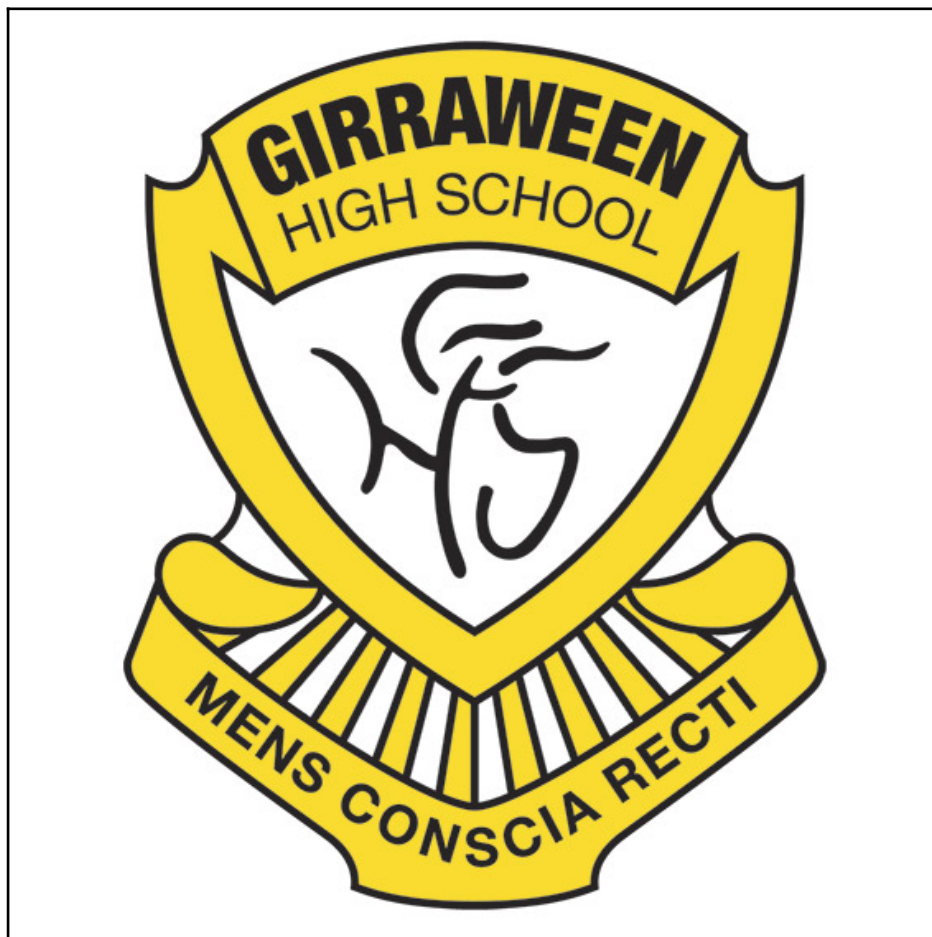


Girraween High School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

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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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Learning Culture

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.

Improvement Measures

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.

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.

Greater than 90% of students are able to demonstrate minimum standards in Year 9 NAPLAN Reading, Writing and Numeracy.

Progress towards achieving improvement measures

Process 1: Data Analysis

- All teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (L.S)

Evaluation	Funds Expended (Resources)
<p>All staff are actively engaged in analysing both internal and external student data such as HSC, NAPLAN and assessment tasks. Staff collaboratively evaluate and make modifications to teaching & learning programs based upon sound data analysis. This data is also used to inform future school planning.</p> <p>GHS has led professional learning across our community of schools in regards to analysis of student HSC data and these practices are implemented with contextual modifications.</p>	<p>Staff spend time to conduct data analysis during faculty & staff meetings, Staff Development Days (SDD), and informal discussions. The last two Staff Development Days of the year are focused upon detailed HSC analysis and provide staff with seven registered hours of professional learning with NESA.</p>

Process 2: Identification of and Support for Students

- Identified students have support which is tailored to their learning needs with a focus upon writing. This is to enable students to demonstrate growth for NAPLAN and the HSC. (L.A)

Evaluation	Funds Expended (Resources)
<p>Targeted staff have undertaken extensive professional learning to support students with individual needs. These focussed upon students with complex medical and/or wellbeing needs and/or learning adjustments to enable these students to engage successfully with the curriculum and become active members of the GHS learning community.</p> <p>HT High Potential Learners (HT HPL) developed Individual Learning Plans which were communicated with staff via small groups sessions and then implemented in the classroom.</p> <p>Additionally, staff have been engaged in PL including Accidental Counsellor, Mental Health First Aid and NCCD requirements.</p> <p>In order for staff to provide quality, timely and meaningful feedback for students, external invigilators were hired to supervise Trial HSC Examinations.</p>	<p>\$33,937 for funding the HT HPL position as above CRT costs.</p> <p>\$9,000 for external invigilators supervising Trial HSC Exams</p> <p>\$1300 for staff attendance at Mental Health First Aid course</p> <p>\$5725 for staff attendance at Accidental Counsellor course</p>

Progress towards achieving improvement measures

The creation of the HT High Potential Learners position is a two year strategy designed to improve our systems and process in supporting student learning in a selective school context. This will continue in 2020 with a focus on the new DoE High Potential Learners Policy.

Teaching staff have modified teaching and learning practices and collaborated with learning support staff to effectively cater for students with individual learning needs.

HTs presented examples of strategies used within their KLA demonstrating quality assessment feedback at Executive level. This was to ensure a consistent high standard of feedback is provided across all faculties approach across all faculties. HTs found this valuable as they were able to gain a shared understanding of quality feedback and additional strategies that could be implemented.

Process 3: Gifted and Talented Curriculum

- Faculties model and share expertise in engaging gifted and talented students through a dynamic curriculum including STEM.

Evaluation	Funds Expended (Resources)
<p>The launch by the DoE of PL around the new High Potential Learners Policy was pushed back until 2020 which has delayed the implementation this policy at GHS. All staff have become familiar with the key changes and focus areas within this policy.</p> <p>In the area of Gift & Talented curriculum GHS has developed a 4 year implementation period of the UNSW MMini-COGE (Certificate of Gifted Education) where all staff members are expected to complete this accreditation. GHS also hosted teachers from two other local selective schools to enable them to have access to this program. In 2019, 18 staff completed this course and presented new strategies to their colleagues regarding differentiation for Gifted and twice exceptional students in faculty Teaching & Learning programs.</p> <p>Guided inquiry has continued to be a popular method of instruction in some faculties at GHS, promoting information literacy skills within our students.</p> <p>Staff found the Mini-COGE training valuable and as a result have a greater skill set in leading differentiation within their faculties. Modifications to teaching programs to further engage GAT students were evident. Approximately 20 staff will undertake this training in 2020 to continue the momentum of ensuring a dynamic and differentiated curriculum for our students.</p> <p>Modern History students were the first cohort to have taken their Guided Inquiry skills to HSC level and 89% of students achieved a Band 5 or 6. In Stage 4 students have become adept at evaluating sources and engage in higher order thinking.</p>	<p>\$14868 for Mini-COGE professional learning</p> <p>\$2790 for Guided Inquiry professional learning</p> <p>\$1000 for professional learning on High Potential Learners Policy</p>

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.

