2008 Annual School Report

GRANVILLE BOYS HIGH SCHOOL

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

**Students**

Our school enrolment in 2008 was 511 students. 99% of students are of non-English speaking background and diverse cultural backgrounds. The largest proportion of students are of Arabic-speaking backgrounds while many other students have Pacific Islander background. There was an increase in the number of students from African 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. There is a genuine commitment to provide quality Professional Learning at every opportunity.

**Significant programs and initiatives**

Many programs were offered during 2008 to best support and enhance the educational needs of the students of this school.

Our Priority Schools Program comprised a range of initiatives targeting student learning engagement and literacy and numeracy improvement. Strong attention was paid to equipping students for their future lives. Students participated in:

- **Affinity Program** which explored Interfaith and Intercultural understanding issues.
- **UAG** – University Aspirations Group which targets those boys wishing to go to university.
- **Multilit** – a specially designed reading program for selected students to catch up in their reading programs.
- **Vocational Education programs** such as the TAFE Gateways and TVET which allow selected Yr. 10 & 11 students to experience the TAFE learning environment and taste some TAFE courses.
- **Australian Business Council Network** in which the Principal, as leader of the school, is partnered with a leader of a large business.
- **GOALS program** where selected Yr. 9 students are mentored by people from the business world.
- **Premier’s Reading Challenge** run for Yr. 7 & 8 students through the school library
- **The Connections program** run in conjunction with the Granville Youth and Community Centre is a program aimed at reducing suspensions by building students’ skills to manage difficult situations
- **The Great Charity walk** where Stage 6 students raised $6651 for Prostate Cancer research.

Additionally, students were well supported through a homework centre and Higher School Certificate tutoring provided to students at nil cost.

**Student achievement in 2008**

**Literacy – NAPLAN Year 7**

79 Students completed NAPLAN in 2008. Student achievement in spelling indicated that 32% of students scored in bands 7 & 8 at a proficient standard while student achievement in Literacy was below State average.

**Numeracy – NAPLAN Year 7**

18% of students scored in the top three bands, however, student achievement in numeracy was again below state benchmarks with the majority of students scoring in the low bands.

**Literacy – NAPLAN Year 9**

88 students completed NAPLAN in 2008. There was a significant improvement in student achievement in terms of value adding between year 8 and year 9 in literacy. Student achievement in spelling was pleasing.

**Numeracy – NAPLAN Year 9**

Significant growth in student performance was indicated by comparing student achievement in year 8 and year 9. Value adding in numeracy is outstanding.

**School Certificate**

91 students sat for the School Certificate in 2008. The majority of students achieved results in bands 2 to 4 in the 2008 School Certificate. Results in Mathematics indicated that relative growth was significantly higher than the growth for the Like School Group. Over 60% of students scored in bands 3 to 6.

**Higher School Certificate**

58 students sat for the Higher School Certificate in 2008. Four students achieved a UAI of more than 90, the highest being 92.5. The best results were achieved in Mathematics, Business Studies, Physics and PDHPE.
Messages

Principal's message

Granville Boys High School is a comprehensive boys’ secondary school committed to fostering high academic success for students and preparing them for a life of active citizenship. Ninety-nine percent of students have language backgrounds other than English and the school celebrates the cultural and linguistic diversity of the school community. The school has a tradition of providing a personalised education for students to cater for a range of educational and social needs. Student welfare in this rich, vibrant environment aims to instil in students values of respect and responsibility.

In 2008 the school experienced many changes in personnel. Ms Angela Lyris began her appointment as Principal of Strathfield Girls High School at the beginning of Term One 2008. Ms Linda O’Brien was appointed to the position in Term Four 2008. Ms Jenny Rhodes relieved as Principal in Term One followed by Ms Sharon Ford. In Term Two and Term Three the relieving Principal was Ms Anne Reddy.

The school is part of the Priority Schools Funding Program and is a Priority Action School. These are equity programs that enable the school to provide additional staff to assist the students with their learning. Literacy, numeracy and Student Engagement and Retention are specifically targeted for improvement.

Community support for the school is encouraged and the school works closely with parents and other institutions within the community to maintain high expectations and aspirations for student achievement. Parents participate in the governance of the school through representation on various committees and teams. Businesses and clubs have actively supported the school through the provision of resources to assist the students’ learning. We work together to build student confidence in their ability to succeed.

The staff are dedicated to the improvement of student learning outcomes and have engaged in a variety of Professional Learning experiences to enhance their teaching and learning programs.

The highlight of 2008 was the opening of the new School Gymnasium on June 16th by the Honourable Laurie Ferguson and the Honourable David Borger on behalf of the Federal and State Governments who jointly funded the project. The new Gymnasium not only greatly enhances the learning environment at Granville Boys High but also provides a place where the community can come together to showcase the talents of the students and celebrate achievements.

Granville Boys High School is proud of the achievements of the students, staff and parents in 2008. Working collaboratively, students gained recognition for academic success, vocational education achievement, citizenship and sporting excellence.

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 school’s achievements and areas for development.

Linda O’Brien
Principal

Parents and Citizens Message

The role of the Parents and Citizens is to support the students, teachers and parents so that our boys get the best learning outcomes possible. We do this by actively participating in many aspects of school life. Our P&C Committee is an active participant in school life. A major initiative in 2008 was the P&C’s role in fund raising through the school canteen. It takes many volunteers to make it a success and our efforts raised $20,000 which we can contribute to the school.

However, one of the most valuable contributions we can make is to help communication between home and school. The P&C is very committed 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 supported by three very active School Liaison Officers who attend all meetings and who also provide valuable two way communication on a day-to-day basis.

The P&C would like to thank Granville Boys for allowing us to be so closely involved, we feel warmly welcomed and highly valued.

Hala Maaliki
President, Parents and Citizens Association

Student representative’s message

Granville Boys’ High 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.
There are growing numbers of students at the school and the academic results are always improving. The students are greatly respectful for the helpful contributions of teachers who are always there to support them. The teachers devote extra time to any student who wants it and they do this without ever asking for a thank you.

In 2008 there were many opportunities to be involved in school life. These include inter-school debating, many sporting knockouts and competitions, intercultural and interfaith activities, camps, picnics, fishing trips and visits to the theatre. However, the highlight was the Great Charity walk. In conclusion, I’d like to say thank you to all the people who make GBHS a great place to work and play.

Berhan Kassem (school captain elect)

School context

Student information

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

Student enrolment profile

In 2008 the school enrolment averaged 511. This represents a slight improvement on 2007. A census indicated that approximately 97.8% of the students were from Language Backgrounds Other Than English, the largest group being from Middle Eastern and Pacific Islander backgrounds. More than 30 different ethnic groups are represented in the school. While most students were born in Australia, English remains their second language.

Student attendance profile

Student attendance rates from both the junior and senior schools are both below the regional and state rates. Attendance is however, steadily improving.

Attendance is closely monitored and the school has a collaborative intervention program with Home School Liaison Officer and the Police Youth Liaison Officer. Early intervention from the Community Liaison Officers and the Senior Executive team ensure that students receive the support they need to engage in learning.

Year 7 to 10 Attendance

There has been an improvement in attendance from 2007 to 2008. The school will again target attendance in 2009.

Year 11 to 12 Attendance

Attendance for senior students is a target for 2009.

Retention to Year 12

Retention to year 12 improved by 11.2%. Retention is a target for further improvement in 2009.
Post-school destinations

69 students completed the Higher School Certificate course in 2008. Of these 19% went to university 35% found full time employment and 38% went to TAFE. The destination of the remaining 8% is unknown.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<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>33</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>3</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
<td>2</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
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<tr>
<td>Total</td>
<td>52</td>
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Staff retention

The proportion of staff retained from 2007 to 2008 was approximately 90%. Staffing at Granville Boys High School was moderately stable during 2008.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 93.5%.

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.

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<thead>
<tr>
<th>Date of Financial Summary</th>
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<tbody>
<tr>
<td>INCOME</td>
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<td>Balance Brought Forward</td>
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<td>Global Funds</td>
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<tr>
<td>School/Community Sources</td>
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<td>Interest</td>
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<td>Canteen</td>
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<td>TOTAL INCOME</td>
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EXPENDITURE

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<th>TEACHING AND LEARNING</th>
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<td>Key Learning Areas</td>
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<td>Excursions</td>
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<td>Extra Curricula</td>
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<td>Library</td>
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<td>Professional Learning</td>
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<td>Casual Relief</td>
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<td>Administration and Office</td>
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<td>School Canteen</td>
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<td>Utilities</td>
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<td>Trust Payments</td>
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<td>Capital Program</td>
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<td>TOTAL EXPENDITURE</td>
<td>845 388.60</td>
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<td>BALANCE CARRIED FORWARD</td>
<td>287 783.26</td>
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</table>

A full copy of the school's 2008 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 2008

Achievements

Arts

Visual Arts
The 2008 HSC results in Visual Arts were extremely positive. Even though it was only a small class of 4 students, for each of these boys Visual Arts was their personal best result. Three out of the four boys scored 2 bands higher in Visual Arts than their next best subject. The artworks completed by all the boys were of a high calibre but one student (Ofa Filise) in particular was outstanding in his art making with a very large drawing based on his experience of world youth day.

In the junior school Year 7 had three periods of Visual Arts over a 2 week cycle. Year 8 had six periods per cycle in one semester. There were four classes in each year group.

Year 7 students learnt about famous Portraits throughout history and drew and painted themselves. In Semester 2 the students developed their own masks while studying those from other cultures.

Music and Dance Performance
2008 proved to be an active year in the performing arts field at Granville Boys High School. Students from both junior and senior levels were keen participants in a number of events that made the whole community proud.

Some of our junior students represented the school in the NSW Schools Spectacular, held at the Sydney Entertainment Centre. They were part of the Hip Hop boys’ dance group, which required a lot of dedication and hard work, but also brought much pride and satisfaction to themselves and the Granville Boy’s community.

At school, the Arabic drumming group was another opportunity for students to develop and expose their performance abilities and their cultural heritage. The Pacific Islander dance group provided an equally important opportunity for
students to show their cultural wealth and to entertain us all with their amazing dances in a number of different school events.

One of the highlights of the year was undoubtedly the Year 12 Band. Their most impressive presentation was held at the Sydney Opera House for the Granville Spectacular, where they were acclaimed as one of the crowd’s favourites. They also showed us their great talent at different school events such as the opening of the school’s new gym and the graduation ceremony, as well as performances outside school such as the Guildford Public School cultural day.

It was a year full of music and culture for Granville Boys High School. Teachers, parents, students and the community at large should be proud of our students’ achievements and we are looking forward to an equally productive 2009.

**Sport**

2008 proved to be another great success in the sporting arena for students at Granville Boys High School. Students participated in a variety of sports representing our school in outside competitions. All students seem to take great pride in representing Granville Boys High School and demonstrated outstanding sportsmanship skills regardless of the result. Some of the highlights of the year included:

- The Prospect Zone Cross Country carnival organised by Mr. Soliman and his group of student helpers from Granville Boys High School
- In the Prospect Zone grade sport competitions. Granville Boys High won competitions in oz-tag, volleyball, touch football and basketball.
- Matt Utai and Corey Hughes from the Bulldogs spoke to the boys about important health topics like nutrition, physical activity and organised sport.
- A Year 7 and Year 9 team participated in the Australian Rugby Leagues Captains Cup Competition. Teams had to qualify for this event by winning their district competition. Granville Boys High represented the Bulldogs on the day and went on to make the final in both divisions. All the students had a great day and received some great prizes. Adnan Obeid was named Year 7 player of the tournament and Alaa Aouf was named Year 9 player of the tournament
- In CHS knockout sport Granville Boys had some outstanding results. The opens rugby league team again proved very strong making it to the area final of the Arrive Alive Cup and the University Shield. From this team six students gained selection to the NSW CHS trials. Congratulations to Paki Afu, Teni Waipouri, Adrian Davis, Judah Lavulo, Peter Tuiafiso and Lotu Palenapu.

Granville Boys High School had representatives in the Harold Matthews Cup and SG Ball competitions in rugby league as well as super youth league representatives in soccer.

Junior sportsman of the year was Adnan Obeid who was age champion in athletics and cross country, participated in the zone athletics, swimming and cross country carnivals. Adnan gained selection in the Prospect zone athletics and cross country teams. He was also a member of the school Buckley Shield rugby league team and a valuable member of the Year 7 rugby league team that performed exceptionally well at the ARL Captains Cup competition.

Senior sportsman of the year was Adrian Davis. Adrian gained selection in the NSW CHS rugby league team which travelled to Darwin to participate in the Australian Championships. Adrian and the team did exceptionally well and eventually went on to win the Australian Championships.

**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).
Year 7 NAPLAN - Reading

Students achieved reading results well below state average, however, results in Band 6 indicate an improvement on the school average for 2005-2007.

Year 7 NAPLAN - Writing

Year 7 writing results indicate that students average achievement was higher than the year 7 reading results. The majority of the cohort achieved a band 6.

Year 7 NAPLAN - Spelling

Spelling results for Year 7 NAPLAN were higher on average than other areas tested in literacy. However, a significant proportion of the cohort require targeted intervention for spelling.

Year 7 NAPLAN – Grammar and Punctuation

Grammar and punctuation results are significantly below state average and require targeted intervention across the cohort.
Numeracy achievement for year 7 indicates that 5.1% of the cohort are proficient in numeracy. Numeracy is a target for the 2009 School Plan.

Reading achievement indicates value adding, however, reading pedagogy will be a focus of the School Management Plan for 2009.

26.2% of students scored in the top three bands for writing, however writing for the majority of students is a targeted area for improvement in 2009.

51% of students scored in the top 4 bands for spelling and these results were the best within the NAPLAN tests. We will continue to build on these results in 2009.
Year 9 NAPLAN – Grammar and Punctuation

Over 80% of students scored in the lower bands and activities to target this area will be embedded into all learning programs in 2009.

Year 9 NAPLAN – Numeracy

Over 22% of students scored in the top three bands in numeracy. Value adding occurred for 98% of the cohort.

School Certificate

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

School Certificate – English-literacy

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

School Certificate: Relative growth from Year 5 (value-added)

Relative growth

School 2008
School Average 2004 - 2008*
LSG Average 2008

Higher School Certificate

Higher School Certificate

School 2008
School 2004 - 2008
LSG 2008
State 2008

Ancient History
Biology
Business Studies
Design and Technology
English (Advanced)
English (Standard)

General Mathematics
Mathematics
Music 1
Personal Development, Health and Physical Education
Physics
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. Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008

Minimum Standard Information

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
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<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 history, geography, visual arts and music.

- “Sorry Day” was recognised at Granville Boys High through an assembly.
- School assemblies now open with a welcome to country and aboriginal tribes were recognised by being used in the naming of year 7 classes.
- Student attended a “Peace Day” celebration at Cabramatta High where Patrick Dodson, the 2008 Sydney Peace Prize recipient, spoke about issues relating to reconciliation and the human rights of indigenous people.

In 2008 there was one Aboriginal or Torres Strait Islander student enrolled at Granville Boys High and two members of staff with Aboriginal or Torres Strait Islander background.

Multicultural education

Granville Boys is a multicultural school where the diversity of cultures and languages of the students is recognised and celebrated as a source of strength. Aspects of our multicultural educational program include:

- multicultural perspectives included in all teaching programs and all school programs and procedures;
- interpreters available at information evenings, and school correspondence translated where appropriate;
- Community Liaison Officers (CLOs), (Arabic, Pacific Islander and Turkish) are employed through the Priority Schools Funding Program to support and enhance the links with the community. They assist with the
development of intercultural understanding;

- the school’s allocation of 1.4 English as a Second Language (ESL) teachers, who team teach and take classes in Years 7-10;
- all new enrolments assessed using the ESL scales to identify needs and provide appropriate support; and
- school community members from a range of ethnicities and language groups involved in activities and actively contributing to school life.

Respect and responsibility

Positive Behaviour Intervention Strategies (PBIS) was initiated in 2008. This system underpins whole school planning for welfare and behaviour management.

A staff team was formed and this team collaboratively developed a matrix of expectations for student behaviour in different contexts in the school environment. This matrix was presented to the staff and to students at a special assembly.

