2010 Annual School Report
Granville Boys High School

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

Students

Student enrolment for 2010 was 504. Our students come from the Auburn/Granville Area and our school community reflects the cultural and linguistic diversity of the community it serves. 97% of our students come from language backgrounds that include Arabic, Pacific Islander, African and Asian languages.

Staff

There is a genuine commitment to professional learning by staff. 33% of the teaching staff at GBHS are Early Career Teachers and these teachers are either acquiring accreditation with the NSW Institute of Teachers or are maintaining their accreditation.

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

Significant programs and initiatives

- Official Opening of the refurbished Science Laboratories by Minister David Borger MP
- Positive Behaviour Intervention Strategy (PBIS) – Cultural Awareness Day
- TELL (Teaching English Language Learners)-All staff qualified
- Environmental enhancements, Values Education program
- Gifted and Talented Program
- USyd Architecture Faculty/GBHS collaboration for redesigning the landscape of GBHS
- University Orientation programs such as UTS tutoring, NSWU Aspire and UWS Fast Forward
- Student Leadership/GOALS
- School to Work Transition program – Future Connections, Youth Connection
- MTC Work Solutions, Work Experience
- Interfaith and intercultural Understanding programs 2010 - Wellington exchange and Affinity
- Teaching English Language Learners (TELL) - professional learning qualification for all teaching staff 2010
- ESL Pedagogy Project
- Partners in Learning - Executive Leadership program, Parenting program, Student Mentoring program with Pricewaterhouse Coopers 2011
- Information Communication and Technology (ICT) Pedagogy Roadmap 2010 - Professional learning
- Action Research project 2010-2011 - Evaluation of school management model with academic partners from UWS
- Premiers Sporting Challenge and Fitness club 2010
- Insight program - 2010 Year 7 Reading Orientation program and Premiers Reading Challenge

Student achievement in 2010

GBHS received 7 band sixes and 11 band fives in the 2010 Higher School Certificate. 15 of our students are attending university in 2011. Abdullah Jomaa achieved an ATAR of 93.5.

There was an improvement in School Certificate English results as compared to school performance in previous years.

An analysis of NAPLAN data revealed that mean Year 7 (ESL3) have improved by 31 scale scores from the 2009 data in the test aspect of Spelling.
Year 9 (ESL2) are 15 scale scores above the state average growth in the test aspect of Numeracy.

Gehad Tuemah was awarded an Order of Australia Youth Community Award, one of only 21 students across NSW.

Sapati Tuifiso represented the SWS region at the NSW State Athletics Carnival in Shot Put.

Principal’s message

We have had much to celebrate at GBHS in 2010. Student performance in all external tests has varied with outstanding performances from individual students. On the sports field we have had GBHS representation at the NSW State Athletics Carnival where Sapati Tuifiso represented the SWS region in the Shot Put. In Rugby Union our Opens team competed in the school boy tens at St Ignatius Riverview. The team was the only comprehensive High School team represented at this national competition.

Granville Boys High School is a positive behaviour intervention school and a highlight of 2010 was Our Cultural Awareness and Anti-Bullying Day. This was an outstanding success and the PBIS team led by Mark Marciniak is commended for their work. The contribution of food from the parents at the school was extremely generous. A series of workshops were conducted and students had the opportunity to listen to Justin Bol from Sudanese background, Asetta Hones of Tongan background and Patrick Lamin of Sierra Leonean background, telling stories about their culture.

This year we have had an active learning program in at our school. Years 11, 7 and 8 attended camps at Milson Island and the Basin. Students were rewarded with fishing and swimming excursions with the Deputy Principals and there has been a wide range of excursions to sites around the city.

Our students were advisors to the Australian Museum in College Street on their upcoming Birds of Paradise Exhibition. They attended the Mitchell Library for a photography workshop and then went on to make films of themselves in the ESL pedagogy project.

Groups of students participated in the statewide science - Sleek Geeks competition and the Kids Teaching Kids at Taronga Zoo where they taught other schools about the endangered yellow footed wallaby. Granville Boys High has participated in the Mock Trial competition, debating and Chess. We are very proud of Adam Alahmad’s award of second place in the State wide Culinary Cook off.

The staff at GBHS are to congratulated for their commitment to Professional Learning and their dedication to the students in their care. Mr Brian Miller led all staff in the completion of the Teaching English Language Learners qualification and I believe that we are the only DET school in NSW to have had 100% participation in such a course. As well staff have engaged in professional learning at many different forums. The Early Career teachers led by Lisa Faddoul, our Head Teacher Mentor have attended lectures after school on a range of topics aimed at supporting their practice. Mr Jim Mallios and Mr Mark Marciniak have also enjoyed the opportunity to lead professional learning in ICT and Behaviour Management. Mr Miller and Mr Mallios were invited to present at the Inspire Innovate IT conference in March this year. Congratulations to Mrs Das and Ms Bhamjee who conducted a Professional Learning session to staff on the ESL pedagogy project they have conducted for refugee students.