Improvement Measures

- Analysis of PL Budget expenditure reveals that funds across the school are in line with school priorities and individual PDP goals. This enables all staff to maintain accreditation and engage in professional growth.

- 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.

- Teaching & learning programs and assessment tasks show evidence of revisions based on analysis of internal/external data and professional dialogues.

Progress towards achieving improvement measures

Process 1: Integration of future focused learning strategies

- Professional Development focused on current pedagogical research, classroom observation protocols and ICT based teaching and learning strategies. Quality learning environments underpin our learning culture. (Ld.SR)

Evaluation	Funds Expended (Resources)
The school's facilities continue to be improved with many classrooms being re-carpeted and/or new blinds being installed. The music performance spaces were renovated and an outdoor classroom created. The joint funding application for an outdoor performance space has been approved but is awaiting the DoE to allocate funds.	\$17,000 blinds \$28,000 carpet \$12,000 music practice room refurbishment
The before/after school IT drop-in sessions were unsuccessful as teacher attendance was spasmodic due to the high demands on their time.	\$4254 IT Training
The Year 12 Independent Learning Area (Senior Study) was expanded to include a shaded outdoor area. These spaces allow Year 12 students to work collaboratively during study periods.	
Improvements of both classrooms and the playground will continue following a mix of major/special projects and a cycle of funding for enhancing the school learning environment.	
The IT training model was adjusted to a more formal staff training program and covered software such as Adobe Spark, Google Suite and SchoolBytes whilst 1:1 training on other software was provided on request/ needs basis.	

Process 2: PDPs and Accreditation

- Teaching and non teaching staff proactively seek to improve performance so that students are taught by high performing teachers. This is supported through accreditation and individual performance development plans. (Ld. E; T.L)

Evaluation	Funds Expended (Resources)
All staff participated in the Performance and Development (PDP) Cycle to set	\$33,937 for funding HT T&L position

Progress towards achieving improvement measures

goals aligned with the school plan, student needs and professional development and the Australian Professional Standards for Teachers. Peer observations are logged via Google forms in order to ensure staff are following school guidelines and the requirements of Accreditation.

HT T&L has regular meetings with staff moving through the accreditation and maintenance processes.

HT T&L and Senior Executive analyse staff PDPs annually to identify the main areas of staff PL needs. PL Expenditure is linked to the School Plan and staff PDPs. The HT T&L provides regular updates on PL undertaken by individual staff to ensure all staff are engaged in improving pedagogy and practice.

Staff are required to undertake a minimum of two lesson observations within the cycle and one of these must be from another KLA.

A future goal is to have a greater number of school based PL sessions registered with NESAs to assist staff in meeting accreditation requirements..

as above CRT costs.

\$48,462 – Staff Professional Learning expenditure total for 2019.

Process 3: Integration of New Syllabuses and Assessment Strategies for the new HSC

- Teachers collaborate to share curriculum knowledge, data and feedback as a systematic part of collaborative practice. School leadership provides support for the effective implementation of the new HSC Syllabi and assessment practices aligned to NESAs requirements. (L.C)

Evaluation	Funds Expended (Resources)
<p>Faculties with new syllabi for the HSC in 2019 or 2020 were provided with extra faculty days to collaboratively plan. In 2019 the G5 network (Girraween HS, Pendle Hill HS, Greystanes HS, Holroyd HS and Northmead CAPA HS) has a joint staff development day (SDD) with a focus on Stage 6 syllabi.</p> <p>Eighteen staff members applied for HSC marking in order to gain a deeper understanding of high Band 6 responses and the marking process.</p> <p>Monday meeting rotation had an extra scheduled compliance meeting to support staff in meeting HSC monitoring aligned to NESAs and DoE requirements.</p> <p>In the 2019 HSC there was a 6% improvement in the success rate of students achieving a Band 6 compared to course enrolment figures which was the best result since 2015.</p> <p>The Girraween Network G5 Staff Development Day was positively received with 75% of staff wanting it to continue and 23% were not opposed to a continuation. The SDD allowed across school collaboration by sharing teaching & learning programs, assessments and innovative pedagogy.</p> <p>HSC monitoring templates and compliance meeting model shared with neighbouring high schools to improve systematic collaborative practice.</p>	<p>\$41,500 for staff faculty programming days.</p> <p>\$1320 for G5 Girraween Network Staff Development Day</p>

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.

Improvement Measures

Students and staff can articulate the key features of the Positive Education Model.

Wellbeing Team data shows early detection and successful management of wellbeing concerns in Years 7–10.

Clearly defined processes to identify students at risk during the transition to high school.

Increased number of staff and students working collaboratively with other schools to increase PL and student learning opportunities.

Progress towards achieving improvement measures

Process 1: Positive Education Model

- Staff and students receive ongoing training and professional development for the implementation of the revised Positive Education Model within the school environment. (L.W)

Evaluation	Funds Expended (Resources)
<p>The Positive Education model was re–launched to staff students and the P&C in 2019. This new model focusses on the key areas of Achievement, Resilience and Wellbeing (RAW). The RAW model has featured in school classrooms, assemblies and vertical mentoring sessions.</p> <p>The Positive Education model heavily featured in Vertical Mentoring where a student from each year group was overseen by staff and prefects discussed wellbeing and/or school life.</p> <p>Staff, students and parents are aware that the RAW model provides a framework of Positive Education which underpins student wellbeing and achievement at GHS.</p> <p>Student feedback on vertical mentoring show that students see it as a valuable way of building links between year groups. Students could discuss what demands were facing older students and successful strategies they could adopt and follow. The ability to make connections between year groups helped to foster school spirit.</p>	<p>\$6000 – RAW model development</p>

Process 2: Wellbeing Programs

- Evaluate and refine student wellbeing programs in collaboration with student leaders and staff. Links are made between wellbeing programs and the curriculum. (L.W)

Evaluation	Funds Expended (Resources)
<p>The Year 12 Mentoring program was revised and enhanced based upon student feedback. Staff have a whole year online program with resources and suggested discussion topics when working with their mentees.</p> <p>The HT High Potential Learners (HT HPL) developed Independent Learning Plans (ILPs) in order to facilitate effective implementation of learning</p>	<p>\$10672 – additional counsellor day/fortnight</p> <p>\$21343 – additional LaST day/week</p> <p>\$2518 – engagement of SLSO</p>

Progress towards achieving improvement measures

adjustments across KLAs. An additional SLSO was engaged to work with Stage 4 & 5 students on areas such as organisation, study skills and time management. In addition, RAM equity funds were also used to additional counselling and LaST time to meet the needs of our students.

