School context

Granville Boys High School (550 students, 99% Non English Speaking Background) is a comprehensive secondary school with one partially academically selective class from 2014 onwards. It is located in South Western Sydney, which is the most multicultural region in Australia. The majority of the boys who attend this school are of Arabic speaking background and Muslim faith. As well there are students from the nations of Africa who have recently arrived in Australia and students from South Pacific Islander backgrounds. A small percentage of the population of the school is of Asian background coming from countries that stretch from Afghanistan to the Philippines. This wonderful, culturally and linguistically diverse community, which is significantly socio-economically disadvantaged, is supported by the New South Wales Government equity programs.

Principal’s message

I have the great privilege of reporting to our community, the outstanding achievements of the students and staff in our school. 2013 has been an exceptionally successful year for many in our community.

TEAM GB was the name chosen by a group of student leaders as our 2013 Positive Behaviour Intervention and Support (PBIS) theme. Students worked with the teachers on the PBIS team to help organize this year’s celebration. More than a theme, TEAM GB is what we are - a team of people working together for a common goal to enable all students to reach their potential. Ours is a friendly, happy school and we like to share our successes. We encourage and support one another because we are generous and hard working. Creativity is flourishing and teams of people are collaboratively managing a range of facilities and projects and special events for the school. The team spirit has achieved wonderful results this year.

Individual performance highlights this year have included:

Adam Alahmad: Vocational Education

Student of the Year South Western Sydney Regional Vocational Education

Nerissa Rodriguez: Vocational Education

Teacher of the Year South Western Sydney

Wassim Naboulsi: Regional Public School Ambassador South Western Sydney

Faheem Emdad: Executive Director NSW Public Schools, for the day

Ahmed ElSayah – Auburn Review School Citizen of the Year

Omar Elrish, Mohammed Ibrahim, Omar Chaar, Hamza Taha: ADDAPT Samsung Challenge National finalists.

A truly distributed leadership structure has ensured that many staff members have led community partnerships to facilitate learning activities for our students and the students have exceeded our expectations with their outstanding performances.
Mr Hardcastle has worked tirelessly to manage the school fitness gym and with Mr Budnik’s assistance enrich students’ lives through drama. Mr Dixon, Mr Luck, Ms Su, Ms Havea, Ms Bendeich, Mr Hones and Mr Liutai have led the music and dance ensembles. Mr Egan has supported student filmmakers and Ms Gandouin has facilitated partnerships with theatre companies.

Student leadership programs have expanded under the able leadership of Ms Libdy Head Teacher Welfare, has facilitated ABCN’s GOALS and Aspirations, Activ 8 with the Bhanin Society and Links to Learning with the Arab Council of Australia.

Expanding our cultural understanding and building social harmony has been the aim of a variety of programs at the school that reach out to boys in years 8, 9, 10 and 11. Ms Ghosh has coordinated the Together for Humanity program and boys have joined with other schools for Youth Encounters and the Respect, Understanding, Acceptance project with the NSW Jewish Board of Deputies and different faith based schools.

Ms Libdy, organised students’ attendance at some important events on our city’s calendar, particularly the Sydney Peace prize celebrations. Boys attended the Sydney Town hall to hear this year’s recipient Dr Cynthia Maung and again at Cabramatta High School. She also facilitated the inter-school visit with Inaburra Baptist School.

University links have been forged and strengthened in 2013. Mr Bellavia has worked closely with the History Department of the University of Sydney while Mr Odei has visited University of Wollongong with his Engineering Studies students. Mr Odei has also managed the summer school program with University of Technology Sydney for our Design and Technology students as well as the solar car challenge held at the University of New South Wales. Mr Hyrce coordinated the Fast Forward program for the year 9 students who visit the University of Western Sydney and the Aspire program for students in years 8 to 11 at the University of New South Wales.

Mr Marciniak worked with a fantastic team from Macquarie University led by Ms Sharon Smithies and Ms Donna Hemmi. Two significant projects were initiated this year. Each student in Stage 6 this year has developed a study program to help them reach their potential in the HSC. This program was conducted over a period of six months and assisted individual students to imagine their future and work towards their goals in a supportive manner.

For a class in year 7 the partnership was rich indeed. The students formed teams and worked with tutors to develop a robot to face some of the imagined challenges created by a natural disaster. Students then competed with others from a range of schools at the Inaugural Lego League Challenge held at our school hosted by students from.

Ms Rodriguez and her team of amazing baristas, chefs and café workers have had a great year in the café. Our partnership with the Foundation for Young Australians based in Melbourne has been facilitated by Ms Rodriguez this year and has led
to some amazing events for students at the school. Boys attended the World Of Work program, and were filmed for the *propeller project* to promote simply great ideas from young people (the subject of the film was “a coffee can change a school” in reference to our student initiated café. The Unleashed weekend held at the Sydney Opera House encouraged young people to speak out about their ideas. All of the projects can be viewed on the web and demonstrate the scope of the experiences with which the boys have engaged.

Ms Adderley and her team have collaborated with the Australian Museum and the State Library where students have been engaged in learning projects and the annual conference of the Coalition of Knowledge Building Schools. A record number of students participated in the Premiers Reading Challenge with some outstanding results.

Ms Love has coordinated and managed the schools homework club and the university tutoring program.

