Our school at a glance

Students
Student enrolment for 2011 was 503. Our students come from the Auburn/Granville Area and our school community reflects the cultural and linguistic diversity of the community it serves. 98% of our students come from language backgrounds that include Arabic, Pacific Island, African and Asian languages.

Staff
There is a genuine commitment to professional learning by staff. All staff trained as a Microsoft Peer Coach in 2011 and attended the Staff Conference in July. 33% of the teaching staff at GBHS are Early Career Teachers and these teachers are either acquiring accreditation with the NSW Institute of Teachers or are maintaining their accreditation.

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

Significant programs and initiatives
- Positive Behaviour Intervention Strategy (PBIS) Day – Learners for Life
- Microsoft Peer Coaching - All staff qualified
- The development of the “Platform for Collaborative Education”
- Expansion of the Music and Dance Program
- The Opening of The Pulse Cafe
- Student Garden and chicken run Project
- New seating in the garden erected by Year 9 students
- Gifted and Talented Program
- University Orientation programs such as UTS tutoring, NSWU Aspire and UWS Fast Forward
- Student Leadership / GOALS / Aspirations
- School to Work Transition program – Future Connections, Youth Connection MTC Work Solutions, Work Experience
- Interfaith and intercultural Understanding programs 2011 – Interschool visits and Affinity
- Partners in Learning - Executive Leadership program, Parenting program, Student Mentoring program with Pricewaterhouse Coopers 2011
- Information Communication and Technology (ICT) Pedagogy Roadmap 2011 – Professional Learning Snapshots
- Opening of the Fitness Gym
- Intensive reading for Years 7-9

Student achievement in 2011
GBHS HSC students received 30 band fives and in the 2011 Higher School Certificate, 26 of our students are attending university in 2011. Ibrahim Jomaa is studying Pharmacy at University of Sydney, Kazem Elkheir, Business/Law at the University of Technology Sydney, Atilla Olgun, Aeronautical Engineering at University of New South Wales and Ibrahim Hosari is studying Chiropractic Science at Macquarie University.

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

An analysis of NAPLAN data revealed that growth in learning in all areas was outstanding and averaged 11 points above the State average.

Ali Amood and Adam Alahmad were the NSW State winners of the NAB Schools’ First Student Award.

Alimassi Mohammed won the Australian Lightweight Muay Thai Boxing Championship. He travelled to Thailand for a boxing training camp in December. Alimassi also won the Fairfax Newspapers “Design an Ad” competition.

Sapati Tuifiso represented the South Western Sydney region at the NSW State Athletics Carnival in Shot Put.

The school was awarded the Sam Lewis Peace and Environment award for participation in the Sydney Peace Prize lecture.

Ali Amood and Adam Alahmad won the inaugural International Student Broadcast Network Award,
We have seen and experienced some significant events. At the Sydney Town Hall, we participated in the situational analysis and all staff had input into the planning. So that everything we do ensures the safety and happiness of one another.

We grew from this experience and we have seen outstanding results. In Year 9 NAPLAN, Granville Boys High School was one of the top performers in the SWS region for added value in learning. The teaching team has overseen the NAPLAN plan and the teachers and students have conscientiously applied themselves to this learning improvement. Our HSC results in 2011 were also an improvement on 2010. Biology results were above state average and students received 30 band 5’s and 6’s.

In 2011 our staff was relatively stable and we welcomed only a few new faces. Mr Brian Miller was successful in his application to the Principal’s position at Chester Hill High School commencing in 2011 and Mr James Mallios became our substantive Deputy Principal. Ms Maina Ram commenced as Head Teacher of Mathematics and Mr Noel Dixon was appointed to the music position. Mr Adam Luck and Mr Shadi Ghazal filled temporary teaching positions and Ms Nabila Moshref was appointed as the Student Learning Support Officer. Mr Devendra Reddy was promoted to the Head Teacher Technical and Applied Sciences position at St Clair High School. He was replaced by Ms Leesa Rogers. Ms Yasmin Bhamjee took a temporary position as Head Teacher Teaching and Learning at Chester Hill High. Mr Fanwell George and Mr Arto Marjoniemi were transferred to schools in other regions.

In preparation for 2012 the staff has developed the Collaborative Education Platform. A situational analysis was conducted and planning for the new School Management Plan took place at the Staff Conference in July. All staff participated in the situational analysis and all staff had input into the planning. So that students engage fully in their learning, tasks that have significance and are negotiated were developed for implementation in 2012. To that end we have developed some very innovative projects. The opening of the Pulse Café was a significant event this year. The arts exhibition that accompanied the opening demonstrated the team work, organisational skills and personal management that students have acquired. The school garden and the chicken run have also seen students plan and develop initiatives from those projects. The Year 8 students who tested the waters of the Prospect Creek envisage a project for themselves where they become active about fighting pollution and raising the awareness of their fellow students in the future. The school fitness gym is another project where students are invited to take on a management role and build up a skill set that will not only see them develop as coaches but will also develop their business management skills.

Our students have also been busy as mentors throughout the year. The Year 9 students visited Granville Public School and performed their duties in a caring and sensitive manner. They have been able to positively influence the young children in Stage 1. Students successfully participated in coaching courses run by The Australian Rugby Union. These boys were complimented for their sensibility and the perceptive thoughts about their role. The boys then coached young students from the Granville and Auburn area public schools.

Our music and dance ensembles had a wonderfully busy year. Not only did they perform at Auburn, Auburn North, Auburn West, Blaxcell St Public Schools and Granville South High but they also performed at the Multicultural Disability Advocacy Association Annual General Meeting, the Peace Team AFL game, Granville Schools Spectacular and the Annual PDHPE Teachers Conference. One of the highlights this year was the performance at the Sydney Town Hall for the Sydney Peace Prize Lecture by Professor Noam Chomsky. The music and dance program and the performers have brought acclaim to our school wherever they have performed and the school is incredibly proud of their achievements.
We have celebrated individual student achievement. Our NSW state winners of the National Australia Bank Schools First Student Award, Ali Amood and Adam Alahmad, have travelled to Melbourne where they attended a black tie dinner and a series of workshops with other state winners. The boys presented a video of their project at the conference and met with many distinguished Australians. These wonderful students also won the International Student Broadcasting Network Award.