Staff feedback on the revised Year 12 Mentoring program which was implemented in Term 4 identified that a number of staff were undertaking more pastoral care rather than a mentoring program, providing advice to students on effective learning strategies.

The LaST, SLSO and additional counsellor time were effective improving additional wellbeing and/or learning support strategies for students. Many students demonstrated progress and were able to successfully continue their studies without additional support.

Staff effectively use school systems to record student wellbeing information to ensure students received appropriate support.

Process 3: Building a Community of Schools

- Staff actively engage and collaborate with staff in other schools to share and embed good practice. (T.L) (L.C)

Evaluation	Funds Expended (Resources)
<p>A focus in 2019 has been for staff to make links with other schools to enable staff to share and embed best practice in both wellbeing and teaching & learning. Staff have engaged in programs such as; hosting physics network meetings, Science Extension meetings and students from multiple schools undertaking Certificate III in Remote Pilot Aviation.</p> <p>To share expertise across all NSW Selective Schools, GHS initiated a database where Principals can access a list of all key staff such as HTs in their respective schools. This enables all HTs to have access to the names and contact details of other HTs in their KLA.</p> <p>Our sister school relationship with Hisai High School in Japan where their students visit Australia and GHS students spend time in Japan has been running for over twenty years.</p> <p>Quad Schools Tournament (James Ruse, Baulkham Hills, Penrith and Girraween HS) continues to be an integral part of the school's sporting calendar. In 2019 the planning for grade sport was finalised with GHS participating in the Hills Zone from 2020 onwards.</p> <p>Staff have effectively made links to both within our network and the wider selective school community. In 2020 these links will continue to grow and expand.</p> <p>Communication between selective schools has improved as staff are now easily able to identify and contact colleagues across these schools to seek advice and share resources.</p> <p>The move to Grade Sport in 2020 was positively received by students, parents and staff.</p>	<p>\$5000 – Hisai sister school program</p> <p>\$1320 – G5 Girraween Network Staff Development Day</p> <p>\$5000 – interschool visits</p> <p>\$500 – Hospitality</p> <p>\$2000 – Grade Sport planning and implementation</p>

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$6000 \$6125	<p>Teacher relief to support literacy strategies such as NAPLAN blitz and supporting student writing has resulted in a positive trend of less students in lower Bands.</p> <p>The employment of an SLSO to work with students 2 days/week has increased the number of students receiving support, resulting in fewer wellbeing referrals. Time span is too short to gauge impact.</p>
Low level adjustment for disability	\$33000 \$80000 \$8800	<p>A Head Teacher High Potential Learners (HT HPL) position has been created for two years to develop systems and structures within the school to support adjustments for students with learning needs. The HT HPL has created IEPs for students identified by the Wellbeing Team and has also worked within NESAs guidelines for disability provisions for school within school assessments and the HSC.</p> <p>A Learning and Support Teacher (LaST) has been engaged as a 0.6 (0.4 FTE & 0.2 supplement) to work with students requiring additional structured support both within the classroom and in a 1:1 withdrawal capacity.</p> <p>RAW (Resilience, Achievement, Wellbeing) model of Positive Education developed to provide a common language across the school including within the Vertical Mentoring program.</p>
Socio-economic background	\$9000	<p>RAM Equity funds were used to support students from low-socioeconomic background to provide <i>on the same basis</i> in accessing the curriculum and whole school activities.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	428	427	437	425
Girls	332	330	318	328

Student attendance profile

School				
Year	2016	2017	2018	2019
7	97.5	97.9	97.7	97.7
8	97.4	96.1	96.4	95
9	96.9	97.2	95.8	96.2
10	95.9	96.3	96.8	95.7
11	97.6	96.3	96.7	97.2
12	97.9	96.6	97.2	96.3
All Years	97.2	96.7	96.8	96.4
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	99
Other	0	0	1
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Girraween High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Girraween High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	39.3
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.68
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,669,674
Revenue	9,085,664
Appropriation	8,132,709
Sale of Goods and Services	33,304
Grants and contributions	901,342
Investment income	18,308
Expenses	-8,824,537
Employee related	-7,176,805
Operating expenses	-1,647,732
Surplus / deficit for the year	261,127

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	9,213
Equity Total	103,172
Equity - Aboriginal	0
Equity - Socio-economic	8,698
Equity - Language	13,617
Equity - Disability	80,857
Base Total	7,415,559
Base - Per Capita	177,340
Base - Location	0
Base - Other	7,238,219
Other Total	420,831
Grand Total	7,948,774

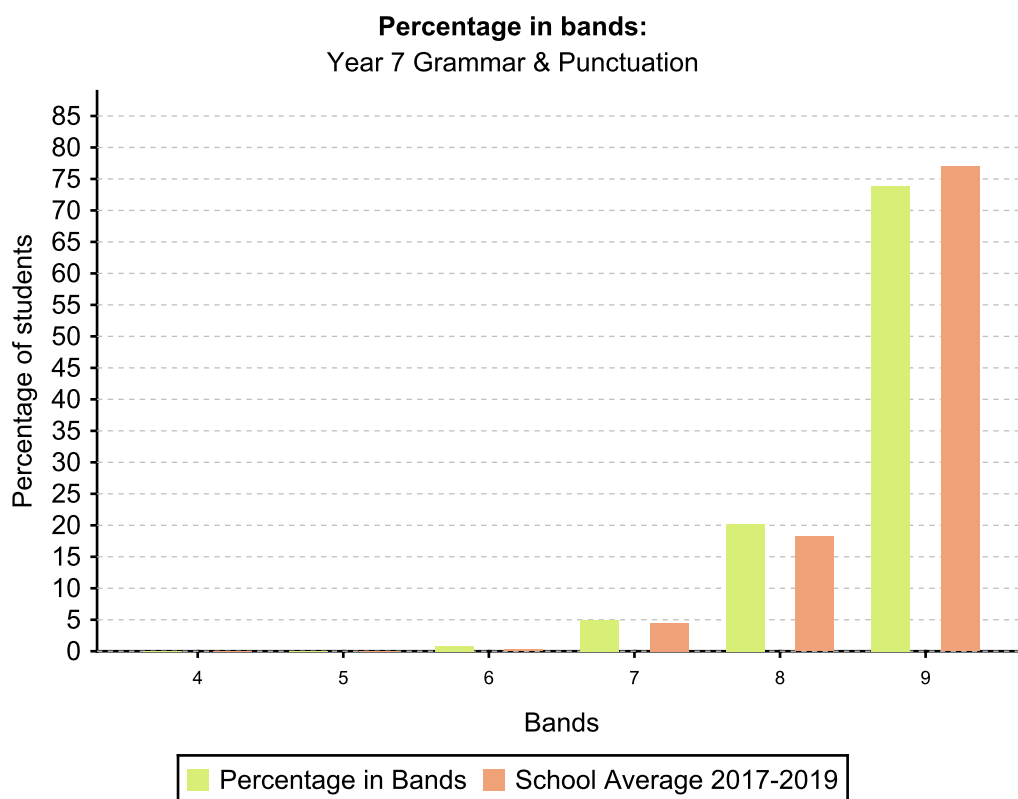
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School performance - NAPLAN

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.

