across the school identified that they were aware of the system, however, did not use it on a regular basis as they felt it took too long to achieve a higher award, there was inconsistency in receiving awards, paper merits often got lost and that senior students were not often rewarded as part of the process.
• Staff indicated in their interviews that they would like to see a point system introduced using the online tool Sentral, they would like it to be fair and equitable and felt that student’s didn’t value the current system as they were not rewarded fast enough.

• Parents also expressed similar concerns as the students and teachers and felt that their children often did not receive merit awards or as student’s entered older grades they became less important.

• The committee noted that positive elements of other school systems were a paperless, friendly and easy to use point system.

Recommendations

• A point system was established. Teachers will record student’s merit awards on Sentral. Student’s can receive points as a merit award, citizenship award and/or attendance award. Each award is worth a different point; merits one point, citizenship two points and attendance five points. Points will be monitored throughout the term and student’s recognised when they achieve one of the levels. There are four levels; bronze (25 points), silver (50 points), gold (75 points) and platinum (100 points). The achievement of two platinum awards would equal a GSCAPAHS badge. Points roll over each year.

• Students who achieve the levels would be recognised during assembly, on the school’s Facebook page, school newsletter and on the electronic noticeboard, as well as receiving a certificate. Student’s who achieve a Gold level award will also receive a morning tea held by the Principal once a semester. Twice a term there will be a draw for student’s achieving one of the levels, with the winners receiving canteen vouchers. A reward excursion will be organised for the top merit achieving students at the conclusion of the year.

• The new Merit Award System will commence Term 2 2015.

School planning 2012-2014:

School priority 1

Literacy and Numeracy

Outcomes from 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.

Evidence of achievement of outcomes in 2014:

• Numeracy strategies were embedded in teaching and learning programs across all KLAs and all teaching staff were provided comprehensive professional learning in the implementation of strategies aligned with Newman’s Error Analysis.

• NAPLAN data for 2014 indicates that the average scaled score for student growth in Year 9 was 39, 4 points above the state average.

• NAPLAN data for 2014 indicates 71% of students were equal to or above expected growth in Numeracy.

• 2014 HSC data indicates that 25% of the cohort achieved at Band 4 or above in at least one subject.

Strategies to achieve these outcomes in 2014:

• NAPLAN and internal data analysis

• Introduction of Multilit – assessments conducted on year 7’s and ongoing implementation of Multilit for identified students.

• Numeracy committee coordinated professional learning for staff using faculty specific numeracy strategies, in context and on an ongoing basis

School priority 2

Student Engagement and Attainment

Outcomes from 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 achievements.
• Aboriginal student learning outcomes will match or better those of the broader student population.

Evidence of achievement of outcomes in 2014:
• School attendance reports indicate a consistent attendance rate 2012-2014, with a slight drop in 2014.
• A daily lateness monitoring strategy was implemented. SENTRAL data reports show a 51% reduction in lateness to school in term 4 when compared to the first 3 terms.
• 14% of the current school population years 7-12 are currently enrolled in the Creative and Performing Arts ensembles program.

Strategies to achieve these outcomes in 2014:
• Whole school attendance monitoring that encompassed student counseling, parent contact and HSLO referrals. Attendance team targeting lateness to school.
• A review of student recognition was conducted in 2014. A new system of recognising student achievement was developed in consultation with the school community and staff and will be implemented in 2015.
• A Transition Adviser was appointed to work with individual students and their families in developing appropriate school to work pathways or pathways to further tertiary study.

School priority 3
Leadership, Learning and Management
Outcomes from 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’.

Evidence of achievement of outcomes in 2014:
• SRC and Prefect Body attended 3 leadership conferences and managed several fund raising events.
• The 4 staff working on Lead Accreditation attained promotion positions – 2 at their same executive level and 2 at higher levels in DEC.
• 2 classroom teachers worked on Highly Accomplished Accreditation

Strategies to achieve these outcomes in 2014:
• Continuation of the executive leadership professional learning program.
• Introduction of JP Morgan Intern students leadership development day.
• 2 staff executive conferences including delivery of modules from the Team Leadership for School Improvement program.

