Our school at a glance

Students

Student enrolment for 2012 was 477. Our students come from the Auburn/Granville area and our school community reflects the cultural and linguistic diversity of the community it serves. 99% of our students come from language backgrounds other than English and include Arabic, Pacifica, Asian and African languages.

Staff

Staff commitment to professional learning continued in 2012 with 100% of staff participating in the Team Leadership For School Improvement training from the Department of Education and Communities. 44 staff presented their work at the Staff Conference conducted in August. Over one third of staff are new scheme teachers and are either acquiring or maintaining accreditation with the NSW Institute of Teachers.

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

Significant programs and initiatives

National School Partnership for Low SES communities funded the School Peer Coaching and Teams

Empowering Local School National Partnership one of 229 schools across NSW

Commenced the National Chaplaincy Program with Wesam Charkawi as Chaplain

Staff expertise has been shared at Conferences, nationally, at a state level and within the region

- Inspire Innovate Conference – James Mallios, Adam Luck
- NAB schools first conference on community partnerships in Melbourne – Nerissa Rodriguez, Linda O'Brien
- SWS Regional ESL Conference Jimmy Bellavia Stephanie Richardson, Adam Luck
- Peer Coaching conference – James Mallios, Fiona Cullenward
- Computer coordinators conference – Grant Odei
- SWS Regional Priority Schools Program Showcase - Frank Abas, Noel Dixon

Staff shared their expert knowledge and practice at the Annual staff conference.

Team Units for year 8 delivered in cross KLA Learning Projects

Whole teaching staff completed Team Leadership For School Improvement training

Swimming school was conducted for Year 7 & 8 at Granville Swimming Pool

Nabil Akkouche and Bilal Zreika represented the school at the Regional Athletics carnival

Students attended camps at Narrabeen for Year 7, 8, 9 and 11

Student Leadership programs included:

- GOALS and Aspirations with ABCN
- UWS young leaders
- LAMP mentoring at Granville Public School

Student participation in Intercultural programs included:

- Together for Humanity
- Activ 8 with the Bhanin Society

Boys trained as Peer mediators through the Youth Peace Initiative at Sydney University

Ms Nerissa Rodriguez who won a SWS regional award for student engagement and attainment
School won a $15 000 NAB Schools First Seeding Award.

Student achievement in 2012
Year 9 learning growth for all areas of NAPLAN exceeded the other schools in our School Education Group.

Year 9 growth in learning in the area of grammar and punctuation was 37 points above state average for all students.

In the HSC students received 15 Band 5s. Student growth in learning for those students achieving in the low and high bands was above the school average from 2008-2012.

7 Students performed at The Schools Spectacular
Adam Alahmad was the Regional School Ambassador for Granville Schools and he was also invited to address the national conference of NAB Schools First winners in Melbourne in November
Wassim Nabousli- NSW winner of the ABCN Doug Jukes Memorial Scholarship for Stage 6
Jacob Starley and Musab Afridi gained High Distinctions in the Big Science Competition
Salah Zeidan won the Victor Chang award for Science
Mohammed Grawi, Mohamed Taleb, Tark Hamze, Fadi Naboulsi, Ahmed Karabelly won the Coalition of Knowledge Building Schools inaugural film award

Yahya El Arab won 2nd Prize in Fairfax Media’s Design an Ad competition
Alimassi Mohammed won the Refugee Youth Award
Mohammed Kamareddine performed at a State Dinner hosted by the Premier Barry O’Farrell

Messages
Principal’s message
The future is bright at Granville Boys High School. There were many outstanding achievements in scholarship, citizenship, the arts and in sport in 2012.

The commencement of the National Partnership for Low SES school communities meant that the school had an additional $535 000.00 in financial resources to improve the learning outcomes for our students. The major expenditure in this program was on personnel to allow for the development of the “Platform for Collaborative Education at GBHS”. Staff who had been previously trained as Peer Coaches were given a period allowance to meet with their Peer Coach Leader to share and evaluate best practices. As well the Teams’ structure allowed teachers to construct innovative and highly engaging programs that were trialled with students in Year 8. Students and staff participated in an evaluation of these learning projects with an external academic partner. These evaluations proved that the learning was highly appreciated by the staff and the students.

School governance has been impacted by the Empowering Local Schools National Partnership.
As one of 229 schools in NSW we have been piloting the introduction of the new Learning Management and Business Reform project from the DEC. Staff have participated in training to reshape the schools budgeting and planning. As well we have used the additional funding to build the infrastructure for the provision of Hospitality at the school. We have been able to refurbish the school kitchen to commercial standard for only $48 000. There has been a significant increase in enrolments in this subject and students are now able to enjoy excellent facilities.

Our association with the NAB Schools First Awards program was strengthened in 2012. I travelled to Melbourne to join 7 other colleagues for the establishment of an Alumni Foundation of previous Award winners whose mission is to support the development of school community partnerships to expand educational opportunities for students in schools across Australia. Nerissa Rodriguez and Adam Alahmad also represented the school at the National Conference. Adam addressed the 400 delegates to explain the tremendous impact his engagement in the community partnership has had in his life. As one of the original managers of the Pulse Café at our school he has developed his interpersonal skills and his confidence to become a wonderful ambassador for our school.

