



Annual Report 2004

GIRRAWEEEN HIGH SCHOOL

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Principal's message

Girraween High School is a selective school where the staff is committed to academic excellence and high achievement.

A wide range of educational experiences designed to develop students to their full potential is offered.

We work with our school community to provide greater learning opportunities for our students. Our school encourages students to take pride in themselves, have high expectations and value learning.

There is a strong emphasis on providing a diverse and challenging curriculum for our students. As the vast majority of our students pursue tertiary studies our curriculum is of necessity academic.

The curriculum at Girraween High School relates to the processes by which learners acquire knowledge, skills and attitudes. Therefore teaching and learning programs reflect the identification of our students' needs, the prescription and range of learning outcomes, teaching processes and strategies, as well as assessment and evaluation.

Academic achievement is stressed.

We strive to:

- foster active learners who can work both independently and collaboratively;
- encourage critical thinking skills;
- instil respect and tolerance for others;
- encourage students to have and fulfil the highest possible expectations of themselves; and
- develop skills in technology and its application.

This year saw our school continue to offer many activities to support students in pursuing interests at school.

The Duke of Edinburgh Scheme provides an opportunity for students to achieve their bronze, silver and gold awards. Students are encouraged to be involved in such groups as the chess club, the concert band, debating teams, the tournament of minds and Shakespeare Day.

Leadership opportunities are provided for Years 7 to 10 students as peer mediators and student representative council membership. In Years 11 and 12 students can also become prefects and/or peer support leaders.

I am often asked about how students may be enrolled at Girraween. The selection procedure for Year 7 entry is controlled by the Department of Education and not by the school itself. Prospective students sit for the selective schools test and are offered places at the school after consideration by a selection panel.

The Enrolment Committee determines the entry of students to Years 8-12. On the basis of the information provided with the application students will be placed on the reserve list. There is no special test for enrolment for Years 8 to 12.

Students on the reserve list are offered a position at the school when a vacancy occurs.

In 2004, the school community decided that the library needed to be air-conditioned. This would improve the learning environment for all our students and allow the upper section of the library to be used more effectively in the warmer weather in Terms 1 and 4.

A committee was formed to raise funds for this project. The committee of staff, parents and students did a remarkable job, raising over \$70 000 in less than a year.

The work was completed in Term 4 2004 and in 2005 our students will benefit from this significant improvement in their learning conditions

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Graeme Holden B.A.; MACE

Our achievements

Debating

The Year 12 debating team won the zone final of the Hume Barbour Debating Competition.

Four students were selected to participate in the Junior State Debating Championship Trials.

Nicole Keating was chosen as a member of the Western Sydney Region Debating Team to compete in the State Championships.

David Turner was chosen as a member of the Western Sydney Region Debating Team to compete in the State Championships.

Competitions

In the National Geographic Channel Australian Geography Competition, there were 72 High Distinctions, 68 Distinctions and 75 Credits. A student came 7th in the state and 18th in Australia.

In the Australasian Schools English Competition, there were six high distinctions, 103 distinctions and 230 credits awarded.



John Ranola from Year 7 scored the highest mark in the state in his year level in the Australasian Schools Computer Skills Competition.

Ten Year 11 Girraween students were selected for the 2004 CSIRO Student Research Scheme.

Three Girraween teams were named in the Excellent and Merit Lists for the NSW Schools Titration Competition. Two of these teams qualified for the 2004 National Chemical Analysis Competition.

In the Australian Mathematics Competition two students received prizes, 13 students were awarded high distinctions and 200 students received distinctions.

In the Australian National Chemistry Quiz, 26 high distinctions and 41 distinctions were awarded. Four students were invited to sit the Chemistry Olympiad Qualifying Examination.

One of our Tournament of Minds teams competed in the state finals held at the University of New South Wales.



Selected students participated in a special, year long, program run by the Australian Mathematics Olympiad Committee (AMOC). Two students received high distinctions and a further eight were awarded distinctions.

Two teams were in the state finals of the Minister's Young Designers Awards.

Jason Hu represented Australia in the World Junior Chess Championships in Greece.

The junior chess team was equal first in the Terry Shaw Shield, a statewide competition.

The Year 9 drama class performed in the Western Sydney Drama Festival.

Sport

Girraween has continued to dominate zone sport with the school winning the Patrons Trophy again. This trophy represents the champion school by taking into account zone carnival results and grade sport results.

Girraween also took out the Champion School at zone carnivals. We won both the boys and girls swimming and cross country carnival and were third in the zone athletics carnival.

Nicole McHugh was selected for the Australian U18 Touch Football team and received a Blacktown Zone Sporting Blue Award for services to the zone and area sport.

Kate Hanson, Ashleigh Dind, Kaitlyn Jones, Nicole Geribo and Lauren Funnell all received a Blacktown Zone Sporting Blue Award for services to the zone and area sport.

Ten students gained Combined High School representative status in sports such as swimming, cross-country, touch football, netball and virago.