Our sporting achievements this year have been most impressive. Mr Wynne organised the interschool futsal competition and students have participated in the Canterbury Bankstown Rugby League comp where our under 16s made it to the State Rugby League comp held at Mt Druitt.

The SRC led by Mr Ghazal has again held a series of very successful fundraising events including the fun run from Bondi to Bronte, sausage sizzles and a falafel day.

Mr Hryce’s has overseen the management of the school chicken coop and the garden in cooperation with Mr Heiler and Ms Rodriguez A lot of the work is done out of hours by Mr Koch and his team of community volunteers. We are enormously grateful to them for the generous good work

All this rich learning has paid off. Congratulations to Year 9 for your NAPLAN results. Again an outstanding performance from Granville Boys High School as one of the top performers in our region for added value in learning. Mr. Abas has led the Learning Teams, who have coordinated the “NAPLAN preparation program”. The teachers and students have conscientiously applied themselves to this learning improvement.

Linda O’Brien

**P & C message**

The Parents and Citizens Annual General Meeting is conducted in March each year when elections are held. The following people were elected to office for 2013:

- **President** Ms Mouna Hawchar
- **Vice President** Ms Maragaret Obeid
- **Secretary** Ms Jo Zreika

The P&C actively supported the school and welcomed the parents of the new year 7 at a BBQ in first term. A number of fund-raising activities were held and parents actively sought support for an ongoing campaign for air-conditioning in the classrooms. Ms Hawchar served on a panel to consider appeal applications for entrants in the selective class for year 7 in 2014.

Parents served on selection panels for the school captains and temporary staff for teaching positions.

It has been a very busy year for the P&C and I would like to thank all the members of the P&C for their support.

Mouna Hawchar – President P&C
Student representative’s message

The SRC was inducted in Term 1 2013 and parents were invited to pin the badges on the newly inducted members.

Students participated in a number of fundraising activities that included, for Jeans for Genes Day. There was a particularly poignant presentation of a cheque for over $700 to a member of staff who is involved in this campaign. As well, students raised funds at a falafel day for the bushfire appeal for those affected in the Blue Mountains. Students gave up their time from early in the morning to support members of Granville Rotary Club on Daffodil Day to raise money for the Cancer Council. Students supported the funding of the school fitness gym by raising money at a Jersey Day.

A Fun Run from Bondi to Coogee raised over $2000 for the goal posts for the school oval. These goal posts will be erected in 2014.

Students have participated in morning meetings to discuss school governance issues and have advised the school leadership as the student voice. Students also participated in raising awareness of local issues through work with the Sydney Alliance, particularly safety at Granville Railway Station where students met with other members of the community in Granville.

Shadi Ghazal (teacher) - SRC Coordinator

SRC Student Representatives:


Student information

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

Student enrolment profile

Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>580</td>
<td>420</td>
</tr>
<tr>
<td>2008</td>
<td>590</td>
<td>430</td>
</tr>
<tr>
<td>2009</td>
<td>580</td>
<td>420</td>
</tr>
<tr>
<td>2010</td>
<td>580</td>
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<td>2011</td>
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</tr>
<tr>
<td>2012</td>
<td>590</td>
<td>430</td>
</tr>
<tr>
<td>2013</td>
<td>580</td>
<td>420</td>
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</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
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<tbody>
<tr>
<td>School</td>
<td>75%</td>
<td>80%</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
<td>85%</td>
</tr>
<tr>
<td>Region</td>
<td>70%</td>
<td>75%</td>
<td>65%</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
</tr>
<tr>
<td>State DEC</td>
<td>65%</td>
<td>70%</td>
<td>60%</td>
<td>65%</td>
<td>70%</td>
<td>75%</td>
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Retention to Stage 6

Retention to Year 12 (SC to HSC)

<table>
<thead>
<tr>
<th>Year</th>
<th>SC06-HSC08</th>
<th>SC08-HSC10</th>
<th>SC10-HSC12</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>75%</td>
<td>80%</td>
<td>85%</td>
</tr>
<tr>
<td>SEG</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
</tr>
<tr>
<td>State</td>
<td>65%</td>
<td>70%</td>
<td>75%</td>
</tr>
</tbody>
</table>

Management of non-attendance

The Business Manager regularly reports on students attendance and works with Head Teacher Welfare and Home School Liaison Officer for interviews twice a term with students who are chronically absent. Interviews with HT Welfare are conducted to ascertain issues and to have daily follow up with students. (e.g. Check in check out) occurs. Students causing concern are also raised at the Senior Executive morning meeting. The ongoing and regular reporting program has proven invaluable as information is being shared on a daily basis and follow-ups are prompt and problems are solved fairly quickly.
Post-school destinations

- 86.7% - Tertiary education or working
- 13.3% - other (not working, ill, non-contactable)

Year 12 students attaining HSC or equivalent Vocational educational qualification

33 students studied a VET subject - 55%
- 23 Students studied 1 VET subject - 38.3%
- 10 Students studied 2 VET subjects - 16.7%

Workforce information

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

Staffing numbers for 2013 were relatively stable. Only one temporary member of staff left to take up a permanent teaching position in another school. Three members of the staff indicated that they would take leave for 2014 and have been replaced with temporary teachers for the time of their leave.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>n/a</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>34</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>n/a</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>-</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
</tr>
</tbody>
</table>