The PBIS will be expanded to cover all aspects of school operations in 2009.

Other programs

Career Education and School to Work

Through the Career Education program, students were assisted to set and plan for realistic and achievable career goals thus making their transition from school to work or further education and training as smooth and as successful as possible; they developed knowledge, skills and attitudes so that they can effectively participate and contribute in the complex and ever-changing world of work: students were provided with opportunities and experiences that lay outside the sheltered environment they live in and were exposed to a variety of environments, people and opportunities in the real world.

At the end of Year 9, every student with the assistance and guidance of the careers adviser formulated an Individual School to Work Transition plan which consisted of four focus areas: academic, behaviour, social and vocational. The needs of the students were then identified and summarised. These needs were communicated to the school executive and staff. Many of these needs were met through the Career Education program which included fortnightly lessons to year 9 and 10 students (in small groups consisting of students with similar needs and interests), work experience (72 students) excursions (to Industry, expos, educational institutions, Training providers etc), guest speakers, motivational speakers, and a plethora of programs that target specific needs. For example Links to Learning (maths for apprenticeships, job seeking skills, presentation, interview skills, resume writing), i-Track (On-line mentoring) U-Turns, TVET, Co-ordinated Pathways, Youth Pathways, OH&S etc.

School Leavers and their parents were invited to attend an Apprenticeships information seminar in June where they received information on apprenticeships.

One of the most innovative initiatives in 2008 was Yr. 12 students having the opportunity of being interviewed by important local community business people. This was to give them the experience of being formally interviewed and writing a resume.

The careers program also catered for the great number of students with learning disabilities. The careers adviser played an important role in the formulation of their Individual Transition Plans and ensured that their vocational needs such as travel training and job coaching were met. The Careers programme included tailored careers lessons, work experience, inclusion to all other activities and participation in specialist events and TAFE courses. Leavers were referred to and linked up with appropriate employment agencies such as Job Support.

Progress on 2008 targets

2008 was the final year of the three-year School Plan which was developed for 2006 to 2008. Each year the school set targets to be met during the year.

Target 1

In 2008 we will achieve positive value in added in NAPLAN

In 2008 we effectively delivered literacy and numeracy programs through the Key Learning Areas, however changes to personnel in the Learning Support area disrupted the learning support program in years 7 & 8.
Year 7 & 8 successfully participated in the Premier’s Reading Challenge. A further focus on NAPLAN data to cater to individual learning needs will continue in 2009.

Professional Learning for all staff in the teaching of literacy and numeracy was conducted in Term 2 & 3 by Carol O’Connor from the Australian College of Educators. Literacy and numeracy was a focus of Professional Learning meetings where staff were presented with an analysis of NAPLAN, School Certificate and Higher School Certificate Data.

Our achievements include:

- Positive value adding in the Year 9 NAPLAN results, particularly in Numeracy.
- Value adding in School Certificate Mathematics above the Local School Group average and above state average.

Target 2
All HSC courses to perform at State standards

Staff were presented with an analysis of Higher School Certificate performance data for Granville Boys High School

HSC tutorials were conducted for students after school in the library. These tutors were teachers at our school.

Post compulsory monitoring of student performance was introduced in Term 1

Study skills classes were conducted.

Our achievements include:

- 4 students achieved a UAI of over 90
- 18 students began university courses in 2009
- There was an improvement in value adding for students in the high bands of 0.8%

Target 3
In 2008 we will continue to improve the quality of teaching and learning in all key learning areas

In 2009 there was a high turnover of staff at executive and at classroom teacher level. As a result, 60% of the Head Teacher positions were held by persons in a relieving capacity. All senior executive positions in term 3 were filled by persons in a relieving capacity. Ongoing professional leaning through faculty and staff meetings focussed on building leadership capacity and this focus is to be continued in 2009.

Assessment was streamlined so that all faculties used standardised assessment notifications meeting BOS requirements. Assessment tasks used back-mapping to align assessment with teaching and learning programs.

Our achievements include:

- Improved teaching and learning outcomes for students in School Certificate English – literacy, Mathematics and Science as indicated in improved value adding.
- Improved value adding in Year 9 NAPLAN results for Numeracy and Literacy

Target 4
In 2008 we will aim to improve attendance by 5%

Attendance is constantly monitored and this with the support of the Home School Liaison Officer, and the Community Liaison Officers has ensured an improvement in rates of attendance for students in Years 7 to 10.