Teachers have worked hard to immerse students in tasks that have significance and are able to have their say about what they learn. To that end we have developed some very innovative projects. The café has been enormously successful as has been the school fitness gym managed by students and led by Mr Hardcastle, the school garden and the chook run led by Mr Hryce, Mr Heiler, Ahmed Dennaoui and Kehe Luitai. Students plan and develop initiatives from those projects. These projects continue to grow and flourish. Students have taken on management roles and have not only built skill sets but have also become confident young men who continue to impress their teachers and the community.

The development of performing arts in the schools has been strong. Students now participate in the following ensembles:

- Concert band
- Pacific Islander Dance Troupe
- Arabic Band
- Vocal Ensemble
- Hip Hop Dance Troupe
- Rock Bands in Year 9, 10, 11 and 12

In student leadership we have had a rich and busy curriculum. Thanks to Ms Libdy, Ms Ghosh, Mr Hryce and Mr Pakkiam. Students again met with their mentors through the Australian Business Community Network GOALS and Aspirations programs. In turn Year 9 students mentored Stage 1 students from Granville Public school with their learning, particularly with reading. University transition projects were conducted for students in Year 8 to 12. Parents and students visited the University of Western Sydney, University of Technology Sydney, University of New South Wales and University of
Sydney. University students were engaged in HSC tutoring and individual projects including the UTS Summer Schools and the USyd History tutoring programs. Programs that address interfaith and intercultural understanding have been conducted at school including “Together for Humanity” Workshops, the Pacifica Project and the Activ 8 program with the Bhanin Society. Students in Year 10 trained as Peer mediators through the Youth Peace Initiative at Sydney University.

Boys have travelled to Canberra and the Snowy mountains as well as to Dubbo for a sleepover at the zoo. They have also competed in the NSW Law Society mock Trial competition. Our thanks to Mr Mandarakas, Mr Bellavia and Mr Heiler.

2012 has been our year of community engagement. PBIS day in September demonstrated the many partnerships we have established with our community. Students worked in the community on that day and many members of our community presented workshops to our students. The strength of our community partnerships I believe has been fostered through the hard work of staff to benefit all students. Thanks go to Mr Marciniak and the PBIS team of Mr Odei, Mr Rutherford, Mr Hardcastle, Mr Collins, Ms Libdy, Ms Rodriguez, Ms Gandoin, Ms Adderley, Ms Cullenward and Mr Abraham.

In 2012 we welcomed Mr Nicholas Heiler as a permanent teacher in the HSIE department to replace Mr Alex Marjoniemi who was transferred to Turramurra High School. This year we farewelled two teachers who have served our school community for a combined 30 years. Mr Nicolas Kalouche retired after dedicating 22 years to Granville Boys High School. He has been a teacher of Arabic for all that time. Mr Kalouche is a man of great integrity and a polite and gracious gentleman. Mr Phu Hoang is transferred to Northmead High School. He served our community with extraordinary devotion and diligence.

I would like to sincerely thank the Deputy Principals Mr Marciniak, Mr Mallios and Mr Abas for their ongoing support and hard work. They always seek the best for our students. Their leadership of staff has been wise and considered and they have a vision for the future that sets a benchmark for our profession for 21st century learning.

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
At the Annual General Meeting conducted in March Mrs Margaret Obeid was elected president. Mrs Halima Sowaid was elected Vice President and Mrs Jo Zreika was elected secretary treasurer. The P&C led a fundraising drive to support the to the Solar panels installation. The grant application included 16 solar panels and installation and system upgrade at the school. Fund raising for the GST component included Jersey Day, Mufti Day and various BBQ’s. P&C members also visited Universities in the Sydney area to raise awareness of tertiary education and life at University.

Parents enjoyed an excursion to the Birkenhead Point and to the Sydney Fish Markets to enjoy lunch.
The P&C and volunteers family members were actively involved in the preparation of the Eid Dinner and the PBIS Community celebrations.

Margaret Obeid

Student representative’s message
Early in 2012, the newly elected SRC at GBHS, decided to focus on increasing community participation and build the leadership capacity of students. Through collaborative discussion a consensus was made by the representatives from each year group to raise funds for a set of multi-sport goal posts. Through various fundraisers students were successful in raising funds required to purchase the goal posts and are currently awaiting their installation. In addition to the school based improvements, students reached out within the community and assisted in raising funds for Daffodil Day, at Granville Station, and a Pancake Breakfast for the Bandage Bear Charity. In September, students’ biggest fundraiser of the year, The Granville Boys Annual Adidas School Fun Run, from Bondi Beach to Coogee Beach, raised $700 for both the Prostate Cancer Foundation of Australia & World Vision. For their fundraising efforts students received a prize and we look to double our participation in 2013. Whilst fundraising is often seen as the sole purpose of a SRC, in 2012 we engaged in an in-house Leadership program, building on students understanding of what leadership is and how it is enacted in a school environment. Throughout this program students worked collectively to explore how they as school role models could promote positive choices for their peers.