Alimassi Mohammed won the Australian Lightweight Muay Thai Boxing Championship and travelled to Thailand for a training camp. Not only did he excel in the boxing ring but he also won the Fairfax Newspapers’ “Design and Ad” competition. Alimassi competed against students in the Parramatta area stretching from the Hills District Granville. His prize was $500 for himself and $600 for our school.

Mr Odei and Mr Reddy challenged Year 8 with the construction of solar boats and the solar boat competition. The winner of the competition was Salah Zeidan.

Our relationships with community partners have strengthened in 2011. We proudly partner with the ABCN, PwC and the Granville RSL Club.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Linda O’Brien

P & C and/or School Council message

Mr Abdul Elsamad was elected president of the P&C at the March Annual General Meeting, however due to family commitments the presidency passed to Maliha Qablawi in July.

The P&C actively supported the school with donations of food for the Eid Dinner, the PBIS Celebration of Learning day. Mr Ahmed Khoder was most generous. Equipment for the new gym was donated to the school from various members of the community particularly the PCYC and this too was facilitated by the P&C.

The P&C was consulted and parents actively contributed to the School Situational Analysis. Parents suggested ways in which the school can improve home-school communication. As well parents participated in the consultation for Local Schools Local Decisions. The P&C were supportive of the school’s initiative.

I would like to thank the school and the parents for their friendship and support during the years my son has been at this school. The school has certainly lived up to my expectations and the changes in the school climate are obvious.

Ms Maliha Qablawi – President P&C

Student representative’s message

2011 was a busy and successful year for Granville Boys students. A group of 20 students from Years 7 to 11, who make up the Student Representative Council, were involved in a number of school and community based initiatives, such as fundraising for Daffodil Day and raising awareness for Anti-Poverty Week.

The SRC also assisted with the smooth running of the PBIS Celebration of Learning Day, helping to promote the value of safe, respectful learning (core values of our school) and enjoyment in new learning experiences.

The SRC also helped with formal school assemblies and informal school barbecues, and sold great quantities of Caramello Koalas to help with fundraising where required.

Hadi Naboulsi and Bourhan Zeidan
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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
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<td>512</td>
<td>459</td>
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Student attendance profile

Management of non-attendance

Student attendance is closely monitored by all school staff. Instances of truancy (whole-day and fractional) and lateness are managed by the Head Teacher Welfare, who liaises with students, parents, Community Liaison Officers and Home School Liaison Officers where applicable.

Retention to Year 12

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<thead>
<tr>
<th>Year</th>
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<th>2011</th>
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<tr>
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<td>90.1</td>
<td>90.7</td>
<td>90.1</td>
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<table>
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<th>2010</th>
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<td>89.4</td>
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<tr>
<td>12</td>
<td>89.4</td>
<td>88.9</td>
<td>89.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>89.9</td>
<td>89.7</td>
<td>89.9</td>
<td>89.2</td>
<td></td>
</tr>
</tbody>
</table>
Year 12 students undertaking vocational or trade training
There were 66 students in year 12. Of them:
- 42 students elected to study VET frameworks
- 24 students elected to study 1 VET framework
- 16 students elected to study 2 VET frameworks
- 2 students elected to study 3 VET frameworks

Year 12 students attaining HSC or equivalent vocational educational qualification
The percentage of Year 12 students attaining HSC or equivalent vocational educational qualification in 2011 was 92 percent.

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

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<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>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>32</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<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>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
</tr>
</tbody>
</table>

Staffing establishment is supplemented with staff employed with Priority Schools Funding. The extra positions support the implementation of educational programs for literacy, numeracy and student engagement in line with the school plan.

There are currently no Indigenous members of staff.

Staff retention
In 2011 the staff remained relatively stable. Only three substantive staff members transferred to other schools, one to take a promotion and the others to be closer to home.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>84%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>16%</td>
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</table>

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>
<tbody>
<tr>
<td>Income $</td>
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<tr>
<td>Balance brought forward 300957.04</td>
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<tr>
<td>Global funds 411057.31</td>
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<tr>
<td>Tied funds 583899.56</td>
</tr>
<tr>
<td>School &amp; community sources 113219.15</td>
</tr>
<tr>
<td>Interest 17861.77</td>
</tr>
<tr>
<td>Trust receipts 7329.75</td>
</tr>
<tr>
<td>Canteen 0.00</td>
</tr>
<tr>
<td>Total income 1434324.58</td>
</tr>
</tbody>
</table>

| Expenditure | |
|-------------|
| Teaching & learning |
| Key learning areas 62372.80 |
| Excursions 24467.55 |
| Extracurricular dissections 54552.65 |
| Library 8814.68 |
| Training & development 12307.14 |
| Tied funds 612406.16 |
| Casual relief teachers 60772.04 |
| Administration & office 101709.63 |
| School-operated canteen 0.00 |
| Utilities 121095.45 |
| Maintenance 72688.34 |
| Trust accounts 33188.52 |
| Capital programs 18045.00 |
| Total expenditure 1182419.96 |
| Balance carried forward 251904.62 |

A full copy of the school’s 2011 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 2011
Achievements

Arts

Creative Arts have had a busy 2011.