There are currently no Aboriginal members of the school workforce.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>33</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>60</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>06/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$98507.59</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td></td>
</tr>
</tbody>
</table>
Global funds 397951.99
Tied funds 717963.66
School & community sources 115479.53
Interest 6901.38
Trust receipts 10774.0
Canteen 0.00
Total income 1347578.15

Expenditure
Teaching & learning
  Key learning areas 39609.67
  Excursions 8980.77
  Extracurricular dissections 61789.98
Library 3243.03
Training & development 0.00
Tied funds 599309.37
Casual relief teachers 53136.91
Administration & office 94976.36
School-operated canteen 0.00
Utilities 110668.36
Maintenance 48217.84
Trust accounts 10060.98
Capital programs 7000
Total expenditure 1036993.27
Balance carried forward 310584.88

A full copy of the school’s 2013 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 2013

Arts
The strength of the music and dance programs at the school has again been demonstrated by the increase in the number of students who are participating in a variety of ensembles. Students have performed in many venues across Sydney. Partnerships with artists and arts institutions have enabled students to access quality arts projects in a variety of artistic genres including musical performance, dance, filmmaking, theatrical production and poetry workshops. The dedication, drive and creativity of their teachers and tutors have been gratefully accepted by the students and have motivated them to excel as performers.

Students have twice performed at Riverside Theatre as part of the Parramatta Now and the Connections projects.

Film students in year 9 and 10 have been guided by Mr Egan to create films that have been widely acclaimed. Mr Egan travelled to Melbourne where student films, “The Soccer Punch” and “The Missing Bag” were finalists in the International Youth Silent Film festival. “Vlad” created by Year 9 and 10 students won the audience award at the Powerhouse Youth Theatre Shortcuts festival where Granville Boys was the only high school finalist. All these films can be viewed on our school website.

Ms Bendeich supported the boys in our dance troupe who successfully auditioned for the NSW DEC Schools Spectacular held at the Entertainment Centre and broadcast on Channel 9.

Ms Gandouin has coordinated a theatre enrichment program where students have visited the theatre on numerous occasions as audience for Bell Theatre, Belvoir Street and local theatre productions. As well the English faculty have coached debating and public speaking teams.

The music team led by Mr Dixon accompanied students on a band tour to the Gold Coast where students performed at three different schools,

Students performed their own composition at the Conservatorium of Music

The Concert Band performed at Auburn Central for a community event and an audience of some 400.

The bands and ensembles have performed at the Australian Business Community Network event for the CEOs of Australia’s major companies

Our popular music quartet performed for an awards ceremony at the Four Seasons Hotel in Sydney.

The Islander Dance troupe managed and tutored by Mr Don Hones and Mr Sione Luitai have entertained audiences at the University of Western Sydney, various public schools and community events.
Sport

In 2013 students participated in a variety of sports with varying success. 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:

School Carnivals

Successful whole school Swimming and Athletics carnivals were held with some outstanding results. Some students were selected to participate in the zone swimming and athletics carnivals.

Prospect zone athletics

Mr Wynne and the staff at Granville Boys organised and ran the Prospect Zone athletics carnival for the first year at Blacktown Olympic Park. This was huge task for the school to undertake involving 13 staff members, another 40 staff from other schools and 30 student helpers from year 10 and 11. Feedback from the other schools in the Zone, was very positive with special praise going to the student helpers, who performed a number of tasks.

In harmony Rugby League

A selected group from year 8 students participated in a Rugby League harmony engagement program. It was to promote the development of social cohesion and multiculturalism amongst students. Hazem El-Masri, football great from Canterbury Bankstown was the guest speaker. He was an inspirational and a positive role model for students. Joeseph Valu and Bassil Kassem were appointed as National Rugby League (NRL) ambassadors and competed with the other schools who contributed to the program. Our two boys also competed in a game at an NRL game to display their harmony.

Rugby League Carnival

The Under 14s and Under 16s boys attended the Canterbury All Schools Rugby League Carnival which consisted of a gala day against teams in the local area. The boys showed tremendous teamwork and skills to defeat some very strong teams. Lokanesi Ungounga was named “player of the series” after a dominant display through the entire day.

The Premiers Sporting Challenge

The school entered the Premiers Sporting Challenge for the first time in 2009. Since that time student participation has increased exponentially. The PDHPE staff and the students worked extremely hard and the students participated with some outstanding results. Many students received silver and gold awards.

Knockout

Knockout sport has also started in 2013 with Cricket, Rugby League, Rugby Union and Soccer. The basketball teams played against Cumberland High School but unfortunately were beaten by a very good team. It was a highly challenging competition in which the boys tried hard and played well. Our students displayed excellent sportsmanship and were well behaved.

Road Safety

Our year 10 students attended the Bstreetsmart road safety program, which was held at Allphones Arena. Students are experiencing and learning about the impact of dangerous, distracted driving and the consequences for those directly and indirectly involved in crash. The students got to witness interactive displays about the effect of unsafe driving along with learning about how to drive safely. The students were very well behaved.
Academic achievements

NAPLAN

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

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

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

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

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

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

The majority of Year 7 students were placed in the middle bands in Reading, Grammar and Punctuation and Spelling and the low to middle bands in Writing. Results in Spelling and Writing indicated a significant movement of students from band 4 to the middle bands. There was a 20% increase in students achieving Band 6 in Writing and a 10% increase in students achieving Band 7 in Reading.