Yahya El Arab and Mr Hardcastle

School context

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

Student enrolment profile
Student enrolment into Year 7 in 2012 was lower than the school average as a result of the publicity the school received as a result of the serious incident that occurred at the school in 2011.

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.

Post-school destinations
54 year 12 students: post school pathways 2012

- University 9
- UWS College 7
- Private College 1
- TAFE 8
- Apprenticeships 5
- Army 1
- Working Fulltime 14
- Looking for work 2
- Pathways 3
- Overseas 1
- Unknown 3
Year 12 students undertaking vocational or trade training

The percentage of Year 12 students undertaking vocational or trade training in 2012 was 54%. 24 Students completed one VET framework and 6 students completed two.

Year 12 students attaining HSC or equivalent vocational educational qualification

The percentage of Year 12 students attaining HSC or equivalent vocational educational qualification in 2012 was 91%.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>31</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are no aboriginal or Torres Strait Islander teachers employed at the school.

Staff retention

In 2012 the teaching staff remained relatively stable with only three substantive members of staff leaving. Two transferred to another school and one retired.

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>85%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15%</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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>251 904.62</td>
</tr>
<tr>
<td>Global funds</td>
<td>432 609.58</td>
</tr>
<tr>
<td>Tied funds</td>
<td>1 055 151.83</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>121 780.39</td>
</tr>
<tr>
<td>Interest</td>
<td>13 245.80</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>11 078.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1 885 770.57</td>
</tr>
</tbody>
</table>

| Expenditure                |            |
| Teaching & learning        |            |
| Key learning areas         | 108 490.36 |
| Excursions                 | 45 737.92  |
| Extracurricular dissections| 48 622.77  |
| Library                    | 11 398.04  |
| Training & development     | 2 877.22   |
| Casual relief teachers     | 75 091.90  |
| Administration & office    | 123 288.85 |
| School-operated canteen    | 0.00       |
| Utilities                  | 102 963.77 |
| Maintenance                | 69 137.96  |
| Trust accounts             | 8 892.95   |
| Capital programs           | 14 310.00  |
| Total expenditure          | 1 787 262.98 |
| Balance carried forward    | 98 507.59  |

A full copy of the school’s 2012 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 2012

Achievements

Arts

The explosion of music, dance and theatre at GBHS in 2012 saw over 250 students engage in the arts. We are so proud of our music and dance ensembles as they have brought great honour to our school. Led by Mr Dixon, Mr Luck, Ms Richardson, Kehe Luitai and Don Hones students have performed at the following events:

- 7 Hip Hop Dancers at The Schools Spectacular
- the Concert Band performed at the Greater western Sydney AFL Giants multicultural launch, DOCS Carers Conference at Bankstown Sports Club, the SWS regional ELS conference
- Our Spectacular at the Sydney Opera House
- SWS Regional PSP Showcase
- Vocal group performed at Harmony Day Auburn North Public School,
- Multicultural day at Auburn West Public School.
- Arabic Band performed at Caramar Public School Multicultural day.
- International Women’s day celebrations.
- Islander Dancers performed at Granville RSL, Guilford Public School Multicultural day, Orara High School Multicultural day.

Students have actively participated in excursions to Art Express, Sculptures by the Sea and the NSW Art Gallery for workshops. Again the students who completed HSC Visual Arts achieved higher results in this subject than they did in others they completed

Sport

One of the highlights of 2012 was the Swimming program for Year 7 and Year 8 students. The program was held at Granville Swimming Centre over a period of two weeks. Granville Boys High School returned to Granville Swimming Pool after an absence of some years. As a result we are very excited about the possibilities for expanding the swimming program at school. All students enjoyed the program, particularly the water activities. The program catered for all levels of swimming ability, allowing all students to achieve success throughout the week long program.
Regional Athletics
Congratulations to the following students who scored 2nd and 3rd place at the SWS Regional Athletics Carnival:
Nabil Akkouche - 15yrs 2nd place
Bilal Zreika - 14yrs 3rd place
Ossama Trad - 13yrs 3rd place

Sydney South West Rugby League Trials
Malakai Uate and Michael Masila made it to the second round of trials.

Prospect Zone Volleyball Knockout
Granville Boys hosted Granville South Creative and Performing Arts HS in the local Volleyball Derby. Matthew Samuelu, Michael Masila and all players involved performed outstandingly.

Prospect Zone Basketball Knockout
Granville Boys HS were runners up to Cumberland HS

Under 13s Rugby League
The under 13s rugby league team finished 2nd in a local tournament which saw the team progress to the prestigious NSW All Schools Rugby League Tournament. This tournament is held every year with schools all over NSW vying to be crowned NSW champions. The team was defeated in the final by James Cook HS

AFL Gala Day
Year 7 & 8 students participated in a Greater Western Sydney AFL Gala Day which saw over 50 students from Granville Boys HS participate. Students were split into 5 teams and two of our teams excelled by making the finals for both the Under 14s and Under 15s age groups. The Under 14s lost in the semi-finals. The Under 15s played in the Grand Final. Led by Captain Ehab El-Mobayed the boys performed gallantly leading to a respectable 7 point loss. Congratulations to all boys involved for their good sportsmanship and excellent behaviour throughout the entire day.