Granville Boys High performed at the Sydney Town Hall for the presentation of the Sydney International Peace Prize to Professor Noam Chomsky. The performance was collaboration between Cabramatta High School, Fairfield Public School and Granville Boys High School. The Granville students performed a Drumming musical item incorporating narrative written by students from Cabramatta High School, along with an African dance group. In total there were 40 students taking part. The performance was so well received our school was awarded the Sam Lewis Peace and environment Award.

Another highlight was the school band’s performance of “Annie’s Song” as part of Our Spectacular at the Sydney Opera House. The item included members of vocal, rock and concert band groups who combined to showcase our school’s new creative arts focus.

In 2011 we have expanded the level of student participation in our Islander Dance Group and extended the repertoire to include more modern dances. A number of other ensembles have also been established. These have included:

- School Modern Dance group
- School Concert band
- Arabic Band
- Beginning string ensemble

Community performances of the above groups have included: Primary Schools, including Auburn Primary School 150th Celebrations, Harmony Day at Auburn North Public School, Music Night at Granville South High, Evening Under the Stars at Blaxcell Street Public School and Auburn West Public School’s Multicultural Day.

Performances within the school have included a Year 9 Art Exhibition, PBIS Celebration of Learning Day, Year 12 Graduation and Presentation Day.

Within the classroom our Music staff has used innovative teaching practices, including the use of Ipads. The CAPA faculty has also been heavily involved in the school’s integrated learning tasks.

Sport

Zone Athletics
On 6th June 2011 forty students from Year 7 to 12 represented Granville Boys High School at the Zone Athletics Carnival at Blacktown Athletics Centre. After several weeks of lunch time training and fuelled with mandarins and muesli bars students participated in shot put, javelin, discus, long jump, high jump, track sprints and long distance. The following students secured their place at Regional Athletics in Term 3 by being placed first in their respective events.

Alofi Leapai -12 Years discus
EJ Taufa – 13 Years shot put
Khoder Adbul Rahman – 14 Years Shot put
Solomone Tolu – 16 Years shot put
Michael Masila – 17 Years shot put
Sapati Tuiafiso – 17 Years discus

Basketball Knockout
The opens Basketball team played Cumberland High School in the second round of the Sydney South West Zone Knockout. After a hard fought match GBHS won 40-26.

Volleyball Knockout
During the last weeks of Term 1 the representative volleyball team played Holroyd in the second round of the knockout competition. These boys were narrowly defeated. Thank you to the boys who showed commitment to the team, these boys included: Sapati Tuiafiso( Yr 12), George Vi(Yr 11), Matthew Samuelu (Yr 11), Solo Tolu (Yr 11), , Ali Raza Nadiri (Yr 11), Sione Maifelemi (Yr 10) and Joesph Afu (Yr 9).

Under 14s Rugby League Knockout
After a successful season these boys were defeated by Quakers Hill High School. Congratulations to all the boys involved. Khoder Abdul Rahman, Mohamad El-Skaf and Gebrail Yaghi were all voted men of the match. A very special thank you must go to Kehe Sione Liutai who gave up his own time to organise and train the team. It would not have been possible without his hard work.
Knockout Netball
After much interest generated last year following the netball match against MLC School Burwood, the Granville Boys Netball Team was entered into a Knockout Competition for 2011. Standout performances from Sapati Tuiafiso, Stanley Tolu, Michael Masila, Matthew Samuelu, Solo Tolu, Jhio Reyes, Clay Leapai, Atlanta Falanitule, Cezar Paki, Jayden Waipouri, Joseph Afu and Nathan Tuigalmala.

Youth and Road Safety Forum – Year 10 students
On Thursday 23rd June, eleven Year 10 students had the privilege of attending the Youth and Road Safety Forum at Acer Arena, Homebush Bay. Students witnessed the reconstruction of an accident by Police, Fire and Rescue and Ambulance Services were in attendance. Students listened to stories from survivors of car crashes who had sustained brain injuries. During the lunchtime break students participated in interactive displays by various Government Authorities. At the conclusion of lunch Hussain Wehbeh represented Granville Boys High School in the wheelchair basketball game, which was won by the girls’ team.

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

Other
Premier’s Reading Challenge
A pleasing total of 42 students from Years 7 and 8 successfully completed the Premier’s Reading Challenge, for which they were required to read and review a minimum of 20 books taken from the Premier Reading Challenge list. The students received a Premier’s Certificate and participated in a rewards excursion.

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

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

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

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

Literacy and Numeracy - Plan
The examination of the 2010 NAPLAN results highlighted the need to reconsider the whole school approach to NAPLAN. A more systematic approach was developed and included a whole school model that was more targeted and consistent with good practice. In 2011, parent meetings for each Year 9 student were used to present personalised learning plans to inform strengths and areas for improvement. Specialised booklets were developed and delivered during roll call. Copies were also given to parents to assist their sons with homework. Two complete NAPLAN practice tests were held for Year 7 and 9 and intensive small group withdrawal learning occurred with a focus on reading and writing. After school enrichment classes were held to support the performance of students at the top bands.

Progress in literacy
The majority of Year 7 students were placed in the lower to mid bands in Reading, Grammar and Punctuation, and the mid bands in Spelling. Results in Reading and, Grammar and Punctuation indicated a significant movement of students from band 4 to the middle bands. In Spelling, there was an 8% increase in students achieving Band 6. Students performed above the
average scaled score growth for the state in Reading and Grammar and Punctuation. In the expectation of proficiency for spelling, 9% of students achieved proficiency.

The majority of Year 9 students were placed in the mid bands in Reading, Grammar and Punctuation, and the mid to upper bands in Spelling. Results in all areas indicated a significant movement of students from the lower bands to the middle and higher bands from Year 7 NAPLAN results. Also, students performed above the average scaled score growth for the state in all areas of Literacy and 62% of all students achieved expected growth in Spelling and Grammar and Punctuation. 9% of students were proficient in Spelling and 7% of students were proficient in Reading.