Our links with the community remain very strong. In March of this year the P&C elected Mr Abdul Elasam to the Presidency. Due to work commitments Mr Elsamad resigned as president in September and Ms Maliha Qablawi took the position. Through the Australian Business Community Network we have been able to offer our students enrichment through the Year 9 GOALS program. ABCN also introduced us to our partner in learning Price Waterhouse Coopers. The school executive attended a change management conference at PWC and we were able to offer the Aspirations mentoring to our Year 11 students.
Our university links have been strengthened by new initiatives this year. Sydney University 2nd Year Architecture students attended school in March to consult with students about landscape designs at school, the UTS provided tutors for senior students and the UNSW and UWS gave students a real taste of university life through programs such as FAST forward and Aspire. The artist in schools project resulted from our association with the Auburn Youth Development Network and David Capra who worked across schools with many students, was our artist in residence for term 3.

In February the Tokokolai Church in Granville provided the entertainment for a night of singing and dancing at the Pacific Islander Family evening and Year 12 treated the school to an Iftar dinner during Ramadan. After Ramadan another Eid feast was provided for the students and their families and the staff.

Improvements to the learning environment continued in 2010. The smooth transition into digital education continues with the roll out of laptops to Year 9. The school purchased an additional 5 IWBs bringing the total to 11. This means that students have access to this technology in all faculties. With the painting of Block 1 and 2 the physical environment of the school continues to improve. We now have 2 new (old) buses and this has meant that we are able to explore the community at little expense.

Individual students have brought great honour to their school, themselves and their families. Gehad Tuemah, our school captain for 2010 was awarded an Order of Australia Youth Community Award by the Governor of NSW Professor Marie Bashir AC at Government House. We are very proud of our Public School Ambassador, James Keikura. James arrived in Australia in December 2009 from Sierra Leone. Kazem Elkheir was the school education director for the day during education week.

In October, the NSW Minister for DET the Honourable Verity Firth has announced that in 2013, GBHS will receive its first intake of selective students in Year 7. The change will see 30 students enrolled at Granville Boys through the selective high school test that Year 6 students’ take early in 2012. Local students will now be able to come directly to Granville Boys, as they have done in the past, or sit the selective schools exam to enter the school through the selective class.

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.

Linda O’Brien

P & C and/or School Council message

The P&C Annual General Meeting was held in March and Mr Abdul Elasamd was elected President. Mrs Maliha Qablawi was elected Vice President and Mrs Halima Sowaid was elected secretary/treasurer. This team worked effectively until Mr Elsamad resigned as result of work commitments. Ms Maliha Qablawi then stepped up as P&C president for the rest of the year.

Parents were active supporters of the school in 2010. On the Cultural Awareness Day, parents provided delicious food from many parts of the world. Parents worked hard planning the day and working on the food stalls.

The annual Iftar dinner and the Year 12 gift to the school, the Community Eid dinner was well attended. Parents provided wonderful food that weighed down the tables.

Parents were represented on Staff selection panels and on the Priority Schools Programs. Parents also engaged in consultation about changes to the school environment.

The P&C continues its commitment to helping parents better understand the complex issues in
secondary schooling. We meet regularly on every second Wednesday of the month but we can be always available to help in any way we can. The P&C is thankful for the support it receives from the Community Liaison Officers who attend all meetings and who also provide valuable two way communication on a day-to-day basis.

The P&C has appreciated the support of the school and the changes that have been made in 2010. We would like to thank Granville Boys for allowing us to be so closely involved.

Maliha Qablawi, President, GBHS Parents and Citizens Association

Student representative’s message

Student Leader, Gehad Tuemah attended the NSW State Student Representative camp for 5 days in Term 4. With other State representatives he also conducted the Regional Conference for Students Representative Councillors across the South Western Sydney Region. The conference which was held in Fairfield took the views from a wide range of individuals about their roles as student leaders. This sharing was brought back to Granville Boys High School where the SRC had an extremely active year.

The SRC raised funds for charity by conducting a sausage sizzle. They participated in Daffodil Day with Granville Rotary Club.

The prefects at Granville Boys High school supported the teaching staff by greeting students at the school gate and assisting staff at the canteen, in the library and near the toilets.

Our school is a place where the students, teachers and community work together to make learning happen. This creates an environment that enables students to work to the best of their ability. The school is always changing for the better and this year’s student leadership team is committed to helping this change in very positive ways.

Adam Qablawi, School Captain 2009/2010

School context

Student information

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

Student enrolment profile

Student attendance profile

Management of non-attendance

Enter a statement describing how student non-attendance is managed by your school

Retention to Year 12
Post-school destinations

23% of students are attending University in 2011. 49% of students are continuing their education at TAFE or Private College or as part of an traineeship program or apprenticeship.

11% of students are in full time work. 1 student has returned to school. 4 students have relocated overseas and 2 students are unemployed.

Year 12 students undertaking vocational or trade training

60% of Year 12 students undertook vocational or trade training in 2010

Year 12 students attaining HSC or equivalent vocational educational qualification

92% of students achieved the HSC or equivalent vocational qualification.

In 2010 there was one indigenous staff member in Term 1.

Staff retention

In 2010 2 staff members were merit selected for positions in other DET schools, 1 staff member retired, 2 staff members received a transfer to another DET school and 1 staff member resigned. Staff retention was therefore 90%.