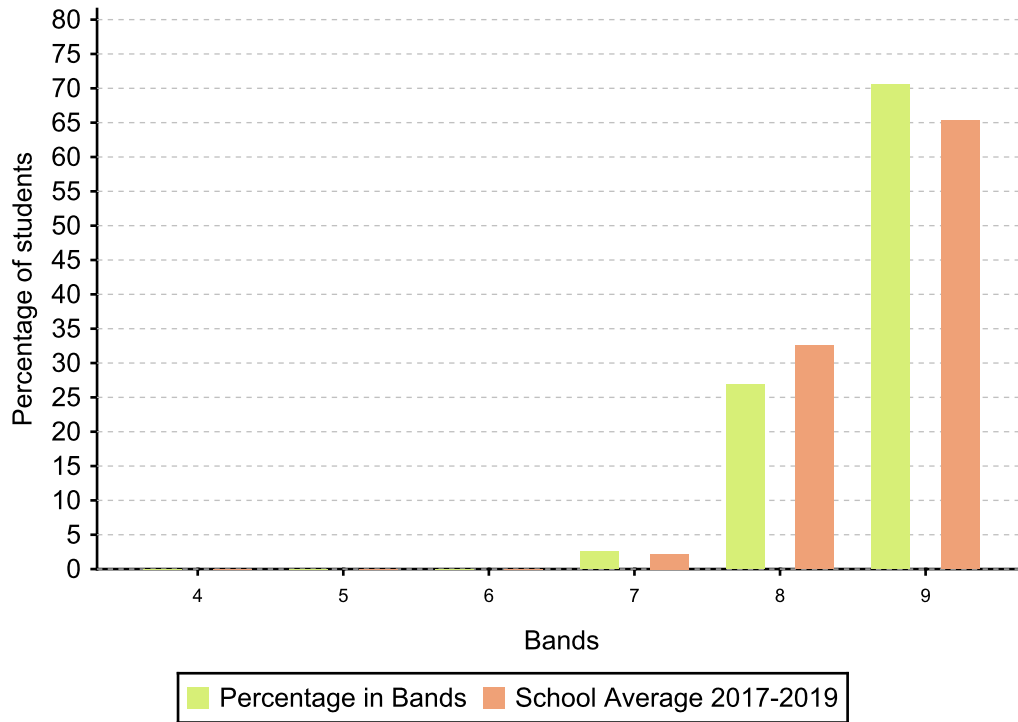
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



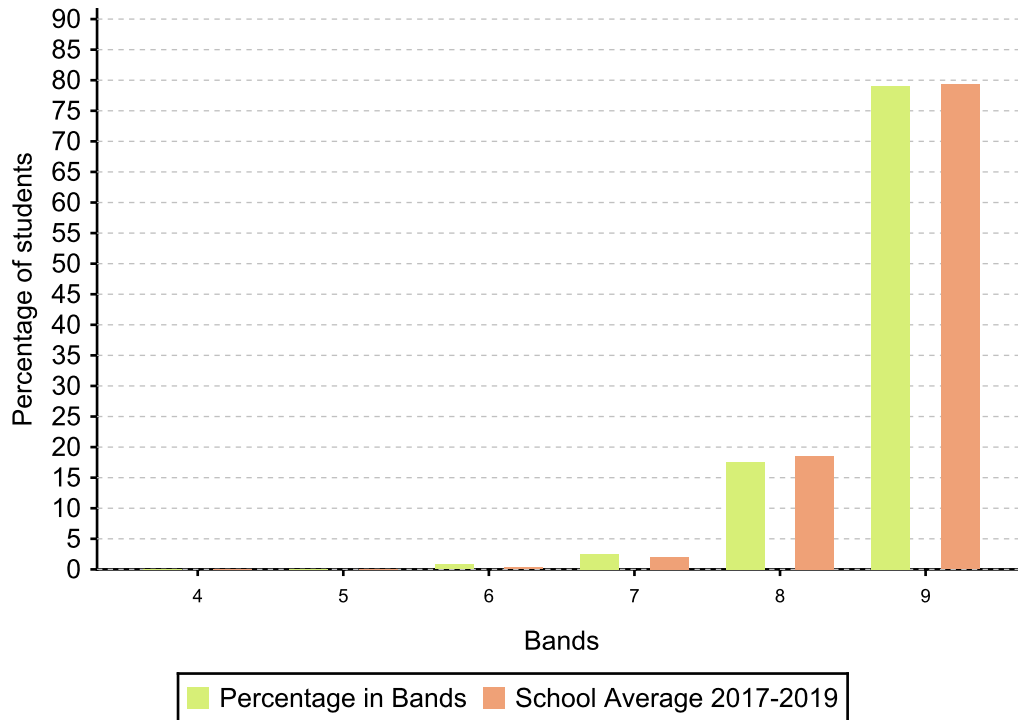
Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.8	5.0	20.2	73.9
School avg 2017-2019	0	0	0.3	4.5	18.2	77

Percentage in bands:
Year 7 Reading



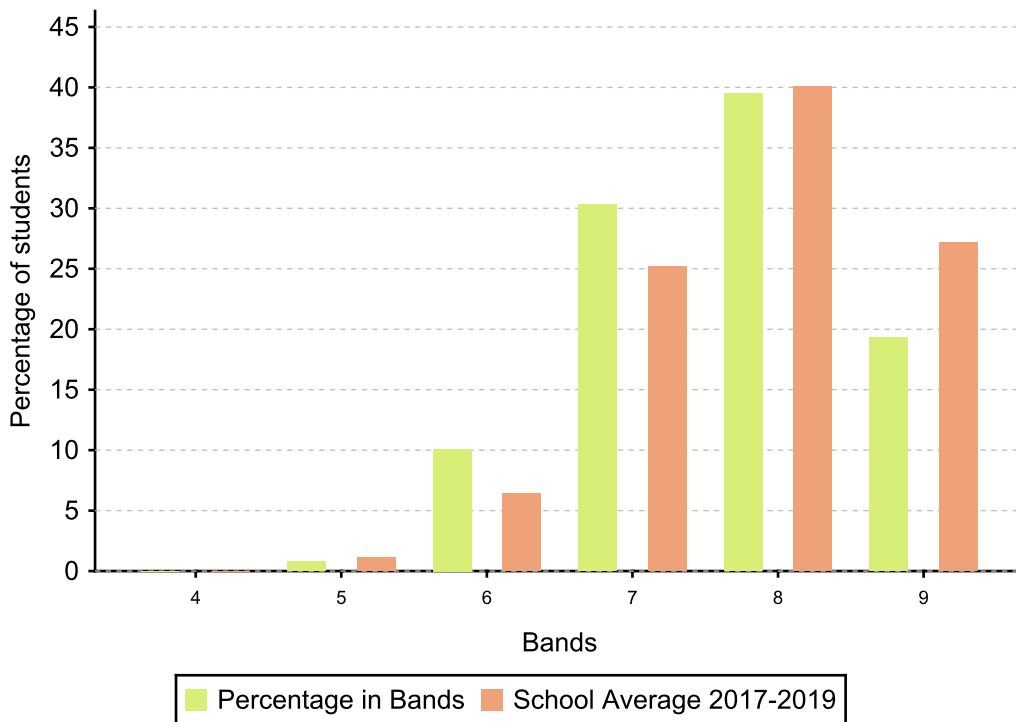
Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	2.5	26.9	70.6
School avg 2017-2019	0	0	0	2.2	32.5	65.3

Percentage in bands:
Year 7 Spelling



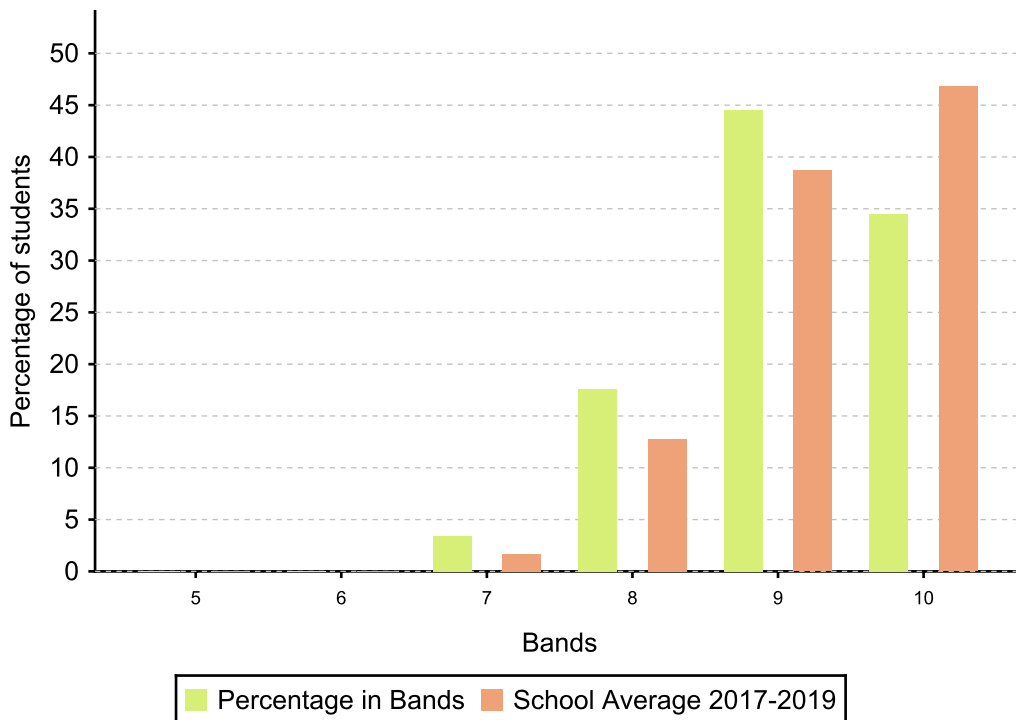
Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.8	2.5	17.6	79.0
School avg 2017-2019	0	0	0.3	2	18.5	79.3

Percentage in bands:
Year 7 Writing



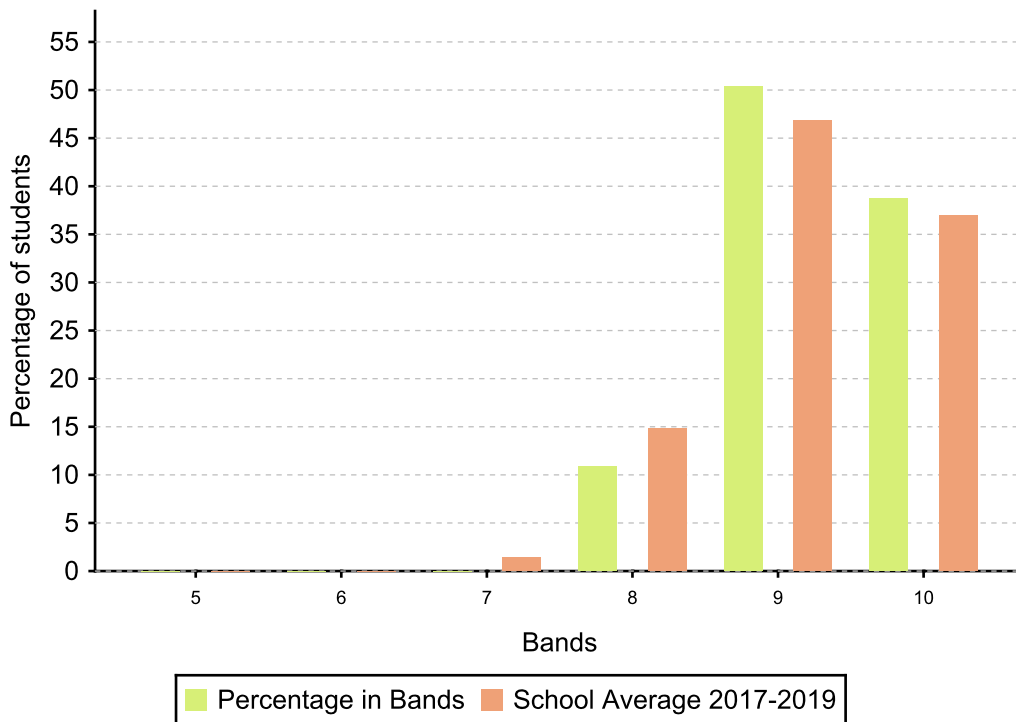
Band	4	5	6	7	8	9
Percentage of students	0.0	0.8	10.1	30.3	39.5	19.3
School avg 2017-2019	0	1.1	6.4	25.2	40.1	27.2

Percentage in bands:
Year 9 Grammar & Punctuation



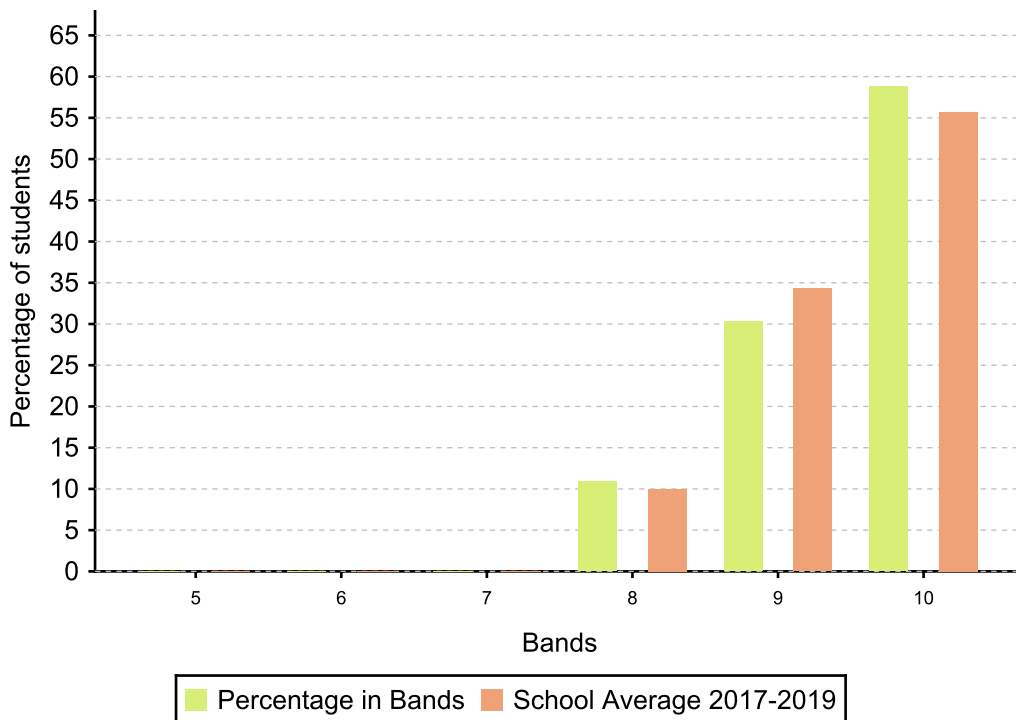
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	3.4	17.6	44.5	34.5
School avg 2017-2019	0	0	1.7	12.8	38.7	46.8

Percentage in bands:
Year 9 Reading



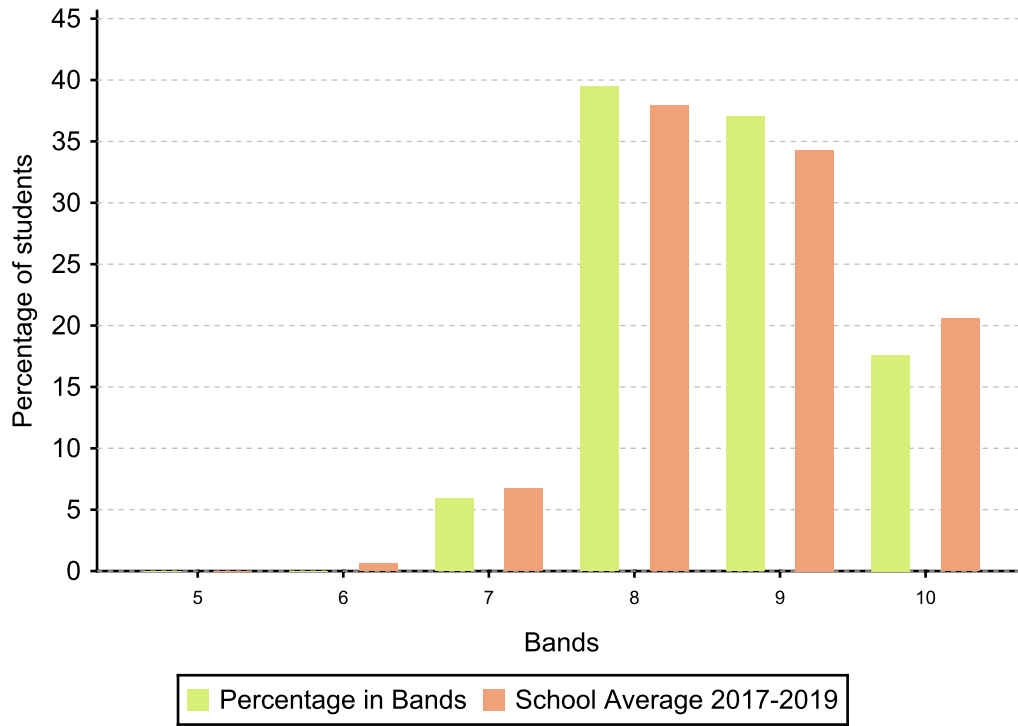
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	10.9	50.4	38.7
School avg 2017-2019	0	0	1.4	14.8	46.8	37

Percentage in bands:
Year 9 Spelling



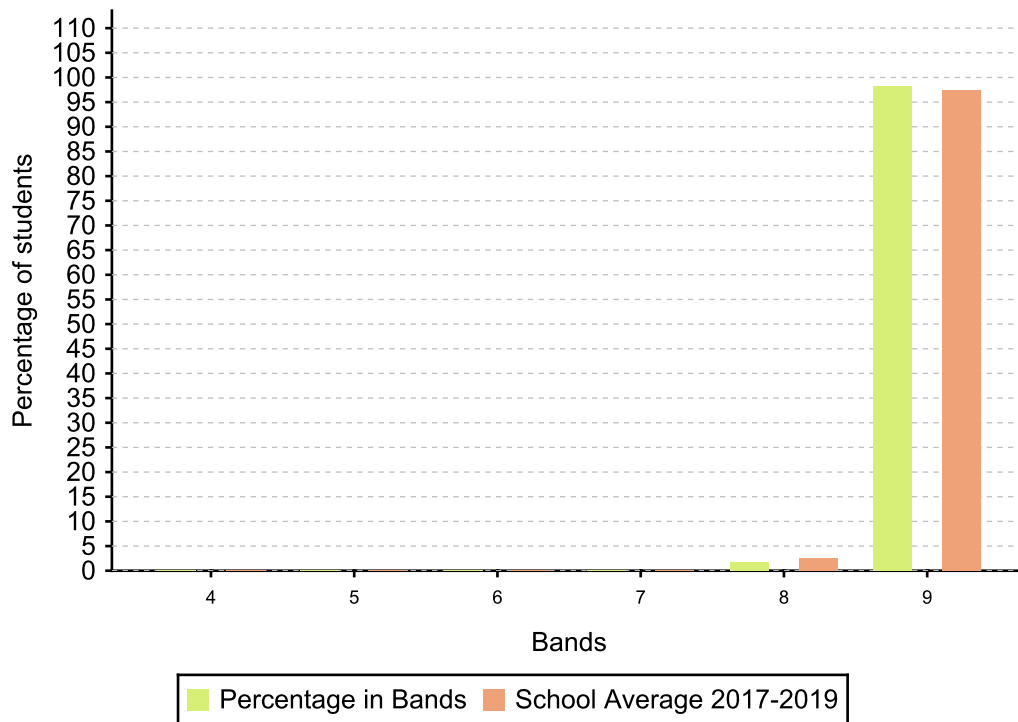
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	10.9	30.3	58.8
School avg 2017-2019	0	0	0	10	34.3	55.7