**Literacy – NAPLAN Year 7**

**Literacy – NAPLAN Year 9**
Numeracy – NAPLAN Year 7

Progress in numeracy

The programs that have been put in place to address Numeracy concerns for students in the lower bands over the past year have resulted in an increase in students achieving bands 5 and 6. Although most students were unable to solve worded problems across all Numeracy domains, 32% of the Year 7 cohort achieved greater than expected growth by comparison to the state average growth for Numeracy.

Results for Year 9 indicate a movement of students from the lower bands to the middle and higher bands. There was a significant movement of students from band 5 to 6. Also, students performed above the average scaled score growth for the state in Numeracy and 50% of all students achieved expected growth in Numeracy.
### School Certificate

#### English

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<td>3</td>
</tr>
<tr>
<td>Number in Band</td>
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<tr>
<td>School Average 2007-2011</td>
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<tr>
<td>SSG % in Band 2011</td>
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<tr>
<td>State DEC % in Band 2011</td>
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<td>12.3</td>
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#### Mathematics

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<td>3</td>
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<tr>
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<td>29</td>
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<tr>
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<tr>
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<td>0.9</td>
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<tr>
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#### Science

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</tr>
<tr>
<td>Number in Band</td>
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<tr>
<td>Percentage in Bands</td>
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<td>School Average 2007-2011</td>
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<td>SSG % in Band 2011</td>
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#### Australian History, Civics and Citizenship

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<th>Skill Band Distribution</th>
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<td>Percentage in Bands</td>
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<td>State DEC % in Band 2011</td>
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#### Australian Geography, Civics and Citizenship

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<td>Percentage in Bands</td>
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### Computer Skills

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

### Higher School Certificate

<table>
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<tr>
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<tbody>
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<td>69.5</td>
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<td>74.4</td>
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<td>73.8</td>
</tr>
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</table>
Minimum standards

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

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

<table>
<thead>
<tr>
<th>Performance Band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
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<tbody>
<tr>
<td>School 2011</td>
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<td>School Average 2007-2011</td>
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<td>SSG Average 2011</td>
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<td>-2.2</td>
<td>-6.2</td>
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</table>

Note: By definition, the State average relative performance is zero.
Minimum standards data

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

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

Significant programs and initiatives

Aboriginal education
Aboriginal Education is incorporated in all subject areas as a mandatory component of each course. Historical, social and cultural aspects of Aboriginal life are areas of study in particular for English, History, Geography, Visual Arts and Music.
School assemblies continue to open with a welcome to country performed by school student leaders.
At the Celebration of Learning Day our Aboriginal guest conducted a smoking ceremony as a welcome to country and Aboriginal students from East Hills Girls High School entertained us at the assembly.

Multicultural education
In 2011 our Year 11 students had the opportunity to participate in the Interfaith program for the third consecutive year. The program aims to provide students with an understanding of the teaching of the three Abrahamic religions, Judaism, Christianity and Islam. Granville Boys attended Moriah College with Auburn Girls, Scotts College, MLC and KNOX Grammar. It was a unique and positive opportunity for the students to interact and discuss their perspective on religion and faith. Students from different schools spoke about their individual religious practices and beliefs and discussed how their beliefs shaped their lives in a multicultural society.

Respect and responsibility: PBIS
In 2011 Granville Boys celebrated its third year as a PBIS (Positive Behaviour Intervention Strategies) school. The focus for the 2011 PBIS Day was the value and enjoyment of learning in its many forms: A Celebration of Learning.
Students participated in a series of workshops which included, Robotics, Science experiments facilitated by University lecturers from the University of Sydney and University of Technology Sydney, professional Mural design and painting, Drumming, Vocal and Music production workshops, Martial arts and Golf and a Laughter for Life workshop with Camp Quality who were sponsored by the Canterbury Bulldogs.
Following the Workshops was our “Learners for Life Assembly”. For our assembly we had student performances from Granville Boys High School, Auburn Girls High School, East Hills Girls and Holroyd High School as well as a traditional Aboriginal smoking ceremony. Our special guest was Mr Todd Greenberg CEO of the Bulldogs Three of the players joined students and their families during lunch to speak with the boys and enjoy the festivities.
Families and the community brought food to cater for the ten cultural food stands and everybody ate and listened to the fine quality improvised performances throughout the afternoon.
It was a fabulous multicultural day which brought together people from different cultures from our community and highlighted our school’s core values of Safe, Respectful Learning.

National partnership programs
A situational analysis of the school was conducted in 2011 in preparation for planning for the introduction of National Partnership for Low Socio-economic Status Communities in 2012.
Other programs

Australian Business Community Network

Through our membership of the ABCN the school is involved in three programs, namely GOALS, Aspirations and Partners in Learning. The GOALS program is a mentoring program for students in year 9. The students are encouraged through relationships with a young executive to plan for their future and to experience people and places outside their daily routine. Mentors come from major Australian companies and include Pricewaterhouse Coopers, Microsoft and NineMSM among others.

Like GOALS students in Year 11, as part of Aspirations, attend six sessions of mentoring with young professionals from Pricewaterhouse Coopers. These boys enjoy setting career goals and discussing their future with their mentors.

The Partners in Learning Program, partners the principal with the CEO of Pricewaterhouse Coopers and through this learn from one another. In 2011 the partnership planned the cooking competition, where student entrants and their parents travelled into the city to lunch in the PwC boardroom with the CEO. The winners of the competition had work experience in the kitchen at PwC for two days and helped prepare a gourmet lunch for everyone.

At the meetings leadership initiatives and parenting workshops were also discussed.

School Camps

Year 7, 9 and 11 attended camps at Narrabeen Sporting Complex and Milton Island respectively. These camps are engaging greater numbers of students and not only test the physical skills of students but also teach the boys teamwork, independence and resilience.

