2009 Annual School Report
Granville Boys High School

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

Students
Our school enrolment in 2009 was 494 students. Our school serves the Granville/ Auburn area and our student community reflects the diversity of the community it serves. In our multicultural school, the largest proportion of our students is of Arabic speaking background while many other students have Pacific Islander or African backgrounds. We have an increase in the number of students from Afghan and Asian backgrounds.

Staff
All teaching staff meet the professional requirements for teaching in NSW public schools. The teaching staff at GBHS are highly qualified in their subject areas. Professional Learning and building staff capacity have been focus areas in 2009.

Significant programs and initiatives
- Priority School Funding Program (PSFP)
- Priority Action School Program (PAS)
- Teacher Mentor Program 2009 – 10 (incorporating the Beginning and Early Career Teacher program)
- Transition to Year 7 Initiative 2009
- Positive Behaviour Intervention Strategy
- Gifted and Talented Program
- University Orientation programs such as UNSW Aspire and UWS Fast Forward
- Student Leadership Program
- GBHS Interact Club inauguration
- School to Work Transition Program
- Launch of PBIS Term 3
- ICT professional learning focus
- Timetabled Faculty Professional Learning periods
- Upgrade of school publications- bulletin, banners
- Canteen Lease
- School performance groups established – African Drummers, bands
- Establishment of the Learning Support faculty
- New school structures- to improve amenable learning, specifically targeting attendance, fractional truancy, lateness

and uniform, Change of period times and day structure
- Timeout room established
- Relocation of English, Art, Support and HSIE faculties
- Major Building refurbishment through the Building the Education Revolution (BER-Commonwealth Government) and Building Better Schools (BBS-NSW State Government)

BER
- Refurbishment of Block 2
- Refurbishment of Administration Area
- New Covered Outdoor Learning Area
- Language Laboratory

BBS
- Science Lab refurbishment
- Commonwealth Government’s Digital Education Revolution (DER)
- Roll out of Laptops and Wireless Connected Classroom
- New Interactive Whiteboards
- New School Bus routes
- Purchase of a School Bus
- New School Uniform

Student achievement in 2008

Literacy – NAPLAN Year 7
Band 6 performance is closest to state /region (28% school – 30% state- 25% region). 70 % of students scored in the lowest 2 Bands for reading in the NAPLAN. Inferential questions presented the most problems The cohort has received intervention though the Intensive Reading Program and literacy support in classes.

Numeracy – NAPLAN Year 7
33% of the cohort scored Band 6 which was above the State and Regional average. Generally literacy presented a problem as word problems were poorly answered, however 18% achieved above the 75th percentile

Literacy – NAPLAN Year 9
While the school achieved the highest value added in writing in the Granville School Group, expected growth in literacy was not as good as it has been in the past. Literacy remains a major target in the school plan.

**Numeracy – NAPLAN Year 9**

Year 9 performance in numeracy is consistent with the like school group in Bands 6 and 7, however their is a larger percentage of students in Band 5. Value adding in numeracy has been better than for literacy.

**School Certificate**

There was a 19.6% improvement in the percentage of students who received Band 3 and above in the 2009 School Certificate English Literacy as compared to the School Average from 2005-2009. In Mathematics however there was a 3.8% fall in the percentage of students who received Band 3 and above as compared to the School Average from 2005-2009.

**Higher School Certificate**

There was an improvement in the overall performance of students in the following subjects compared to the performance of the school in the HSC from 2005 to 2009: Biology, Visual Arts, Information Processes and Technology, Information Technology Examination, Construction Examination Design and Technology and Mathematics Extension 1. English Standard, English Advanced and Retail Operations remained the same.

**Messages**

**Principal's message**

We began 2009 with a new Senior Executive team and a reinvigorated Executive team. Mr Mark Marciniak and Mr Brian Miller began as substantive Deputy Principals while Mr James Mallios became a Deputy Principal Administration funded by the PAS program. At the beginning of Term 2 Mr Nathan Towney became a second PAS Deputy Principal. In March Ms Fiona Cullenward commenced duty as Head Teacher English and Mr Chris Mandarakas as Head Teacher HSIE. Ms Lisa Faddoul joined the staff as the Head Teacher Mentor for a two year program to assist Early Career Teachers. Ms Melinda Adderley became the Head Teacher of the newly created Learning Support Faculty. This position is also funded by the PAS.

Our Executive team worked hard to implement many changes in the management of the school. The focus was on building teacher capacity through professional learning and on the supervision in the learning environment. Our equity funding enabled us to employ extra staff above establishment to facilitate this dual approach. Literacy, numeracy, embedding Information and Communication Technology (ICT) and Student Engagement and Retention were the target areas for improvement.

A major initiative was the launch of the Positive Behaviour Intervention Strategy. A planning and management team led by Mr Mark Marciniak launched the PBIS at the beginning of Term 3. The staff and students had input in to the Values matrix for PBIS. To gain authentic student voice, student leaders in Year 10 and 11 were trained by Dr Kris Needham and Professor Susan Groundwater Smith to conduct focus groups with all students in Years 7 to 11. Students discussed what comprised a good school and what respect at school meant to them. The PBIS matrix is a reflection of the student voice.

The Boys Education Policy at GBHS in 2009 was focused on embedding Information and Communication Technology across the curriculum. This management initiative was led by Deputy Principals Brian Miller and James Mallios. A whole school approach began with professional learning and planning at the Executive Conference that was held in June. From the ICT roadmap developed at the conference, professional learning needs and physical resource needs were outlined. Assessment was a starting point for teaching and learning programs that embedded ICT. Each faculty prepared one assessment task per year group per semester and professional learning was built around the development of teaching and learning programs that were back mapped from the assessment task.

