Introduction

The Annual Report for 2018 is provided to the community of Girraween High School as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mr Leigh Crangle
Principal

School contact details

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Girraween, 2145
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girraween-h.school@det.nsw.edu.au
9636 7293
**School background**

**School vision statement**

We are committed to developing future focused learning skills in young people through a challenging and differentiated learning environment. Students come to our school with enormous potential and leave as resilient, lifelong learners prepared for tertiary study and the world of work.

We strive for exceptional academic results driven by breadth and depth of curriculum designed for students who aspire to achieve in their academic, sporting and leadership pursuits.

**School context**

Girraween High School (760 students, 93% from a non–English speaking background) is a fully academically selective, coeducational school located in Western Sydney. Student wellbeing and academic excellence are fostered through a comprehensive approach to positive education through our RAW (Resilience, Achievement, Wellbeing) Model. The curriculum focuses on high expectations of student academic achievement. Student and staff leadership opportunities are promoted in a supportive environment.

Our core values – Aspire, Respect and Unite – permeate our school community. Co–curricular activities including music, arts, debating, STEM and sports ensure high levels of student engagement. Dedicated staff provide learning experiences to meet the cognitive and affective needs of gifted students. School culture ensures the positive partnership of the community in school life.

**Self-assessment and school achievement**

**Self-assessment using the School Excellence Framework**

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

**Progress Achieved in the Domain of Learning:** Within this domain Girraween High School has been Sustaining & Growing. The school has demonstrated well–developed and current policies designed to monitor student learning needs. There is a strong focus on student wellbeing, providing students with the opportunity to connect, succeed and thrive. Teachers are continually developing their practices in curriculum differentiation to cater for the learning needs of our gifted and talented students. Parents are partners in learning through the provision of a variety of information nights and cultural opportunities. Students have a wide variety of extra–curricular programs to engage with as well as external competitions. The collection and analysis of data informs curriculum delivery and the school has a clear focus on improving student outcomes.

**Progress Achieved in the Domain of Teaching:** Within this domain Girraween High School has been Excelling as well as Sustaining & Growing. Performance data is regularly used to evaluate the effectiveness of teaching practice and to inform future school directions. Individual students are provided with learning plans to ensure they are achieving to their potential. Teachers clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining their teaching directions. Mentoring also fosters teaching and leadership practice. Collaboration between staff is a priority and there are embedded systems to identify teacher expertise in order to ensure improvement in student learning outcomes and teaching practice. Accreditation processes are underway and ensure that teachers are committed to their ongoing professional learning as members of the teaching profession.

**Progress Achieved in the Domain of Teaching:** Within this domain Girraween High School has been Sustaining & Growing. Performance data is regularly used to evaluate the effectiveness of teaching practice and to inform future school directions. Individual students are provided with learning plans to ensure they are achieving to their potential. Teachers clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining their teaching directions. Mentoring also fosters teaching and leadership practice. Collaboration between staff is a priority and there are embedded systems to identify teacher expertise in order to ensure improvement in student learning outcomes and teaching practice. Accreditation processes are underway and ensure that teachers are committed to their ongoing professional learning as members of the teaching profession.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the
delivery of education to our students.

For more information about the School Excellence Framework:

Purpose

Curriculum and assessment is dynamic and inspires excellence in gifted and talented students.

The school nurtures students in achieving their full academic potential. Our students are hard–working, creative, higher order thinkers who are aspirational in their pursuit of excellence in lifelong learning.

Overall summary of progress

The Executive team reflected upon the progress made meeting the 2018 milestones and consulted with the key program leaders within the school. 2018 progress has included:

- HSC SCOUT and RAP data was analysed at Staff Development Days to enable staff to monitor student achievement and to identify skill gaps for improvement in the 2019 HSC. This is seven Registered Hours of Professional Learning with NESA.
- Regular Executive, Staff, Faculty and Professional Learning Committee meetings focused on data driven practice.
- English, Science, History, TAS and PDHPE staff undertook professional learning around new Yr 11 & 12 curricula.
- HSC and Preliminary Course monitoring takes place multiple times each year.
- Internal and external student assessment data is used regularly to monitor student progress and to identify areas for improvement.
- 100 hour iSTEM Course was offered to invited Year 10 students to compliment our accelerated science program.
- Publication of extra–curricular program booklet which outlines numerous opportunities for students across all year groups.
- All teachers undertook online Disability Standards training with ANU to tailor support for individual students.
- Student survey conducted regarding Assessment & Feedback.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>The majority of subjects demonstrate continued improvement in the 5 year average for HSC results. NAPLAN data shows an improvement to 60% of students achieving in the top two NAPLAN bands in Writing.</td>
<td>$23000</td>
<td>In 2018, 10/19 subjects achieved above the 5 year School Average for HSC results. 60% of students in Yr 9 achieved in the top two Bands in writing compared to 50% in 2017.</td>
</tr>
<tr>
<td>Gifted and talented education strategies are more evident within faculties via differentiated programs, enrichment activities and extra curricular opportunities. This creates a more diverse range of opportunities across the school for students to develop giftedness.</td>
<td>$9000</td>
<td>Extra curricular opportunities are more widely advertised and are published on the school website. Continued use of Guided Inquiry as an information literacy strategy across the HSIE and Science Faculties. Evidence of differentiation in teaching and learning programs. 100 hour iSTEM Elective course commences. Seven Year 11 Students completed the Certificate III in Remote Pilot Aviation.</td>
</tr>
<tr>
<td>Greater than 90% of students are able to demonstrate minimum</td>
<td>$15000</td>
<td>91% of Yr 9 achieved a Band 8 or higher in Writing.</td>
</tr>
</tbody>
</table>
Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>standards in Year 9 NAPLAN Reading, Writing and Numeracy.</td>
<td></td>
<td>97% of Yr 9 achieved a Band 8 or higher in Reading.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100% of Yr 9 achieved a Band 9 or higher in Numeracy.</td>
</tr>
</tbody>
</table>

Next Steps

Steps to be undertaken in 2019 include:

- Continual reflection by staff on assessment processes for 2019/2020 Assessment Booklets.
- Integration of recommended best practice feedback strategies within faculties.
- Creation of Head Teacher High Potential Learners position. This position will include direct work with faculty Head Teachers to ensure differentiation and literacy strategies are continually embedded in teaching and learning programs.
- Implementation of new DoE Gifted & Talented Policy.
- Investigation of mini COGE (Certificate of Gifted Education) for some GHS staff.
Strategic Direction 2

Innovative, Collaborative Teaching Practice

Purpose

Innovative, collaborative and reflective teaching based on best practice to promote and inspire active student learning.

The school fosters an environment where students are actively engaged through innovative teaching practices. Staff continually reflect upon and refine their teaching methods to maximise student achievement. By promoting a future focused culture that fosters curiosity, mastery of skills and the ability to overcome challenges, we inspire individuals to explore and develop their gifts and talents.

Overall summary of progress

The Executive team reflected upon the progress made meeting the 2018 milestones and consulted with the key program leaders within the school. 2018 progress has included:

- Continuation of the Head Teacher, Teaching and Learning position using school funds. All staff were supported in their professional learning requirements throughout 2018 including the transition of all staff to the NESA Accreditation system.
- Senior Study and two classrooms were refurbished as a future focussed learning spaces.
- Ongoing improvements to the quality learning environment of the school. This has included technology upgrades such as mounted data projectors in the vast majority of learning spaces and all staff now have access to their own DoE laptop. External areas of the school have also been improved for use by students.
- Continued detailed analysis of staff PDPs and tracking of targeted professional learning to meet their PDP goals.
- Ongoing programming and implementation of new syllabuses.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analysis of PL Budget expenditure reveals that funds across the school and in line with school priorities and individual PDP goals. This enables all staff to maintain accreditation and engage in professional growth.</td>
<td>$30000</td>
<td>Head Teacher Teaching and Learning tracks all Professional Learning expenditure. Staff are regularly made aware of expenditure of PL funds across the school. Staff trained in maintaining accreditation at Proficient. This included logging hours of professional learning as evidence.</td>
</tr>
<tr>
<td>• A greater number of learning spaces throughout the school are future focussed (embedded technology, flexible furniture, spaces for collaborative learning) which used to support pedagogy.</td>
<td>$100,000</td>
<td>The vast majority of learning spaces in the school now include data projectors. All teachers equipped with laptops to support teaching and learning. Renovation of Room 41 complete and in use as student study. Purchasing of flexible student furniture across multiple learning areas to enhance opportunities for collaborative learning. Specifically, new furniture has been purchased for the Library, Room 40, Room 25 and the Visual Arts Room.</td>
</tr>
<tr>
<td>• Teaching &amp; learning programs and assessment tasks show evidence of revisions based on analysis of internal/external data and professional dialogues.</td>
<td>$10000</td>
<td>All staff undertake detailed HSC RAP Data analysis at the conclusion of the year. This allows for professional dialogue to take place and regarding overall student performance. Staff aware of the evidence requirements of NESA</td>
</tr>
</tbody>
</table>
## Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teaching &amp; learning programs and assessment tasks show evidence of revisions based on analysis of internal/external data and professional dialogues.</td>
<td>registration and External Validation processeses. Staff provided with opportunities for faculty planning days for development of teaching and learning programs and assessment tasks.</td>
<td>Staff provided with opportunities for faculty planning days for development of teaching and learning programs and assessment tasks.</td>
</tr>
</tbody>
</table>