Teacher qualifications

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

Financial summary

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
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<tr>
<td>Head Teachers</td>
<td>8</td>
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<tr>
<td>Classroom Teachers</td>
<td>30.6</td>
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<td>Teacher of moderate Intellectual Disability</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>11</td>
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<td>Total</td>
<td>60</td>
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Staff information

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

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<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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Date of financial summary: 30/11/2010

Income

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<td>Tied funds</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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Expenditure

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<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
<td>3510.40</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
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Balance carried forward: 300957.04
A full copy of the school’s 2010 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 2010

Achievements

Arts
Granville Boys High School participated in the Granville Schools Spectacular at the Sydney Opera House in August. The students performed a lively variation of a traditional Tongan dance as well as the Haka. The Pacific Islander Dance Troup performed in Wellington NSW and also visited the local Primary Schools.

The African Drumming Group and the Vocal Group performed at the Cultural Awareness Day and other important school occasions.

The Arabic Band, Concert Band and the Arabic Drumming Group were also in demand at performances at school and in the community. Hassan Moubayed and Mohssen Zreika attended Blaxcell Street Public School to teach students there how to play the drums.

Sport
Students represented the school in a variety of sports and with mixed results. Some of the sporting highlights for 2010 were:

- The opens rugby team qualified for the National 7’s Championships
- U15’s rugby league team made the Prospect Zone team
- Years 8, 9 and 10 rugby league teams played at the Andrew Ryan Shield matches. All three teams made it through to the semi-finals with the Years 8 and 9 teams qualifying for the grand final.
- The National Championships for School Boy Rugby Union 10’s was held at St Ignatius Riverview at Hunters Hill, with Granville Boys High School the only comprehensive NSW DET School represented.

- Brandon Mafi was selected for the Combined High Schools Open Rugby Union Team. Brandon is the only student from a comprehensive state school in the team.
- At the Zone Combined High School Athletics Carnival Sapati Tuiafiso was placed 2nd in the 16-years shot put and John Leapai received 3rd in the 17 Years Shot Put. Both advanced to the CHS State Competition. In a field of 16 students across the state, Sapati Tuiafiso was placed 10th in the 16-years shot put.
- Granville Boys high School and Holroyd high School Gala day.

Zone Cross Country
The following students: James Keikura, Osman Yassir and Adnan Obeid came in the top ten in their age group and represented the school at the Regional Cross Country.

Netball
Our Granville Boys Netball team played an Inaugural netball match against the students from MLC School in Burwood. The man of the match was awarded to Pita Punitia for his outstanding shooting.

Indoor soccer competition
Mr Wynne and a number of boys from Years 8 to 12 took a part in an indoor soccer competition. The games were very intense and played at a very quick pace with the boys rising to the challenge including Adam Alahmad, Jihad Sabouh and Redwon Elrish who performed very well.

Knockout basketball
Under 15’s basketball team competed in a knockout basketball tournament against Parramatta High School. Although they were not victorious our students displayed excellent sportsmanship and were well behaved.
JUMP ROPE FOR HEART

For 5 weeks committed Year 7 and 8 students dedicated their lunch time to improve their skipping skills and fitness by participating in Jump Rope for Heart. The PDHPE Department hosted the Jump Rope for Heart Jump off Day, during sport time, for Year 7 and 8 students to raise money for Heart Research. It was an enjoyable day where students were able to showcase their skills and team teach others their tricks.

The Premiers Sporting Challenge
The PDHPE staff and the students worked extremely hard and the students participated with some outstanding results. Many students received silver and gold awards.

School Carnivals
Successful whole school carnivals were held with some outstanding results. School teams were selected to participate in the Zone swimming and athletics carnivals.

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

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

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

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

Year 7 students achieved across bands 4 to 7 and there was a slight increase in students achieving band 8 in Writing and Grammar. Although inferential questions presented some problems, students with English as a second language improved by 31 scale scores from previous years in the test domain of Spelling. In the expectation of proficiency for spelling, 8% of students achieved level of proficient. In all domains except Grammar, 40% of students achieved a greater than expected state growth target in Literacy.

The majority of Year 9 students were placed in the lower to mid bands in Reading and Writing. Results in Grammar and Spelling indicated a continuing trend of significant movement of students from the lower bands to the middle and higher bands. Also, students performed closest to the state in Spelling and Grammar by recording identical scores for bands 6 and 7.

Progress in numeracy

There was a slight reduction in Year 7 students achieving band 8 and 9. The programs that have been put in place to address Numeracy concerns for students in the lower bands over the past year has resulted in more positive outcomes for those students. 40% of the Year 7 cohort scored band 6 which was above the State and Regional average. Although some students were unable to solve worded problems across all Numeracy domains, 48% of the Year 7 cohort achieved greater than expected for the state growth target in Numeracy.