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

The majority of Year 9 students were placed in the middle bands in Reading and Writing, and the middle to upper bands in Spelling. Results in all areas indicated a significant movement of
students from the lower bands to the middle bands. Students performed above the average scaled score growth for the state in all Literacy areas and all Year 9 students achieved 29 scale scores above the state average growth in the test aspect of Writing. In the expectation of proficiency, 14% of students were proficient in Spelling.

NAPLAN Year 9 - Numeracy

Results for Year 9 indicate a movement of students from the lower bands to the middle and higher bands. There was a 25% increase in students achieving Band 7 in Numeracy and a corresponding significant decrease in Students achieving Band 5 in both aspects of Numeracy. Also, students performed above the average scaled score growth for the state in Numeracy.

Higher School Certificate (HSC)

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

69 students completed year 10 and 3 students were issued with the RoSA certificate.

Significant programs and initiatives

Aboriginal education

Aboriginal Education is an essential element at Granville Boys High School and 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, presentation days and formal functions open with a welcome to country performed by school student leaders. At PBIS Day our Aboriginal guest conducted a smoking ceremony and the formal welcome to country. All aboriginal students have a Personalised Learning Plan, which is constructed with student, their families and the school Aboriginal education officer. The aboriginal education officer’s professional learning is maintained in order to provide “best practice” education.

NAPLAN School Growth for Year 9 Aboriginal students.

<table>
<thead>
<tr>
<th></th>
<th>Difference from State</th>
<th>Difference from SEG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>-9.1</td>
<td>-24.3</td>
</tr>
<tr>
<td>Writing</td>
<td>147.3</td>
<td>84.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>28.3</td>
<td>52.6</td>
</tr>
</tbody>
</table>

Multicultural education

In 2013 Granville Boys High School celebrated its fifth year as a PBIS school. The focus for the 2013 PBIS Day was “Team GB” (Granville Boys).

During our fortnightly PBIS meeting we invited student representatives to brainstorm with the teachers on how we could plan a day that would meet the needs of all students. From these meetings we decided that “Team GB Day” would focus on teamwork and bringing students together through games and learning.

The morning workshops consisted of students participating in a series of sporting activities in: Soccer, AFL, Cross Fit and activities with representatives from the Australian Defence Force. The junior students were highly engaged in a reptile show and a Slam Poetry workshop, whilst those students who preferred not to sweat and expend physical energy had the opportunity to interact with video and computer game challenges.

Following the workshops students, staff, family and friends were entertained by students and performances from Granville Boys High School’s Arabic Band, the Concert Band and Islander Dancers. Students from Auburn Girls, Granville South Creative and Performing Arts High, Liverpool Girls High School, Holroyd High School and East Hills Girls also displayed their creative and artistic talents. Special guests included Rob Shahadie from “Two and a Half Lebs” and Sakio Bika the current WBC and former IBO super middleweight champion.

After the fabulous entertainment, students, staff and guests were treated to the exotic tastes from the wonderful food that was prepared by the parents, staff and students. Food stalls represented the world; Middle Eastern, South East Asian, Pacific Islander, European and Australian cuisine satisfied the hunger of the audience and guests. As the students, families and staff sipped on coffee from Pulse café and ate gelato and sweets, the music played in the background to cap off another wonderful PBIS day at GBHS.
The Coalition of Knowledge Building Schools

Granville Boys High School is an active member of the Coalition of Knowledge Building Schools which is a group supported by the Faculty of Education and Social Work at the University of Sydney, the Coalition is an unfunded network of Government and non-Government Schools and other education institutions who share an interest in inquiry-based professional learning and a commitment to hearing and listening to student voice. In 2013 we had many students participate in Coalition student voice activities which have included:

Students were involved in a pilot program with NSW Office of Commission for Children and Young People around supporting friend with mental health issues.

Students have been involved in “Kids Collage” activities at the State library where they have been consulted on exhibitions and use of library space.

Students have trialed and advised on the State Library’s Curio application. At the Coalition of Knowledge Building Schools annual conference students reflected on learning in the 20th century and learning in the 21st century using the framework of the four “C’s” - Critical Thinking and Problem Solving; Communication; Collaboration; Creativity and Innovation

Staff were involved in meetings and professional development through the Coalition network. Two members of staff are involved in an ongoing research project on professional learning through the coalition.

The Premiers Reading Challenge

In 2013, 31 Year seven and eight boys completed the Premiers Reading Challenge. Student each had to read twenty premiers reading challenge books in order to complete the challenge. Two of these students received silver certificates and one student received a gold certificate. All students who complete the Premiers Reading Challenge get to participate in an end of year excursion, which they chose themselves. In 2013 they chose to go to the Sydney Olympic Park aquatic center where they had a fabulous time.

Transitional Equity Funding

The school has received Transitional Equity Funding (TEF) amounting to $290 000 in 2013. These funds were combined with the National Partnership funds for Low Socio-economic Status Communities funding from the Commonwealth Government. An evaluation of these initiatives is reported below.

National partnerships and significant Commonwealth initiatives.

Low SES School Communities National Partnership

Change: Changes in Teacher Leadership

Reform – 1, 2 and 3

The depth and quality of the learning being implemented at the school suggests that the school leadership framework is continuing to significantly impact teacher confidence and motivation. The school leadership framework advocates professional dialogue that is centered on the local learning environment, based on staff sharing experiences and expertise, and focused on encouraging teachers to discuss teaching and learning at the school. The relevance and extent of the school improvement program is a reflection of effective and sustainable school improvement. In the model, there is a high degree of leadership support for teacher learning and risk taking, which has led to substantial staff engagement in learning programs and projects.

The strength of this model has been demonstrated throughout the year with teachers collaboratively exploring teaching and learning and planning strategies, and sharing teaching experiences, including great reading and writing projects. There is a genuine commitment to learning by staff, which has seen many teachers nominating for project work, leadership of professional learning and sharing the collaborative planning and implementation of innovative learning programs.

At the end of 2012, the Literacy Team recognised the need for a broad range of reading and writing professional learning programs. The team coordinated the 2013 whole school professional
learning program ‘Reading to Learn’. After an experimentation phase with the model methodology and suggested pedagogy, the team began to develop school specific common skills that will be used across all learning areas. This deeper understanding of transforming a valid educational method and transforming into a useful tool for the school is a testament to the quality and enthusiasm of staff. The confidence of staff to showcase their experiences was also evident during the development of writing devices for stage 4 and 5. Teachers from all learning areas participated in demonstration classes to build student ability to use the devices and teacher confidence with the process. The demonstration model was also evident during the experimentation phase for the Reading to Learn program. Teacher leadership in curriculum development and pedagogy experimentation occurs: for the school literacy and numeracy priorities; when project learning is used to engage and foster creativity; developing fun and meaningful learning for the students.

The school Peer Coach Leader model also brings teachers from all learning areas into a common structure for learning and reflection. The greatest contribution to the success of the school learning program is the ongoing conversation about student learning, school improvement and learning programs.

Change: Changes in School Climate and Culture

Reform – 3 and 6

In 2013, the most significant factors that have contributed to an improvement in the culture and climate of a school are staff engagement in the school wide programs, student engagement in learning and community support for school activities. As was reported in the 2012 report, although the process of transforming the school culture commenced just prior to the start of the National Partnership process, significant change to school culture and climate has been achieved through strategic allocation of resources for staff collaboration, professional learning and non-executive leadership opportunities across the school, the latter being a significant contributor by engaging staff in the mechanisms of school improvement and transformation.

Supporting the implementation process, the senior leadership encouraged teachers to key positions for leading learning teams and planning and managing projects. Using the leadership framework from Team Leadership for School Improvement, staff was encouraged to have a shared sense of responsibility for planning and leading school priorities. This process provided many staff with the opportunity to work closely with their peers on a range of projects including student performances, technology integration across the school and pedagogy and educational methodology development. A significant number of staff have been promoted to leadership positions across the school and beyond and enhanced their ability to gain fulltime employment.

As part of the school wide capacity building initiatives, the Peer Coach Leader program provided teachers with an opportunity to share experiences and learning and to develop a close relationship with other teachers from a variety of learning areas. The program enriched the conversation around the school so that all staff became aware of successful learning and important programs from around the school. School priorities were also discussed and encouraged as part of an overall conversation. The Peer Coach Leaders were nominated for their knowledge and experience with pedagogy and learning material development, and their qualities as mentors and coaches. Peer Coach Leaders supported their peers by discussing alternative ways of delivering learning and planning and goal setting strategies, which were complimentary to other school wide programs.

Strategies and processes implemented by the school leadership to build staff capacity and encourage sustainable improvement, without doubt was a key factor in transforming the perceptions and attitudes of staff to effective and sustainable school change. Collaboration and a focus on developing rich relevant learning experiences for students encouraged a significant creative and innovative culture that is evident in the levels of student engagement and achievement.

The educational focus at the school on project based learning in the form of integrated learning projects also provided students with more meaningful learning experiences. The expansion of the educational methodology to a variety of learning modes including in-faculty collaboration, faculty-to-faculty and multi-faculty learning provided teachers with further opportunities to improve student-learning experiences. The structures used to transform student-learning
experiences using a multimodal approach has enhanced student potential to engage in learning by helping them feel more positive about themselves as learners.

The engagement of students through student voice in a conversation on teaching and learning and what constitutes good learners, has formed the basis for a greater awareness of the effect of listening, working together, engaging in active learning and revising on performance in class and assessments. Constructing meaningful curriculum and a significant site of learning has also been a major goal of the school leadership team, and together with community discourse on learning, has enriched the community understanding of how school can contribute to better choices and opportunities.

The transformation that has occurred over the last two years can be partially attributed to the very successful music and dance program and the ongoing relationships with all Universities. These two programs have transformed how students and parents perceive school and schooling, and affected significantly their opinion of what value school can provide to their children.

**Change: NAPLAN Growth**

**Reform – 4**

There has been a whole school focus on reviewing the NAPLAN preparation and planning process for a number of years. In the last three years, there has been a significant increase in the number of students achieving their expected minimum growth target in all areas of NAPLAN. The significance of this achievement was evident in the 2012 Year 9 results when the school achieved the highest value adding score in all areas of NAPLAN. In 2013 the school achieved the highest value adding score for Year 9 writing and spelling.

Using the teacher demonstration model used to support student learning, teachers from different learning areas implemented writing and reading activities that developed student processing skills to a deeper level. Combining this process with the use of school specific standardised learning processes, such mnemonic devices and the modified Reading to Learn (R2L) method, has enhanced student engagement in learning content knowledge and reading and writing capability. The ongoing objective is to develop more effective learning activities that embed writing, reading comprehension, speaking and analysis skills within classroom learning and assessment.

As the ‘Granville Boys High School - Platform for Collaborative Education’ encourages continual reflection and analysis of student performance and achievement, cross-faculty learning teams have reviewed the SMART data and the NAPLAN action plan and are looking to develop consistent faculty specific and whole school learning strategies and resources. The learning teams are in the process of developing writing tools for stage 6 and reading and writing strategies and resources for the year 7 orientation program. The team members have commenced this process with consultation meetings to ensure alignment with school priorities of student performance and engagement.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys; Focus group interviews; Program evaluations

**School planning 2012—2014: progress in 2013**

**Progress on 2013 targets**

**School priority 1**

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

**Outcomes from 2012–2014**

1.1: At least 87% of Year 9 students achieving at or above the minimum standard for spelling

1.2: At least 83% of Year 9 students achieving at or above the minimum standard for reading

1.3: At least 94% of Year 9 students achieving at or above the minimum standard for numeracy

1.4: At least 78% of Year 9 students achieving at or above the minimum standard for grammar and punctuation
1.5: At least 70% of Year 9 students achieving at or above the minimum standard for writing
1.6: At least 69% of Year 7 students achieving at or above the minimum standard for reading
1.7: At least 86% of Year 7 students achieving at or above the minimum standard for numeracy
1.8: 70% of faculty teaching programs are differentiated to meet the learning needs of students
1.9: 80% teachers will have capacity to analyse SMART data as measured by DASA

Evidence of progress towards outcomes in 2013:

1.1: The 2013 NAPLAN results indicate that 90% of Year 9 students achieving at or above the minimum standard for spelling
1.2: The 2013 NAPLAN results indicate that 84% of Year 9 students achieving at or above the national minimum standard for reading
1.3: The 2013 NAPLAN results indicate that 96% of Year 9 students achieving at or above the minimum standard for Numeracy.
1.4: The 2013 NAPLAN results indicate that 62% of Year 9 students achieving at or above the minimum standard for grammar and punctuation.
1.5: The 2013 NAPLAN results indicate that 65% of Year 9 students achieving at or above the National Minimum Standard for writing. The school achieved first place in the SEG for student growth in writing and well above the State for student growth with a average scaled score growth of 24 points above the State.
1.6: The 2013 NAPLAN results indicate that 79% of Year 7 students achieving at or above the national minimum standard for reading.
1.7: 92% of Year 7 students achieving at or above the National Minimum Standard for numeracy. The student average scaled score growth in numeracy trended up for the first time since 2009.
1.8: The continuation of school based integrated learning and more recently project-learning programs has encouraged a significant variety of learning modes and assessment methods. 100 %

of staff has been involved in the development of learning projects through Teams and Faculty. Most staff through the timetabled professional learning period have applied the tools of differentiation like Blooms Cognitive domains and concept mapping to learning in Stages 4 and 5. Evidenced in EARS and TARS.
1.9: 100% of staff has been trained in the use of SMART data. Individual and small group workshops were provided for staff needing maintenance of skills, and for staff needing training to use program. All faculties have been presented with specific training on teaching strategies and learning material from the SMART data package related to class grouping and learning resources. DASA update has not been completed in 2013. Although no formal assessment available, significant use and application of SMART evident in conversations and development of learning material and programming.

Strategies to achieve these outcomes in 2014

Completion of the ‘Reading to Learn’ program. Professional Learning program to include the development of more effective school based protocols for reading pedagogy. This will be completed through staff professional learning and implemented by the literacy team. Two steams of reading learning will be developed to address the long-term maintenance of the reading program and introduction of the program to new students.

Embedding Literacy and Numeracy skills across the learning areas increased teacher understanding of reading and writing methodology and protocols for advancing student efficiency in reading development. Intrinsic to the reading program is the
concentration on language and vocabulary during the reading process. Staff used a curriculum conceptual framework (concept mapping) technique to develop differentiated learning programs and assessment.

Members of the cross faculty learning teams discussed school data analysis and teaching and learning strategies during faculty discussions and during group programming time. The connection between data teams and faculty groups ensured assessment, and teaching and learning considered school priorities in literacy and was consistent across the school.

School priority 2
Quality Teaching:

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

Outcomes from 2012–2014
2.1: 30% of staff participate in Lesson Study
2.2: 60% of staff differentiate learning programs for the Gifted and Talented
2.3: 10% increase in integration of Information and Communication Technology into teaching and learning programs

Evidence of progress towards outcomes in 2013:
35% of staff participated in Lesson Study, and interviews with students and parents about Project Learning in Stage 4 has been completed. The number of projects developed over the year was five, and three were evaluated using the Lesson Study method. Project 1: Video; Project 2: Games; Project 3: Identity; Project 4: Urban Plan; Project 5: Orientation

65% of teachers have been developing learning, which is targeting the enrichment class and streamed year groups through the development of project learning and other learning modes. The selective steam will commence in 2014 and with two years experience with the school enrichment program, staff are developing broad overview statements of learning that will inform comprehensive programming and assessment. Specific programs for ‘selective stream’ are not expected as all learning programs integrate a variety of learning modes and learning expectations. Most staff through the timetabled professional learning period have applied the tools of differentiation for Gifted and Talented.

A significant increase in the use of multimedia technology was identified during project learning tasks developed for year 7 and 8 by the learning teams. The use of iPads across the school has increased from one iPad bank of twenty machines in 2012 to two iPad banks in 2013. The school commissioned two laptop trollies with 20 machines in each to use throughout the school. Each faculty has access to two Interactive White Boards (IWB). There has been an increase in the use of Multimedia across multiple learning environments and there has been a significant increase of teaching and learning.

Strategies to achieve these outcomes in 2014:
Continue with the development of learning projects with teams, and make connections with faculty projects and school wide initiatives like the orientation program to provide students with learning based on real life situations and experiences.

The peer coach leader initiative will continue with its focus on mentoring and coaching and leading learning for peers. The Peer Coach Leaders engaged in individual support for peers and discuss school learning priorities and education philosophies. Peer coach leaders support teachers with strategies and resources that lead to an improved learning environment and students’ attitude to learning. Conversations around positive learning and reporting of positive behaviours have been a priority of the Peer Coaches with their peers. Staff also engages in the planning, preparation and delivery of motivating and engaging lessons, particularly through the use of ICT.

A social media tool called EDMODO is being trialed with students Year 11 and Students participating in project learning and so that communication on different learning across the school can be discussed.

Target 3
Student Engagement and Retention: Develop the capacity of the school to respond effectively to all students’ learning needs and vocational potential

Outcomes from 2012–2014

3.1: At least 20% of all RISC entries recognise positive behaviour
3.2: 5% increase in student attendance
3.3: At least 95% of all students arriving on time every day
3.4: Fractional Truancy reduced to less than 1.5% of total attendance
3.5: At least 80% of all Stage 5 students go on to complete HSC
3.6: At least 7% increase in student enrolments
3.7: 10% increase student participation in Vocational Education and Training
3.8: 10% increase in participation in effective Transition programs for Stage 6.

Evidence of progress towards outcomes in 2013:

3.1: Evaluation of RISC data indicates that 28% of all RISC entries are positive. Teachers are continually entering positive RISC entries to measure effectiveness of faculty programs and initiatives and to highlight positive learning and behaviour.

3.2: In Semester one, absence rates were reported on OASIS, as 6.36%. In 2012 the rate was 7.65%. The trend down indicates that the attendance rate has improved slightly. Semester two data indicates an absence rate of 5.77%, which is close to the targeted improvement. In 2012 it was 5.07% indicating a slight increase for semester 2 compared to the previous year. There has been a significant reduction in the need to refer to outside agencies to assist students with high absenteeism. Placing a copy of the attendance policy in the school Bulletin Article and communicating the attendance policy to the P&C committee members by HT Welfare raised the issue with the Leaders from the parent community.

3.3: An average of about 95% of all students arrived at school on time. Senior students (Year 11 and 12) who are late are issued with an after school detention. This has significantly reduced the number of senior students arriving late. In Term 4, a new program ‘Operation Late’ was implemented by the Head Teacher Welfare using reports generated by Business Manager to further improve school arrival rates. The program significantly reduced students arriving late by a further 2.5%.

3.4: RISC data indicated a total of 336 incidents of fractional truancy in 2013. In 2012 there was approximately 250 during the same period. There has been a slight increase in truancy. Using the Business Manager as a source of reporting of truancy has improved monitoring and can account for the increase in incidents.

Strategies to achieve these outcomes in 2014:

The staff are constantly reminded and encouraged to enter positive RISC entries during staff and faculty meeting, and during Welfare, Learning and Support, and PBIS teams.

Continuing to communicate the attendance policy in the school Bulletin Article and to the P&C committee members.

Using the Business Manager as a source of reporting of truancy will continue to improve monitoring.

The Business Manager will use attendance data, truancy information and RISC entries to produce a weekly report to DPs in charge of year groups highlighting students showing concern and patterns of behaviour. Reporting throughout the year will highlight the ratio of positive and negative RISC entries.

Peer coaches support teachers with strategies and resources that lead to an improved learning environment and students’ attitude to learning. Conversations around positive learning and reporting of positive behaviours has been a priority of the Peer Coaches with their peers.

Professional learning

Professional Learning

The depth and quality of the learning being implemented at the school suggests that the school leadership framework - 'The Platform for
Collaborative Education’ is continuing to significantly impact teacher confidence and motivation. The school leadership framework advocates professional dialogue that is centered on the local learning environment, based on staff sharing experiences and expertise, and focused on encouraging teachers to discuss teaching and learning at the school. The relevance and extent of the school improvement program is a reflection of effective and sustainable school improvement. In the model there is a high degree of leadership support for teacher learning and risk taking, which has led to substantial staff engagement in learning programs and projects.

The strength of this model has been demonstrated throughout the year with teachers collaboratively exploring teaching and learning and planning strategies, and sharing teaching experiences, including reading and writing projects. There is a genuine commitment to learning by staff, which has seen many teachers nominating for project work, leadership of professional learning and sharing the collaborative planning and implementation of innovative learning programs.

At the end of 2012, the Literacy Team recognised the need for a broad range of reading and writing professional learning programs. The team coordinated the 2013 whole school professional learning program ‘Reading to Learn’ (R2L). After an introduction and experimentation phase with the model methodology and suggested pedagogy, the team began to develop school specific common skills that were to be used across all learning areas. Combining the R2L methodology with the use of school specific standardised learning processes, such mnemonic devices has enhanced student engagement in learning and their ability to translate content knowledge when reading into appropriate writing tasks.