School priority 4
Curriculum and assessment
Outcomes from 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.
• Expansion of use of SENTRAL to improve reporting and documentation for N-warning processes

Evidence of achievement of outcomes in 2014:
• Integration of SOLES through Teaming in years 7-9
• Update of Assessment Task documentation, N-Warning processes
and support referrals in line with DEC recommendations

**Strategies to achieve these outcomes in 2014:**

- Differentiation professional development and implementation in the classroom to support teaching and learning
- Professional development on N-Warnings and N-Determination processes by Board of Studies and Principal.
- Review of Schools N-Warning processes and assessment documentation in line with DEC recommendations, including staff discussion and EARS
- Development of Assessment for Learning, Assessment as Learning and Assessment of Learning as components of the Australian National Curriculum
- A deep understanding of assessment and feedback for all teaching staff
- Years 7 – 9 teams to consolidate and chunk student learning to enrich, extend and promote their learning outcomes.

**School priority 5**

**Community engagement**

**Outcomes from 2012–2014**

- 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.

**Evidence of achievement of outcomes in 2014:**

- Increased numbers of students in the CAPA selective stream.
- Increased involvement of parents in workshops and events organized by the CLOs

**Strategies to achieve these outcomes in 2014:**

- Implementing the CAPA program will in Holroyd Community of Schools.
- Facilitating inclusive school environments that encouraged and build productive

family and community partnerships. This included Parramatta City Council, Granville Multicultural Resource centre, ABCN, JP Morgan, UNSW, UWS, NAIDOC Week, Granville Community of Schools and outside agencies.

- Utilised teacher professional learning time to increase staff understanding of policies and strategies to enhance teaching capacity in Aboriginal Education - 8 Aboriginal ways of learning.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school.

**School Strengths and Suggestions for Change**

As part of the preparation for the new 2015-2017 school plan, GSCAPAHS sought the opinion of students from years 7-12 for school strengths and suggestions for change. 20% of students were randomly selected and the sample included mainstream, CAPA selective and support unit students. All parents were given the opportunity to respond to this school planning feedback but responses were minimal

A summary of student feedback is:

**STRENGTHS**

- Multiple opportunities to participate in sport
- CAPA ensemble performances
- Engaging activities in class
- Supportive teachers
- Multiple programs to participate in eg: careers, SRC, leadership, TAFE, Links to Learning
- School rules and security cameras and gates
- Support structures EG: homework centre, library, CLO’s
- Sense of Community eg: friendships, multicultural celebrations

**SUGGESTIONS FOR CHANGE**

- More sport selections
- More programs and excursions
- More CAPA assembly performances
- No or shorter roll call
- Student voice
- Improved resources and facilities
- Seniors periods in year 12 when dropping subjects

**Tell Them From Me Teacher survey**

In 2014 GSCAPAHS chose to participate in the Focus on Learning Teacher Survey coordinated by
the Centre for Educational Statistics and Evaluation (CESE). Staff were invited to partake in the online survey during Term 3. All staff responses were anonymous and collocated. 43 teaching staff participated in the survey. The survey aimed to gather reliable insight from the teachers on factors that research has shown to have strong correlation to student achievement. The survey was designed to assist in improving the effectiveness of school leadership and classroom practice. It measures factors that are known to affect academic achievement. Survey questions related to evidence based drivers of student learning including: leadership, collaboration, learning culture, data inform practice, teaching strategies, technology, inclusive school and parent involvement.

