**School vision statement**

At Granville Boys High School we are committed to educating a multicultural community of boys to become responsible global citizens.

We aim to develop rich, challenging and engaging learning where students are immersed in projects that are collaboratively developed within the community.

Our core belief of looking out for one another ensures that we are safe, respectful learners.

**School context**

Granville Boys High School (550 students, 99% Non English Speaking Background) is a partially academically selective secondary school with an intake of one class each year into Year 7. The school has a Support Unit with four classes, including one Autism Class, two classes for students with a mild intellectual disability and one for students with a moderate disability.

This wonderful, culturally and linguistically diverse community, which is significantly socio-economically disadvantaged, is supported by the New South Wales Government equity programs. 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.

Our students' achievements reflect a wide range of interests. We are particularly proud of our music and dance ensembles, sporting teams and scholars. Students enjoy a wide range of learning experiences in partnership with the universities, cultural institutions and business and community groups. Our Pulse Café and garden are just two examples of the ongoing commitment of our students and staff to their school.

**School planning process**

This School Plan was developed using a consultative planning process during Terms 2 to 4 2014 and Term 1 2015.

Granville Boys High School Plan continues from the strategic direction of 2012-2014 based on the “GBHS Platform for Collaborative Education”. The planning process led by the Senior Executive and consultation with teachers, parents and students was conducted through the various teams that operate within the schools. These are as follows:

- Executive
- Faculties
- Curriculum teams
- Peer Coaching Groups
- Parents and Citizens
- SRC
- Prefects
- PBIS Team
- Welfare Team
- Learning Support Team
- Finance Team
- WHS
- VET
- ICT

- Ongoing evaluation of data: NAPLAN, HSC, welfare and administrative was used to inform the planning
- Staff Conference and staff meetings shared the proposals for the plan and consultation occurred in the meetings. Feedback was sought and included as part of the development of the plan.
- Senior Executive drafted the plan and it was again considered by stakeholders
- Refined draft evaluated at SDD#1 2015 with whole staff and community representatives feedback.
School strategic directions 2015 - 2017

**Purpose:**
Increase achievement levels of every student in all bands in all internal and external assessment measures through an inclusive, relevant and negotiated curriculum

**STRATEGIC DIRECTION 1**
Curriculum Development for Learning

**Purpose:**
Build teacher capacity to lead and deliver high challenge, high support curricula that improve student learning outcomes within the framework of Public Schools NSW

**STRATEGIC DIRECTION 2**
Educational Leadership and Quality Teaching

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

**STRATEGIC DIRECTION 3**
Student Engagement and Attainment
# Strategic Direction 1: Curriculum Development for Learning

## Purpose
Increase achievement levels of every student in all bands in all internal and external assessment measures through an inclusive, relevant and negotiated curriculum.

## People
- Numeracy Team Leadership
- Deputy Principal Professional Learning
- Peer Coaches
- All Teachers
- Students
- DEC Numeracy Consultants
- Community of Schools

## Processes
- 3 School Development Days present Numeracy P/L
- DP to lead the development of assessment tasks in faculty P/L
- All faculties prepare student work samples of Staff Conference
- Peer Coaching with peers to progress the development of programs
- Peer observation of lessons plus IRIS recording to mentor/coach for progress
- Individual Teacher/Principal interviews (Linda’s Listening) to discuss progress and change in practices

## Products and Practices
- Whole School numeracy professional learning that embeds numeracy in teaching programs across all KLA’s and student assessment on Numeracy continuum
- All assessment tasks are back-mapped incorporating explicit scaffolded QT. (Rich tasks, Integrated Learning projects)
- School Data for student articulation of numeracy aspects of programs learning
- Staff Conference to Showcase faculty student work samples

## Improvement Measures
- Naplan results for year 7&9 are at or above state average
- All Stage 4 students are assessed on the numeracy and literacy continuum
- All students receive Band 2 and above in the HSC results
- Increase student participation in student enterprises

- Teachers
- Students
- DP – FPL
- Teams: Literacy, Numeracy, High Performance and Participation

- Students
- Teachers
- Head Teacher Teaching and Learning
- DP
- Parents

- Groups of teachers teach projects from the “hot topics” developed by Student Participation Team
- PL time allocated for initial collaboration
- Projects evaluated by Team members coordinated by Head Teacher Teaching and Learning