Results for Year 9 indicate a movement of students from the higher bands to the middle and lower bands. Whilst the majority of Year 9 students were placed in the lower bands, value add for about 12% of students was evident from band 5 to 6 and band 7 to 8. The strategies that have been put in place over the past year have resulted in 45% of the cohort achieving the expected state growth targets and 19% of students achieving greater than 75 percentile. Generally students with English as a second language achieved 15 scale scores above the state average growth in the test aspect of Numeracy.
School Certificate

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

<table>
<thead>
<tr>
<th>Course</th>
<th>School Average 2006-2010</th>
<th>SSG Average 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>-5.2</td>
<td>-3.4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>-0.3</td>
<td>0.4</td>
</tr>
<tr>
<td>Science</td>
<td>-4.9</td>
<td>-2.5</td>
</tr>
<tr>
<td>Australian History</td>
<td>-10.9</td>
<td>-4.4</td>
</tr>
<tr>
<td>Australian Geography</td>
<td>-8.4</td>
<td>-3.5</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>-7.5</td>
<td>-3.8</td>
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</tbody>
</table>

Higher School Certificate
Higher School Certificate relative performance comparison to School Certificate (value-adding)

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

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

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

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

Significant programs and initiatives
Aboriginal education
Aboriginal Education is incorporated in all subject areas as a mandatory component of each course. Historical, social and cultural aspects of Aboriginal life are areas of study in particular for English, History, Geography, Visual Arts and Music.

- School assemblies continue to open with a welcome to country performed by school student leaders.
- “Sorry Day” 2010 was recognised at Granville Boys High School through an assembly.
- Granville Boys High School Pacific Islander Dance Troupe travelled to Wellington NSW on a cultural exchange with students from the Aboriginal community in Wellington.
- A respected elder, from a proud aboriginal tradition, performed a smoking
ceremony at the GBHS cultural acceptance and anti-bullying day in term 3, 2010.

- A respected elder and aboriginal education consultant, from a proud aboriginal tradition, led a student workshop in dreamtime stories at the GBHS cultural acceptance and anti-bullying day in term 3, 2010.

In 2010 there was one Aboriginal or Torres Strait Islander student enrolled at Granville Boys High School.

**Multicultural education**

In 2010 our Year 11 students had the opportunity to participate in the Interfaith program for the second consecutive year. The program aims to provide students with an understanding of the teaching of the three Abrahamic religions, Judaism, Christianity and Islam. Granville Boys attended Moriah College with Auburn Girls, Scotts College, MLC and KNOX. It was a unique and wonderful opportunity for the students to interact and discuss their perspective on religion and faith. Students from different schools spoke about their unique individual religious practices and beliefs and discussed how their beliefs shaped their lives in a multicultural society. In term 3, Year 8 students were invited by the Jewish Board of Deputies to attend the Holocaust Museum. The boys viewed the exhibition with interest and excitement. They consolidated their learning experiences of Modern Europe and World War II from the exhibits and artefacts, as well as receiving firsthand stories of courage and resilience to overcome adversity from the survivors.

**Respect and responsibility**

In 2010 Granville Boys celebrated its second year as a PBIS (Positive Behaviour Intervention Strategies) school. The focus for this year’s celebration was cultural diversity and the launch of our Anti-Bullying policy. The day started with all students participating in group workshops. Students attended an anti-bullying performance presented by “Bully Busters” which identified aspects of bullying and how to combat bullying. Other students participated in musical and vocal workshops, guest presenters spoke to students about their different cultural practices and their personal struggles.

An Aboriginal smoking ceremony cleansed away the evil spirits as the boys entered the school hall for the commencement of our formal proceeding. The boys, parents and guests were presented with musical acts from Holroyd High school, Auburn Girls as well as local talent from Granville Boys. At the conclusion of the assembly everyone was welcome to feast on the array of diverse food stalls which were catered for by parents and community members. It was a fabulous multicultural day which brought together people from different cultures from our communities and as we ate we continued to be entertained by the talented students.

**Progress on 2010 targets**

**Target 1**

**Literacy and Numeracy: Increase achievement levels of every student in all Bands in all external testing measures**

Progress in NAPLAN was below expectations given that all 12 identified strategies to improve literacy and numeracy were implemented and followed throughout the year. The 2010 targets were not met with only 65% of students reaching the National benchmarks for literacy when the set target was 85%. Numeracy results fared better with 74% of students reaching the National benchmarks when the target was set at 88%. In terms of students achieving at or above state average value-added growth in NAPLAN, 94% of students reached this compared to the target of 98%. This year no students achieved the top three bands in NAPLAN reading when the target was 20%. However, 14% of students in numeracy achieved at the top three levels when the target was 25%.
In the School Certificate 23% of students achieved at Band 4 and above. There were pleasing results in English where 27% of students were placed in the top three Bands. The best other School Certificate results were in Science where 19% of students were in the top three bands and Mathematics with 13%. Geography and History fell below expectations. In terms of the mandatory ICT, 99% of students achieved at the competent or highly competent level.

In the HSC, there were some pleasing results with students in Maths Extension, Advanced English, Information Processes and Technology, Mathematics, Business Studies and Legal Studies achieving close to or above state average. The most pleasing aspect of the HSC targets was the fact that 35% of our HSC candidates were successful in gaining entry to university.