The whole school was addressed by the Home School Liaison Officer and the Police Youth Liaison Officer about the importance of attendance.

Staff were inserviced about the new DET attendance policies and requirements for attendance.

CLOs maintained regular contact with parents and caregivers about fractional truancies.

Our achievements include:

- 1% improvement in attendance rates for Years 7 to 10
- A reduction in fractional truancy in Years 7 to 10.

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 2008 our school carried out evaluations of professional learning and the operations of the learning Support Staff.
Educational and management practice

Professional Learning 2008

Background

2008 proved to be a more difficult year, given the changes in leadership, but the staff at GHBS actively participated in Professional Learning throughout the year. The main forums were the School Development Days and teachers gaining accreditation with the NSW Institute of Teachers.

Findings and conclusions

The main issue with the Professional Learning agenda was the lack of a whole school co-ordinated approach. While the sessions directly addressed teaching and learning issues, there was no clear direction established at the beginning of the year and therefore the process tended to be more ‘one-off’ rather than a concentrated effort. Topics covered included looking at running PBIS, the DET’s Code of Conduct, Occupational Health and Safety, Quality Teaching and RISC workshops. In particular the staff looked at the process of micro-skills in behaviour management and relating these to the Professional Teaching Standards. The session linked effective behaviour management to the standards that all teachers are expected to meet. Surveys at the end of the year indicated that these sessions had been less effective than previous years and that a focus on more depth would be advantageous to both staff and students.

Future directions

In 2009 there will be a more co-ordinated approach based upon a number of factors. Firstly, there will be timetabled Professional Learning sessions for each Faculty, where issues associated with teaching programs such as back-mapping from assessment, intellectual quality and detailed marking criteria will be addressed. These sessions will also explore the new technology options such as Interactive Whiteboards and look to see how more ICT can be integrated into the curriculum.

Another innovation for supporting Professional Learning will be to develop a Professional Learning staff meeting. While at first lead by the Senior Executive, the meetings will ultimately be run by faculties who will share their practice. This will have the effect of encouraging professional dialogue and helping staff to

The process of implementing and supporting PBIS will also feature as a major item in the Professional Learning agenda. While this has been covered in other sessions, it has lost its momentum and needs to be re-activated so the full benefits for the school can be received. The plan is to get the staff to re-engage with PBIS on the first School Development Day in 2009.

Curriculum

Learning Support / ESL faculty- 2008

Background

Support teaching aims to assist students to develop competence in using English or to help students who might be experiencing some difficulty in some aspects of the curriculum to participate in mainstream classes.

Findings and Conclusions

The ESL / Learning Support faculty were staffed with only 3 teachers supporting the entire student body. These were Tisha Das (ESL full-time) 1:0; Don Hones 0.4 and Nicole Alexander (STLA full-time) 1.0. An emerging issue was that there were not enough staff operating to cover all the requests for assistance. For example, Tisha Das was mainly involved with ESL students in years 7, 8, 9 and 10 where she concentrated on the 1st Phase and 2nd Phase learners who were given the most intensive in-class support throughout the week. The 1st Phase learners were either withdrawn from their classes or given one to one intensive ESL support, focusing on their reading, writing and language skills. Units of work and lessons were modified and / or simplified. The 2nd Phase learners were taken in small groups of 5 to 8 students to the back of the class and the work was simplified and explained in more detail, to help them with their understanding of the context and curriculum. Assessment tasks and class tests were also modified. Despite this coverage, there needs to be more mainstream teacher emphasis on ESL methodologies.

Don Hones supported boys in Years 10, 11 and 12. He team taught and also withdrew boys who needed individual attention and help. The units of work and lessons were heavily modified to suit the needs of these boys.

Nicole Alexander (STLA) was mainly involved with the learning support students from Years 7, 8 and 9. She did intensive reading programs with them and also did the multiple skills series with them. She had to organise Readers and Writers for some year 10 students who had difficulties with their reading and writing of English.