- Multidisciplinary Learning Projects
- Student enterprise (short term) eg:
  - Pumpkin Soup / Pulse Cafe
  - Garden Project / Chicken Coop
  - Construction Project
  - Sports competition
  - Club leadership
  - Lunch time performances
<table>
<thead>
<tr>
<th>Group</th>
<th>Activities</th>
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</thead>
<tbody>
<tr>
<td>Learning Services Faculty, L &amp; ST teachers, DP – FPL, HTs, Teachers</td>
<td>- All Year 9 students interviewed with parent, L&amp;ST and DP to develop IEP (NIPs)  - All Year 7 and 9 students practice past NAPLAN  - Diagnostic testing of selected students and development of IEP’s and PLASST for all students tested  - Year 9 students develop NAPLAN questions  - Feedback to staff through LST and Executive Meetings  - Corporate marking of sample NAPLAN</td>
</tr>
<tr>
<td>English Faculty, HSIE Faculty, Literacy Team</td>
<td>- Literacy team focus Semester One on P/L for the Literacy continuum  - Targeted students assessed by LS Faculty using the continuum  - 3 year 7 classes tracked Term 3 and 3 in Term 4 in HSIE / English  - Faculties report to Executive and to whole staff  - Data incorporated into IEP’s  - Subject Selection Interviews for Year 10 – 11  - Mentoring</td>
</tr>
<tr>
<td>Students, Teachers, Uni Partners, Careers/Transition Advisor</td>
<td>- NAPLAN demonstrates benchmark achievement and above for all students  - Reading to Learn pedagogy practiced across all KLA’s  - All teachers access student profiles that include IEPs for all Stage 4 and 5 student learning</td>
</tr>
<tr>
<td></td>
<td>- All Year 7 students assessed on the literacy continuum  - Teachers incorporate literacy strategies in teaching programs that have been differentiated to meet students needs according to assessment  - HSC results enable successfully transition to further education and employment</td>
</tr>
</tbody>
</table>
### Strategic Direction 2: Educational Leadership and Quality Teaching

#### Purpose
Build teacher capacity to lead and deliver high challenge, high support curricula that improve student learning outcomes within the framework of Public Schools NSW.

#### People
- DP Co-Ordinator
- Teachers
- Peer Coaches
- Head Teachers
- Executive Team
- DP Co-Ordinator
- Instructional Rounds
  - DP Co-Ordinator
  - Teams (includes: Executive, Teachers, Students)
  - Teachers
- DP Co-Ordinator
- Teacher experts
- SASS experts
- Consultants
- Community of schools
- DP – FPL
- Faculty Teams
- Head Teacher Teaching and Learning

#### Processes
- Teachers and peers collaborate to plan, observe, reflect on at least three lessons per semester with a focus on numeracy instruction.
- Student work samples are collected as part of the evaluation process.
- DP Teaching and Learning to lead and manage the Peer Coaches and Teams to develop Learning Projects from inception, implementation and evaluation.
- New Scheme Teacher workshops
- GTIL embedded into timetables
- HATS meetings for supporting staff to meet higher levels of accreditation.
- Teachers annotate all initiatives they develop as evidence of meeting standards.
- Workshops for groups of staff-conducted as skills snapshots based on need.
- Staff P/L needs identified through Termly surveys.
- Faculty Professional Learning supports back mapping and programming to integrate numeracy.

#### Products and Practices
- Staff Conference Presentations
- Students negotiate learning projects (4 per year) in Stage 4 and 5.
- Student negotiated learning projects (4 per year) in Stage 4 and 5.
- Teaching staff achieve and maintain accreditation at various levels.
- Instructional Round Team identifies best practice for Numeracy and Literacy instruction.
- Members of staff up-skilled to build capacity and productivity through regular skills snapshots workshops.
- All Faculty programs are explicitly inclusive of Literacy and Numeracy strategies.

#### Improvement Measures
- Teachers present effective programs demonstrating improved student learning outcomes at Staff Conference.
- Teachers achieve and maintain accreditation at various levels demonstrating reflective practice and evaluation through collaboration with peers.
- Student steering committee is functioning to examine teaching and learning at the school.
- All staff participate in training for the Performance Development framework.

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<tr>
<th>Head Teacher Teaching and Learning</th>
<th>Student Learning Council researches Teaching and Learning at GBHS</th>
<th>Students critically examine learning at the school and report back to the school community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Council</td>
<td></td>
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<tr>
<td>Teachers and Students</td>
<td></td>
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</tr>
</tbody>
</table>
## Strategic Direction 3: Student Engagement and Attainment

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

### People
- Universities’ personnel
- Deputy Principal
- Teachers
- Students
- Parents
- Deputy Principal
- Head Teacher Teaching and Learning
- Year Advisors
- SRC Coordinator
- Teachers
- Students
- Mentors
- Deputy Principal
- PBIS Team
- Community Liaison Officers
- Teachers
- Students
- Parents

### Processes
- MQ: Robotics for Stage 4 & 5; Off to a good Start (Stage 6), Parent orientation programs, Refugee Tutoring, Pacifica
- UNSW – Aspire Workshops; Uni Visits Yr 8 –12
- UWS – Fast Forward, visits and workshops Yrs 9 –12, PATHE
- USyd – 6 wk Composition residency Conservatorium; 10 wk residency – History faculty
- UTS – Summer School Stage 5
- Tutoring
- Establish Student Steering Committee to research teaching and learning
- Prefects assigned leadership roles within student organisations
- Student delegates on Finance, WHS, PBIS committees
- Student Leadership camps for Years 7, 8, 9, 11
- Mentoring with alumni and ABCN
- School teams to organise and these events
- Liaison with Community organisations to support school events
- Community Liaison Officers to support home/school/community communication

### Products and Practices
#### University links
- to engage students in a range of learning projects that encourage them to transition to university post schooling
- Increase the percentage of Pacific Islander students transitioning to University

#### Student Leadership
Increase student participation in in school governance and community service and organisation through:
- Prefects
- SRC
- School committee membership
- Mentoring programs for leadership
- Student camps

#### Community Celebrations
Engage with the school community to celebrate the following:
- Eid Dinner
- PBIS Day
- Pacifica Family Day

### Improvement Measures
- 10% increase in the number of students going to university at the completion of Year 12
- Increased student participation in school governance.
- Increased parent participation in school committees
- Improved social cohesion in the school as measured in school data for positive behaviour interventions

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<tr>
<th>Deputy Principal</th>
<th>Head Teacher Learning Services</th>
<th>Learning and Support Teachers</th>
<th>Teachers</th>
<th>Students</th>
<th>Parents</th>
</tr>
</thead>
</table>

**Parents invited to join the following:**
- Student leadership selection panels
- Selective class selection panels
- Finance Committee
- Staff selection panels
- Fundraising Committee
- PBIS Team

Workshops for parents in the following:
- Meeting Procedure
- Parenting skills
- Reading skills development and tutoring
- Processes for University entry and online job searching to assist sons

**Employ additional music teacher for support of the music program**
**Employ peripatetic tutors for tuition for various musical instruments**
**Work in partnership with artists and creative people including ICE, ABCN, Conservatorium, Musical Viva, Bell Shakespeare**
**Performances at schools, community events across Sydney**
**Liaise with Woodridge State High in QLD re inter-school visit**
**Organise tutors and logistics for music camp**

**Earnitorial Participation**
Foster social cohesion through the following arts ensembles:
- Concert band, Rock bands, Small Bands, Arabic Bands, Pacific islander Dancers, Hip Hop Dancers
- African Drummers, Vocal group, Theatre troupe, Film Group, Poetry
- Interschool visits
- Music camps

**Performing Arts Program**
Foster social cohesion through the following arts ensembles:
- Concert band, Rock bands, Small Bands, Arabic Bands, Pacific islander Dancers, Hip Hop Dancers
- African Drummers, Vocal group, Theatre troupe, Film Group, Poetry
- Interschool visits
- Music camps

**Work Education**
Comprehensive work education program to prepare students for a range of post school options through:
- Work ready workshops (Yr 10)
- White Card Training
- Individual Work Plans for Year 10 - 12
- Careers Expo including students and families
- Employment skills in all classes
• Deputy Principal
• Head Teacher
• Teachers
• Students
• Parents

• Career Advisor and Transition Advisor to organise a Career Expo for students/families and local high school students in Term 2
• All Year 10 to be interviewed with their families for subject selection for Stage 6
• Teachers liaise and plan with community organisations, workshops to allow young people from different ethnic, cultural and religious backgrounds to mix and build an understanding of one another. Schools include Jewish, Catholic, Baptist and Hindu schools
• Workshops to be conducted on site at school and in various other schools
• Excursions to various places of worships and cultural organisations

• Liaison with partner organisations including, ABCN, Beacon Foundation, WOW, FYA
• Liaison with TAFE, private providers and services for successful transition to post school options
• Workshops for resume writing and online opportunities for parents and students
• Creating a network of Employers and Employer organisations to facilitate work placement and experience

**Interfaith and Intercultural Activities**
Foster social cohesion through partnerships with schools and organisations with diverse cultures and faiths to our students including:
• Together For Humanity
• Affinity
• Respect Understanding Acceptance (Jewish Board of Deputies)
• Sydney Peace Foundation
• Innaburra School