ICT resources were purchased from school funds and the facilities at the school were also greatly enhanced by the opening of the connected classroom and the Language Laboratory. The school now has an additional 6 interactive whiteboards and two video conferencing facilities. To improve the learning amenity at the school, the physical environment was greatly improved with the refurbishment of the Science laboratories, the exterior surfaces of Block 2, the Administrative Block and the relocation of faculties. An extension of the awning attached to the School gym provided a Covered Outdoor Learning Area and additional shelter for inclement weather. The refurbishment programs were funded by the NSW and Commonwealth Governments. The move of the English, Creative and Performing Arts and the Support Unit were funded from school resources.

A new Staff Common room was created in Block 1 when the existing room in Block 5 became the Connected Classroom. The HSIE faculty was relocated to Room 115. Year 11 Construction students erected new seating in the playground. Playground seating and other plans for
playground enhancement are overseen by the Environment Group within the PBIS Team. New school uniform was introduced in Term 3 of 2009 and was gradually phased in. All students will be expected to wear the new uniform in 2010. The new school uniform plus the new website, new school banners and school signage have rejuvenated the GBHS image. Two new bus routes were started in Term 2 2009. Both bus routes start at the school in the afternoon. One bus delivers students to points through Granville and the other travels to Auburn. The school purchased a 22 seater bus in Term 4 2009.

Student leadership programs engaged students in a range of activities. The Prefects and Student Representative Council represented the student body in the selection of the school uniform and the canteen lessee. They also advocated for students about issues such as school diaries and recreational facilities. Gehad Tuemah was the South West Sydney regional representative to the State SRC camp. Students raised funds for the Molly McDonnell Foundation and participated in Daffodil Day as volunteers. The ABCN GOALS program for Year 9 students was conducted in Terms 2 and 3. Students from Years 9 to 11 participated in University introductory and mentoring programs. A highlight of the year was the inauguration of the GBHS Interact Club sponsored by the Granville Rotary Club.

The many changes implemented in 2009 have been aimed at improving the learning amenity at the school and increasing support for the teaching staff. We feel confident that we will see an improvement in student learning outcomes in 2010.

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

Parents and Citizens Message

The P&C continued to actively participate in the school this year.

Parents were represented on Staff selection panels and on the Priority Schools Programs. The Granville Project which examined the provision of secondary schooling in the Granville Area conducted focus groups in Term 2. Parents were able to express their beliefs about the best educational services for their sons. Parents also engaged in consultation about the changes to school uniform and in planning the building refurbishment in the school.

In 2009 the P&C operation of the School Canteen ceased as the school leased the canteen. Parents joined students and staff to taste sample menus presented from the applicants for the canteen lease. The significant contribution that the P&C has made to the school through the canteen was recognised by the school. However, the difficulties faced in staffing the canteen with volunteers influenced the school’s decision to lease the canteen.

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 2009. We would like to thank Granville Boys for allowing us to be so closely involved.

Hala Maaliki, 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 and they held a fundraiser for the Molly McDonnell Foundation that raises funds for epilepsy research.

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 are committed to helping this change in very positive ways.

Gehad Tuemah, School Captain 2009/2010
Student enrolment profile

Retention to Year 12
There has been a 7.8% improvement in the retention rate of students staying on to complete the HSC since 2005.

Post-school destinations

Year 12 students undertaking vocational or trade training
35% of the 2009 Year 12 cohort is attending a University course in 2010. This percentage is above the national average. 27% of students who finished school in 2009 are undertaking vocational education at TAFE or at private vocational education colleges.

Student attendance profile

Management of non-attendance
Attendance policy in 2009 included an Assembly at the beginning of each semester, attended by the Home School Liaison Officer and the Police Youth Liaison Officer. Attendance “Blitzes” were held in three terms with the HSLO.

Fractional Truancy was managed by the Deputy Principals and the rate of fractional truancy fell to 1%.

Year 12 students attaining HSC or equivalent vocational educational qualification
92% of Year 12 students attained HSC or equivalent vocational educational qualification in 2009.

Staff information

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Head Teachers</td>
<td>2.6</td>
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<tr>
<td>Classroom Teachers</td>
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<td>Teacher of Mild Intellectual Disabilities</td>
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<td>Secondary Careers Advisor</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Counsellor</td>
<td>1</td>
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<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>10.1</td>
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<tr>
<td>Total</td>
<td>59</td>
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There is one indigenous member of staff.
Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

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<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tr>
<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2009

Income $ 
Balance brought forward 287 783.26
Global funds 314 348.99
Tied funds 424 960.36
School & community sources 65 567.26
Interest 12 685.04
Trust receipts 5 215.25
Canteen 8 630.75
Total income 1 119 190.91

Expenditure
Teaching & learning
  Key learning areas 41 772.64
  Excursions 11 185.62
  Extracurricular dissections 49 388.60
Library 2 877.01
Training & development 0.00
Tied funds 430 219.33
Casual relief teachers 66 554.49
Administration & office 77 960.42
School-operated canteen 3 388.34
Utilities 84 295.58
Maintenance 68 995.67
Trust accounts 7 365.95
Capital programs 25 617.27
Total expenditure 869 620.92
Balance carried forward 249 569.99

School performance 2009

Achievements

Arts

Visual Arts
The end of 2009 saw the Visual Arts department change location within the school. The move has been viewed as positive with new directions for student creativity and art-making being developed. A new interactive Smart board is now located within the faculty and ICT oriented lessons are more readily available to Visual Arts classes.