At GBHS, ESL teachers spend most of their timetabled periods team teaching, group withdrawal, individual one to one intensive tutoring or in class support with mainstream / KLA
teachers. The findings from the undertaken evaluations were that there was:
- More individual attention.
- Greater possibilities for student-centred activities e.g. pair and group work.
- Integration of language and content teaching.
- A wider range of teacher expertise.

In general language is best taught across the KLAs. This is because language is taught in context and not as an isolated entity. Students are itself rather than the language. Cognitive skills are developed at the same time.

One of the results of the evaluations was that there was a lack of teacher awareness of the role of the support teachers. More awareness raising needs to be done to address this issue. Effective Learning/ESL Support in mainstream classes is only possible when teachers are aware of the language demands that classroom activities are making on these students.

Future directions
In 2009, there are plans to:
- appoint a Head teacher Learning Support to co-ordinate operations
- test all students to make accurate assessments concerning class placements
- establish a Stage 4 & 5 Gifted and Talented group that have timetabled lessons
- refine student Learning Support referrals & systematised
- hold learning support meetings with cross-faculty representation each cycle
- Timetable literacy and numeracy periods for Stage 4
- establish Literacy and Numeracy lessons in roll call

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

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Parents
The PBHS P&C were surveyed to ascertain the level of satisfaction with the school in 2008. In all over 30 parents responded to a simple survey which asked what they thought was working well and what needed attention. Over 80% thought that the school was committed to ensuring close co-operation with parents to ensure the boys were doing the best they could. They supported the school’s welfare policy by stating that it was consistent and fair. 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 Eid morning tea, Yr. 12 graduations and the quality of the P&C meetings. Homework was mentioned as an area needing attention.

Staff
Staff were surveyed on school culture to ascertain feedback on a number of central issues such as Professional Learning, Welfare policies, communication, professionalism and school management practices. 75% of staff responded to the survey and were candid in their responses. A majority of staff felt that in 2008 the communication between management and staff was poor. Examples cited were that the changes in leadership led to inconsistencies in procedures and processes and that initiatives were not properly followed through, for example the PBIS implementation. Professional trust was also an issue. Many staff commented on the amount of administrative scrutiny to check attendance at staff meetings and other gatherings. Many staff saw this as a professional slight. Staff also felt that they were not involved in decision making processes. As a result of these concerns, staff morale was an issue.

Staff also cited improvements in assessment practices such as the school-based reporting system and in being able to use more ICT in their teaching. However a number of teachers felt that the timetabled Professional Learning sessions were too rushed and not a lot was achieved. Teachers felt that the level of ICT use had increased both in variety and number of lessons based on using the available technology. However, the teachers indicated that limited access to the computer rooms continued to be a reason for slower progress in this area.

Students
Small focus-group interviews were conducted by a SWS Region consultant using students from the English classes. The students reported reasonable levels of satisfaction with the school and were generally proud of its achievements. The students felt that their teachers worked for them and supported their learning by being available and helpful. The students felt that teachers related well to them and that the relationships were positive. The students also felt that the teachers could push them more to achieve higher standards. They claimed that they copied too much from the whiteboard and that
there needed to be more opportunities in the computer room.

Professional learning

Professional learning is a major focus of school management to ensure improvements in student learning outcomes. All staff participated in professional learning in school activities such as professional development staff meetings and school professional development days. The focus of professional learning is to improve boys engagement in learning through the implementation of the State Literacy and Numeracy strategy and embedding ICT into classroom practice. Professional learning activities were varied within the framework of:

- Quality Teaching framework
- Assessment
- Programming for ICT
- Literacy and Numeracy
- Reading pedagogy

School development 2009 – 2011

Our School Plan for 2009-2011 has been developed by staff and the community as a blueprint for our future operations

Targets for 2009

Target 1
Increase by 1% the numbers of Yr 7 & 9 students at or above national standards in NAPLAN literacy and numeracy performance.