## Next Steps

Steps to be undertaken in 2019 include:

- Joint funding grant application to be submitted for construction of potential outdoor collaborative learning space.
- Professional learning afternoons to be offered for targeted staff ICT training.
- Teachers conduct lesson observations both within and outside of their faculty area.
- Combined Staff Development Day to be held for high schools across the Girraween Network of schools.
- Faculties continue to refine scope and sequence, assessments, resources and programs for new syllabuses.
- Tracking performance of Year 12 cohort mid-way through courses.
- Staff undertake HSC Marking process with NESA and lead HSC marking feedback sessions for other staff.
- Students to be trained on strategies to better manage their time during examinations.
Strategic Direction 3

Positive Community

Purpose

*Students and staff are engaged within a positive learning community that provides opportunities for individual and collective growth.*

Our school community promotes the wellbeing and resilience of staff and students as key factors in the achievement of an holistic education. Through implementation of the Positive Education Model which is underpinned by our Core Values (Aspire, Respect and Unite), we nurture and build global citizens who contribute meaningfully to the wider community.

Overall summary of progress

The Executive team reflected upon the progress made meeting the 2018 milestones and consulted with the key program leaders within the school. 2018 progress has included:

- Finalisation of Girraween High School Positive Education Model (RAW Model) and presenting it to staff and students.
- Continued identification of underachievers and construction of Individual Learning Plans (ILPs).
- Development and implementation of the Vertical Mentoring Program.
- Development and enhancing of links with a number of other schools in the areas of curriculum, co-curricular activities including STEM and student wellbeing.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students and staff can articulate the key features of the Positive Education Model.</td>
<td>$10000</td>
<td>Positive Education Model has been renewed and presented to staff and students. Students have discussed the RAW model in depth at Vertical Mentoring Sessions. Visual representations of the RAW model are to be displayed in learning spaces across the school.</td>
</tr>
<tr>
<td>Wellbeing Team data shows early detection and successful management of wellbeing concerns in Years 7–10.</td>
<td>$15000</td>
<td>Wellbeing concerns are proactively discussed at weekly Wellbeing Team meetings. Involvement of the school counsellor, Year Advisers and Learning and Support Teacher in addressing wellbeing concerns in Years 7–10. Student wellbeing concerns are effectively tracked using the Sentral Wellbeing Module.</td>
</tr>
</tbody>
</table>
| Clearly defined processes to identify students at risk during the transition to high school. | $18000 | Targeted programs to support transition to high school have included:  
  - Peer Support  
  - Vertical Mentoring  
  - Positive Education Model  
  - Wellbeing Lessons  
  - Early identification of Year 6 Advisor to liaise with primary schools. |
| Increased number of staff and students working collaboratively with other schools to increase PL and student learning opportunities. | $1000 | Throughout 2018, staff from GHS worked collaboratively with staff from Pendle Hill HS, St Marys Senior HS. Multiple network meetings were held at the school including Physics and Extension Science. |
Next Steps

Steps to be undertaken in 2019 include:

- Continuous development of strategies to support the RAW Model of Positive Education.
- Creation of Head Teacher High Potential Learners position aimed at improving pedagogy specific to twice exceptional and gifted & talented students.
- Maintaining links with our community of schools. This includes providing regional support to the Extension Science and Physics Networks.
- Combined Staff Development Day to be held for high schools across the Girraween Network of schools.
- Continuation of international links including the Hisai High School sister school relationship and Maebashi community of schools.
- Students to undertake wellbeing survey with an evaluation of the results by the Wellbeing Team.
- Refinement of Year 12 Mentoring Program.
<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Resources (annual)</th>
<th>Impact achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language proficiency</td>
<td>$12660</td>
<td>This fund was expended upon relief time to address Literacy and Numeracy strategies, especially to provide whole school professional learning in NAPLAN Writing. Students at risk of not meeting minimum standards underwent an intensive NAPLAN booster withdrawal program to support skills development in both narrative and persuasive writing forms. This program was successful in increasing student value added results. These funds are also used to create and support additional classes in Years 10–12 English which reduces class sizes allowing for more individual support. Staff training was undertaken on Best Start for future implementation. English staff also undertook Literacy Progressions training.</td>
</tr>
<tr>
<td>Low level adjustment for disability</td>
<td>$76348</td>
<td>This fund was expended upon the employment of a Learning and Support Teacher (LaST) three days per week. The LaST worked with specific students both on withdrawal and team teaching within the classroom. The LaST reports back to the Wellbeing Team weekly. Professional learning for staff on modification of tasks to support students with disabilities was also an important component. Individual Learning Plans (ILPs) that included specific teaching strategies were also developed and staff access was made easier.</td>
</tr>
<tr>
<td>Socio–economic background</td>
<td>$8490</td>
<td>This fund was expended upon: external experts engaging with Years 7, 9 and 12 students and their parents to promote the importance of wellbeing and a balanced approach to education, including healthy sleep patterns, coping with stress and effective study skills. Additionally, these funds supported students from low–socioeconomic backgrounds accessing a diverse curriculum including extra–curricular activities that have substantial costs.</td>
</tr>
</tbody>
</table>
## Student information

### Student enrolment profile

<table>
<thead>
<tr>
<th>Students</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>399</td>
<td>428</td>
<td>427</td>
<td>437</td>
</tr>
<tr>
<td>Girls</td>
<td>360</td>
<td>332</td>
<td>330</td>
<td>318</td>
</tr>
</tbody>
</table>

### Student attendance profile

#### School

<table>
<thead>
<tr>
<th>Year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>98.1</td>
<td>97.5</td>
<td>97.9</td>
<td>97.7</td>
</tr>
<tr>
<td>8</td>
<td>96.5</td>
<td>97.4</td>
<td>96.1</td>
<td>96.4</td>
</tr>
<tr>
<td>9</td>
<td>96</td>
<td>96.9</td>
<td>97.2</td>
<td>95.8</td>
</tr>
<tr>
<td>10</td>
<td>96.9</td>
<td>95.9</td>
<td>96.3</td>
<td>96.8</td>
</tr>
<tr>
<td>11</td>
<td>97</td>
<td>97.6</td>
<td>96.3</td>
<td>96.7</td>
</tr>
<tr>
<td>12</td>
<td>97.7</td>
<td>97.9</td>
<td>96.6</td>
<td>97.2</td>
</tr>
<tr>
<td>All Years</td>
<td>97</td>
<td>97.2</td>
<td>96.7</td>
<td>96.8</td>
</tr>
</tbody>
</table>

#### State DoE

<table>
<thead>
<tr>
<th>Year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>92.7</td>
<td>92.8</td>
<td>92.7</td>
<td>91.8</td>
</tr>
<tr>
<td>8</td>
<td>90.6</td>
<td>90.5</td>
<td>90.5</td>
<td>89.3</td>
</tr>
<tr>
<td>9</td>
<td>89.3</td>
<td>89.1</td>
<td>89.1</td>
<td>87.7</td>
</tr>
<tr>
<td>10</td>
<td>87.7</td>
<td>87.6</td>
<td>87.3</td>
<td>86.1</td>
</tr>
<tr>
<td>11</td>
<td>88.2</td>
<td>88.2</td>
<td>88.2</td>
<td>86.6</td>
</tr>
<tr>
<td>12</td>
<td>89.9</td>
<td>90.1</td>
<td>90.1</td>
<td>89</td>
</tr>
<tr>
<td>All Years</td>
<td>89.7</td>
<td>89.7</td>
<td>89.6</td>
<td>88.4</td>
</tr>
</tbody>
</table>

### Management of non-attendance

Student attendance is monitored via Sentral which generates daily SMS to parents if their child is absent. Parents can also see their child's attendance via the Parent Portal. The Head Teacher Welfare, Deputy Principals and HSLO all monitor any student whose attendance is of concern.

## Post-school destinations

<table>
<thead>
<tr>
<th>Proportion of students moving into post-school education, training or employment</th>
<th>Year 10 %</th>
<th>Year 11 %</th>
<th>Year 12 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeking Employment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Employment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>University Entry</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Year 12 students undertaking vocational or trade training

No students undertook vocational or trade training in 2018.