During the timetabled professional learning period, staff engaged in sessions on R2L, Bloom’s Cognitive Domains, Concept Mapping and Critical Literacy. The primary aim of this program was to increase teachers’ awareness of strategies available when writing different types of texts. The ongoing objective is to develop more effective learning activities that embed writing, reading comprehension, speaking and analysis skills within classroom learning and assessment. The integrated reading and writing program intrinsic to the R2L methodology was central in supporting teachers’ explicit instruction of reading and writing and to improve students’ ability to structure written work.

The confidence of staff to showcase their experiences was also evident during the development of writing devices for stage 4 and 5. Teachers from all learning areas participated in demonstration classes to build student ability to use the devices and teacher confidence with the process. The demonstration model was clearing evident during the experimentation phase for the R2L program. Teacher leadership in curriculum development and pedagogy experimentation occurs: for the school literacy and numeracy priorities; when project learning is used to engage and foster creativity; developing fun and meaningful learning for the students.

The school Peer Coach Model also brought teachers from all learning areas into a common structure for learning and reflection. The greatest contribution to the success of the school learning program is the ongoing conversation about student learning, school improvement and learning programs.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. The students participated in the NSW DEC trial of the “Tell them from me” survey. The survey identified the socio-emotional outcomes of the schooling at GBHS as well as the drivers for academic success in writing, science and mathematics.

All students in the school were invited to complete the online survey and the school timetabled session times for the students to do this.
Their responses are presented below.

**Students with a positive sense of belonging**
Students feel accepted and valued by their peers and by others at school.

- 80% of students in this school and a high sense of belonging; the NSW pilot norm for these years is 63%.

**Students with positive relationships**
Students have friends at school they can trust and who encourage them to make positive choices.

- In this school 68% of students had positive relationships; the NSW pilot norm for these years is 77%.

**Students that value schooling outcomes**
Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 80% of students in this school valued School Outcomes; the NSW pilot norm for these years is 71%.

**Effective learning time**
Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

- In this school, students rated Effective Classroom Learning Time 6.6 out of 10; the NSW pilot norm for these years is 6.3.

**Relevance**
Students find classroom instruction relevant to their everyday lives.

- In this school, students rated Relevance 6.3 out of 10; the NSW pilot norm for these years is 5.8.

**Rigour**
Students find the classroom instruction well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

- In this school, students rated Rigour 6.3 out of 10; the NSW pilot norm for these years is 5.8.

**Students who are victims of bullying**
Students are subjected to physical, social, or verbal bullying, or are bullied over the internet.

- 26% of students in this school were victims of moderate to severe Bullying in the previous month; the NSW pilot norm for these years is 24%.

**Advocacy at school**
Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

- In this school, students rated Advocacy at School 3.7 out of 10; the NSW pilot norm for these years is 2.6.

**Program evaluation – Peer Coaching Program**

**Background**
The Peer Coaching Program is a major initiative funded through the Low SES schools National Partnership.

In 2013, the Peer Coach Program provided one period of professional learning time each fortnight to classroom teachers and six periods each for designated Peer Coach Leaders to collaborate with each classroom teacher. During weekly and fortnightly meetings and regular lesson observations, the Peer Coach Leaders have provided constant support to their peers in the development of pedagogy to improve student engagement and learning outcomes. The Peer Coach protocols have encouraged teacher collaboration and reflection around whole school and self-identified needs as well as cross-KLA communication. The Peer Coach Program has enabled staff to program for the diverse learning needs of all students and integrate innovative and interdisciplinary teaching and learning activities.

During 2013, the Peer Coach Program focused on Differentiation of the curriculum and the classroom level implementation of the whole school Reading to Learn program. Peer Coach Leaders were provided with specialist training and support to successfully collaborate with their allocated classroom teachers in implementing the Reading to Learn program in all classrooms.

Each year we have run an induction program for new staff to the school, providing the knowledge...
and strategies within the program, making access to the school's professional learning more effective. In 2013 eight new classroom teachers underwent the one day training program over two days supported by four Peer Coach Leaders. This day received excellent evaluations from participants welcoming the strategies as part of their work and supporting processes they were undertaking including the NSW Institute of Teachers accreditation.

Protocols within the Peer Coaching model were integrated into Faculty Meeting Agendas as part of a strategic long term plan to manage faculty and team meetings across the school. The process provided a set structure and timeframe for each section of the meeting and consistency of information being shared across the school. This also provided an allocated time for Head Teachers to lead faculty professional learning for KLA specific needs.

During 2012-13 the program has provided Peer Coach Leaders the opportunity to work across the school on innovative teaching initiatives. This has resulted in 3 of the Peer Coach Leaders working in acting and relieving Head Teacher positions for substantive periods of time. In 2013 two new Peer Coach Leaders were nominated to replace existing leaders using an expression of interest process.

Findings and conclusions

Feedback on the program over 2013 outlined the need for explicit guidelines for the function of the Peer Coach Leader within the school as a coach and collaborator as some classroom teachers. Classroom teachers surveyed emphasised the program’s collaborative process has actively supported the creation of new teaching and learning sequences for the Australian Curriculum and provided a positive, reflective process to review strategies and activities within their classroom. Participants also nominated the Australian Curriculum and Differentiating the curriculum as two areas they would like to focus on in 2014 within the Peer Coach Program.

Future directions

Peer Coaching will continue in 2014 and 2015. It will be evaluated annually.

About this report

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

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