**Target 2**

**Quality Teaching:**

*Build teacher capacity to deliver high challenge, high support curricula that improve student learning outcomes.*

In 2010 staff completed a comprehensive Professional Learning program that encompassed the ESQT framework for teaching and learning programs and the Teaching English Language Learners (TELL). All staff completed the TELL qualification. The combination of Professional Learning allowed staff to raise the bar with assessment rubrics and systematic marking criteria. Teachers developed a variety of scaffolded teaching resources that applied the principals of TELL. Teacher professional dialogue increased through regular staff professional learning meetings and faculty PAS sessions. All staff negotiated school based TARS elements and targets, and TARS was measured against professional teaching standards and school management plan. The early career teachers participated in regular dialogue during professional learning meetings and all eligible early career teachers achieved NSWIT accreditation.

Staff completed the online Connected Learning Advisory Service CLAS, which was designed to assist teachers evaluate the integration of ICT in their teaching practice. All staff integrated ICT into their administrative and teaching practice. In particular, there were many new ICT-based assessment tasks created during the year and many newly developed ICT-based assessments from 2009 were modified and improved.

The staff used Moodle and the new interactive whiteboards extensively. Electronic record keeping and reporting processes were advanced and have become standard practice. The DER enhanced the use of ICT within the school and all targets were comfortably met. Staff participated in a variety of school delivered skills workshops on software and on-line programs, which were aligned to syllabus expectations and school priorities.

**Target 3**

**Student Engagement and Retention:**

*Develop the capacity of the school to respond effectively to all students’ learning needs and vocational potential*

In 2010, the profile of PBIS was raised as it became the focus for assisting in the development and maintenance of learning through consistent, stable and fair discipline management strategies. Additional supervisory capacity was continued in 2010 with two PAS Deputy Principal’s supporting the increased use of PBIS. The evidence based ESR Welfare information system was used to enhance welfare priorities and improve decision making. The time table was changed to five 55 minute lessons and two 30 minute breaks, which reduced referrals throughout the day and in particular during period five. There was a small improvement in student attendance and the gap between the school’s attendance and the Regional average was reduced. Attendance rates were better in
2010 than 2009. Pleasingly the target of 100% of eligible students sitting for the School Certificate was achieved. Retention of students from the School Certificate to the Higher School Certificate was considerably higher and the gap between the school retention rate and the State was reduced. Additionally 92% of eligible students completed the HSC.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Enter text here

Educational and management practice
Curriculum: Learning Support Team at GBHS

Background
As part of a regular, cyclic quality assurance measure, faculties at GBHS are required to present their educational practices for review every three years. Throughout 2010, this process continued with the Learning Support Faculty faculties taking its turn. The purpose of the review was to explore current staff knowledge, operations and understandings and benchmark this practice in order to negotiate and establish future targets. These outcomes are to be achieved through a close examination, with external panel members, of the management systems, teaching / learning and assessment practices and the provision of amenable teaching / learning environments. An important feature of the review is the input from the external panel member(s) who can bring to the review wider perspectives of other practices and policies. Before the review starts each faculty is given sufficient notice concerning the commencement date and a checklist of specific areas (see below) that are going to be reviewed. This means that the faculties involved generally prepare themselves for the review before the formal process is commenced. The reviews are usually conducted over two days and involve a tour of facilities, interviews with the Head Teacher, all Faculty teachers, and selected students from each client group. Student books are collected as evidence of the existing practices within the faculty. At the end of the process, the faculty receives direct oral and written feedback in the form of a series of recommendations and a timeline for implementation. Over the next year the faculty is required to address the recommendations.

Findings and Conclusions:
The panel acknowledged the skill, professionalism and commitment of all of the staff in the Faculty. GBHS is fortunate to have such a dedicated team to support the learning of the students. Since the formation of the new Faculty structure, there has been a continuous focus on improving learning services. There were many outstanding examples of educational practice showcased, particularly in the areas of expertise, administrative practice and teacher professionalism. The documentation in these areas was appropriate and reflected their roles and responsibilities

Staff
The staff were clearly highly motivated, knowledgeable, generous with resources and supportive of each other. Their commitment to their roles was passionate. Informal communications led to sharing of expertise and this has had a very positive impact on staff development.

Students – high levels of satisfaction with teachers and intervention programs
All students interviewed expressed very high levels of satisfaction with the quality of the support they received. Students were able to articulate the benefits of the programs in which they participated and were especially able to relate how they were being helped. They were less clear on how they were selected to take part in the programs. The ESL Pedagogy Project students thought it might have been because
they were ‘nice’. However these students also understood it was their ability in academic English that was being targeted. They felt welcomed and encouraged and very much appreciated the generous efforts made on their behalf. All students expressed the opinion that they learned more within the LS programs than they did in regular classrooms. However they were also complimentary and appreciative of classroom teachers’ efforts to help them. The panel found that there was clear evidence that strong relationships existed between the teachers and students.

Quality Teaching
The panel felt that the number, level and quality of intervention and enrichment programs was appropriate and included many QT elements. The intervention and enrichment programs or courses had:
- supportive strategies such as constant scaffolding that increased access and participation within the offered curriculum
- some areas had clear Intellectual quality in-line with ESQT frameworks
- clear evidence of connectedness with students through the availability of curriculum choices
- some learning environments where ICT was prominent
- responsive to student need
- skill in being able to maintain quality in their programs
- skill in being able to effectively manage a large diversity of areas of responsibility

Classroom practices – pedagogy
All staff were able to demonstrate varied pedagogy which met the needs of the students. Emphasis on contemporary structured, outcomes-driven pedagogy was apparent. Accommodations and adjustments were made to cater for the broad spectrum of student learning needs.

Documentation of classroom practices – programming / registration
This was another area that impressed the panel, particularly in Faculty organisation and Faculty Plans and evaluations. Individual plans in place and used to inform and evaluate performance.

Areas for Development:
1. Integration of LSF into Whole School Operations
   - The panel recommended that the faculty be Re-named as the Learning Services faculty
   - Learning Services Faculty (LSF) members need go to other Faculty’s meetings to collaboratively plan and program
   - The LSF needs to communicate roles and responsibilities to the whole school through assessment and teaching program planning
   - The LSF needs to consider joint faculty pooling of money to purchase appropriate resource materials such as graphic novels which would support LSF; Eng; Support Unit
   - The LSF needs to take whole school NAPLAN Leadership through developing:
     - A strategic whole-school NAPLAN Plan
     - Scope & Sequence for Literacy for school
     - Reading / ICT focus for the 2011 School Development Day
     - Focus on producing Individual Education Plans (IEPs) for Year 9
     - Initiate and run a whole-school writing competition.
   - NAPLAN & ESL scales results should be placed on IEPs and ESL reports
   - All Yr. 7 should undertake the Premier’s reading Challenge. The LSF should work in collaboration with the HT English
   - Intensive reading program should increase coverage to two periods
Parent involvement in intensive reading program should be explored

2. Administration of Faculty
- Student enrolment procedures need to be reviewed. There is a need to liaise with Senior Executive over standardising procedures
- Role statements of LSF staff need to be tailored to reflect the reality of the role within GBHS.

3. STLA Provision
- There is a need to ‘self’ recognise the expertise that exists in the LSF where Early Career Teachers could especially benefit from LSF interventions. Additionally, ‘Rich tasks’ co-ordination could be achieved under LSF leadership. This expertise could also be employed in terms of leadership for NAPLAN and the preparation of the Literacy scope & sequences

4. ESL Provision
- ESL provision needs attention particularly with more academically able students in Yr 8, 9 &10 to try to improve upper range results
- ESL provision in Stage 6 needs to increase. The recommendation is to work closely with Science Faculty with specific projects such as incorporating film in curriculum. This can be achieved through attending Science PAS meetings
- There needs to be more ESL assistance in developing assessment rubrics in Science TAS and HSIE

5. Careers:
- Regular meetings need to take place to organise Careers priorities for 2011 with Learning Services HT & Senior executive. General communication lines can be improved here
- Careers and Transition teachers need to jointly negotiate Timetables with HT LSF
- Timetabled lessons for Work Readiness for Yr. 9 need to be in place from beginning 2011
- Integration of careers education for Yr.10 needs to happen throughout year rather than having intensive blocks which some students might miss
- A Careers centre needs to be established
- The Work Ready program needs to be re-organised

6. Community Liaison Offers (CLOs) and Student Learning Support Officers (SLSOs)
- There was an immediate need to develop role statements for CLOs and SLSOs where they need to prioritise their different roles and demands on their time
- They should attend Welfare meetings to find out more about their
- The CLOs and the SLSOs should make attendance checks in Period 2
- The CLOs and SLSOs have a significant role to play in promoting the Homework club.

Future Directions
These wide-ranging recommendations will form the basis of making the LSF more effective in terms of whole school reach. Over 2011, the recommendations need to be implemented gradually to ensure that this multi-dimensional faculty builds on the high standards it has already achieved.

Professional learning
Professional Learning
Background
Throughout 2010 the staff committed themselves to the extensive Professional Learning (P/L) opportunities on offer at GBHS. The School Plan has made PL a priority with extensive, timetabled sessions run throughout the year. Not only does
GBHS have School Development Days at the beginning of the first three terms and at the end of fourth Term, it also has three dedicated P/L staff meetings per term, timetabled PL sessions each fortnight (20 throughout the year) and after school sessions run either each week in ICT or each fortnight for either Positive Behaviour Intervention Strategy (PBIS) or for Early Career Teachers (ECTs) who are seeking or maintaining accreditation with the NSW Institute of Teachers. Therefore teachers at GBHS have more opportunities than most other teachers for quality P/L time. Our dedicated teachers make the most of these opportunities with enthusiastic participation in all PL activities.

At GBHS, the basis of the P/L has been to equip teachers with an effective pedagogy that caters for students from low SES, High LBOTE contexts. Extensive DET research demonstrates that these students struggle the most with academic literacy and numeracy. As school becomes more specialised in the latter years of high school, the language demands of the curriculum also become more difficult to master. Success at schooling depends significantly on being able to handle the intellectual demands of the curriculum along with its accompanying academic language. The approach at GBHS has been to equip teachers with the skills to impart ‘high challenge, high support’ curriculums. This means that there are higher academic expectations placed on our students (high challenge) who are then supported in their efforts to achieve the syllabus outcomes through a pedagogy of extensive and systematic scaffolding (high support). Underpinning this approach are three main dimensions, all interconnected:

1. Teacher Reflection through Action Research
2. Programming via ‘Back-mapping’
3. Scaffolding Student Learning with Teaching Learning cycle.