### Year 12 students attaining HSC or equivalent vocational education qualification

100% of Students from Girraween High School are focused on entry to tertiary institutions. All students who applied for university entrance received either early offers in November or December and/or in the main round offers of a place in a university course. Universities included: Australian National University, Australian Catholic University, Australian National University, Griffith University, James Cook University, La Trobe University, Macquarie University, University Of Adelaide, University Of Newcastle, University of New South Wales, University of Sydney, University of Technology Sydney and Western Sydney University. Around 60% of Students are undertaking combined degrees with 13% of our students accepting elite and prestigious scholarships, while 2% were offered cadetships.

## Workforce information
### Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>41.3</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administration and Support Staff</td>
<td>10.68</td>
</tr>
<tr>
<td>Other Positions</td>
<td>1</td>
</tr>
</tbody>
</table>

*Full Time Equivalent

The Aboriginal composition of the school workforce is two teachers.

### Teacher qualifications

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

### Teacher qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>30</td>
</tr>
</tbody>
</table>

### Professional learning and teacher accreditation

All staff, including school administrative and support staff, actively participated in a broad range of professional learning experiences in 2018. The professional learning priority areas for the school's teaching staff included new syllabi, differentiation strategies and a continued focus to develop quality teaching strategies for gifted and talented education. These priority areas were then linked to the school's three strategic directions: *Learning culture; Innovative, collaborative teaching practice;* and *Positive community.* Professional learning was undertaken in a variety of forums including School Development Days, scheduled Monday afternoon Professional Learning Meetings, Faculty Meetings and at external courses and conferences. All staff members were supported in their professional learning endeavours including permanent, temporary and casual staff. A Professional Learning Committee, with representatives from multiple faculty areas, devised and evaluated professional learning activities regularly throughout the year. Five Staff Development Days were conducted during 2018, including two days of HSC RAP Data Analysis which consisted of NESA Registered Hours. PL areas covered in 2018 included:

- Students with Specific Medical Needs (EDMED)
- Know students and how they learn
- PDPs and best practice for lesson observations.
- LMBR and SAP Finance
- Faculty based HSC results analysis using themes (RAP)
- Faculty specific programming and planning
- ICT Training
- Compliance training including Mandatory Child Protection, Anaphylaxis and CPR.
- External specific courses designed to support the implementation of the new syllabi across a range of faculty areas
- Wellbeing conferences to support the wellbeing and implementation of the Positive Education Model

The Executive Conference focussed on the Incident Management Exercise (IMEX) which simulates an emergency scenario, revising the Yr 12 Assessments to align with NESA changes and looked at the results of the assessment feedback survey.

There are two teachers working towards NESA accreditation.

### Beginning Teachers

Beginning Teacher Funding has ensured that beginning teachers at Girraween High School continue to be supported in developing their expertise and professional practice. This funding has been channelled into a range of professional learning activities, including faculty professional learning and programming days, teaching resources, release time for accreditation support, mentoring, and attendance at subject specific conferences. Specific examples included the annual PD/H/PE Teacher's Conference and professional association days, Beginning Teacher Workshop conferences, as well as various teaching and learning resources including reference books. Beginning Teachers were also well supported in the accreditation process to write collate their evidence and write their annotations for their evidence portfolio.

### Financial information

#### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.
Girraween High School follows rigorous financial practices and governance structures which meet Departmental and legislative requirements in administering funds across the school throughout 2018. The Principal plans and implements an annual school budget that:

- Managing the School: Plans to maximise the operation of the school within available physical and financial resources.
- Ensures appropriate application of existing resources to identified areas of need including school buildings and grounds.
- Identifies and addresses occupational health and safety issues.
- Maintains appropriate records in accordance with Audit requirements.

The school’s finances are overseen by a committee who oversee budget applications, determine the scope of projects and monitor spending. A significant amount of money was directed towards upgrading the school grounds, updating student toilets, student changerooms and making variations to the integration works. The school used Equity Funding to support student learning by employing a LaST, provide staff relief to run literacy programs and provide financial support to students.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school’s financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 Girraween High School undertook the paper test.

Year 7 literacy is consistent with long term averages whilst Year 9 shows improvement in writing but a decrease in some other areas.
Year 7 & 9 Numeracy continues to be extremely high.

**Year 9 Reading**

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
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<td>15.0</td>
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<td>School avg 2016-2018</td>
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<td>0</td>
<td>1.7</td>
<td>15</td>
<td>48.3</td>
<td>35</td>
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</table>

**Year 9 Grammar & Punctuation**

<table>
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<th>6</th>
<th>7</th>
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</thead>
<tbody>
<tr>
<td>% of students</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>1.7</td>
<td>98.3</td>
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</table>
The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au to access the school data.