Progress on 2010 targets

Target 1

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

The progress of students in NAPLAN was within expectations as the action plan for NAPLAN was improved, and all strategies to support literacy and numeracy learning were implemented and followed throughout the year. Although the 2011 school targets were not met, 74% of year 9 students achieved National benchmarks for literacy when the set target was 85%. Numeracy results were similarly 11% less than expected with 81% of students reaching the National benchmarks when the target was set at 92.5%. This year 2% of students achieved within the top three bands in NAPLAN reading when the target was 20%. However, 15% of students in numeracy achieved at the top three levels when the target was 25%.

In the School Certificate 14% of students achieved at Band 4 and above. There were pleasing results in English where 33% of students were placed in the top three Bands. The best other School Certificate results were in Science where 20% of students were in the top three bands and History with 12%. Mathematics and Geography fell below expectations. In terms of the mandatory ICT, 100% of students achieved at the competent or highly competent level.

In the HSC, there were some pleasing results with students in Biology, Maths Extension, Advanced English, Information Processes and Technology, Mathematics, Business Studies and Legal Studies achieving close to or above state average. The most pleasing aspect of the HSC targets was the fact that 66% of our HSC candidates who applied for university placements were successful in gaining entry to university.

Target 2

Quality Teaching:

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

In 2011 staff completed a comprehensive Professional Learning program that encompassed the ESQT framework for teaching and learning and the Microsoft Peer Coach Program. The Program was delivered to all staff and focused on encouraging teacher reflection and improving collaboration and communication across all faculties. Staff participated in lesson observations and discussions, with the overall intent of creating more engaging and enjoyable lessons.
The Program also identified Peer Coach Leaders to provide ongoing, consistent support to their colleagues to improve pedagogy and increase student achievement in 2012. The Peer Coach Leaders will support teachers to integrate innovative learning activities and improve lesson design by incorporating engaging strategies such as project-based learning and interdisciplinary (integrated learning) assessments.

The school also used cross-faculty Learning Teams in Literacy, Numeracy, Participation and Performance to support the implementation of school priorities. This combination of Professional Learning and the use of Learning Teams allowed staff to raise the bar with school data analysis, whole school planning, and development and implementation of teaching and learning strategies that align to the school management plan.

Teacher professional dialogue also increased through regular staff professional learning meetings and faculty PAS sessions. All staff negotiated school based TARS elements and targets, and TARS was measured against professional teaching standards and school management plan. The early career teachers participated in regular dialogue during professional learning meetings and all eligible early career teachers achieved NSWIT accreditation.

Staff completed the online Data Analysis Skills Assessment DASA tool, which was used to improve the use of data analysis. The DASA was completed by all staff and examined their own practice and use, and their understanding of SMART data in schools. The DASA allowed staff to build a personal record of current skills, record evidence supporting self-assessment and assisted in planning for further utilisation of school data.

Staff also completed the NSW DEC Analytical framework for effective Team Leadership and School Improvement in literacy and numeracy, which provided the school with valuable evidence of practice and programs related to literacy and numeracy. Staff used the set of practical measures to identify and examine current practice and to develop whole school strategies to support school improvement.

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

**Target 3**

**Student Engagement and Retention:**

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

In 2011, the profile of PBIS was raised as it became the focus for assisting in the development and maintenance of learning through consistent, stable and fair discipline management strategies. Additional supervisory capacity was continued in 2011 with one PAS Deputy Principal and one PAS Head Teacher Welfare supporting the increased use of PBIS. The evidence based ESR Welfare information system was used to enhance welfare priorities and improve decision making. There was an improvement in student attendance and the gap between the school’s attendance and the Regional average was reduced. Attendance rates were better in 2011 than 2010. Pleasingly the target of 100% of eligible students sitting for the School Certificate was achieved. Retention of students from the School Certificate to the Higher School Certificate was considerably higher and the gap between the school retention rate and the State was reduced. Additionally 92% of eligible students completed the HSC.
Key evaluations

Educational and management practice

In 2011 our school carried out a Situational Analysis of the school in preparation for planning for the National Partnership for Low Socio-economic Status Communities.

Background

School data was collected on the following by the senior executive and academic partners:

- Student enrolment
- Student attendance
- Student retention
- Student literacy/numeracy performance
- Student vocational education
- Staff profile
- Student engagement

The methodology was both quantitative and qualitative. Quantitative data was collected from the following sources:

- NAPLAN
- RAP data from the Board of Studies
- DASA
- School-based data on enrolments and attendance, behaviour management and rewards

Qualitative data was collected from staff students and parent surveys from the following sources:

- EMSAD Surveys
- Analytical Framework
- Focus Groups

Findings and conclusions

- Students need opportunities to participate in school governance to enhance their learning and engagement at school.
- The school needs to work with partner schools to support programs in those schools.
- Students need to feel welcome and safe at school to build social cohesion.

- The School Executive needs to focus on teaching and learning innovation.
- There was scope to improve teaching practice according to the Quality Teaching Framework and strategies to further implement and evaluate quality teaching in classrooms.
- There has been an improvement in student attendance at school and the singular focus on maintaining this trend is critical to student success in learning.
- There is a supportive parent community that is keen for further and more sophisticated communication about their child’s progress and the school needs to consider ways to enhance this aspect of school life for improved outcomes.
- The school has a responsibility to assist students in developing ‘self belief’ and a genuine desire to be educated.
- The leadership team needs to provide more opportunities that enable staff to readily take educational risks through supported experimentation that is likely to result in enhanced motivation and engagement.
- The difference of perception between the school executive and the teaching staff about how best to meet school priorities impacts on the school’s ability to move in a strategic, collective direction.
- There were a number of outcomes identified in NAPLAN data as being areas for development of student learning

Future directions

- Implement explicit learning projects linked to school improvement across all year groups such as programs for environmental improvement and sustainability Teams as a platform for collaboration
- Opportunities for students to evaluate good teaching and learning
- Implement peer mentoring and peer tutoring programs
Granville Boys High School contribute 5% of NP funds to the Granville School Education group for the sharing of innovative and tailored learning opportunities.

Further embed PBIS strategies including cultivation of a culture of mutual respect
PBIS team Teaching and Learning Projects
Provide meticulous follow-up and supervision of all learning environments. Head Teacher Welfare to coordinate.

Appoint a business manager to facilitate effective management of the school business functions including administration, occupational health and safety, asset management and finance.

Appoint 3 temporary staff to facilitate the implementation of:

- Microsoft Peer Coaching (48 periods per cycle)
- Lesson Study (12 periods per cycle)
- Executive Coaching for Head Teachers (15 periods per cycle)
- Welfare support Year Advisor allocation (6 periods)
- Special Teacher Learning Difficulties (0.8)

Identify Expert Teachers to mentor and coach in the implementation of the Quality Teaching Framework and to share innovative teaching practices.

Appoint Executive Coach for Head Teachers (0.3 Retired Principal)

Appoint HT Teaching and Learning
Pastoral care from Year Advisor structure
Review current attendance policy and align with PBIS strategies
Review use of the school diary
Consult with community role models (‘champions’) to motivate students
Provide parents with forums and opportunities to share successful home-school strategies to support student learning

Investigate information on sustaining school community partnerships to the benefit of students.

1 period of Faculty Professional Learning for all teachers
Collaborative development of Teaching and Learning projects including project learning
Embed student voice as an integral part of the collaborative learning process
Provide staff with access to current evidence based research on student engagement and quality teaching
Implement the Team Leadership for School Improvement program
All Staff to complete NAPLAN marking
Literacy and numeracy skill snapshots for staff as per ICT training
Explicit literacy and numeracy strategies addressed in all KLA scopes and sequences
Targeted intervention through development and implementation of ILP for students achieving below minimum standard
Identification of and targeted and differentiated enrichment programs for potentially high achieving students
Instilling intellectual quality in lessons through rich tasks especially in higher ability cohorts
Promoting engagement and participation in learning through curriculum innovation
Whole school analysis of NAPLAN using SMART to identify strengths and weaknesses with alignment to syllabus outcomes
Incorporate teaching strategies from SMART data for identified outcomes into teaching and learning programs
Intensive, intervention programs for students who achieved below minimum standard including individualised learning programs to detail explicit strategies for support
KLA scope and sequence and assessment tasks audit to evaluate strategies that address literacy and numeracy
Staff survey to audit competency in teaching reading and comprehension strategies.
Curriculum: HSIE faculty at GBHS

Background
As part of a regular, cyclic quality assurance measure, faculties at GBHS are required to present their educational practices for review every three years. Throughout 2011, this process continued with the HSIE Faculty taking its turn. The purpose of the review was to explore current staff knowledge, operations and understandings and benchmark this practice in order to negotiate and establish future targets. These outcomes are to be achieved through a close examination, with external panel members, of the management systems, teaching / learning and assessment practices and learning environments. An important feature of the review is the input from the external panel member(s) who can bring to the review wider perspectives of other practices and policies. Before the review starts each faculty is given sufficient notice concerning the commencement date and a checklist of specific areas that are going to be reviewed. This means that the faculties involved generally prepare themselves for the review before the formal process is commenced. The reviews are usually conducted over two days and involve a tour of facilities, interviews with the Head Teacher, all Faculty teachers, and selected students from each client group as well as parents. Student books are collected as evidence of the existing practices within the faculty. At the end of the process, the faculty receives direct oral and written feedback in the form of a series of recommendations and a timeline for implementation. Over the next year the faculty is required to address the recommendations.

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

Management systems
The faculty had appropriate methods of record keeping which included class rolls and student mark books entered on a computerised system. Teachers regularly entered student information into the school welfare administration system (RISC) to keep track of student’s positive and negative behaviour. There were clear and precise communication and understanding of school policies and procedures when dealing with BOS issues and behaviour referrals.

Teaching/Learning and assessment
The majority of stage groups had faculty teaching and learning programs that were used by all stage teachers. Faculty registers were sighted and recommendations were made as to how the documentation could be better used. The majority of assessment tasks were created by backward mapping and students work samples provided evidence that student understanding of course outcomes was high. The quality of programs and teachers preparation to create engaging, differentiated lessons was generally good. Scope and sequences for all stages needs to complete.

Learning environment
The conditions of the faculty area were generally good. Overall the learning environments were well maintained and teachers had access to interactive white boards to provide engaging lessons to students. Recently all then rooms and the corridor upstairs had been painted. Rooms were to receive new chairs and tables as part of the recommendations. The panel recommended improvements to the stocktaking procedures and the storage facilities.

Staff
The review found that all staff felt supported by their Head Teacher and there was a strong sense of collaborative planning and team work. There was a strong sense of capacity building, trust and collegiality. All staff demonstrated awareness of the importance of SMART data analysis and the impact on teaching programs. Staff involvement in school teams positively impacted on their understanding of the learning needs of students.
Students – high levels of satisfaction with teachers and intervention programs
All students interviewed expressed very high levels of satisfaction with the quality of the teaching and the effort made by teachers to provide the best educational outcomes for students. Students were able to articulate the benefits of learning in the HSIE faculty and enjoyed the practical nature of the subjects.