The faculty is planning to improve ICT activities within the Visual Arts during 2010 with the acquisition of some computers for the Visual Arts computer laboratory. However, the move resulted in the loss of a specialist Photography Darkroom. The pottery kiln was not moved, due to expense, and as a result works will need to be transported to the kiln.

Seven Visual Arts candidates completed their HSC in 2009. All students were extremely hard working and successful in the making of their
‘Body of work’. For each of these students Visual Arts was their personal best HSC result with one student achieving three bands higher in Visual Arts than his next subject.

Performing Arts
2009 was a year of significant growth in the Performing Arts field at Granville Boys High School. The school and the wider community had the opportunity to appreciate numerous students’ performances. Students had great scope to participate in the school’s curricular and extracurricular artistic life and to be part of experiences that hopefully have enriched them as productive and active citizens.

Students’ public performances were integrated as part of the curriculum and this was an effective tool for engagement as well as for the strengthening of their music skills. Elective classes were active participants in different public performances.

There was also a significant increase in the number of extracurricular activities. 2009 saw the creation of the African Drumming Group, the School Band and the Junior Band. At the same time, previously existing ensembles such as the Arabic Band and the Pacific Islander Dance Ensemble continued demonstrating their abilities on several formal occasions.

The Arabic band and the Pacific Islander ensemble traveled to Wellington NSW, for NAIDOC activities and for a valuable cultural exchange with other students from the local Wellington schools. Students from Wellington High School’s Aboriginal Dance troupe came to Granville in Term 4 and combined with GBHS performers to tour local primary schools in the Granville/Auburn area. The students received a “pop-star” welcome from the primary schools. One of the most important days of the year for the school was the launch of the PBIS program. It was a day full of music and dance. All of the school ensembles as well as some individual classes had the opportunity to showcase their talent. There were eight different performances in total. Performances at this level of sophistication, required several hours of rehearsals and hard work. It was a successful and fulfilling achievement for all the participants.

The success of the PBIS Program launch triggered a very positive response from the wider community. One of many examples of this was the subsequent invitation for the School Band to perform at Granville TAFE.

The Year 12 Graduation ceremony is another example of students showcasing their artistic aptitudes. The Pacific Islander Dance Ensemble and the Arabic Band provided entertainment, and the School Band brilliantly provided background and incidental music for different parts of the ceremony.

Some other examples of the school’s artistic commitment are the African drumming group who performed during the annual CLOs regional network meeting, the Eid celebration where once again most of the school ensembles participated and the numerous acts outside school put together by the Arabic Band.

It was a very successful year for the Performing Arts at Granville Boys High School. The cultural life of the school grew significantly as new spaces were opened for the school to actively participate in a rich variety of events.

Sport
Once again Granville Boys High School had a successful year on the sporting field with numerous individual and team success.

School Sport
A number of the grade sport teams were successful in the Prospect Zone competition with all teams demonstrating outstanding sportsmanship and knowledge of game strategies. The following teams won their respective competitions:
- Opens Volleyball
- Junior Oz-Tag
- Junior Basketball
- Opens Touch Football

During lunchtime Mr Liutai, Mr Dennaoui and Mr Wynne ran very successful touch football and futsal competitions. Over one hundred students
participated in the competitions which were all played in good spirit.

A group of forty students from Year 10 Physical Activity and Sports Studies accompanied Mr Towney and Mr Soliman to Olympic Park to watch an International Wheelchair basketball competition. The group watched in awe as teams from Australia, Canada, USA and China battled it out on the court.

A number of teams participated in Gala Day's and Combined High School competitions for various sports throughout the year. These included:

- Year 7 and 9 AFL gala day
- Year 7, 8, 9 and 10 rugby league gala day
- Under 14 rugby league participated in the Buckley Shield
- Opens rugby league participated in the Arrive Alive Cup and the University Shield
- Opens rugby union participated in the NSW Waratahs rugby union carnival and reached the quarter finals
- Under 16's rugby union participated in the West Harbour Schools gala day

The Premiers Sporting Challenge was participated in for the first time in 2009. Mr Soliman worked extremely hard and over one hundred and fifty students participated with some outstanding results. Across the school one hundred and twenty students received silver awards and twenty students received gold awards.

Successful whole school carnivals were held with some outstanding results. School teams were selected to participate in the Zone swimming, athletics and cross country carnivals. From the zone athletics carnival thirteen students were selected to represent Prospect Zone at the Regional Athletics carnival. From the Regional carnival one student, Sapati Tiuafiso was selected to participate in the fifteen years shot put in the NSW All Schools carnival at Olympic Park. From the zone cross country carnival four students, Ahmed Oweck, Mohammed Zreika, Jalal Omar and Adam Alameddine were selected for Prospect Zone to participate in the regional Cross Country carnival.

Individual Representative Honours

Under 15’s Sydney South West rugby league- Sapati Tiuafiso
Opens Sydney South West rugby league- Sione Peniongo
Canterbury Bankstown Bulldogs Harold Matthews Squad- Sapati Tiuafiso
Balmain Tigers SG Ball Squad- John Leapi
Australian Fijian Bati Squad- Alburt Nadiligo

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 the assessments.

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

There has been a significant improvement in value adding in Bands 3, 4 and 5 compared to the school performance between 2005-2009.

Progress in numeracy

Value added for those students who scored in Band 4 and above has improved, however students in Band 3 did not meet expected growth.
School Certificate

Percentage of students in performance bands:
School Certificate Mathematics

Percentage of students in performance bands:
School Certificate English-literacy

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

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.

Minimum Standard Information

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<th>Percentage of Year 7 students achieving at and above minimum standard</th>
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<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>---------</td>
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<td>58.5</td>
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<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>45.7</td>
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Significant programs and initiatives

Aboriginal education

Granville Boys High School is committed to educating all students about Aboriginal Australia and understands the need to implement culturally specific programs and curriculum to engage Aboriginal students. This is done through:

- Using the Aboriginal Education Policy, developing teaching and learning programs that include an Aboriginal perspective.
- Promoting and performing the Acknowledgment of Country at all school assemblies and special events.
- Aboriginal cultural exchange experiences. A group of 20 students and 3 staff members travelled to Wellington, NSW to participate in and perform at Wellington High School’s and Wellington Primary School’s NAIDOC activities. The group taught Pacific Island Dance and Arabic drums to small groups of students from Wellington. GBHS students also got to participate in Aboriginal cultural activities. Wellington High School’s Aboriginal Dance group returned the visit and combined with the school’s Pacific Island Dance Group and Arabic Drummers to perform at local Primary Schools.
- A Yr 11 Aboriginal student presented the Acknowledgment of Country at the Regional Community Liaison Officer’s Network meeting.
The learning support team consulting with parents and students to design individual learning plans for all Aboriginal students.

Providing support and tutoring to all Aboriginal students through the school’s Homework Centre.

Multicultural education

GBHS celebrates cultural and linguistic diversity everyday at school. Pacific Islander Family night and an Eid Dinner were hosted at the school in 2009. The school African Drumming Group, Arabic Drumming Group and Pacific Islander Dance troupe performed at many events during the year.

In 2009 our Year 11 students had the opportunity to participate in the Interfaith program. The program is based on providing an understanding of the teaching of the three Abrahamic religions, Judaism, Christianity and Islam. For the first 10 weeks students in the group participated in workshops facilitated by Affinity (a local based Islamic organisation) on Islam and developed an in-depth understanding of its origins and meaning. The boys were also visited by a Jewish speaker that discussed the inter-relationship between Judaism and Islam. The finale was a celebration of the three religions at Moriah College. There were representatives from private and public schools from around Sydney. It was a unique and wonderful opportunity for the students to interact and discuss their perspective on religion and faith.

The English as a Second Language teaching is an important part of multicultural education. ESL teachers work closely with all faculties and modify programs and units of work to support the needs of ESL learners. They also work closely with the IEC Centres and assist with new students who exit from these centres.

ESL teaching programs also focus on developing students’ ability to understand and use grammatical structures and features of English.

ESL teaching is most effective where ESL and classroom teachers are able to work together in the delivery of ESL programs. In this context, ESL students’ language learning will benefit from high expectations and recognition that their prior language and cultural learning is a valuable resource for knowledge and skills transfer to the English speaking context.

Respect and responsibility

In 2009 we officially launched as a PBIS (Positive Behaviour Intervention Strategies) school. Our core expectations are that all students are safe, respectful, learners. After staff and student consultation we recreated our behaviour matrix and held our launch day in term 3. The day was a fabulous success with all teachers wearing our safe, respectful, learner T-shirts and all students receiving our GBHS carry bags, pens and rulers. All who attended were impressed with the calibre of the day and it was truly an indication of what can be achieved when staff, students and the community work together for a common goal.

The PBIS initiative has been driven by our twelve member PBIS team which meets every fortnight. Part of the implementation plan was to create and promote the safe, respectful, learner signage across the school, inside classrooms and in the playgrounds. All the classrooms have been fitted with the positive and negative signage to explicitly identify appropriate behaviour. Prior to the launch all students were provided with Year group meeting to outline the changes to our welfare system and for them to understand the concept behind PBIS. Staff have been trained in working with students from the safe, respectful, learner model and we are well underway in continuing to improve the culture of the school.

Progress on 2009 targets

Target 1

Increase by 1% the numbers of Yr 7 & Yr9 students at or above the national standards in NAPLAN literacy and numeracy performance

Progress in NAPLAN was somewhat disappointing given the fact that all 12 identified strategies to improve literacy and numeracy were implemented and adhered to throughout the year. The 2009 targets were not met with only 65% of students reaching the National benchmarks for literacy when the set target was 81%. Numeracy results fared better with 77% 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%. Encouragingly, 19% of students achieved the top three bands in literacy when the target was 20%. However, only 15% of students in numeracy achieved at the top three levels when the target was 25%.
Target 2
Increase by 1% the number of students achieving at or above the state average in the SC and HSC

The School Certificate target was 30% of all students achieving at Band 4 or above in all subjects. Taken across the average of all the externally-examined subjects, only 23% of students achieved at this level. However, there were pleasing results in English where 40% of students were placed in the top three Bands. The best other School Certificate results were in Science where 25% of students were in the top three bands. The results in Mathematics, Geography and History fell below expectations. In terms of the mandatory ICT, 100% of students achieved at the competent or highly competent level. This was above Regional average. In the HSC, there were some pleasing results with students in Maths Extension, Biology, Advanced English and Visual Arts 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. The target of 10% increase in the number of students, across all subjects, achieving at or above state average was not met.

Target 3
All staff able to integrate ICT into their teaching and administrative practices.

There was a sustained trend throughout 2009 of all staff integrating ICT into their administrative and teaching practices. There were at least 60 new ICT-based assessment tasks integrated into the curriculum, 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 advanced the use of ICT within the school and all targets were comfortably met.

Target 4
Improvement in school attendance and retention.

2009 saw major re-organisation of the welfare targets with the introduction of the PBIS. The target of increased supervisory capacity was met with the appointment of two PAS Deputy Principal positions. There was a small improvement in closing the gap between the school’s attendance record and the Regional average. However attendance rates were better in 2009 than 2008. 2009 also saw the introduction of a ‘late’ room facility and close monitoring by the DP team which again saw a small but definite improvement in reducing student lateness. Pleasingly the target of 100% of eligible students sitting for the School Certificate was achieved. 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 2009 our school carried out evaluations of the Support Faculty, the delivery of ICT across KLAs and the effectiveness of new management initiatives.

Educational and management practice

Background

Throughout 2009, ICT in the classroom was a major pedagogical, Professional Learning and strategic planning issue at GBHS. In Terms of mandatory syllabus requirements, an elaborate process of ‘road-mapping’ each faculty’s responsibilities was developed. This innovative practice was lead by the Deputy Principal, Administration, who modified existing DET ICT inventory toolkits to fit more contemporary settings. The Faculties had to identify where, in their teaching and learning programs, the mandatory ICT requirements were being taught and where they were being assessed. This also was the focus of the annual executive conference where ICT curriculum was clarified and teachers made accountable through revamped accountability measures such as TARS and EARS.

In Term 3, the Deputy Principal, Curriculum conducted an extremely thorough evaluation of GBHS’s success or otherwise in integrating ICT into the curriculum before the introduction of the DER Laptops for Learning. The purpose of the evaluation was to benchmark existing staff practices and attitudes so that an authentic comparison could be drawn between 2009 and 2010. The evaluation methodology used was triangulation, which requires data being obtained from three different sources and comparing the similarities and differences. To help validity, the same questions were asked or the same issues raised in all three sources of data. The three different sets of data were obtained through:

- all GBHS teachers at the School Development Day (first day of Term 3), being surveyed to try to gather information about their current practices regarding their use of computers and other technology (ICT) in the classroom.
- all Yr. 9 students (the recipients of the Laptops) being surveyed as to their perceptions of ICT in the curriculum before their laptops arrived
- focus group interviews with a representative cross sample of Yr. 9 students.
Each ICT evaluation focused on perceptions and involved both quantitative and qualitative data to ascertain the validity of the findings. The findings were then to be used to help inform the triennial School Plan so that the identified targets would be evidenced-based.

**Findings and conclusions**

The obtained data sets highlighted different perceptions between staff and students.

**Teachers**

Each teacher was surveyed at the beginning of 2009 as to their Professional Learning needs with the outcome that every staff member identified ICT as a major area of PL focus. As a result of this survey, the draft of the School Plan (Quality Teaching section) required all teachers to have one ICT-based assessment task, per class, per semester. Encouragingly, in the July survey, over 60% of teachers thought that this was both appropriate and achievable, with only 20% thinking it was too much. When surveyed in July 2009, the teachers were asked “Have you set an ICT-based assessment task so far this year?” 21 teachers agreed they had with a total of 52 assessment tasks being set. 19 teachers said they had not yet set an ICT-based assessment task. However this survey was taken halfway through the year and the figure by the end of the year was considerably higher.

The survey went on to explore teacher attitudes to ICT in the classroom. Most teachers, over 70%, felt that ICT would substantially increase student engagement resulting in better learning and behaviour. However a significant number felt that behaviour would not improve and time would be wasted with boys playing games and not bringing their laptops. The survey also explored the issues the teachers faced when trying to introduce more ICT into their teaching practices. Many teachers felt that there were significant issues regarding the lack of access to the computer labs, lack of resources and a lack of training opportunities. As well, many teachers, over 50%, admitted that they had limited ICT knowledge and sometimes lacked confidence in using ICT. However, less encouragingly, over 40% of teachers also felt, at least sometimes, that they lacked motivation to apply ICT more to the classroom.

**Students**

In the Yr. 9 survey, 90% of the students claimed 1) they definitely learned better when using ICT and 2) that the teachers did not use much ICT in the classroom. Around 50% of the students claimed that the teachers did not really know very much about ICT and this would seem, at first, to correlate with the teachers’ perceptions about their lack of ICT skill and confidence. Encouragingly, over 65% of students felt that they had been set ICT-based assessment tasks, which is more than the teachers had claimed. The vast majority of these assessment tasks involved either word-processing, internet research or PowerPoint presentations. This is a very narrow band of ICT applications. In terms of mandatory assessment of ICT skills, just under 50% of students felt unsure as to whether they were being directly assessed (for example, skills relating to formatting a Word document etc.). The students struggled to give clear indications as to what specific skills were being assessed. Instead they suggested platforms like Moodle or programs like Word or Publisher, indicating that the mandatory ICT curriculum was not being pushed as hard as it should. In terms of direct teaching of specific ICT skills the students were also unsure, indicating that graphs, PowerPoint and Word were probably taught. Given the indecisive nature of the responses to these last two questions in the student survey, it is probably fair to assume that the skills are not always being made explicit in both the lessons and the assessments.