The results indicated strengths in the following areas; learning culture of the school, teaching strategies, data to inform practice and school inclusiveness. The areas which teachers indicated a need for improvement included: parent involvement, leadership and technology. Teachers were also asked to reflect on the four dimensions of classroom and school practice. The questions in the Focus on Learning survey ask teachers to consider whether they present: challenging and visible learning goals for students, and if so, whether they enable students to achieve these learning goals through; planned learning opportunities which involve an intentional transfer of skills and knowledge; quality feedback that guides students’ effort and attention; and support for students to overcome obstacles to achieving their learning goals (e.g., poor basic skills, unproductive learning strategies, low self-esteem, lack of perseverance, poor help-seeking behaviours). Each question was graded on a ten point scale and most teachers believed GSCAPAHS achieved on average a seven for each section.

83% of staff indicated they participated in professional learning that focused on classroom learning and 91% of staff found professional learning assisted them within the classroom. The data gathered from the Tell Them From Me Survey has been utilised during the composition of the new school plan.

It is anticipated that the teacher survey will be take place annually. Students will complete the Tell Them From Me Survey in 2015.

School Planning and Evaluation - Staff Survey
In 2014 a survey was devised based on the School Planning 2015-2017 whole school priorities. In consultation with staff the survey aimed at evaluating and reflecting on the school plan 2012-2014. 88% of staff completed the online survey. The results indicated staff were willing to continue driving the following whole school priorities: Focus on Reading – Learning Intentions, Success Criteria, Super Six, Newman’s Error Analysis 7-10, Information Communication Technologies. In light of developing 21st century teaching and learning skills, the following strategies were ranked highly amongst staff: Bring Your Own Device (BYOD), Self-Organised Learning Environments, OLES, Project Based Learning, Inquiry Based Learning, 8 Ways, MultiLlit. Teachers also indicated in their survey results that they continued to utilise SMART and eBOS data to drive teaching and learning programs.

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-2017. The new plan will be published on the school’s website from the beginning of Term 2 2015. In creating the new school plan, the senior executive have consulted the teaching staff, SASS staff, students, parents and the wider community in light of ensuring that all stakeholders have input and feel their opinions are valued. The strategic directions were formed through professional development meetings with staff. Students and parents were surveyed. Parents were consulted at P and C meetings throughout the course of the consultation period. The new school plan has 3 strategic directions:

STRATEGIC DIRECTION 1 - Staff and Leadership Learning
Teachers are professional people who have the right to develop their skills to keep updated on current trends and changes to professional practice to create a culture of life-long learning. This strategic direction includes:

- Teachers attending professional learning activities and applying new knowledge and practice in the classroom and sharing with colleagues.
- Staff implement current research and pedagogy that demonstrates an awareness of different learning styles and the development of self-directed, 21st century learners
• Teachers undertake accreditation processes commensurate with their current competency level

STRATEGIC DIRECTION 2 - School and Community Cohesion
Connecting with our community using high quality and sustainable networks enhances student learning and citizenship through access to life changing resources and learning opportunities. This strategic direction includes:
• Increasing numbers of CAPA performances both in school and within the community, including Dance Festivals, School Spectacular and Performance Night at Parramatta Riverside Theatre. Regular performances from Ensemble groups at weekly assemblies.
• Increasing numbers of parents and members of the community attending performances.
• Continuation of programs across the school to expand on community relationships such as Football United, Netball NSW, RAS tutoring programs

STRATEGIC DIRECTION 3 - Student Learning
Developing a culture of learning which promotes and produces self-directed employable life-long learners through 21st Century learning strategies. This strategic direction includes:
• Staff analysis of data, and use of this data to identify student progress and drive teaching and learning programs
• Staff embedding teaching and learning ICT/BYOD strategies (including cloud based and Internet tools) into their faculty units of work and assessment tasks
• Staff utilising a variety of different teaching strategies including: Inquiry based learning e.g. SOLEs, Project based learning, Problem solving, Rich tasks, HOT thinking skills, Blooms Taxonomy
• Teachers are giving students opportunities to demonstrate a wide variety of 21st Century skills in assessments and course work
• Staff are explicitly teaching 21st century learning skills, including communication, teamwork/collaboration, decision making, creative, critical thinking to produce employable and responsible citizens who are lifelong learners based on the 21st

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

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: