

Georges River College Penshurst Girls Campus Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Georges River College Penshurst Girls Campus** 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.

Noeline Ross

Principal

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Message from the Principal

The 2016 school year was a significant year of achievement at Georges River College Penshurst Girls Campus.

We pride ourselves on our diversity, and on our inclusive and caring culture. Our school welcomes students from approximately 40 different primary schools as each Year 7 cohort joins us. This makes us a dynamic school community that is quick to respond successfully to the needs of the community we serve. This brings a richness to the culture and values of our school, and is something that we truly celebrate.

We have continued to refine and implement our School Plan in response to our school's needs. Our continued focus on transformational change saw new initiatives in technology and challenging student centered learning begin to gain traction. Our School Plan is dynamic. It has changed and evolved, meeting the evolving needs of the community we serve. An example of this in 2016 was the renewed focus we placed on literacy and numeracy skills, ensuring each student has the requisite knowledge and skills to ensure their success in the challenging world in which we all live.

Some of the highlights are:

- The continued strength of our Primary Links program. In 2016, 127 students from 12 different Primary Schools undertook our eight-week transition program. The program expanded to include taster days for Year 5 students and culminated in a Stage 3 and 4 Teacher Forum to not only share practice, but to plan and collaborate to make transition at this key point in schooling even better.
- The success of our iPad Project for Stage 4. All teachers have committed to using iPads to enhance teaching and learning experiences and to assist them to achieve their goal of preparing students to be successful 21st Century learners. Our commitment to innovative pedagogy that integrates technology in meaningful ways has resulted in a partnership with Apple Education in 2017.
- A tangible and visible embracing of innovative educational delivery mechanisms in the creation of cross curricula programs utilizing our flexible learning spaces.
- The strengthening of our school leadership team. We welcomed Mrs Amanda Conray as our new Deputy Principal, Mr Cameron Sutton as our new Head Teacher HSIE, Mrs Erin Iskander as Head Teacher PDHPE, and Mr Bill Lo as our new Head Teacher Mathematics. All four of these experienced leaders bring a great deal of capacity to our school.

The achievements detailed in the pages following are a reflection of the hard work of our entire school community. Our teaching staff are talented and dedicated in their vocation. Our students are hard-working, polite, caring and thoughtful young women. Our parent community is giving, supportive of the school and work with us to ensure the best possible outcomes, on all levels, for the students in our care.

This document details many of the successes of our wonderful school. 2016 is a year to look back on with a sense of great accomplishment and I am proud to present this positive Annual Report for the 2016 school year.

Noeline Ross

Principal

School background

School vision statement

We are a learning community committed to the development of resilient, independent and respectful girls who aim for excellence in all that they do. Our vision is to create a nurturing, collaborative and inclusive environment that prepares our girls to be responsible global citizens with the skills to succeed in the 21st Century.

School context

Penshurst Girls Campus is part of the Georges River Collegiate group, and is a girls 7–10 middle school. The school is located 17 km south of the Sydney central business district and is part of the Georges River Network of schools. There are 660 students, 76% from backgrounds other than English. The school has a selective stream class in Year 7. Students graduate to the Oatley Senior Campus to complete Years 11 and 12. GRC Penshurst Girls Campus is a leading learning community focused on the educational needs of girls. School structures, curriculum and teaching and learning programs are designed to achieve the best possible outcomes for students. Students participate in challenging comprehensive programs with access to sporting, cultural and community activities. There are many opportunities for extra curricula activities and the school is well known for its longstanding success in student leadership, public speaking, music and drama. The school community values the creative and performing arts as well as sporting endeavours. The school emphasises student welfare programs and has an innovative pastoral care system. The school community values a safe and cooperative learning environment.

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.

Our executive team have carefully examined the School Excellence Framework and assessed our progress. We have found the Framework not only to be an excellent tool to validate and identify the great work that is being done across the school to support and improve student learning outcomes, but also as a kind of road map as we continue our excellence journey.

In the Learning domain, we were able to map our 2016 progress through our first Strategic Direction: Quality Learning and Quality Students. Our focus on improving student literacy and numeracy skills is vital if we are to empower students with the skills and capacity that will equip them to be confident and independent life–long learners who are future focussed and responsible global citizens. Our Primary Links program has been a collaborative partnership that has continued to enhance student learning outcomes across Stages 3 and 4. The work of our Learning Support Team has been instrumental in ensuring all our students are supported in their learning. This work is underpinned by a strong emphasis on transition programs, as well as planned, targeted and structured strategies to meet student learning needs. Our significant progress in this domain is also reflected in the delivery and impact of our extensive and successful student well–being programs.

In the domain of Teaching, we found we were especially strong in collaborative practice. All staff are involved in driving the vision of our School Plan and all have a role to play. Significant progress was made in the integration of technology in the classroom in meaningful ways, in particular the use of iPads in Stage 4. This whole school project is evidence based with a strong focus on using 21st Century learning styles and technologies to engage students and ensure they attained expected educational learning outcomes. This was supported by four Project Based Learning initiatives that ran across the school, an evidence based practice and innovative delivery model. To support these developments in this domain, staff took ownership of their own professional learning through the collaborative development of their individual Performance Development Plans.

In the Leadership domain, we have focused on building the capacity of school staff, as well as planning for future curriculum needs. We improved our management practices and processes by continuing to be a part of the Learning Management Business Reform, and supplemented this with the continued roll out of a software platform that has enabled us to streamline many aspects of school administration management and improved communication at all levels

of school life. Three school teams drive the three strategic directions of our School Plan. These teams regularly meet, plan and deliver on the products and practices of our School Plan. These teams all have designated leaders, however a distributed leadership model is in place, ensuring that leadership development is a key aspect of the structure.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Learning & Quality Students

Purpose

To empower students with the skills and capacity that will equip them to be confident and independent life-long learners who are future focussed and responsible global citizens.

Overall summary of progress

In 2016, this school strategic direction included a renewed focus on improving students' literacy outcomes, initially focusing on reading comprehension. DEAR has been evaluated, staff have received professional learning, and we are moving towards a restructure of DEAR and the explicit inclusion of the Super 6 reading strategies in our teaching & learning programs. We have made very good progress in using iPads to increase student engagement. This has been the direct result of the enthusiasm of teachers in embracing and adopting new technologies and using it in their classrooms. This has been driven by passionate and enthusiastic early career teachers who have lead by example and now lead at the front (in driving the project and leading professional learning for their colleagues).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
10% increase in performance at the top 2 bands of Year 9 NAPLAN reading in 2017	In Term 1 of 2016, a School Literacy Team was established. School NAPLAN results were analysed and students and staff were surveyed about their expectations and satisfaction with our Drop Everything and Read Program (DEAR). All staff undertook professional learning around the efficacy of Sustained Silent Reading (DEAR) programs and the use of the Super 6 Reading Strategies to improve student reading comprehension skills.	\$7 000
40% increase of teachers confident in utilizing learning technologies to maximise 21C learning opportunities for students	A new school iPad Leadership team was created and a Learning Technologies coordinator was appointed. All teaching staff were issued with an iPad to use in their educational delivery. All staff re-signed an iPad User Agreement reconfirming their commitment to integrate the use of the iPad in targeted Stage 4 programs. iPad Ideas Lounges continued and professional learning was delivered on Showbie, iTunesU, Keynote, iMovie and Google Apps. Each faculty presented their progress and their work to their peers at a staff meeting. A relationship with Apple Education and their development executive team was brokered to partner with the school to improve learning experiences using the iPad.	\$30 000

Next Steps

- Our DEAR program will be reimagined and restructured in 2017. We will no longer engage in Sustained Silent Reading as a strategy to improve student reading comprehension skills. The new program will have an explicit reading comprehension component that will be taught to all students at a stage appropriate level.
- The Super 6 reading strategies will be embedded across all KLA's.
- In Term 1 of 2017 we will launch our Aiming Higher program. All Year 9 students will have an Aiming Higher Individual Learning Plan, a strategy to target specific literacy and numeracy goals for each student and to ensure the right support is in place so that each student achieves their potential. These plans will be collaboratively developed between the student and a member of the school's executive and will be endorsed and supported by all stakeholders: student, school and parent/ carer.
- The success of our iPad project has resulted in a partnership with Apple Education in 2017. We have been invited

to join their Towards Transformation program, which will provide us with high-level technical assistance, as well as an Apple Educator on site once a week to develop staff professionally.

- In 2017 all teaching staff will complete the Apple Teacher Program.



Strategic Direction 2

Quality Staff and Culture

Purpose

To further build a culture of dynamic professional staff who embed excellence throughout the school community by engaging in ongoing learning, reflection and a commitment to develop, share and implement best practice.

Overall summary of progress

Our Flexible Learning initiative has seen the delivery of four Challenge Based Learning projects across the school. Student engagement was evident. Teacher observation led to the conclusion that many of our students can go farther with their learning if given the opportunity to do so. This was particularly evident in Science, where a Year 8 student, once given license to challenge her own learning, demonstrated Stage 6 curriculum knowledge and skills in Physics. A second Flexible Learning Space was created to enable and support these shifts in teaching practice and pedagogy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
25% increase of students using 21st Century learning styles & technologies to engage in and attain expected educational learning outcomes 7–10 (including equity groups)	Four Challenge Based Learning projects were implemented across the school: in Science, English, PDHPE and HSIE. Students were able to work collaboratively and across the curriculum to deepen their learning through real world connections to content. They were able to think critically and creatively. Our cross curricula Flexible Learning project team met three times each term to strategically plan their cooperative delivery of these projects and to engage in professional learning around the 21st Century learner. Their work was show cased to their teaching peers at a staff meeting.	\$3500
40% increase in student, staff and parent confidence in newly created flexible classrooms (including equity groups)	Our large music classroom was refurbished as a flexible learning space. The room was freshly painted and given new carpet. Then the space was outfitted with completely new furniture and technology. This space will become a hub of flexible learning in 2017, a centre for student engagement in the arts and humanities.	\$25 000

Next Steps

- In 2017 all faculties will implement a cross curriculum project (Project Based Learning) in Year 8.
- Computer laboratories and the School Hall will be refurbished.
- A general classroom space in English will be converted into to a flexible learning space to accommodate and support flexible curriculum delivery.



Strategic Direction 3

Quality Community & Values

Purpose

To build stronger and mutually beneficial relationships as an educational community by developing collaborative partnerships that enhances student learning outcomes. To create a culture of positive values that empowers all members of our school community to achieve success within an inclusive framework that values diversity, tolerance and active citizenship.

Overall summary of progress

Our Primary Links project is going from strength to strength with evaluation data informing our plans. This culminated in a Term 4 teacher forum between Year 6 and Year 7 teachers. Our focus on Positive Behaviour for Learning has been successful and is authentically demonstrated across the school. Tracking of student wellbeing data in Sentral supports a strong culture of positive values across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of Primary Links students experience greater confidence when transitioning to High School (including equity groups, particularly EAL/D)	The 2016 Program catered to 127 students from 12 different primary schools. Survey data confirmed that a large percentage of Year 6 students were now more comfortable about attending high school. A newsletter was published each week to share with our partner Primary Schools, our Primary Links students and their families. A Teacher Forum was held in Term 4 with Penshurst Public School. The forum led to the establishment of a community of practice through teacher exchange and lesson observation.	\$25 000
100% of students and staff will demonstrate our core values of respect, responsibility and excellence	The Positive Behaviour for Learning School Team implemented a new PBL merit award system for all year groups. Explicit PBL lessons were delivered to Year 7 and staff undertook professional learning in Positive Behaviour for Learning. A PBL 'spot-check', which took the form of a school walk through, supported that the school's values of Respect, Responsibility and Aiming for Excellence were demonstrably visible in classrooms, hallways and playground areas.	\$4 000

Next Steps

- Our Primary Links program will continue to be implemented, with a further focus on teacher exchange and sharing of practice across Stages 3 and 4.
- This Strategic Direction will include a focus on Formative Assessment in 2017.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All students have an Individual Education Plan that was collaboratively developed. Students participated in Yarn Up, Speak Up and Koori Art Expressions. One student received a Deadly Kid Doing Well award. Our NAIDOC Week assembly was a highlight of the year and the entire school community participated in a smoking ceremony conducted by aboriginal elder Uncle Max. All Aboriginal students are supported by our Learning Support Team.	\$2 720.18
English language proficiency	These funds were used to employ 1.2 ESL teachers who supported all EAL/D students across all stages and faculties, either through team teaching or individual student withdrawal. A 7th English class in Year 10 was created catering specifically to EAL/D students. Two staff attended the International Students Conference and our International Students Hand Book was reviewed and updated.	\$147 758.92
Low level adjustment for disability	In addition to our Learning & Support Teacher allocation of 1.2, an additional 0.5 was employed to support students with additional learning needs and to work with teachers and families to improve the learning outcomes of students experiencing a range of barriers to their learning.	\$185 135.18
Socio-economic background	A School Learning & Support Officer (SLSO) was employed for 3 days a week to support students across a range of classes. iPads for student loans were also purchased to ensure all students had equal access to the curriculum.	\$38 448.25



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	0	0	0	0
Girls	696	685	641	660

Student attendance profile

School				
Year	2013	2014	2015	2016
7	95.8	94.6	94.2	94.3
8	94.5	93.8	91.2	92
9	93.7	92.5	91.2	90.7
10	93.2	92	90.7	89.2
All Years	94.3	93.2	91.8	91.5
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Student attendance is monitored regularly by all staff members. Parents receive an SMS if their daughter is late or absent. Year Advisors and their assistants check student attendance and communicate with families if any irregularity is identified. The Deputy Principals and the Head Teacher Welfare works with the Home School Liaison Officer to conduct regular attendance reviews.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1.6
Head Teacher(s)	8
Classroom Teacher(s)	27.5
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	1.2
School Counsellor	1
School Administration & Support Staff	8.88
Other Positions	2.75

*Full Time Equivalent

Georges River College Penshurst Girls Campus has 47 teaching staff and 9 administration and support staff. The staff is an excellent combination of experienced and younger staff, all of whom are dedicated, enthusiastic and caring teachers and support staff. They combine to provide innovative academic, sporting, community and cultural programs. The school is well known for its longstanding success in student leadership, volunteering, debating, public speaking, academic competitions, sport, music, visual arts, dance and drama. 100% of teaching staff are fully qualified and meet the professional requirements for teaching in NSW public schools. Georges River College Penshurst Girls Campus has one Aboriginal teacher, and their leadership of our Aboriginal Education programs has increased student engagement as well as raised awareness of Aboriginal culture amongst our wider school community.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	22

Professional learning and teacher accreditation

All teachers and School Administrative Staff participated in Professional Learning activities in 2016, which included three School Development Days and four after school 'twilight' sessions. Teachers undertook a significant amount of Professional Learning in order to acquire new skills and improve teaching and learning in our school. Each of the school development days was used to provide much needed opportunities for staff to work as a whole school group and in faculty teams to discuss, collaborate, plan and share valuable insights into the teaching and learning issues related specifically to students at Georges River College Penshurst Girls Campus.

The Professional Learning Management Team sets the directions for school professional learning based on the school plan, feedback from other management teams and the school's self-evaluation process. Focus items and training took place for staff in a range of areas including: Anaphylaxis, CPR, Emergency Care, Positive Behaviour for Learning, Performance Development, iPads, Literacy & Numeracy, assessment & reporting, Project Based Learning, student wellbeing and catering for individual student needs as well as a range of subject specific professional learning activities.

A major focus in 2016 was supporting teachers in the achievement of their professional goals through Professional Learning. Teachers undertook professional learning relevant to their career stage, their immediate professional needs and in relation to the School Plan team they were a member of. Staff also attended courses and conferences conducted by teacher professional associations as well as teacher professional networks, local and state, to share information and resources. In addition, staff were led through the process of aligning Year 10 RoSA grades with Board of Studies standards, ensuring consistent teacher judgement in a standards referenced framework. Teachers used student work samples as stimulus for professional dialogue.

Throughout 2016, teachers working towards their accreditation at Proficient were involved in the Early Career Teacher Program. Release time was provided for staff to complete a variety of activities to support their professional development, including the observation of other teachers' lessons, engaging in professional discussion and personal reflection, team teaching, lesson observation and compiling evidence to achieve and maintain accreditation at Proficient with the Board of Studies, Teaching and Educational Standards. In 2016, four teachers gained their accreditation at Proficient, two teachers were working towards their accreditation at Proficient, a further ten teachers were maintaining their accreditation, and one teacher was working towards their accreditation at the higher level of accreditation called LEAD.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 01 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	519 302.73
Revenue	6 609 875.27
(2a) Appropriation	6 171 342.62
(2b) Sale of Goods and Services	61 104.66
(2c) Grants and Contributions	367 497.73
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	9 930.26
Expenses	-6 522 545.06
Recurrent Expenses	-6 522 545.06
(3a) Employee Related	-5 753 352.63
(3b) Operating Expenses	-769 192.43
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	87 330.21
Balance Carried Forward	606 632.94

Georges River College Penshurst Girls Campus is one of the 229 schools in New South Wales involved in the Local Schools Local Decisions pilot introduction of the Department of Education's Learning, Management and Business Reform.

Balance carried forward funds will continue to be used to refurbish teaching and learning spaces in 2017 (as part of our School Plan) and to invest in learning technologies.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	5 246 358.56
Base Per Capita	42 304.92
Base Location	0.00
Other Base	5 204 053.65
Equity Total	374 062.52
Equity Aboriginal	2 720.18
Equity Socio economic	38 448.25
Equity Language	147 758.92
Equity Disability	185 135.18
Targeted Total	35 481.04
Other Total	420 442.55
Grand Total	6 076 344.67

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.

NAPLAN LITERACY

In Year 7 Reading, 48% of students achieved greater than or equal to expected growth. These results are above state averages.

In Year 9 Reading, 66% of students achieved greater than or equal to expected growth. These results are above state averages.

In Year 7 Spelling, 60% of students achieved greater than or equal to expected growth. These results are well above state averages.

In Year 9 Spelling, 57% of students achieved greater than or equal to expected growth. These results are

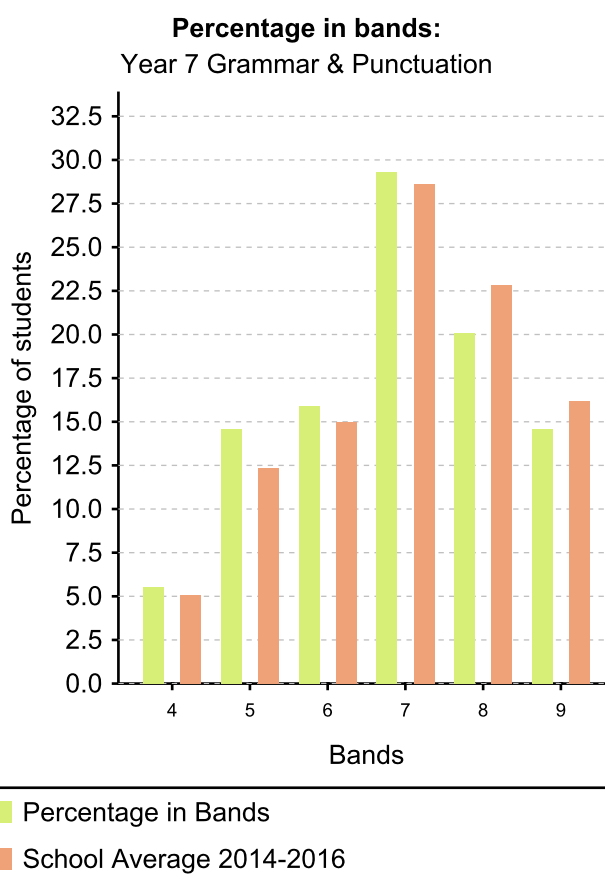
well above state averages.

In Year 7 Grammar & Punctuation, 60% of students achieved greater than or equal to expected growth. These results are above state averages.

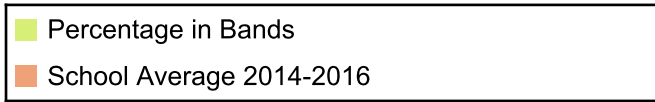
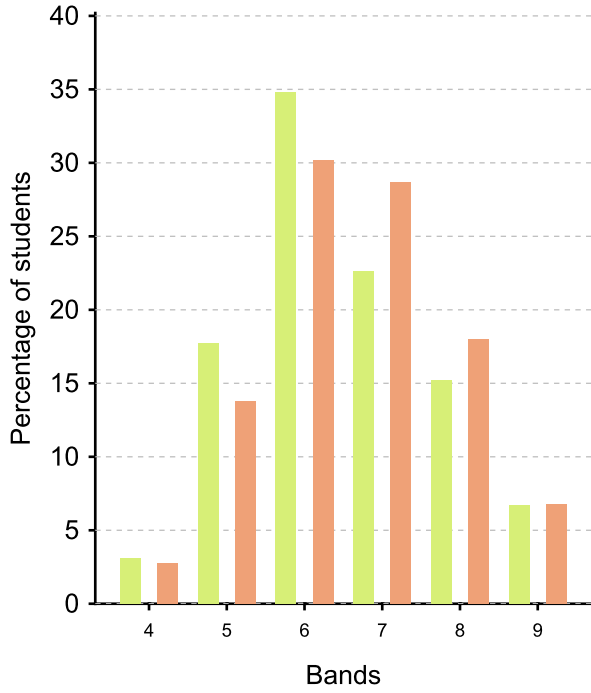
In Year 9 Grammar & Punctuation, 57% of students achieved greater than or equal to expected growth.

Since 2012, there has been a 6% improvement in average scaled growth in Year 7 Spelling and a 7% improvement in expected growth in Grammar and Punctuation.

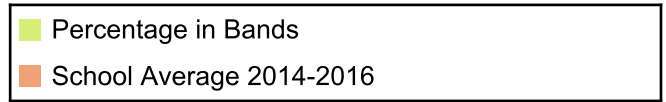
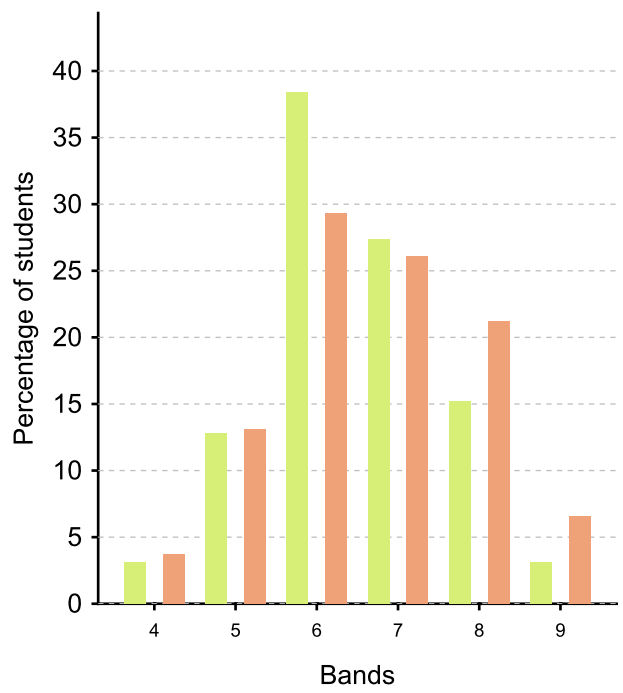
Since 2012, there has been a 5% improvement in expected growth in Year 9 Reading, and a 4% improvement in average scaled growth in spelling.



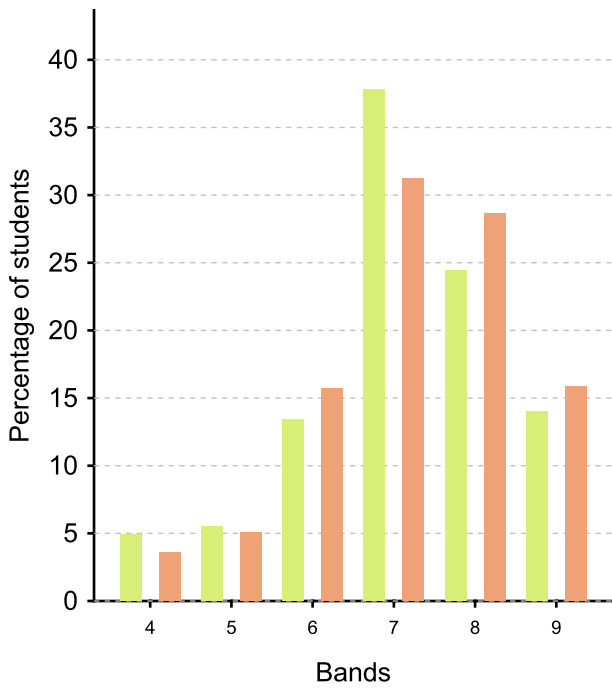
Percentage in bands:
Year 7 Reading



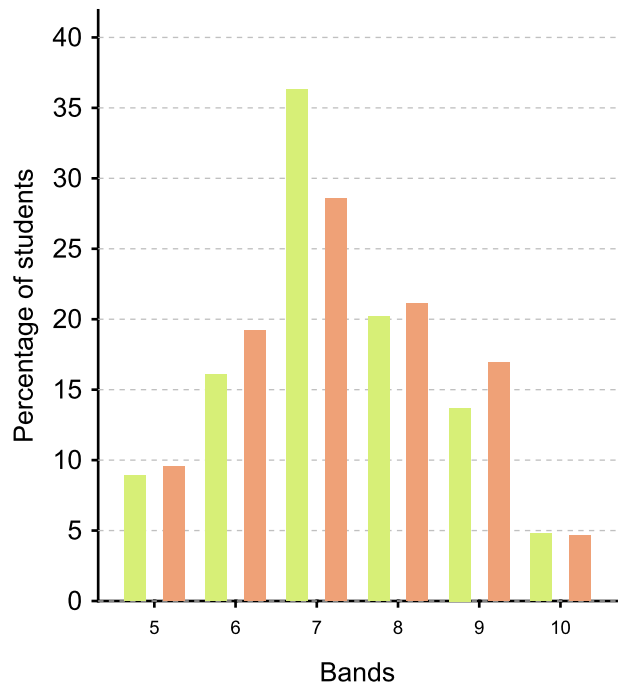
Percentage in bands:
Year 7 Writing



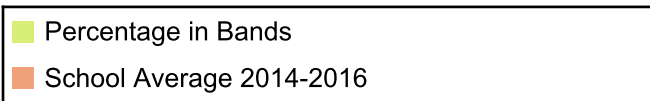
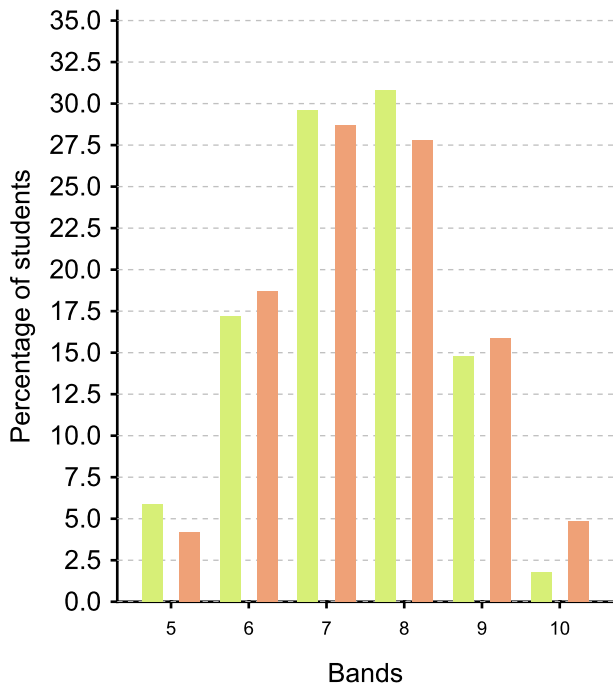
Percentage in bands:
Year 7 Spelling



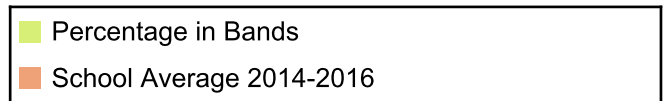
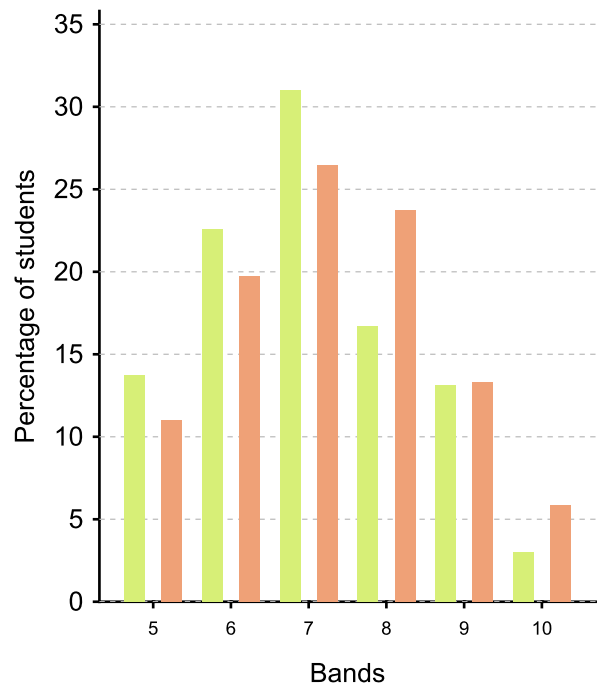
Percentage in bands:
Year 9 Grammar & Punctuation



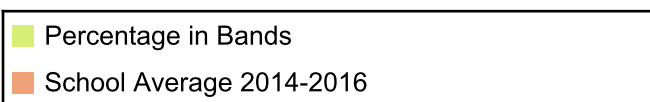
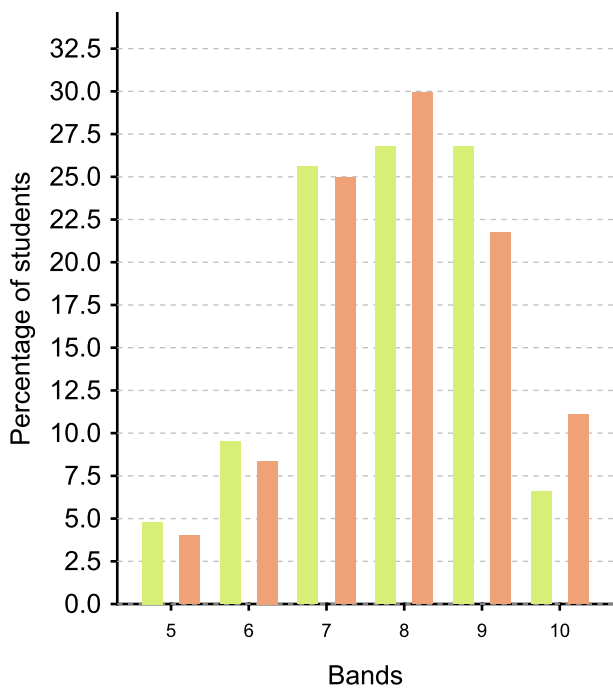
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Spelling



NAPLAN NUMERACY

In Year 7 Numeracy, 76% of students achieved greater than or equal to expected growth. These results are above state averages.

In Year 9 Numeracy, 64% of students achieved greater than or equal to expected growth. These results are above state averages.

PERFORMANCE IN TOP TWO NAPLAN BANDS – ALL TESTS

In Year 7 Reading, 22% of students achieved results in the top two performance bands.

In Year 7 Writing, 18% of students achieved results in the top two performance bands.

In Year 7 Spelling, 38% of students achieved results in the top two performance bands.

In Year 7 Grammar & Punctuation, 35% of students achieved results in the top two performance bands.

In Year 7 Numeracy, 30% of students achieved results in the top two performance bands.

In Year 9 Reading, 17% of students achieved results in the top two performance bands, with 66% of students achieving greater than or equal to expected growth.

In Year 9 Writing, 16% of students achieved results in the top two performance bands.

In Year 9 Spelling, 33% of students achieved results in the top two performance bands, with 57% of students achieving greater than or equal to expected growth.

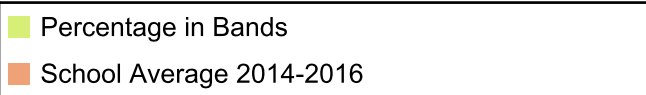
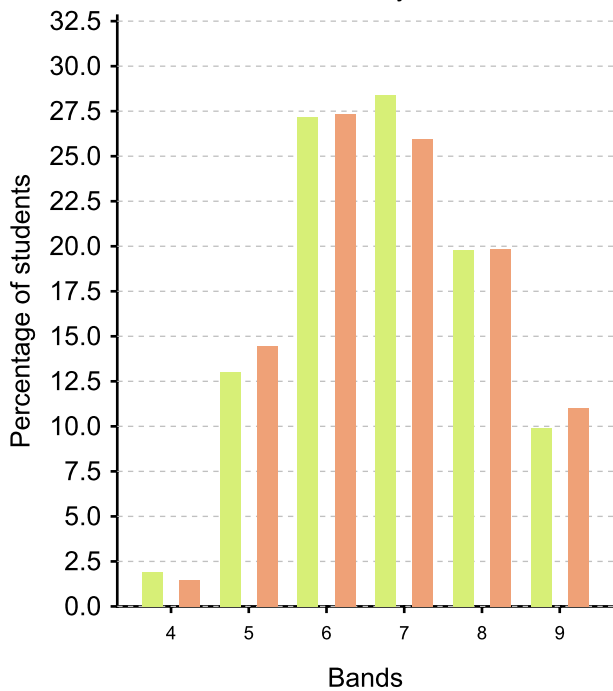
In Year 9 Grammar & Punctuation, 19% of students achieved results in the top two performance bands, with 50% of students achieving greater than or equal to expected growth.

In Year 9 Numeracy, 24% of students achieved results in the top two performance bands, with 64% of students achieving greater than or equal to expected growth.

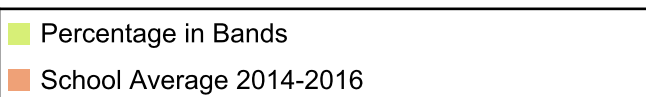
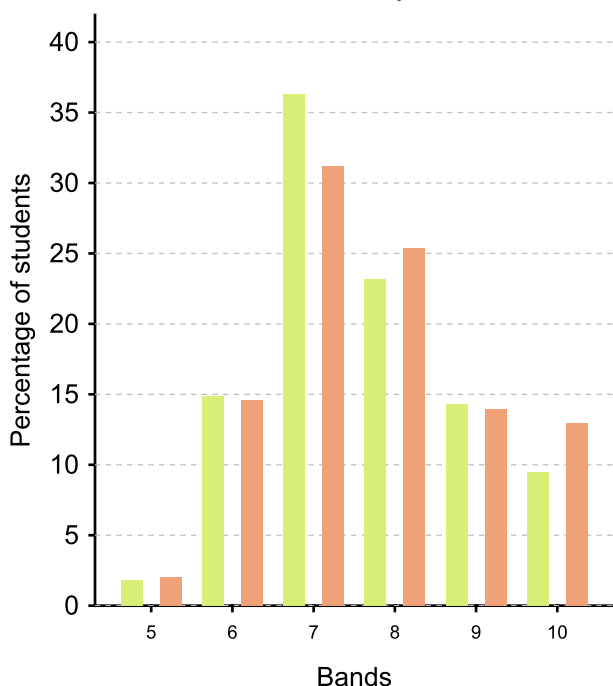
Higher School Certificate (HSC)

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

Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

ROSA

All Year 10 students successfully finalised their Year 10 Record of School Achievement (RoSA). Compared to state-wide averages, our results in the school awarded grades for the RoSA were excellent. Receiving a Grade A or B places a student's performance in the High to Excellent range. The following Grade As and Bs were awarded:

- In English 49% of the year achieved a Grade A or B.
- In Mathematics 52% of the year achieved a Grade A or B.
- In Science, 49% of the year achieved a Grade A or B.
- In Australian Geography, 40% of the year achieved a Grade A or B.
- In Australian History, 43% of the year achieved a Grade A or B.
- In Design & Technology, 52% of the year achieved a Grade A or B
- In Visual Arts, 76% of the year achieved a Grade A or B.
- In Information Software Technology, 68% of the year achieved a Grade A or B.
- In Commerce 48% of the year achieved a Grade A or B.
- In Textiles Technology 70% of the year achieved a Grade A or B.
- In Food Technology 51% of the year achieved a Grade A or B.
- In PDHPE 53% of the year achieved a Grade A or B.
- In Visual Art 76% of the year achieved a Grade A or B.
- In Music, 89% of the year achieved a Grade A or B.
- In Chinese, a phenomenal 95% of the year achieved a Grade A or B.

Parent/caregiver, student, teacher satisfaction

In 2016, students at GRC Penshurst Girls Campus completed the Tell Them From Me survey. This survey is an evaluation system that includes dynamic web-based student, teacher and parent surveys. The system provides leading indicators of student engagement and wellness, and the aspects of classroom and school learning climate that research has shown affect student engagement and learning outcomes. Please see www.thelearningbar.com for further information.

The Tell Them From Me student survey **Student Outcomes and School Climate** measured 38 indicators based on the most recent research on school and classroom effectiveness. Well above NSW Government norm results were found in high rates of participation in sports and high rates of participation in extracurricular activities. In our school, 64% of students had positive homework behaviours and 94% of students had positive behaviour (students that do not get in trouble at school for disruptive or inappropriate behaviour). These results were also well above NSW Government norms.

Results also reflected an excellent school climate that minimised bullying. Above average results were found in a Positive Learning Climate, where students reflected there are clear rules and expectations for classroom behaviour. The school also measured well in expectations for success, where the school staff emphasises academic skills and hold high expectations for all students to succeed.

Many students also feel they have someone at home or in their community who consistently provides encouragement and can be turned to for advice. Survey data reflected that students rated very highly in this area.

90% of students in our school had aspirations for finishing High School, and 83% of students in our school had aspirations for pursuing a post-secondary education. These figures are also well above NSW Government norms.

The survey included the ten measures of student engagement alongside the five drivers of student outcomes. Student engagement is "a disposition towards learning, working with others, and functioning in a social institution". It includes students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning. Measures of these aspects of engagement can be classified as social engagement, institutional engagement and intellectual engagement. Engagement and learning go hand-in-hand. Student engagement needs to be considered an important schooling outcome in its own right, sitting alongside academic achievement as a key measure of student success.

The survey focussed around the four school-level factors that are consistently related to student engagement: quality instruction (averaged across

relations, classroom learning climate and teacher expectations for success. Overall, our results once again compared favourably when measured against statewide norms. However, there is still room to raise student levels of interest and motivation.

We will continue to focus on making learning challenging, engaging and relevant, as detailed in our School Plan. In addition, we will introduce the Duke of Edinburgh program to increase student academic and community engagement.



Policy requirements

Aboriginal education

Our school continues to ensure all faculties embed the Department's Aboriginal Education policy by embedding Aboriginal perspectives in teaching and learning programs. We are committed to educating all students about Aboriginal histories, cultures and current Aboriginal Australia.

At formal occasions such as school assemblies, Presentation Day and Year 10 Graduation, the Acknowledgement to Country begins the occasion, read by an Aboriginal student, where we recognise the traditional custodians of Georges River, the Bidjigal Aboriginal people of the Eora Nation.

We celebrated NAIDOC week in July with an assembly that showcased students from Georges River College's middle school campuses. These students have also met together throughout the year at an event called Campfire, where they discuss programs that support Aboriginal students within the college and raise the profile of Aboriginal people. Our NAIDOC week assembly was attended by Uncle Max, who gave our keynote address and then performed a smoking ceremony for the entire school community.

Georges River College Penshurst Girls Campus has a proud tradition of supporting the Koori Art Expressions program. Koori Art Expressions is an exhibition designed to allow Aboriginal and non-Aboriginal students as well as the wider community the opportunity to gain a deeper understanding and appreciation for Aboriginal culture. Importantly it also highlights Aboriginal and Torres Strait Islander peoples' strong spiritual and cultural connection to land and sea. This year groups of dedicated students worked extremely hard to create artworks based around the NAIDOC theme 'Songlines: The Living Narrative of our Nation' to be exhibited at the National Maritime Museum in Sydney.

Aboriginal students participated in the Speak Up and Yarn Up Program. The Deadly Kids Doing Well Award was a highlight of the school calendar and our 2016 recipient was nominated for her contribution to cultural leadership within our school.



Other school programs

English Language Proficiency

In 2016, students with English as an Additional Language or Dialect performed very well and achieved excellent results. Our EAL/D students have also had the benefit of a specialist EAL/D teacher who has been team-teaching across most subject areas to enhance students' knowledge, understanding and application of the English language. We continue to have strong links with our local Intensive English Centres and provide school visits for students entering a mainstream school for the first time.

The staff at Georges River College Penshurst Girls Campus have provided a supportive, caring and challenging learning environment for EAL/D students. This has been established by successfully implementing whole school organisational practices:

- Working in close liaison and maintaining regular contact with the Intensive Language Centres and local schools which feed into our school. The result has been a reputation of having a caring program through which Non-English Speaking Background students are welcomed and made to feel confident about high school upon their arrival.
- Providing interpreter services where required.
- Accessing to parents departmental school material in their native language.
- Providing bilingual EAL/D reports for students where appropriate.
- Incorporating various teaching methodologies tailored to meet student's needs and interests such as team-teaching, parallel classes, small groups and one to one.
- Acknowledging the successful learning outcomes of EAL/D students through the merit awards system.

Overall, the teaching staff continue to provide a supportive learning culture to assist students to cope with the language and cognitive rigours of academic learning.

Achievement in the Arts

Excellence in the Creative and Performing Arts has always been embedded in the culture of Georges River College Penshurst Girls Campus. During the 2016 academic year students were, yet again, provided with high quality learning opportunities both inside the classroom and through the huge variety of extra-curricular opportunities available in every aspect of the creative and performing arts. From involvement in our College band program to campus based ensembles, excursions, tutorial programs and a multitude of opportunities to showcase their talent, students involved in Visual Arts, Photography, Dance, Drama and Music were encouraged to reach their potential.

The talented and dedicated staff in the CAPA faculty continued to provide creative and productive learning experiences for students ranging from years 7 through to 10. Every student in years 7 and 8 were able to

Multicultural and anti-racism education

We acknowledged our multicultural school community by celebrating our cultural diversity on Harmony Day. This is done through song and dance and followed by displays. Our Year 7 PDHPE program also provides an opportunity for our students to create, share and demonstrate traditional cultural dancing. Two of these dances were performed at our Presentation Day. Some students have chosen to study languages such as Arabic, Chinese, French, Macedonian, Spanish and Modern Greek through the Open High School or the Saturday School of Community Languages. The dedication and enthusiasm of students learning languages will enable students to contribute to our diverse society and join a workforce that is globalised. Our multicultural education programs are also supported by sister school visits from both China and Japan. Penshurst Public School holds a Harmony Day Concert each year and Georges River College Penshurst Girls Campus students perform there, promoting their own culture as well as building links across the many ethnic communities that both our school communities share.

We also have a trained Anti-Racism Contact Officer (ARCO). This officer assists parents, staff and students who have complaints regarding racism and facilitates the complaints handling process. There were no complaints of this nature in 2016. The ARCO role is also to promote anti-racism education in the school. Mrs Elham Gabra is our school's nominated ARCO.

before deciding, in year 8, on their electives for Stage 5. Class sizes in Visuals Arts, Drama, Dance, Photography and Music continued to show growth and students studying these Stage 5 courses in years 9 and 10 continued to thrive in their pursuit of excellence.

Music Tutorial Program

In 2016 the CAPA faculty continued the initiative created in 2014 by launching its Music Tutorial Program with a 'Music Tutorial Selection Night'. The tutors performed and spoke about their experiences as performers and teachers. This was an exciting and informative session for both the parents and students as they were able to meet and speak to the tutors and sign up directly to the program. It is evident that this tutorial program has helped us to build our ensemble and performance program, allowing students to gain confidence in their own ability as performers and allowing the music staff to monitor what is being taught.

Georges River College Band Program

The Georges River College Band program consists of two bands, the Georges River College Stage Band and the Georges River College Concert Band. Students from Penshurst Girls Campus were well represented alongside many ex-students who have moved on to Oatley Senior Campus. Georges River College Penshurst Girls Campus has always provided a strong core for the Georges River College band program and 2016 was no exception.

Ensembles

Many students within the school were involved in a variety of ensembles and performance groups. These groups are designed to develop skills across a variety of pursuits and give students the opportunity to grow and develop their capacity to perform with excellence. During 2016 students were given the opportunity to become members of the following groups:

- The Jazz Band
- The Rock Band
- Vocal Group
- Dance Ensemble

Alongside these official school performance groups, many talented individuals performed throughout the year, providing entertainment for the school, at assemblies, events for the local community and other local schools.

Student Voice & Leadership

2016 was another busy year for our Student Representative Council and Prefecture. The year began with our Year 10 leaders giving up the last day of their holidays to help run a welcome BBQ for our Year 7 students. The enthusiasm and energy on display throughout the day would set the tone for the year, with our SRC meeting every morning in the Flexible Learning Space in order to discuss student concerns, plan fundraising activities and implement initiatives to benefit all members of the school community.

Aside from their wonderful efforts raising money for International Women's Day, Jeans for Genes Day and through the sale of various delicious food items throughout the year, the SRC conducts one major fundraiser each year – the Cancer Council's Biggest Morning Tea. The theme for this year's event was Rio 2016. We had many sporting heroes and future champions running around the school, all going for gold and dressed in their most competition-ready athletic garb. It was a major success, raising over \$1100. Our Student Representatives and Prefects are to be congratulated for their exceptional organisation, fantastic cooking skills and decorating acumen, all of which resulted in the facilitation of an enjoyable and memorable day.

Climate change is a worldwide problem that the girls have learnt about in class and Pei Ming Jiang and Koy Silachan continued in their roles as our school ambassadors for One Million Women. This is an organisation of strong, inspirational women and girls who are showing others simple ways to reduce their effects on climate change. In conjunction with their participation in Clean Up Australia Day and their ongoing recycling efforts, the SRC continued this year in their commitment to raising awareness of environmental issues within our school community.

There have been many opportunities throughout the year where our students have developed their leadership skills. They have chaired formal assemblies, helped teachers at Parent/Teacher Nights, and were role models and chaperones at our Year 6 Open Night. They have made positive contributions to the school's Positive Behaviour for Learning team and Social Justice Committee. They attended the National Young Leaders Day, and experienced the Grip and Halogen Leadership Conferences. Our year 9 students were then able to teach the skills gained from these conferences to other student representatives and members of our Penshurst Social Justice Committee at the end of year School Leadership Camp.

All students in our 2016 Student Representative Council and Prefecture are to be congratulated for their enthusiasm and diligence throughout the year. These students conducted themselves with maturity and respect at all times, proving to be outstanding role models to other students and exceptional representatives of our school.

Achievements in Sport

In 2016 our students achieved outstanding results in an array of sporting events. The students have demonstrated they are competitive sportswomen at zone, regional and state level.

Georges River College Penshurst Girls Campus provided serious competition at the St George Zone Swimming and Athletics Carnivals and many students went on to represent the school at Regional and State level. One student successfully competed in the All

Schools Combined Championships for Athletics in the Heptathlon.

State Level Representation

- One Athletics student competed in the hurdles, 100m, 200m and long jump – State level
- One Athletics students competed in the walk – State level
- One student competed in Gymnastics – State level. This student achieved 2nd place in the Women's Artistic Gymnastics.

Zone Age Champions or Runners Up

- 16 years Age Champion Runner Up Swimming – Zone level
- 15 years Age Champion Athletics and female athlete of the meet – Zone level

Congratulations to the Browning House Captains as they were the overall Winning House for 2016. Browning won the Swimming and Athletics carnivals, whilst Curie House won the Cross Country Carnival. Overall 2016 was a highly successful year in all areas of sport, with exceptional numbers of students actively participating in all the carnivals and weekly programs in both Grade and Recreational Sport.