Percentage in bands:
Year 9 Writing



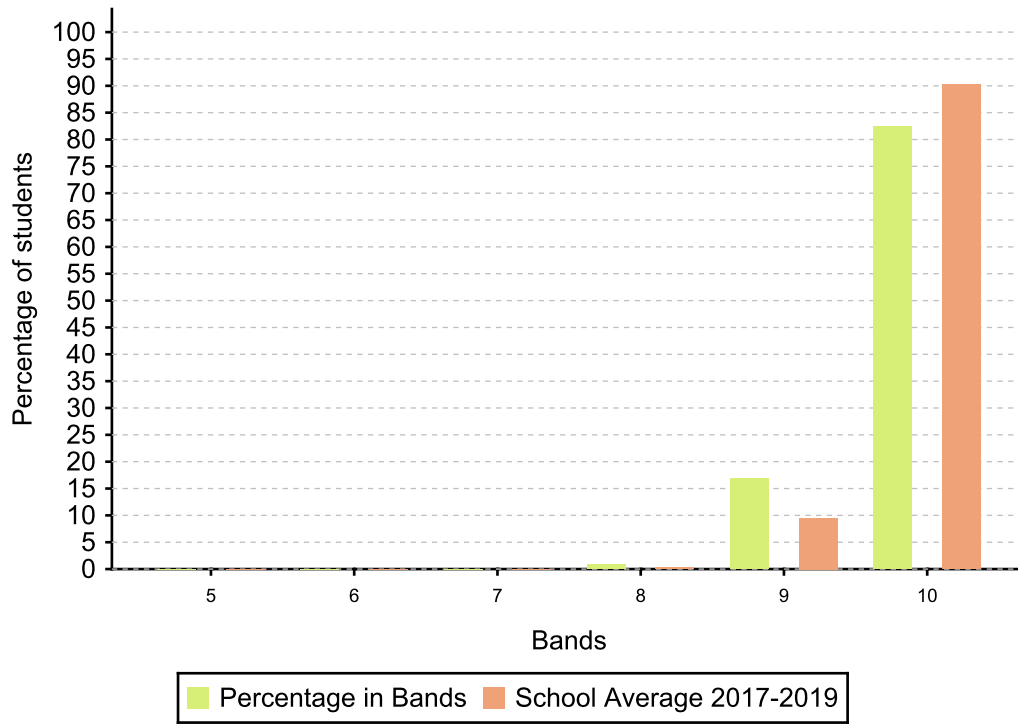
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	5.9	39.5	37.0	17.6
School avg 2017-2019	0	0.6	6.7	37.9	34.3	20.6

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	1.7	98.3
School avg 2017-2019	0	0	0	0	2.5	97.5

Percentage in bands:
Year 9 Numeracy

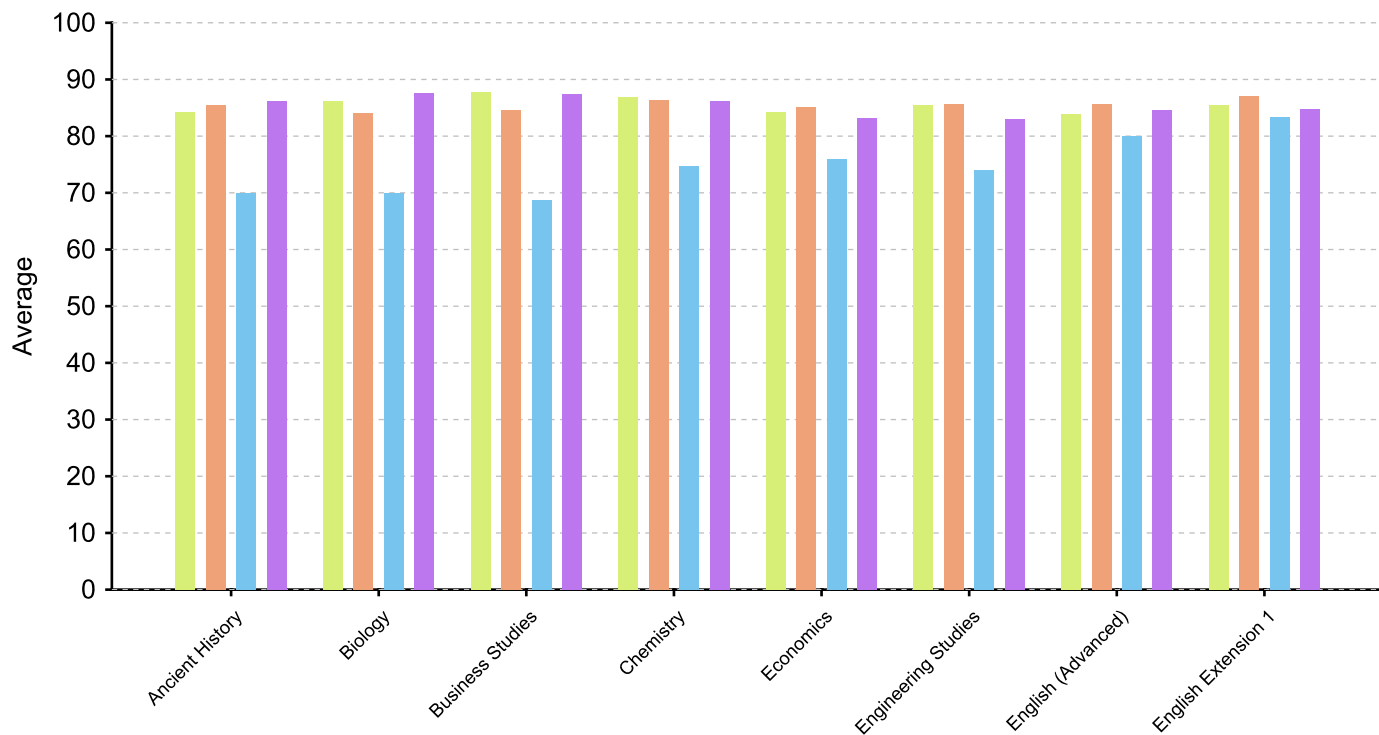


Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.8	16.8	82.4
School avg 2017-2019	0	0	0	0.3	9.5	90.3