These dimensions were very evident in the major P/L initiative

As a major P/L accomplishment, all teaching staff at GBHS completed the new DET P/L course Teaching English Language Learners (TELL). This was the first time that a whole high school staff in NSW had simultaneously completed a major P/L course in ESL education. The Regional Director General, Mr. Tom Urry, who presented the staff with their TELL certificates, congratulated the GBHS staff for their efforts in completing the course.

This course covered the areas of:
• understanding of and more effective assessment of ESL / LBOTE student strengths and needs
• understanding (technically) how the English language works and how to teach it more effectively
• better understanding of the language / literacy / numeracy demands of the different KLAs
• more teacher confidence in developing the reading and writing abilities of ESL / LBOTE students.

through six modules covering:
• the dynamics of learning English as a second language
• how to create ‘High challenge – high support’ curriculums
• understanding that grammar is a meaning making resource (not a set of rules)
• the theory and practice Reading for learning
• Writing for learning
• Assessment practices

The teachers completed three assessment tasks in this program; a teaching sequence that involved teaching inferential reading skills; a grammar analysis exercise and a professional learning log. The feedback from the course was overwhelmingly positive as the evaluations (below) by the course participants attest.

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<th>Stated Outcome</th>
<th>No</th>
<th>Neutral</th>
<th>Yes</th>
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<td>You will understand and</td>
<td>1 (2.5%)</td>
<td>5 (12.5%)</td>
<td>34 (85%)</td>
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be better able to assess ESL student strengths and needs

<table>
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<tr>
<th>Stated Outcome</th>
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<th>Neutral</th>
<th>Yes</th>
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<tr>
<td>You will better understand (technically) how the English language works</td>
<td>0</td>
<td>0</td>
<td>40</td>
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Over the past two years the Head Teacher Mentor has supported a total of 33 New Scheme Teachers. 22 have been participants in the Beginning Teacher Program. 9 have been Permanent on Probation who have successfully gained Accreditation at Professional Competence. 11 are New Scheme Teachers maintaining their Accreditation towards Professional Competence.

**Parent, student and teacher satisfaction**

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

Their responses are presented below.

**Parents**
The GBHS P&C were surveyed to ascertain the level of satisfaction with the school in 2010. In all over 30 parents responded to a simple survey which asked what they thought was working well and what needed attention. Parents are very supportive of the school’s welfare policy by stating that it was consistent and fair. Parents also commented positively about the changes to uniform and the improvement in the general physical amenity of the school. They also responded positively to the fact that there were many opportunities to be involved with the school citing a number of occasions such as the Cultural Awareness Day, the Eid Dinner, the Pacific Islander family night, the Year 7 Welcome BBQ, Parent /teacher meetings, graduations and the quality of the P&C meetings. Homework was mentioned as an area needing attention.

**Staff**
Feedback from staff was sought in professional learning meetings throughout the year. Staff devised a lesson observation tool to ascertain the effectiveness of ESQT strategies in the classroom. The findings from this study reveal that there is a general uptake of some strategies, however, there needs to be a more consistent approach across the school.

Staff strongly approved of professional learning on Year 7 assessment and have considered programs for all stage 4 classes. ICT has been incorporated into all assessment tasks for all KLAS and staff have accessed the ICT snapshots on a regular basis. Access to computer laboratories continued to be a hindrance to full implementation in some areas. The DER laptops, however, have ameliorated this concern.

**Beginning Teachers Program**
The Beginning Teacher Program is run fortnightly after school to provide training advice and assistance with a range of issues pertinent to New Scheme Beginning Teachers. The program includes Induction & Orientation, School Policies and Procedures, Positive Behaviour Intervention Support, Classroom Routines, Behaviour Management Strategies, Cultural Awareness Training, Introduction to Accreditation and the NSW Teachers Institute, Strategies for embedding Technology into Classrooms, Accessing the Learning Support Team, Creating Inclusive Classrooms. The Head Teacher mentor has also provided a range of Professional Learning Opportunities for teachers such as facilitating Literacy Workshops with the regional Literacy Consultant, Implementing the Beginning Teacher Resource allocation to provide release time for Permanent on Probation Teachers and organising lesson observations at Primary Schools.
Evaluations of the TELL course were extremely positive.  

**Students**
A representative sample of students from Year 7-10 completed the “Quality of School Life” survey. Most students displayed an overall positive view about school life including general satisfaction at school, strong sense of achievement, positive sense of adventure in learning, relevance of schooling and positive student-teacher relationships. The majority of students also gave positive ratings in relation to their status, self-esteem and social integration. Students were also consulted in focus groups about safe playground behavior. A group of Year 10 students consulted with their cohort and proposed a plan which addressed boisterous physical contact. The work of the boys had a positive impact and the frequency of inappropriate behavior decreased.

**School development 2009 – 2011**

**Targets for 2011**

**Target 1**

**Literacy and Numeracy**

*Increase achievement levels of every student in all Bands in all external testing measures*

**Strategies to achieve this target include:**

- Learning Services Faculty continues to operate and is integral to improved performances of targeted students in stages 4 and 5
- NAPLAN Action plan with strategies for whole school alignment and fortnightly teaching focus
- All Yr. 9 students receive IEP related to NAPLAN and areas of need within literacy and numeracy identified
- Year 9 parents provided with whole term NAPLAN resources during goal setting interviews
- All Year 8 and 9 students participate in NAPLAN practice during roll call
- All faculties adopt language conventions as part of every assessment rubric
- Teachers Trained in effective use of SMART Data package
- Teachers trained to access on-line NAPLAN teaching strategies through SMART Data
- Promote Premier’s Reading Challenge
- Academic writing workshops for Stage 6
- HSC tutorial program after school Study skills workshops

**Our success will be measured by:**

- All faculties accessing learning services resources
- Number of student referrals to Learning Support committee
- Teachers adopt effective literacy practice
- Students achievement of above state average growth in reading in NAPLAN results
- Identified students reach National Literacy benchmarks
- Numbers of students completing homework exercises
- All assessment tasks have NAPLAN elements
- Literacy/Numeracy Criteria in the TARS/EARS proforma completed by all teachers

**Target 2**

**Quality Teaching**

*Build teacher capacity to deliver high challenge, high support curricula that improve student learning outcomes.*

**Strategies to achieve this target include:**

- Professional Learning in ESQT framework to develop teaching and learning programs
- School Teams – Literacy, Numeracy, Enrichment, Participation
- Microsoft Peer Coaching
- Timetabled P/L sessions concentrating on:
  - Program evaluations using Faculty developed criteria
  - Learning Intentions and Success Criteria
  - Effective feedback on formative and summative assessment
  - Deconstructing the literacy demands of assessment tasks
  - Raising the bar of intellectual quality of assessment tasks
Differentiating assessment tasks to cater for different learning styles
- Detailed marking and feedback rubrics
- Systematic teaching of marking criteria
- All Faculty teaching programs back-mapped from assessment tasks, incorporating detailed marking and feedback rubrics
- Enhancing professional dialogue through staff presentations in dedicated PL staff meetings.
- Ensure eligible early career teachers achieve NSWIT accreditation
- Staff training in NAPLAN Analysis and NAPLAN targets embedded in TARS process
- Faculties to have one ICT-based assessment task per semester per class per subject
- Teachers to negotiate and nominate individual do-able Professional Learning goals based on Faculty priorities
- Teachers see logic of and accept school-based TARS elements:
  - NAPLAN targets
  - NAPLAN explicit teaching
  - Quality Teaching elements
  - ICT mandatory
  - ICT integration
- Teachers able to identify and negotiate their own goals framed against the Professional Teaching Standards
- Staff involved in identifying personal TARS targets
- Tighten school and student management processes and procedures so that staff feel supported

Our success will be measured by:
- Student engagement in classes is evident through measured improvements in student learning outcomes
- Faculties systematically reviewing teaching programs
- Improved student submission rates of assessment tasks
- Teachers using an explicit and systematic pedagogy
- Teacher professional dialogue increased through increased participation in P/L staff presentations
- Registers have student work samples
- Teachers applying TELL learning to practice
- Teachers citing NAPLAN in TARS dialogue
- Number of programs modified in light of SMART Data
- Number of ICT-based assessment tasks incorporated into teaching programs
- Number of ICT-based tasks that require laptop recipients to use technology in classroom
- Percentage of students achieving Highly Competent for ICT in SC exam
- Increased teacher capacity to integrate ICT into student assessment
- Completion of Faculty and Individual goals in line with GBHS School Plan
- TARS process reflects CRTs progress on goals.

Target 3

Student Engagement and Retention

*Develop the capacity of the school to respond effectively to all students’ learning needs and vocational potential*

Strategies to achieve this target include:
- Employment of one PAS Deputy Principal – Learning and Head Teacher Welfare to assist in developing and maintaining a culture of learning through consistent, stable, fair discipline/learning management strategies ensuring PBIS protocols are evident in all school contexts
- Raise profile of PBIS with whole school focus days
- Use evidence-based (ESR Welfare) decision making processes to determine welfare priorities
- DPs conduct Stage 4 and 5 Amber Zone and late room roll calls and to monitor closely at risk students
- DPs to monitor student behaviour closely on public transport systems
- Use data to inform the tracking and monitoring of student absenteeism, truancy, retention in combination with proactive mentoring strategies for at-risk students
- Provide appropriate student leadership opportunities at assemblies, presentation days
- Establish regular community events such as iftar dinners, Parenting workshops etc
• Encourage community participation in school life in areas such as finance and welfare committees
• Investigate introduction of VET Hospitality course
• VET coordinator to manage the delivery of VET Frameworks in Construction, Retail Services and Information Technology
• Form a team to apply for a Trade Training Centre in conjunction with Holroyd High School
• School to work transitions for selected students

Our success will be measured by:

• Values education projects are part of the curriculum
• Measurable improvement in school climate. Reduced behaviour referrals measured by timeout, detention and suspension data and a reduction in truancy and an increase in attendance
• Reduction in no. of suspensions
• Re-engagement of Amber students
• Reduction in number of community complaints about GBHS students using Public transport
• Number of Stage 6 students identified in five week reviews
• Increased participation of P&C in school governance
• Number of enrolled students at GBHS
• Increased positive media coverage of school events
• Increased numbers of students continuing to access VET and TAFE courses

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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