Premier’s Sporting Challenge
In 2012 GBHS participated in NSW Premier’s Sport Challenge for Secondary Schools. A total of 380 students from Years 7-10 embarked on the challenge, with 74 students working extremely hard and to produce some outstanding results. Of these, 48 students received a Gold Award, whilst 26 students received the Silver Award. Overall, Granville Boys High School attained a Silver Award to recognise everyone’s participation.

Premier’s Reading Challenge
A total of 33 students from Years 7, 8 and 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 Performance
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

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

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

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

NAPLAN Plan
The examination of the 2011 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 2012, Parent meetings were used to present personalised learning plans for each Year 9 student to inform strengths and areas for improvement. Specialised booklets were developed and delivered during roll call and given to parents for students to
complete at home. 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. Afterschool enrichment classes were held to support the performance of students at the top bands.

Progress in literacy

Reading – NAPLAN Year 7

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 Grammar and Punctuation indicated a significant movement of students from band 4 to the middle bands. In Reading, there was a 9.5% increase in students achieving Band 6 and 8.9% increase in students achieving Band 7 in Spelling. Year 7 improved by 19 scale scores from the 2011 data in the test aspect of Grammar and Punctuation. In the expectation of proficiency, 12% of students achieved level of proficient.

Reading – NAPLAN Year 9

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. Students performed above the average scaled score growth for the state in all Literacy areas and all Year 9 students achieved 37 scale scores above the state average growth in the test aspect of Grammar & Punctuation. In the expectation of proficiency, 9% of students were proficient in Spelling.

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 has resulted in an increase in students achieving bands 5 and 6. Most students were unable to solve worded problems across all Numeracy domains.

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. In 2012, there was a 9.5% decrease in students achieving Band 5 and
a 9.8% increase in students achieving Band 6. Also, students performed above the average scaled score growth for the state in Numeracy.

**Numeracy – NAPLAN Year 7**

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>30%</td>
</tr>
<tr>
<td>6</td>
<td>15%</td>
</tr>
<tr>
<td>7</td>
<td>10%</td>
</tr>
<tr>
<td>8</td>
<td>5%</td>
</tr>
<tr>
<td>9</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Percentage in bands:**
- Year 7 Numeracy

**Numeracy – NAPLAN Year 9**

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>20%</td>
</tr>
<tr>
<td>6</td>
<td>30%</td>
</tr>
<tr>
<td>7</td>
<td>15%</td>
</tr>
<tr>
<td>8</td>
<td>10%</td>
</tr>
<tr>
<td>9</td>
<td>5%</td>
</tr>
<tr>
<td>10</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Percentage in bands:**
- Year 9 Numeracy

Granville Boys High had the highest growth in Reading in the School Education Group.

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](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select **GO**.

**RoSA**

79 students completed year 10 and of these students 100% completed RoSA.

**Higher School Certificate**

In 2012, in Science, students achieved 67% in top three bands in Physics and 60% of students in Chemistry achieved the top three bands. In the Mathematics strand, 57% of students achieved in the top three bands. Across the year 12 cohort, 33% of students achieved in the top three bands. Performance in the HSC in 2012 was below school average from 2008-2012 on actual results, however, growth in learning improved for students in the lower and higher bands. Growth in learning for students in the middle bands was lower and will be a focus for strategic school planning in the future.

**HSC: Course Summary Table**

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2012</th>
<th>School Average 2008-2012</th>
<th>SSG 2012</th>
<th>State DEC 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>60.8</td>
<td>66.4</td>
<td>67.4</td>
<td>71.0</td>
</tr>
<tr>
<td>Business Studies</td>
<td>61.3</td>
<td>63.5</td>
<td>69.3</td>
<td>71.3</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>46.3</td>
<td>46.7</td>
<td>63.7</td>
<td>66.4</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>49.6</td>
<td>52.0</td>
<td>63.5</td>
<td>66.2</td>
</tr>
<tr>
<td>Information Processes and Technology</td>
<td>49.0</td>
<td>56.5</td>
<td>65.0</td>
<td>69.4</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>51.1</td>
<td>56.2</td>
<td>67.3</td>
<td>70.4</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>64.9</td>
<td>66.4</td>
<td>73.5</td>
<td>77.7</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal Education

Aboriginal Education is an important aspect of the learning programs 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.

Positive Behaviour Intervention Strategies (PBIS)

In 2012 Granville Boys celebrated its fourth year as a PBIS (Positive Behaviour Intervention Strategies) school. The focus for the 2012 day PBIS day was the individual and their role in the community.

Students participated in a series of workshops which included, local youth centres presenting workshops, representatives from the Australian Defence Force, students visiting the Granville Historical Society, speakers from the RSPCA and Volunteer networks as well as community leaders.

Following our workshops was our “Community and You’ assembly. For our assembly we had student performances from Granville Boys High School, Auburn Girls High school and Holroyd High School as well as our traditional Aboriginal smoking ceremony. Our guest speaker was Jioji Ravulo a lecturer from the University of Technology.
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 the strong relationship that we have as a community.

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 educational institutions who share an interest in inquiry-based professional learning and a commitment to hearing and listening to student voice.