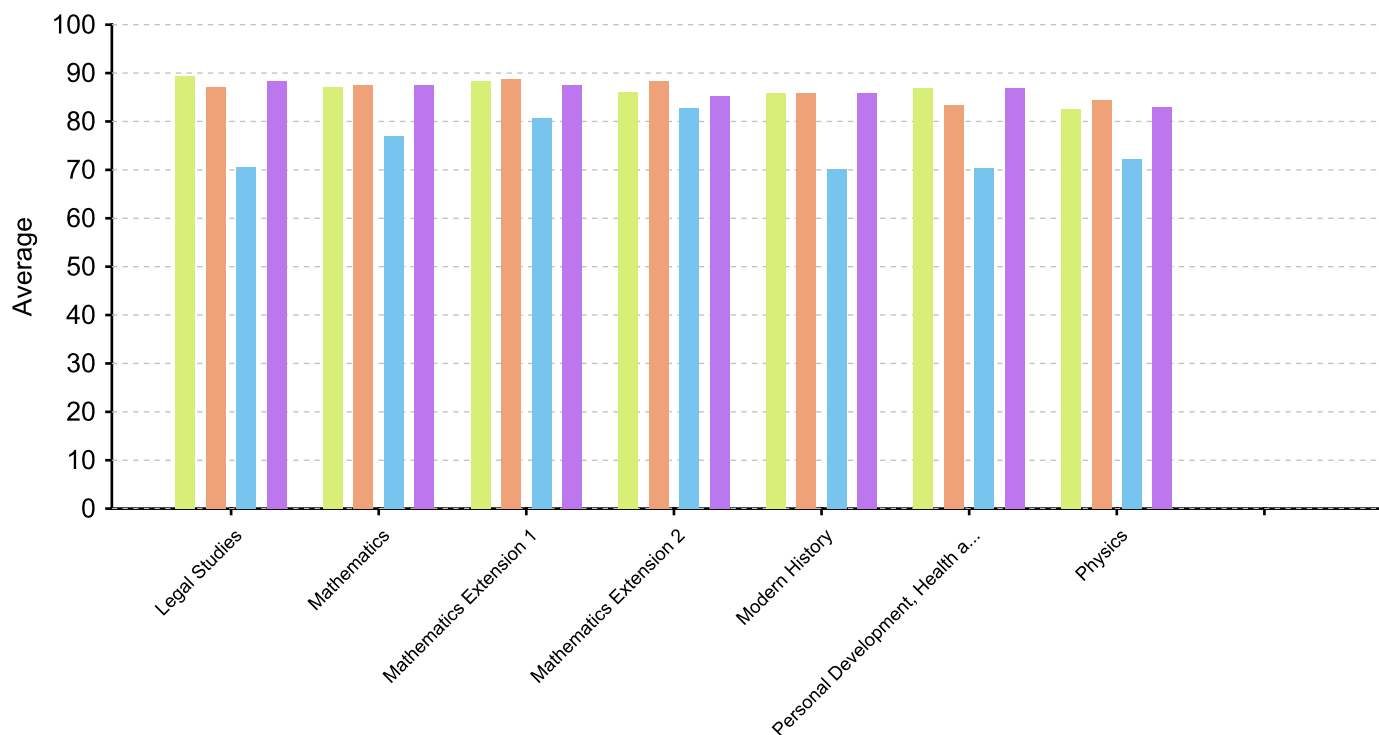
School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



■ School 2019
 ■ SSSG Average 2019
 ■ State Average 2019
 ■ School Average 2015-2019



■ School 2019
 ■ SSSG Average 2019
 ■ State Average 2019
 ■ School Average 2015-2019

Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	84.2	85.4	69.9	86.2
Biology	86.2	84.1	69.9	87.6
Business Studies	87.8	84.6	68.6	87.4
Chemistry	86.9	86.4	74.7	86.3
Economics	84.2	85.1	75.9	83.2
Engineering Studies	85.5	85.7	73.9	83.0
English (Advanced)	83.8	85.6	80.0	84.5
English Extension 1	85.4	87.1	83.4	84.8
Legal Studies	89.3	87.1	70.6	88.4
Mathematics	87.1	87.5	76.9	87.5
Mathematics Extension 1	88.4	88.8	80.6	87.6
Mathematics Extension 2	86.1	88.4	82.7	85.3
Modern History	85.8	85.9	70.2	85.8
Personal Development, Health and Physical Education	86.9	83.4	70.5	87.0
Physics	82.5	84.4	72.1	82.9

Parent/caregiver, student, teacher satisfaction

A strong culture of evaluation and collaboration ensured a high level of parent/caregiver, student and teacher satisfaction throughout 2019.

Based on staff, student and parent feedback, the school has been investigating a move back into competitive Grade Sport for 2020. For a multitude of reasons, many beyond the school's control, GHS ceased participating in Grade Sport more than a decade ago. With the popularity of the Quad Schools competition, numerous Knock Out sports teams and the clear link between exercise and improved academic performance, GHS will be participating in The Hills Grade Sport competition. Student focus groups and the P&C were excited by the prospect of Grade Sport as students have positive experiences in PSSA from primary school.

The change to Grade Sport also necessitated a change in our sports day from Tuesday to Wednesday each week.

Analysis of student elective data in Year 9 continued to demonstrate the difficulty in supporting a wide range of electives due to small class sizes. This in turn, limited students' experiences in making informed subject choices in Year 11. A significant factor in this was that at GHS students studied two electives in Stage 5 whereas the majority of schools have three electives. Feedback from teachers of elective subjects, student focus groups and the P&C were strongly in favour of a three elective model for Stage 5. In 2019, Year 8 students were given the opportunity to choose three electives. From these subject choices a number of new electives and also those electives that only sometimes run will have classes in 2020. These include History Elective, STEM, Photographic & Digital Imaging as well as Dance, Drama, and Visual Arts.

The organisation of the school's timetable in terms of period lengths, semesterisation and curriculum hours was creating timetabling issues including a high number of split classes and some KLAs being significantly over minimum DoE hours. Staff discussion and a subsequent survey showed the majority of staff were in favour of a move to a 5 period day. This move was a key factor in moving to three elective structure in Stage 5 and catering for the start time of grade sport.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.