Other evaluations

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents
- It was clear, from the parent focus group that parents desired various mechanisms be put in place that would allow for better two way dialogue between the school and the home. While it was the persistence of one parent to make the point there was agreement that a good starting place would be the school diary that could be more formally adopted as a communication tool to provide not only homework information, but also feedback on learning.
- Parents may assist in drawing attention to the current interests of students. It was indicated, for example, that the school would be well advised to source reading material that these young people would enjoy and engage with.
- In seeking to maximize communication with parents, that would enhance the capacity to understand teaching and learning processes, and strengthen parents’ abilities to determine progress and development, then it may be desirable to identify a small group of “champions” who could develop advice and strategies.
- Parents described the school as continuously improving, changing and respectful. They felt that there was fair dealing communication and an understanding of the diversity within the school; particularly an understanding of families in difficult circumstances.
- Parents stated that the school has the responsibility to assist students in developing self belief.
- Parents felt that their sons should take from his education a sense of achievement.
- Parents stated that their sons need the necessary qualifications to move forward and these should be good enough for them to “earn a good living”.
- It was reported: “Boys want to try hard, but they have to understand and be encouraged with rewards and goals”.
- Tutoring was also seen as assisting learning – it works well because everyone is cooperating.
- It was stated by parents that boys were encouraged by younger teachers. They “connect” with the students using good communication and interaction skills. They can reach the students’ levels.
- Parents said that areas like music and sport excite the boys because they connect to their cultural backgrounds. “Everyone can do it”, the boys are not isolated as they sometimes are in class.
- Parents felt that boys do well when there is a good team spirit; “teamwork where they can all join in – when it is something they really like they go for it and organise themselves.”
- It was argued that the school needs to be stable and this was improving with the school executive being more visible and more “quality teachers” employed.
- Encouragement through excursions is also important. For example, visiting the University to see how it functions and to see some positive role models. Also going
to see a play, rather than just reading about it, brings it to life.

- For students attending Year 7 it is a difficult transition. “Everything is new” and the younger boys can feel intimidated by the older students. But in the end the parents hold the key to the boys’ hearts “The boys won’t act up if they have the right key to the heart” – at the same time the school also has to find the key by having excursions, barbecues and other social activities that will help young boys find their way.

- Older students also need to “look out” for the younger students.

- Since the introduction of PBIS it is seen that the school is calmer and there is less trouble. It is a new generation of teachers and students and they need to work together. The discipline is “tougher” and the cameras and gates also contribute to student safety.

- There is scope for further consultation with parents and the community about the literacy and numeracy.

- The school should give parents more options and opportunities to be engaged and students should be encouraged to listen to positive messages from each other. The SRC is not very visible but is moving to greater leadership.

Students

- Students reflected that a good school is seen as one where teachers are engaging and “enjoy their work”. They communicate with the students by demonstrating that they are “concerned for them”. They have good social skills and they are flexible, but firm in terms of discipline. These teachers, who contribute to what is seen as a ‘good school’ can relate to the students and generally are the younger members of staff. They make the students feel welcome and the students look forward to coming to their classes.

- Students expect that they can relate well to each other and develop “social confidence”. They expect that they will have an enjoyable time, “laughing and having fun” and that they and their teachers recognise and respect “difference”. They also want to have more responsibilities and be treated as young adults.

- Students enjoy discussions and prefer not to be engaged in “copying from the board or textbooks”. They like to be participative and listen to each other’s opinions and seeing where that will lead. They enjoy camps and excursions when they can “bond with each other, students and teachers”.

Teachers

- The majority of staff agrees that there is scope to improve the use of SMART data to inform teaching and learning programs.

- While the majority of staff agreed that data contributes to change in practice, there was a need to provide professional learning in how to use data to modify teaching and learning programs and measure the impact to changes in practice over time.

- The school has provided staff with professional sessions in the use of SMART and the school literacy and numeracy teams are in the process of developing learning programs based on identified areas of need.
• Data gathered about the degree of disruption in classes was inconsistent. Some students felt that it did not adversely affect learning while others were concerned that it did.

• While students mostly agree that they are given opportunities to think deeply about important ideas, almost half the students surveyed did not feel this is the case. Staff, meanwhile, were aware of higher order questioning techniques but did not readily apply the use of these in lessons and assessment tasks.

• There was a need to make learning more significant through linking learning to real life situations and experiences by using narrative.

• Staff believes that there is a strong collaborative culture but there was scope to share resources, ideas and effective teaching strategies within and across faculties.

• A significant proportion of the teachers and students surveyed agreed that they did not have many opportunities to negotiate and agree on their learning goals.

• While staff stated that they used metalanguage, this was not practised in the majority of classroom practice.

• There is scope to improve the pedagogy and methodology employed in classrooms so that students and teachers are utilising a variety of ways to demonstrate knowledge and understanding.

Professional learning
The Staff Conference was held in Term 3 and all staff attended the keynote address on Friday evening and all workshops on Saturday. The conference was an opportunity to consult widely and design a plan for the future of the school. In the final sessions of the conference, ‘The Platform for Collaborative Education’ at GBHS was accepted by the teachers as the blueprint for planning 21st century learning at the school, commencing in 2012. Teachers also worked in the Learning Teams to envisage what they would like to see in an ideal learning space.

Professional learning experiences throughout the year focused on enhancing staff capacity to self evaluate and reflect. In term 2 and 3 staff participated in the Microsoft Peer Coach Program that identified teacher leaders and developed coaching skills in all staff. In conjunction with the Peer Coaching training, staff continued to work in cross faculty Learning Teams on integrated learning projects.

During term 1 and 4, Staff evaluated current school and teacher practice through the DASA and TLSI surveys. This provided valuable data for informed decision making and planning for the school priority areas. Staff was trained in the use of the SMART data package and in using the data to effectively analyse student performance. The training extended to detailed analysis of test questions and teaching strategies and the identification of NAPLAN skills to improve faculty assessment and student performance.