Strategies to achieve this target include:

- Learning Support Faculty established to improve performance of targeted students in stages 4 & 5
- Assessment (Neale testing) of all Yr. 7 students to ensure accurate targeting of students needing support
- Employment of 0.4 STLA and 1.4 Teachers Aides (PAS) to support school teaching programs and improve student literacy/numeracy achievement.
- Timetabled literacy and numeracy periods for Stage 4
- Teachers adopt effective literacy practice- Reciprocal Reading, Reading to Learn & Accelerated Literacy
- Teachers to develop teaching programs around high interest reading material
- Trial NAPLAN tests used in assessment schedules for English and Mathematics
- NAPLAN marking criteria used as basis of assessment grading in English Faculty
- Teachers using NAPLAN data to identify specific weaknesses
- All teachers use effective Literacy / ESL methodology for writing
- Promote Premier’s Reading Challenge
- Establish Homework club

Our success will be measured by:

- 81 % of Yr.9 students achieving at or above the National benchmarks for literacy
- 88 % of Yr.9 students achieving at or above the National benchmarks for numeracy
- 98% of Yr 9 students achieving at or above state average value-added growth in NAPLAN results in Literacy and Numeracy
- 20% of Yr. 9 students achieving at or above the highest three bands in NAPLAN literacy
- 25% of Yr. 9 students achieving at or above the highest three bands in NAPLAN numeracy

Target 2
Increase by 1% the number of students achieving at or above state average in SC and the HSC

Strategies to achieve this target include:

- Focus on Stage 5 in PL sessions
- Differentiate curriculum for Stage 5 more able classes
- Year 10 ‘Exit’ interviews for Stage 6 subject selection
- Targeting of selected Yr. 11 students to undertake English Fundamentals program
- Academic writing workshops for Yr.12
- Yr 11 & 12 Study Skill workshops & Academic camps
- University orientation programs
- Close post-compulsory monitoring performance every five weeks e.g. BOS letters, mandatory parent interviews for ‘at risk’ students

Our success will be measured by:

- 30% of students achieving at or above Band 4 in all subjects in the School Certificate
- 10 % increase in the number of students achieving at or above state average in the HSC
Target 3
All staff able to integrate ICT into their teaching and administrative practices.

Strategies to achieve this target include:

- Faculties to have one ICT-based assessment task per class per subject in 2009 and one ICT-based assessment task per semester per class per subject from 2010 onwards. This is to prepare for the introduction of laptops
- Implement an in-school technology training program for interactive whiteboards and connected learning which supports the school ICT scope and sequence.
- Creation of electronic learning environment through Moodle.
- Connected Learning Teacher to run P/L ICT programs to build capacity of staff to implement ICT perspectives in teaching programs.
- Continue process of ICT-based administration procedures such as electronic staff bulletins, S-BRS as reporting mechanism, ESR-Welfare

Our success will be measured by:

- 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
- Teachers from each faculty trained to lead I/WB training for staff
- Moodle used for Year 9 in 2009, Years 9 – 10 in 2010 and Years 9 – 11 in 2011.
- Increased usage of the interactive whiteboard by staff
- Number of teachers utilising ICT-based inservices
- Increased teacher capacity to integrate ICT into programs
- Number of administrative procedures that become electronic

Target 4
Improvement in school attendance and retention

Strategies to achieve this target include:

- Use evidence-based (ESR Welfare) decision making processes to determine welfare priorities
- Change timetable to 5 x 1hour lessons to minimise after lunch incidents
- Use data to inform the tracking and monitoring of student absenteeism, truancy, retention in combination with proactive mentoring strategies for at-risk students;
- Establish ‘late room’ to monitor student lateness and issue appropriate consequences
- Close monitoring of Yr. 10 performance by targeting students with problematic behaviour
- IEPs for targeted students negotiated with parents and implemented
- School to work transitions for selected students
- University orientation programs
- Investigate introduction of VET Hospitality course

Our success will be measured by:

- Improvement in school climate through extra supervisory capacity and PBIS initiatives
- Student attendance at or exceeding regional average
- 95% of all students arriving on time every day
- Fractional Truancy reduced to less than 1% of total attendance
- 100% of eligible students complete School Certificate
- 65% of all Stage 5 students go on to complete HSC

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
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Rosemary Guzman-Guy – Art Teacher
Carlos Munoz – Music Teacher
Tisha Das – ESL Teacher
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:
http://www.schoo{}ls.nsw.edu.au/asr