GHS has no students who identify as Aboriginal.

**Higher School Certificate (HSC)**

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).
Subject highlights:

- 4/10 (40%) of students in Ancient History scored a Band 6.
- 31/60 (52%) of students in Biology scored a Band 6.
- 15/31 (49%) of students in Business Studies scored a Band 6.
- 10/21 (48%) of students in Legal Studies scored a Band 6.
- 51/83 (61%) of students in Mathematics scored a Band 6.
- 45/111 (41%) of students in Mathematics Ext 1 scored an E4.
- 8/10 (80%) of students in History Ext scored an E4.
- 10/11 (91%) of students in Music scored a Band 6.
- 3/4 (75%) of students in Senior Science scored a Band 6.
- 2/4 (50%) of students in Japanese Beginners scored a Band 6.
- 2/4 (50%) of students in Japanese Continuers scored a Band 6.
• 2/3 (66%) of students in Japanese Ext scored an E4.

Parent/caregiver, student, teacher satisfaction

In 2018, our key focus was on student satisfaction. Student satisfaction was largely gauged through the Assessment and Feedback Survey, undertaken by students from all year groups in Term 2. Students were asked to rank the quality of feedback and types of feedback they valued most.

Stage 4 Key Findings:
• In Stage 4, 58% of students found the feedback provided across all courses to be either useful or very useful.
• In Stage 4, the most valued feedback was corrections and comments made by the teacher where the error was made. Students also valued a detailed marking guideline showing individual marks for each section of the task.
• In Stage 4, students did not value peer marking or peer feedback on tasks.
• In Stage 4, 82% of students reported that they considered feedback other than their mark to be either useful or very useful.

Stage 5 Key Findings:
• In Stage 5, 59% of students found the feedback provided across all courses to be either useful or very useful.
• In Stage 5, the most valued feedback was corrections and comments made by the teacher where the error was made. Students also valued a detailed marking guideline showing individual marks for each section of the task.
• Stage 5 students valued benchmarking of different levels of response.
• In Stage 5, students did not value peer marking or peer feedback on tasks. Students did not value feedback delivered in a seminar learning environment.
• In Stage 5, 73% of students reported that they considered feedback other than their mark to be either useful or very useful.

Stage 6 Key Findings:
• In data gathered from Stage 6 students, feedback from the English and HSIE faculties was deemed to be particularly valuable.
• In Stage 6, 90% of students valued corrections and comments where the error was made along with teacher comments and benchmarking.
• In Stage 6, students did not value peer feedback or seminar style feedback.
• In Stage 6, 77% of students valued feedback other than their mark.

**NB. Some Stage 6 subjects had a small sample size and it was therefore difficult to draw valid conclusions.

The findings mentioned above have informed changes made to assessment at Girraween High School. Changes include:

• All faculties have reduced the number of assessment tasks in line with NESA requirements for Years 11 and 12. Similar guidelines have been implemented in Years 7–10 (a maximum of 4 assessment tasks). This has significantly reduced the number of tasks in some subjects which will allow teachers greater time to give more in depth and personalised feedback.
• 2019 Assessment Booklets will be modified to include a greater explanation of each assessment task and its requirements. This will ensure that both students and parents will have a more detailed understanding of assessment requirements and what is expected in each task.

Policy requirements

Aboriginal education

GHS continues to promote indigenous cultural awareness by incorporating Aboriginal perspectives into teaching and Learning programs across all KLAs. At our annual Multicultural Day, Aboriginal and Torres Strait Islander culture is included as a significant part of the formal proceedings. NAIDOC Week and Reconciliation Week are promoted and celebrated within our school.

Multicultural and anti-racism education

One of the greatest assets of Girraween High School is the cultural diversity of students and staff, with 93% of students having a language background other than English, coming from 39 different language groups. Cultural significance is an important element of the Quality Teaching Model and is embedded in teaching and learning strategies. Respect for all cultures plays an integral part in the School Wellbeing Program, underpinning the School's Anti–Racism and Anti–Bullying Programs. GHS Spirit Week culminates with Multicultural Day which is always a highlight and commenced with a whole–school Flag Parade, which saw students parade through the MPC with a large number of national flags. Activities held on the day included a multicultural talent show, multicultural food stalls and a multicultural trivia quiz, which were all wonderful successes.