In 2012 we had many GBHS students participate in Coalition student voice activities which have included:

- Student Film Festival “Role the Dice” at Taronga Zoo. Students from GBHS won critics’ choice award for best film
- Kids College at the State Library for the “Collections” exhibition. A GBHS student was selected to be a part of a short film to be played during the exhibition.
- Kids College at the Australian Museum for the Alexander the Great Exhibition.

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

Multicultural education
Granville Boys High School received a grant from SWS regional Multicultural team to conduct an transition project with Auburn West Public School.

The initiative was led by Mr Jimmy Bellavia and engaged his year 10 History Elective class and students from a year 6 class at Auburn West.

The Year 10 class mentored the Year 6 students so that they were able to exhibit a mobile museum at GBHS. Students collected archival material about themselves and prepared a “Treasure Chest” of materials about their lives. They then hosted an afternoon tea and exhibition entitled “Becoming a Granville Boy” for parents and staff. Students also made a film of the process.

National partnership programs
1. Low SES Communities

Change: Changes in teacher professional learning

Reform – 1, 2 and 3

The depth and quality of the professional learning being completed at the school suggests that the school leadership framework - ‘The Platform for Collaborative Learning’ is contributing significantly to the school improvement initiatives. The school leadership framework developed in conjunction with the current school planning cycle advocates professional learning that is centered on the local learning environment, based on staff sharing experiences and expertise, and focused on encouraging teachers to speak about the teaching and learning at the school. The richness and
broadness of this school improvement program is indicative of effective and sustainable school improvement. In the model collectively developed at the school, there is a high degree of leadership support for teacher learning and risk taking, which leads to substantial staff interaction and co-dependence.

The strength of this model was demonstrated at the 2012 Staff Conference where teachers collaboratively explored teaching and learning and planning and curriculum strategies, and shared teaching experiences. The term 3 Staff Development Day provided staff with an opportunity to showcase some of the great projects happening around the school. The projects included curriculum mapping, the development of a school specific differentiated learning model, and examples of the concept mapping technique, which intrinsically supports the development of differentiated learning.

In term 3, as part of the ongoing review of the effectiveness of the professional learning and TLSI process at the school, staff completed a survey on the critical elements of professional learning and school quality. A significant number of teachers selected teaching and learning (pedagogy) and learning environment as the most significant areas that affect the quality of a school, and a ‘focus on student learning’ and a ‘strong collaborative culture’ as significant elements of professional learning. The outcome of the survey is in-line with current research on collaborative professional learning and the methodology behind the development of the school leadership framework.

There is a genuine commitment to professional learning by staff which has seen many teachers nominating for leadership projects within the collaborative framework.

**Change: Changes in School Climate and Culture**

**Reform – 3 and 6**

The culture and climate of a school can be best described as the collective perceptions and emotions attached to the school. 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 changes to the way staff communicate and collaborate within the school were organised around the structure of the school planning framework called 'The Platform for Collaborative Education'. The education model was created by the staff as a blueprint for collaborative cross-faculty learning and curriculum development. The model defines what would be an ideal 'learning space' and concentrates the teaching and learning around improving student skills like collaboration, planning, problem solving and risk taking.

Supporting the implementation process, the senior leadership looked at selecting active and creative people to key positions for leading learning teams and planning and managing projects; using the TLSI framework to encourage a shared sense of responsibility for planning and implementing school priorities; and a more generous support structure for collaboration on cross-faculty learning projects and whole-school programming.

The educational focus at the school on project based learning in the form of integrated learning projects 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. Teachers were encouraged to develop learning experiences that supported cooperative experiences and team planning and goal setting, which were complimentary to other learning programs.

Showcasing the integrated learning projects to parents and the community enhanced the schools profile and encouraged more participation by students. Student capacity to 'do school' has improved and the effects of this type of instruction in the classroom were broad and far-reaching and extended to the development of individual skills that mirrored the learning and experiences encouraged at a staff level.

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 school change. Collaboration and a focus on developing rich relevant learning experiences for students has encouraged a significant creative and innovative culture that is evident in the levels of student engagement and achievement that the school is achieving across all levels of schooling.

**Change: NAPLAN Growth**

**Reform – 4**

The school has been continually reviewing NAPLAN preparation and planning process for a number of years. In the last two 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 where the school achieved the highest rank in the SEG for the student value-add score in all areas of NAPLAN.

In the past, the NAPLAN preparation process has included student and parent interviews, Intensive literacy withdrawals, literacy and numeracy home booklets, and numeracy skills lessons. However, this year with the commencement of the National Partnership and the additional resourcing for staffing, the school embarked on review process of learning in stage 4 across all curriculum areas. The teaching staff from two faculty areas coordinated the systematic mapping of learning outcomes and activities, and assessment for all curriculum, so that any overlap in content and assessment could be identified. The curriculum mapping was conceived to provide teachers with a capacity to improve literacy and numeracy programming and assessment by connecting learning from across the school in more meaningful way.

In this model, teachers from different subjects have been collaboratively developing literacy and numeracy learning activities that are more significant and cohesive. Students value this type of learning as it highlights the interrelationships between different learning areas and it streamlines learning, which can be repeated across the curriculum. The current objective is to develop more effective learning activities that embed writing, reading comprehension, speaking and analysis skills within classroom learning and assessment. The process has included the review of faculty learning and assessment by the cross-faculty learning teams.

As the 'Granville Platform for Collaborative Learning' encourages continual reflection and analysis of student performance and achievement, cross-faculty literacy and numeracy 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. Currently, the teams are in the process of developing writing tools and reading strategies and resources for targeted literacy and numeracy learning for all faculties. The team leaders have commenced this process with consultation meetings to ensure alignment with school priorities of student performance and engagement.

**Other programs**
Progress on 2012 targets

Target 1

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

- The 2012 NAPLAN results indicate that 81% of Year 9 students achieving at or above the minimum standard for Reading and 85% for Spelling
- The 2012 NAPLAN results indicate that 85% of Year 9 students achieving at or above the minimum standard for Numeracy
- The 2012 NAPLAN results indicate that 91% of Year 9 Students achieving at or above the minimum standards for writing, grammar and punctuation
- The progress towards the targets fell short of expectations. Students achieved 65% for Reading, 72% Writing and 77% for Spelling
- 84% of Year 7 students achieving at or above the minimum standard for numeracy
- 77% of Year 7 Students achieving at or above the minimum standards for grammar and punctuation

1.1 At least 82% of Year 9 students achieving at or above the minimum standard for reading and spelling

The NAPLAN target for 2012 was achieved.

(81% of Year 9 students achieving at or above the minimum standard for reading).

1.2 At least 85% of Year 9 students achieving at or above the minimum standard for numeracy

2012 - 91% of Year 9 students achieved at or above the minimum standard for numeracy

1.3 At least 65% of Year 9 Students achieving at or above the minimum standards for writing, grammar and punctuation

2012 - 67% of Year 9 Students achieved at or above the minimum standards for writing,

1.4 At least 85% of Year 7 students achieving at or above the minimum standard for reading, writing and spelling

2012 - 65% of Year 7 students achieving at or above the minimum standard for reading

2012 - 72% of Year 7 Students achieved at or above the minimum standards for writing,

2012 - 72% of Year 7 students achieved at or above the minimum standard for spelling

1.5 At least 85% of Year 7 students achieving at or above the minimum standard for numeracy

2012 - 84% of Year 7 students achieved at or above the minimum standard for numeracy

1.6 At least 60% of Year 7 Students achieving at or above the minimum standards for grammar and punctuation

2012 - 77% of Year 7 Students achieved at or above the minimum standards for grammar and punctuation

1.7 70% Faculty teaching programs are differentiated to meet the learning needs of students

1.8 70% teachers will have capacity to analyse SMART data as measured by Data Analysis Skills Assessment

The school has been continually reviewing NAPLAN preparation and the planning process for a number of years. In the last two years, there has been a significant increase in the number of students achieving their expected minimum growth target in all areas of NAPLAN. All strategies to support literacy and numeracy learning were implemented and followed throughout the year. The impact on learning was evident with year 9 students achieving the
highest rank in the SEG for the student value-add score in all areas of NAPLAN. The cohort also achieved every target for all elements of NAPLAN.

In the past, the NAPLAN preparation process has included student and parent interviews, Intensive literacy withdrawals, literacy and numeracy home booklets, and numeracy skills lessons. However, this year with the commencement of the National Partnership and the additional resourcing for staffing, the school embarked on a review learning in stage 4 across all curriculum areas. The curriculum mapping project was completed to identify any overlap in content and assessment. The curriculum mapping was conceived to provide teachers with a capacity to improve literacy and numeracy programming and assessment by connecting learning from across the school in more meaningful way.

Opportunities for collaborative planning and programming for teaching, learning and assessment development across key learning areas were evident during PAS and through the ‘Teams’ and ‘Mapping Project’. This included a focus on ‘backward design planning’, which encouraged teachers to start with goals and then create or plan out assessments. Teachers were also provided with models for writing, explicit teaching of scaffolding and guided practice for students.

As the 'Granville Platform for Collaborative Education' encourages continual reflection and analysis of student performance and achievement, cross-faculty literacy and numeracy teams reviewed the SMART data and the NAPLAN action plan and developed consistent faculty specific and whole school learning strategies and resources. The teams developed writing tools and reading strategies and resources for targeted literacy and numeracy learning for all faculties. The team leaders commenced this process with consultation meetings to ensure alignment with school priorities of student performance and engagement.

**Target 2**

**Quality Teaching:**

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

The process of transforming the school culture commenced just prior to the start of the National Partnership process. The strategic allocation of resources for staff collaboration, professional learning and non-executive leadership opportunities across the school was a significant factor in affecting school culture.

The changes to the way staff communicate and collaborate also contributed significantly to teacher capacity and improvement in learning outcomes. The senior leadership looked at selecting active and creative people to key positions for leading learning teams and planning and managing projects and a more generous support structure for collaboration on project learning and whole-school programming.