Implementation of Quality Teaching initiatives where each teacher received a timetabled Professional Learning period per cycle had a major impact on teaching practice. In terms 2 and 3 there was an intensive focus on Peer Coaching as a way to evolve not only the capacity of teachers to teach effectively in a challenging environment but also as means to encourage collaboration across faculties and enhance communication across the school. In term 4, the PAS Deputy Principal worked within the timetabled Professional Learning period to discuss skills and instructional strategies needed to implement Integrated Learning projects across the school.
School planning 2012—2014

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

School priority 1

Curriculum Development for Literacy and Numeracy

Outcome for 2012–2014

Increase achievement levels of every student in all Bands in all external testing measures through an inclusive, relevant and negotiated curriculum.

2012 Targets to achieve this outcome include:

- At least 82% of Year 9 students achieving at or above the minimum standard for reading and spelling
- At least 85% of Year 9 students achieving at or above the minimum standard for numeracy
- At least 65% of Year 9 Students achieving at or above the minimum standards for writing, grammar and punctuation
- At least 85% of Year 7 students achieving at or above the minimum standard for reading, writing and spelling
- At least 85% of Year 7 students achieving at or above the minimum standard for numeracy
- At least 60% of Year 7 Students achieving at or above the minimum standards for grammar and punctuation
- 70% Faculty teaching programs are differentiated to meet the learning needs of students
- 70% teachers will have capacity to analyse SMART data as measured by Data Analysis

Skills Assessment Strategies to achieve these targets include:

- Appoint 3rd Deputy Principal (DP) Teaching and Learning (T/L)
- Literacy and Numeracy Teams to lead analysis of SMART to inform learning programs
- Embedding Literacy, Numeracy (L/N) and Aboriginal Education (Ab Ed) strategies in all integrated learning projects
- Programming days to embed L/N strategies: Literacy and Numeracy specialists work with staff
- Whole school reading program- employ consultant
- Peer coaching evaluations for effective L/N pedagogy
- Action learning projects on Lesson Study
- Presentation of learning projects by staff and students at Professional Development (PD) sessions-Parents invited
- Student led learning projects
- All Stage 6 students are monitored and have an individually tailored study program
- All student learning programs meet the requirements of the National Curriculum
- Equip refurbish a specialised learning space for Learning Enrichment
- Staff share lesson exemplars at Staff Conference

School priority 2

Educational Leadership and Quality Teaching

Outcome for 2012–2014

Build teacher capacity to lead and deliver high challenge, high support curricula that improve student learning outcomes.
2012 Targets to achieve this outcome include:

- 100% Staff complete “Team Leadership For School Improvement” (TLSI)
- 30% of staff participate in Lesson Study
- 30% of staff differentiate learning programs for Gift and Talented
- 5% increase in integration of Information and Communication Technology into their teaching and learning programs
- 94% average staff attendance rates per annum

Strategies to achieve these targets include:

- Team meetings for data analysis led by Literacy and Numeracy teams
- Ongoing data collection to measure educational programs
- Data presented to all staff
- Student learning groups formed according to learning needs
- Staff teams program cross KLA integrated learning projects
- Employ 3 additional teachers to release Peer Coaching Leaders to coach other teachers
- 0.3 Head Teacher Coach employed to build HT capacity
- Appoint Head Teacher Teaching and Learning to manage peer coaching
- Lesson Study action research with visiting academic partner
- Staff PL participate in TLSI
- Staff PL for ICT skills
- Staff PL for Aboriginal Ed
- Staff PL for Gift & Talented education through partnership with University of NSW led by High Performance team
- Students co research learning
- Early Career Teacher Professional Learning program

School priority 3

Student Engagement and Attainment

Outcome for 2012–2014

Develop the capacity of the school to respond effectively, in partnership with the community, to all students’ learning needs and vocational potential

2012 Targets to achieve this outcome include:

- At least 15% of all RISC entries recognise positive behaviour
- 7% Reduction in suspensions
- 2% Improvement in attendance
- At least 90% of all students arriving on time every day
- Fractional Truancy reduced to less than 2% of total attendance
- At least 75% of all Stage 5 students go on to complete HSC
- 3% increase in student enrolments
- 5% increase student participation in Vocational Education and Training
- 10% increase participation in effective Transition programs for Stage 6.

Strategies to achieve these targets include:

- All strategies to be measured by the collection of NAPLAN HSC data and school data from RISC including awards, behaviour and attendance data as well as qualitative data collected through focus groups, interviews and surveys.
- Build closer relationships with community of schools
- Contribution to regional PEO NP
- Review of parent/school communication via school diaries and other channels
- Appoint 2 CLOs – 1 Arabic and 1 Pacific Islander
- Meticulous supervision of the learning spaces by executive
- Appoint a business manager
- Close monitoring of learning via RISC
- Graded rewards system based on PBIS matrix
- All student effort recognised and celebrated
- Whole school revision of attendance policy.
- Daily follow-up of attendance, Y/A H/T and DP intervention
- Provide appropriate student leadership opportunities
- Student representatives on school teams (Finance, OH&S, VET, ICT, PBIS)
- Employment of music teacher & additional music performing arts and dance tutors
- Expand partnerships through school projects such as the “Pulse Café”, the school garden, the school Gym program & Environmental Programs
- Appoint a School Learning Support Officer
- Mentoring programs with PwC, ABCN and Universities
- HSC tutoring program in partnership with UTS
- Homework Centre
- Refugee Tutoring program
- Individual Student learning pathways negotiated with students, staff and parent to identify ATAR and Non ATAR
- Implement School to Work
- Evaluate Work Experience program
- Develop Partnerships through CBCC partnership brokerage
- Appoint 0.4 Transition Officer
- Expand Careers Centre – expand partnership with TAFE and work sites
- VET coordinator to manage the delivery of VET frameworks in Information Technology, Construction, Retail Service, Hospitality and investigate the introduction of Metals and Engineering
- Survey staff and students on quality of school life
- Implementation of an Enrichment program for Stage 4 & 5
- Expanded Stage 3 to 4 transition program
- Social Development Program for students at risk

**About this report**

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

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Parents can find 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:
