Low Socio-economic Status School Communities National Partnership

2012 Evaluation Report
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Section 1: School Information

The following is a report prepared as a result of an evaluation at Click here to enter text. of strategies and targets from the 2012 School Plan.

School Code: 8811
Region: South Western Sydney

- Annual school evaluation team members

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Linda O’Brien</td>
<td>Principal</td>
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<td>Mark Marciniak</td>
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- Report authors

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I endorse the contents of this report.

A copy of this report has been lodged with the School Education Director with responsibility for this school.

Principal: Linda O’Brien
Introduction

Schools participating in the Low SES School Communities National Partnership are required to undertake an annual evaluation and report on the effectiveness of the strategies undertaken by the school. Evaluation is the judgement of the merit, worth or value of an activity on evidence that has been systematically collected, analysed and interpreted. Evidence from evaluations can be used to plan activities, monitor and improve their implementation, make judgements about their impact and the allocation of resources. Evaluation supports evidence-based decision making, systems improvement, accountability and successful innovation.¹

The 2012 Evaluation Report template is provided to assist schools in reporting information, and will inform revisions to the school plan and inform ways in which schools will allocate National Partnership funds for the coming year.

The focus of the annual evaluation

The annual evaluation should focus on reporting progress and achievement on the key targets and strategies in the School Plan to inform decisions about future actions. This includes the revision of targets (where required), the continuation or cessation of current strategies, and whether new strategies need to be developed/implemented.

The annual evaluation should address the following questions:

- What did we say we would achieve?
- How well did we do it? How effective were our strategies? What changes have we made?
- Where to next? Future directions?

Planning the annual evaluation

The annual evaluation should be led by the school principal and involve participation of and consultation with key stakeholders. Key stakeholders would typically include school executive, teaching staff, students, parents, the P& C Association, the local Aboriginal Education Consultative Group (AECG) Inc and key community groups involved in the school (as appropriate). Regional and state officers are also available to provide support. Schools should allocate National Partnership resources to support the annual evaluation process and could include this as an accountability strategy (Reform 5) in their school plans.

What is the scope of the 2012 Evaluation Report?

The annual evaluation will build upon the extensive work already undertaken for the Situational Analysis, and focus on changes and progress over the last twelve months. It should contain information about:

- The school context
- A summary of the methodology used by the school to gather information
- Evidence of progress towards targets and the effectiveness of Partnership strategies undertaken to achieve the targets
- Revised targets (where appropriate) and future strategies
- Changes in the school systems and practices as a result of participation in the Partnership.

Section 2: School context

Granville Boys High School (GBHS) (517 students, 99% Non-English Speaking Background) is a comprehensive secondary school 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 are of Asian backgrounds 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 and the Commonwealth Government’s Low SES School Communities National Partnership.

In 2012, together with 229 other NSW Government schools, Granville Boys High School is piloting the introduction of the Local Schools Local Decisions policy through the National Partnership for Empowering Local Schools.

The situational analysis conducted in 2011 indicated that the school should aim for a more collaborative learning platform where staff are prepared to negotiate learning programs with students and enable students to become creative problem solvers who are active, diligent learners. Staff have eagerly adopted the peer coaching model to examine their practice and have accepted that their professional development directly contributes to what students are learning in their classes. Through cross faculty teams, staff collaborate and examine student performance data to create integrated learning projects that suit the needs of all students. In 2013, staff will commence with lesson study action research to examine the effectiveness of teaching practice to suit the needs of the students.

The staffing allocation consists of 50.6 teachers including executive, 1.0 English as a Second Language (ESL) teacher, 2.8 Learning and Support Teachers (LAST), a librarian, careers advisor, counsellor and a Support Unit. There are 3 additional staff funded by equity programs. 80% of executive staff have been in their positions for less than three years and 50% have been at GBHS for less than three years. Over 50% of the staff are in their first three years at GBHS and 30% of staff are classified as beginning or early career teachers. For 2013, the school has a 0.5 allocation for Head Teacher Mentor. The Head Teacher Mentor is also based at Auburn Girls High School.

The school is committed to providing a safe and challenging learning environment within which values of academic achievement, equity, respect, safety and citizenship are actively promoted. The school is strongly committed to promoting effective community partnerships and community, parents and caregivers are very supportive of the school and its policies and practices.

In 2014, the school will become partially academically selective accepting 30 students into Year 7 in that year. These students will sit for the NSW Selective High Schools test in 2013. An enrichment class for Year 7 students commenced in 2012.

An innovative music and dance program, introduced in 2011, forms the basis of research as a vehicle for school change. This research is conducted in association with academics from the University of Western Sydney.

The major focus areas for 2013 are as follows: 1) raise academic achievement through innovative learning programs that incorporate literacy, numeracy and Information Communication Technology strategies; 2) develop a whole school ethos which focuses on Quality Teaching and Learning to increase student learning outcomes; 3) strengthen the leadership and management of the school staff and executive to increase staff capacity to manage change and diversity.
Section 3: Methodology

In conducting the National Partnership evaluation, the following phases were followed to draw conclusions, make recommendations and develop strategies linked to the six Reforms of the Low SES School Communities National Partnership.

1. Collecting data
2. Analysing data
3. Communicating findings, recommendations and strategies.

Data gathered included:

- Parent focus groups
- Student focus groups
- Individual interviews with Principal
- TLSI evaluation
- HSC, SC and NAPLAN analysis
- Suspension/Expulsion data 2008-2011
- Teacher surveys
- Student surveys
- Lesson observations
- Transition/VET data
- Staff conference evaluation
- School development day evaluation