In the focus group interviews, the same questions were asked. The students felt that there was not much ICT-based learning compared to traditional ‘book-based’ learning. They were all able to cite some ICT in the classroom but felt that it was the exception rather than the rule. When asked why this was the case, the students cited two important factors, the teachers lack skills and that students behave poorly or can’t be trusted. This also correlates with the student and the teacher surveys, so there is a case for the validity of this finding. The students indicated that there were ICT-based assessments but again not that many compared with more ‘traditional’ tests and essays. If the ICT was being assessed it was not directly linked to specific (and mandatory) skills apart from two cited examples from two faculties. The students also commented upon the narrow range of ICT applications and cited such activities as ‘photo-shopping’, making films and emailing as areas teachers can use to teach ICT. Lastly the students said ICT-based teaching depended very strongly on the teacher not the Faculty, giving examples where nearly all one teacher’s lessons were ICT-based and another teacher, teaching the same content, never using ICT. Lastly and more disturbingly, a significant number of students claimed ICT was more widely used in Primary school than Secondary.

**Future directions**

The School Plan requires teachers to have a minimum of one ICT-based assessment task per class, per semester. This means that teachers will set a minimum of 10 ICT tasks throughout the year. In 2010, all teachers are going have to account for where they are enacting the ICT aspects of the School Plan through the Teacher Assessment Review Scheme (TARS). Similarly, the Head Teachers will have to account for the explicit teaching of the mandatory ICT syllabus components through the Executive Assessment Review Scheme (EARS). Hopefully these
measures along with effective teacher Professional Learning, will see a change in perception by both students and teachers, of how ICT can enable and motivate learning.

Curriculum

Background
In early December, 2009, the GBHS Support Faculty was evaluated as part of the school’s faculty review cycle. The faculty is responsible for the provision of quality education for students with diagnosed learning difficulties. The purpose of the review was to benchmark the current GBHS Support Unit policies and practices, systems and standard of the learning environment in order to inform the establishment of improvement outcomes (three year horizon) and targets (one year horizon) to insert into the Faculty and School Plans. The format of the review process was based on a model originally developed at Belmore Boys’ High School. The review covered all aspects of faculty operations including management, educational policy and procedure, administration, teaching / learning programs, assessment, student work samples and resources. The review panel consisted of the school Principal, Ms. Linda O’Brien, Mr. Brian Miller, Deputy Principal, Curriculum, Granville Boys High School and the external member, Ms. Lucy Calleja, Head Teacher, Support Auburn Girls HS who has had considerable experience implementing Support Faculty policies and procedures.

Findings and Conclusions
Overall, the Support Faculty is effective in students achieving measurable educational outcomes. There were many fine examples of effective teaching and learning that were showcased over the two days particularly in the areas of programming and registration. The documentation in this area was clearly above expectation. The panel considered the following as the strengths of the Faculty.

Faculty Morale
Teachers, aides and students appeared happy and secure within the unit. There was a sense of ‘family’ evident. The staff and students were pleased with the move from the ‘basement’ to the top of Block 2.

Students – high satisfaction with their teachers
All students interviewed expressed high levels of satisfaction with the quality of the teaching they received. One student expressed the opinion that the teaching in the unit was of a higher standard than that of the ‘mainstream’. Students were able to articulate that the teaching was structured and supportive. The panel found that there was clear evidence that strong relationships existed between teachers, aides and students.

Quality Teaching
The panel felt that the curriculum was appropriate and included many QT elements, especially in the Stage 5 curriculums.

English / HSIE programs
These curriculum areas appeared to very strong with high quality, faculty-produced resources meeting students’ needs. Teachers were able to demonstrate educational outcomes through student work samples.

Classroom practices – pedagogy
All staff were able to demonstrate varied pedagogy which met the needs of the students. Emphasis on structured, outcomes-driven pedagogy would allow the Unit staff to lead Professional Learning of other GBHS staff.

Documentation of classroom practices – programming / registration
This was identified as a clear area of strength – perhaps the benchmark at GBHS.

Communication
Processes appear to be inclusive with everyone able to freely express opinions.
There was one significant area for development which was undertaking the necessary frameworks and practices for increased integration of Support students into the ‘mainstream’ classes. This major shift of emphasis would involve:

- prioritising the steps necessary for increased integration of students into mainstream
- recognising and finding solutions to ‘logistical’ blocks such as timetabling and allocation of teacher time.
- exploring Support Unit models in other High schools
- working more closely with the Learning Support Team to increase whole school support mechanisms
- developing a comprehensive Integration Policy
- targeting Stage 5 electives as the basis of more integration
- closely monitoring of ‘mainstreamed’ students so the integration is successful
- evaluating the effectiveness of the Work Experience programs and rationalising the amount of teacher time spent out of school
- planning for the integration of Stages 4 to 6 in 2011 into mainstream curriculum

The review also found that the Support Unit needs to raise its whole-school profile through:

- professional learning for ‘mainstream’ staff by Support / LST staff through – planning and programming days for adjustments and accommodations
• having the Support Unit staff working alongside mainstream staff
• having personal PL plans for all Support Unit staff to empower HT to clarify and check on faculty directions developing the Teachers’ Aides Professional Learning by undertaking the same PL as other teaching staff
• using whole school facilities / programs such as Science and Computer Labs

Lastly the review found that the administrative practices could be enhanced through:
• using the TARS process to ensure that the Learning Support Unit is aligned with GBHS priorities. E.g. NAPLAN; ICT integration: Stages 5&6 School to Work programs
• Faculty and Individual PL plans having the strategies, indicators and timelines mapped against Professional Teaching Standards.
• moving to Electronic record keeping e.g. assessment grades on computer

Future Directions
The Support Unit will trial the integration of Stage 5 students into the mainstream classes in 2010. Their teacher will work alongside the classroom teacher to ensure that this transition will be harmonious. This process will act as the model for the further integration of students in 2011. This process will be guided by the Head Teacher Support to ensure compliance with the Disability Discrimination Act 1992.

Other evaluations
Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

The Granville Project
Parent focus group discussions were held as part of the Granville Project in Term 2. These focus groups were conducted by Mr Dennis McKenzie and Mr Trevor Wootten who were in charge of the project.

The Granville Project was examining the provision of secondary education in the Granville Area and parents were asked about their views on an ideal setting for their sons’ education. They also gave feedback about the changes at GBHS.

Although no written feedback has been received the oral feedback from Mr McKenzie and Mr Wootten indicated that parents wanted the school to remain as a comprehensive school catering to boys only. Parents were satisfied with the changes that had been made at the school and they were supportive of the leadership.

Student Voice
Background
To develop the Positive Behaviour Intervention Strategies (PBIS) matrix of values and beliefs, students were consulted to glean their input into the matrix. The aim of the research was to not only present a matrix that had significant student input but to also engage the students in a discussion about what a “safe, respectful learner at GBHS” would be. Research has shown that students have an increased sense of belonging and build awareness when they can make changes in their schools, not only for themselves, but also for others.

Staff, in consultation with students, student leaders and community leaders see PBIS as a platform to develop positive and trusting relationships so that a more productive learning environment can be created.

The research was conducted by Professor Susan Groundwater-Smith and Dr Kris Needham who trained focus group and wrote the final report from the findings.

Findings
The subsequent reactions of younger students all combined to suggest that overall behaviour management at Granville Boys High School is a matter of concern to teachers and students alike. In terms of managing interpersonal exchanges on a daily basis, it was seen that there is a subtext of boys, and by no means all boys, who are determining the conditions for learning. A large amount of class time is taken up with controlling disruptive behaviours thus reducing the learning time available to students.

A major challenge for Granville Boys High School is to enable students to connect effort with achievement and to disconnect from ‘handicapping’ themselves. Groundwater-Smith (2006) likened these conditions to such students becoming ‘future eaters’ as they seek to legitimate their resistant behaviour as a means of developing their sense of identity within their peer culture. Drawing on the work of Tim Flannery (1994) she proposed that many seek to survive in a difficult environment at the expense of the future; there is a kind of maladaptation to school when students cannot see or understand the benefits that schooling might bring them.

The impact of difficult, even hostile environments cannot be underestimated. The adolescent boys attending Granville Boys High School do so on a daily basis, thus it is a primary cultural milieu for them and can act to shape and influence their
interactions with their peers and their teachers and contribute to their future success or failure.

**Future Directions**

The project to develop and manage an overall, comprehensive set of positive behaviour management strategies is critical to the school’s success.

The Matrix has been developed. (see below)

The school will again engage the students in focus group discussions in 2010 to elicit responses to the PBIS and to further monitor changes to the school.

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**The Matrix.**

<table>
<thead>
<tr>
<th>SAFE</th>
<th>Look out for each other Cooperate with each other Be friendly Care about others feelings Support others when they are teased or bullied</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESPECTFUL</td>
<td>Greet each other politely Show manners Accept cultural differences Be fair to each other Wear correct uniform</td>
</tr>
<tr>
<td>RESPONSIBLE LEARNING AND TEACHING</td>
<td>Students: Follow school rules Follow instructions Listen Be on time for class Have a positive attitude Do your work Teachers: Be on time for class Be prepared Have safe equipment and furniture Treat students fairly</td>
</tr>
</tbody>
</table>

The purpose of the interviews was to ascertain staff opinions about the changes that have occurred between 2008 and 2009 and the directions in which the school was heading.

**Findings**

The most significant changes in this period were thought to be the change in the leadership structure and style, the timeout room, the Professional Learning structure and student behaviour. Below is a summary of the teachers’ comments.

- Very positive response to leadership
- Value having 4 DPs but need to ensure that this does not disempower teachers and HTs
- School climate is now much more supportive and encouraging of both teacher and student voice (both groups are still coming to terms with this)
- A sense that students are no longer scared of the consequences of poor behaviour (believing that the discipline is now too soft?)
- Students are not used to negotiating about their behaviour
- Staff very keen to continue the positive processes now in place and want to see that 4 DPs and PBIS will change classroom practice
- Generally very pleased with PL support
- Keen to continue the ICT PL
- Time - Out Room is valuable but needs reviewing for common supervision practices
- DP meeting time means they are unavailable when needed in mornings
- A sense that the school is on the move and good things are about to happen!

**Future Directions**

The senior executive team has been receptive to the concerns of staff about the availability of the team in the mornings and about further empowering classroom teachers. We need to further improve feedback to staff about behaviour referrals and continue with the P/L for ICT.

A further survey of staff will be conducted in 2010.

**Professional learning**

**Background**

Professional Learning was a very significant aspect in the professional experience of the teachers in 2009. Every third staff meeting was a dedicated PL staff meeting; there was a very structured and effective Beginning Teachers’ Program ably led by the Head Teacher, Mentor; there were a total of six School Development days throughout the year and in addition, GBHS re-introduced timetabled, fortnightly Professional
Learning (PL) sessions funded by the PAS program. GBHS probably would have had more in-house PL than any other high school in NSW.

Findings and Conclusions
The sessions were tailored to specific Faculty needs and as a consequence there was no one agenda delivered across the school, rather each faculty identified and then addressed issues pertinent to that Faculty. For example the English faculty undertook the following projects throughout the year:

- Faculty Roles and Responsibilities
- Establishing revised scope and sequence for stages 4 & 5
- NAPLAN – Yr. 9 – Reading and narrative writing
- NAPLAN – consistency of teacher judgement in assessment
- New curriculum - Visual literacy – programming
- ICT Focus - Wikis for on-line forums / using Moodle for assessment tasks / film making; IWB training

While the PD/H/PE Faculty concentrated on the following aspects of P/L:
- Reviewing Stage 5 programs – creating assessment task checklist
- Brainstorming new programming ideas
- Adding Quality Teaching elements (Intellectual quality) to assessments
- PASS programming
- ICT focus – Stage 5 LfL – using Adobe Premiere for filming and editing & Adobe Captivate for screen captures and integrating them into PowerPoint

From the two examples above each faculty addresses a variety of P/L needs that range from curriculum, Quality Teaching and ICT enhancements. However with the introduction of the DER Laptops for Learning in the second half of the year, the majority of Faculties focused specifically on creating curriculum material for Yr. 9 so that the students would be able to use their laptops straight away. The faculties presented their P/L projects to their colleagues at the end of the day School Development days. These were warmly received and of high calibre and showcased the innovative curriculum development work that the P/L sessions engendered.

Future directions
In 2010, the whole staff have agreed to undertake the new DET Teaching English to Language Learners (TELL) course. This will be the first time where every teacher in a NSW high school will complete the course. As part of this process, each teacher has assessment tasks to complete. For example on the first School Development Day, teachers will complete a teaching / learning sequence of 3 - 5 lessons that specifically target inferential or higher-order reading skills. The teaching sequence will also involve using some ICT application to help deliver the lessons. The teaching learning sequence will then be presented to mixed Faculty groups at the end of the day to share ideas. This teaching sequence will then be taught in the first weeks of Term 2, leading up to NAPLAN. In this way, P/L has become central to teachers’ practice by integrating Literacy, ICT, lesson preparation and Quality Teaching.

School development 2009 – 2011

Targets for 2010

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 Support Faculty continues to operate and is integral to improved performances of targeted students in stages 4 & 5
- All Staff to undertake the TELL qualification in Professional Learning sessions
- Yr. 9 students struggling with literacy & numeracy identified and with parents given goal setting interviews
- All faculties adopt language conventions as part of every assessment rubric
- Teachers trained to access on-line NAPLAN teaching strategies
- Promote Premier’s Reading Challenge
- Conduct an information evening to assist parents in helping their sons’ literacy and numeracy.
- Academic writing workshops for Stage 6
- HSC tutorial program after school Study skills workshops

Our success will be measured by:

- All faculties accessing learning support 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
- Number of parents attending evening and helping their sons’ with h/work
• 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 learning programs
• Timetabled P/L sessions concentrating on:
  o Program evaluations using Faculty developed criteria
  o Deconstructing the literacy demands of each assessment task
  o ‘Raising the bar’ of intellectual quality of assessment task
  o Diversifying tasks to cater for different learning styles
  o Detailed marking rubrics
  o Systematic teaching of marking criteria
• All Faculty teaching programs back-mapped from assessment tasks, incorporating detailed marking rubrics
• Enhancing professional dialogue through staff presentations in dedicated PL staff meetings. Each faculty to run a P/L staff meeting
• 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 from 2010 onwards
• Implement an in-school technology training program for interactive whiteboards and connected learning which supports the school ICT scope and sequence.
• Teachers to negotiate and nominate ‘do-able’ Professional Learning goals based on Faculty priorities
• Teachers see logic of and accept ‘school-based’ TARS elements:
  o NAPLAN targets
  o NAPLAN explicit teaching
  o Quality Teaching elements
  o ICT mandatory
  o 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
• Students acknowledge that they are learning through student quality of school life survey
• 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 apply TELL learning to practices in between sessions and the number of staff receiving ESL TELL credential
• 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 2009-10
• Number of ICT-based tasks that require laptop recipients to use technology in classroom
• Percentage of students achieving ‘Highly Competent’ 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 two PAS Deputy Principals, Admin / & 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
- Maintain but relocate a ‘timeout’ facility and continue to support staff to understand protocols involved
- Use evidence-based (ESR Welfare) decision making processes to determine welfare priorities
- DPs conduct Stage 4 & 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
- Introduce timetable to 5 x 1hour lessons to minimise after lunch incidents from 2010
- Use data to inform the tracking and monitoring of student absenteeism, truancy, retention in combination with proactive mentoring strategies for at-risk students;
- Manage a Gifted and Talented Committee
- Employ one CLO to build community capacity, proactive in ensuring parents and the community are involved in learning management and discipline processes
- 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:

- ‘Timeout’ evaluations reveal staff satisfaction with facility
- 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.

Linda O’Brien - Principal
Brian Miller – Deputy Principal
Mark Marciniak – Deputy Principal
Nathan Towney- Deputy Principal
Rosemary Guzman – Teacher
Carlos Munoz – Teacher
Tisha Das – Teacher
Hala Maalik – President P & C
Gehad Tuemah – School Captain

School contact information
Granville Boys High School
14 Mary Street Granville 2142
Ph: 96370489
Fax: 98972421
Email: granvilleb-h.school@det.nsw.edu.au
Web: www.granvilleb-h.schools.nsw.edu.au
School Code: 8811

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