The educational focus at the school on project learning in the form of integrated learning projects 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 this multimodal approach enhanced student potential to engage in learning by helping them feel more positive about themselves as learners. Teachers were encouraged to develop learning experiences that supported cooperative experiences and team planning and goal setting, which were complimentary to other learning programs.
Student capacity to 'do school' improved, and the effects of project learning in the classroom was broad and far-reaching and extended to the development of individual skills that mirrored the learning and experiences encouraged at a staff level.

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 school change. Collaboration and a focus on developing rich relevant learning experiences for students encouraged a significant creative and innovative culture that was evident in the higher levels of student engagement and achievement that is seen across all areas of schooling.

Earlier in the year, staff and team meetings focused on the analysis of NAPLAN data to raise teachers’ levels of knowledge and understanding around writing and other areas of learning deficiency. Teachers explored literacy and learning frameworks to consider the interrelationships between quality learning and purposeful and targeted design and planning of teaching, learning and assessment.

During the timetabled professional learning period, faculties worked on language, vocabulary and writing strategies, pedagogical tools and processes and more sophisticated scaffolding and assessment practices. The whole school coordination of these programs resulted in teaching and learning programs that reflected an increased use of effective writing strategies. Student learning material was developed that incorporated the use of standardised mnemonic devices for text structure, paragraphing and persuasive writing.

Target 3

Student Engagement and Retention:

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

In 2012, 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 2012 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 a slight fall in attendance between 2011 and 2012. 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.

Professional Learning

As part of the collaborative educational model at Granville Boys High, all staff completed the TLSI framework. This process encouraged a shared sense of responsibility for planning and implementing school priorities. At the end of the process staff completed a survey on the critical elements of professional learning and school quality. A significant number of teachers selected ‘teaching and learning’ (pedagogy) and ‘learning environment’ as the most significant areas that affect the quality of a school, and a ‘focus on student learning’ and a ‘strong collaborative culture’ as significant elements of professional learning. The outcome of the survey was in-line with current research on collaborative professional learning and the methodology behind the development of the school leadership framework.

The strength of the was demonstrated at the 2012 Staff Conference where teachers collaboratively explored teaching and learning and planning and curriculum strategies, and
shared teaching experiences. At the term 3 Staff Development Day staff showcased some of the great projects happening around the school. The projects included curriculum mapping, the development of a school specific differentiated learning model, and examples of the concept mapping technique, which intrinsically supported the development of differentiated learning.

There is a genuine commitment to professional learning by staff, which has seen many teachers nominating for project work, peer leadership of professional learning and sharing the collaborative planning and implementation of innovative learning programs. The Literacy Team highlighted the need for specific reading and writing professional learning programs. The team has initiated whole school professional learning program in 2013, which includes ‘Reading to Learn’.

During the timetabled professional learning period, staff engaged in workshops on Blooms Cognitive Domains, concept mapping, critical literacy, discussion and reflection on differentiated learning and programming and assessment development with writing tools developed through the school learning teams.

The writing program had a central focus on supporting teachers’ explicit instruction of writing and to improve students’ ability to structure and expand their thoughts in writing. The primary aim of the writing program was to increase students’ awareness of strategies they could use when writing different types of texts. The model used was developed through the Literacy team by consolidating writing techniques from the English learning area but further expanding the effectiveness of the techniques so that they can be easily embedded across all curriculum areas.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the Arts Faculty and the Integrated Learning projects.

Review of the Arts Faculty

Background

The Arts Faculty was established in 2011 to incorporate Music, Art, Industrial Arts and VET Hospitality. A relieving Head Teacher was leading this conglomerate of subjects and the wide variety of syllabi and expertise. To examine the success of this innovation at the school a review was conducted in Term 3. The review panel comprised the principal, the deputy principal and a visiting Head Teacher from Granville South Creative and Performing Arts High School. The review lasted for three days and staff students and parents were interviewed by the panel.

The review examined the teaching and learning, the learning environment and the professional learning needs of the staff.

Findings and conclusions

Teaching and Learning

A fantastic response from Staff, Parents and students regarding the quality of work that is being produced from the faculty.

Acknowledgement from parents of the benefit that the music program has had on students and the school in general. Students are taking pride in the work and staff are excited about teaching in the area.

Even though some staff members are not trained in a TAS background their enthusiasm and passion has engaged the students.

ARTS have created a sense of student belonging through initiatives and projects like the CAFÉ, band and access to learning alternative environments.

ARTS has provided students with the opportunity to showcase their work.

Teachers teaching out of area felt highly supported by their colleagues.

Time needs to be allocated for administrative duties, purchasing of resources and auditing of materials and tools and to further support staff teaching out of faculty area or new staff.
Assessment tasks should be backward mapped and students should be working on assessment components as part of their classroom learning.

Students stated that they were being academically challenged; students in stage 5 mentioned that some students’ behaviour was impacting on their learning.

**Professional Learning**

There is a need for more professional development in subject specific content as well as the allocation of time for program development and scope and sequencing.

**Learning Environment**

Many of the rooms in block 4 are in need of maintenance and improvements. Music room 404, needs the safe removed from the sound room. Sound room needs sound proofing, (or relocate sound room upstairs). Room 404 needs to painted (ceiling included) and new carpet. Highest priority is air conditioning. Storage space in the room is adequate. Room 404 needs some more power points and room number sign on door. Corridors need to painted on both sides of block 4.

Room 414 (upstairs music) Back room misused by students, could be made into a sound room. Safe needs to be removed. A solution needs to be found for tables and chairs that are suitable for theory lessons as well as using them for keyboards. The room needs to be repainted, new blinds installed, missing glass from back room partition wall, airconditioning. Students stated if possible to have practical lessons upstairs and theory down stairs. There seems to be a good supply of well-maintained instruments.

**Future Directions**

The review recommended the split of the faculty into two areas; one comprising visual arts, music, computing and the other in to TAS and VET subjects.

An acting Head Teacher will lead each area and the Arts faculty to relocate to another staffroom.

Maintenance of rooms will be programmed.

The Kitchen refurbishment is a priority.

The teachers are to be congratulated for the delivery of the curriculum and the collaborative teamwork.

Faculty plans to be reviewed by the principal and the Head Teacher. The executive coach to support professional development in faculty plans and allocation of resources,

**Assessment schedules**

- TAS subjects use proformas,
- All students need an assessment schedule and all students receive an assessment task notification.
- All tasks need to be backward mapped.
- Standardise assessment notification across the school,
- Assessment schedules on Website.
- All students receive course outlines

Offer a computing and study program for parents.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

**The Arts Faculty Review**

Parent opinions are contained within the report above.

**Integrated Learning Projects**

In 2011, each of the four staff teams – Literacy, Numeracy, High Performance and Participation spent one School Development Day and much of their allocated meeting times designing, writing and resourcing an integrated Learning unit of work. These units of work were implemented in year 8 classrooms in 2012. At the conclusion of each unit, an independent agent carried out an evaluation process during which all teachers and a focus group of students completed written surveys and participated in interviews. This data has been reviewed by each team to inform improvements to their unit for implementation in 2013.
The Numeracy team’s unit of work was implemented first across six faculties and two classes. Their task was to explore a scientific hypothesis and present their findings through video in the style of a Mythbusters’ show. The Participation Team’s unit of work was titled *My Identity* and was implemented in one class across three faculties. In pairs, the students produced and edited a film which represented their identity. The Literacy team implemented *Game On!* across three faculties. This unit of work drew inspiration from traditional carnival games. The students had to create their own game and devise marketing strategies/texts for it. The High Performance Team required students in four subjects to investigate the concept of urban renewal and explore possible options for the Clyde Industrial area. They presented their ideas to local community members as well as to their teachers and peers.

The student reflections for all four IL units of work were extremely positive. They said they “learnt new skills and their learning was connected to the real world”, that “the work was excellent”, that they “ran to class now because it was exciting”, they liked “learning with their friend” in group work. The teachers’ reflections were also very positive – their comments ranged from “students worked really well in a sequential, systematic and scaffolded way”, “there was a vast improvement in student engagement, practical skills and ability to complete assessment tasks”, to “I really enjoy teaching that class now”.

**Professional learning**

**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.

**2013 Targets to achieve this outcome include:**

- At least 87% of Year 9 students achieving at or above the minimum standard for spelling
- At least 83% of Year 9 students achieving at or above the minimum standard for reading
- At least 94% of Year 9 students achieving at or above the minimum standard for numeracy
- At least 78% of Year 9 students achieving at or above the minimum standard for grammar and punctuation
- At least 70% of Year 9 students achieving at or above the minimum standard for writing
- At least 69% of Year 7 students achieving at or above the minimum standard for reading
- At least 86% of Year 7 students achieving at or above the minimum standard for numeracy

**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 and writing program – ‘Reading to Learn’
Peer coaching evaluations for effective L/N pedagogy
Action learning projects on Lesson Study
All Stage 6 students are monitored and have an individually tailored study program
Student learning programs meet the requirements of the Australian Curriculum
Equip refurbish a specialised learning space for Learning Enrichment
Staff share lesson exemplars at Staff Development Days

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

2013 Targets to achieve this outcome include:

- 30% of staff participate in Lesson Study
- 60% of staff differentiate learning programs for the Gifted and Talented
- 10% increase in integration of Information and Communication Technology into teaching and learning programs
- 96% 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 project learning
- Employ 3 additional teachers to release Peer Coaching Leaders to coach other teachers
- Appoint Head Teacher Teaching and Learning to manage peer coaching and Enrichment classes
- Lesson Study action research with visiting academic partner
- Staff PL participate in Reading to Learn
- Staff PL for ICT skills
- Staff PL for Aboriginal Ed
- 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

2013 Targets to achieve this outcome include:

- At least 20% of all RISC entries recognise positive behaviour
- 5% increase in student attendance
- At least 95% of all students arriving on time every day
- Fractional Truancy reduced to less than 1.5% of total attendance
- At least 80% of all Stage 5 students go on to complete HSC
- At least 7% increase in student enrolments
- 10% increase student participation in Vocational Education and Training
- 10% increase in 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

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

Linda O’Brien - Principal
Frank Abas - Deputy Principal
Mark Marciniak - Deputy Principal
Boshra Abraham - Head Teacher
Fiona Cullenward - Head teacher
Noel Dixon – Head - Head Teacher (acting)
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