The boys' cricket and tennis teams were Sydney West finalists.

The vigoro team was the area champion.

Creative and Performing Arts

The Year 11 Drama class staged a very successful two-night performance of on their major production.

Riverside2004 was a showcase of music, drama and art held over two nights at The Riverside Theatres, Parramatta. Both nights were sold out. More students than ever before were involved encompassing 20% of the entire school population. Students benefited from a rehearsal conducted by Louise Watts from the Sydney Conservatorium of Music Opera School and George Torbay from The Arts Unit.

Mr. Ropa from our music faculty attended State Junior and Senior Music Camp as a conductor and The Primary Proms Festival at The Sydney Town Hall where he conducted 478 students from New South Wales Government Schools.

Lee Zheng has had her artwork selected for display by Holroyd Council.

Key evaluations

Educational and management practice

School Culture

Background

The school has had a significant turnover of staff over the past few years. In the light of these changes an evaluation of school culture would assist our management team to respond to any significant responses.

The evaluation instrument chosen was SchoolMap, which is provided to schools by the Department of Education and Training. Forty-three staff and 123 Year 11 students were surveyed using best practice statements on teaching. For each statement of best practice respondents were required to select one of four options ranging from strong agreement to strong disagreement.

Year 11 students were chosen for the survey as one of our Targets for 2004 related to the improvement of learning outcomes in Stage 6.

Findings and conclusions

The responses from staff and students were for nine of the thirteen survey items positive. It was pleasing to see that staff and students were proud of their school, that students were encouraged in their learning and expected to achieve their best and that new students were made welcome.

Staff and students differed on the question of how well the school understood its community, 72% of staff agreed whereas only 49% of students agreed. Staff who had been in the school longer than ten years was the least in agreement. This could reflect the rapid change in the enrolment profile of the school.

Staff and students were less positive about how well the school found ways to improve what it does and make important changes. Twelve percent of the staff expressed concerns and 15% of students also expressed concerns.

The school needs to improve its communication and committee structures to ensure there is a greater sense of ownership by staff and students and changes are communicated more effectively.

Future directions

Staff and students will be more involved in decision-making. In Term 4 2004 our organisation for the Year 7 Orientation Day was revamped with much greater staff and student participation. The day was a

huge success with parents who had had experience of these days in previous years rating it the best ever.

Increasing student involvement directly relates to Target 3 for 2005.

Year 11 Social Outcomes Evaluation

Background

As part of our program to improve academic performance of stage 6 students an evaluation of attitudes in Year 11 was undertaken.

A Social Outcomes Survey was used and 122 Year 11 students responded.

Findings and conclusions

The survey revealed that in terms of interest in learning 19% of boys as against 10% of girls were in negative or undecided in attitude.

Boys (22%) also felt less confident than girls (4%) about how they related to others.

Boys (73%) were more confident than girls (67%) about how well they would be prepared for university study.

Overall 87% of students felt confident about the future and positive about the school experience.

Future directions

The evaluation shows that the school needs to look at its student leadership program and work to ensure boys remain fully engaged in school life.

The career adviser will work more closely with students to increase understanding of how to more effectively prepare for university.

Curriculum

Year 7 Literacy Development Program

Background

In 1998 Girraween High School took part in a state-wide project which assessed and developed ways of offering ongoing literacy support to students from Language Backgrounds Other Than English (LBOTE).

Our school's literacy support program grew out of the information gained from the project.

Year 7 students are assessed and those needing additional support are targeted. The support involves support from the English as Second Language (ESL) teacher on an individual basis and in a team teaching role in English and other curriculum lessons.

This program has run for five years and an evaluation was required.

The evaluation was conducted using a comparison of growth provided by English Literacy and Language Assessment (ELLA). The literacy support group's results were compared with the results of the rest of Year 8.

Findings and conclusions

The literacy support group showed significantly better growth in literacy skills from Year 7 to Year 8 in most areas measured.

In overall literacy growth the group showed a 31% greater improvement than the rest of Year 8 (boys 54% , girls 15%).

In reading the group showed a 145% greater improvement than the rest of Year 8.

In language the group showed a 50% greater improvement than the rest of Year 8

In writing the girls in the group showed a 72% greater improvement but the boys showed less growth than the rest of Year 8.

In all areas of ELLA the literacy group's average mark was higher than the average for the rest of Year 8.

Future directions

The program is very successful and will continue. Writing skills, particularly of the boys, need to be stressed and developed.

Homework Evaluation Years 7 and 8

Background

The system for monitoring homework changed for Year 7 in 2004.

Students are issued with diaries supplied by the school's parents and citizens association. Roll teachers monitor homework by checking the diaries.

As part of the evaluation attitudes to homework were also surveyed.

Findings and conclusions

In Year 7 the diaries are proving very effective.

	Year 7 Girls	Year 7 Boys
Find diaries useful.	92%	60%
Diaries are regularly signed and checked.	95%	90%

In Year 8 the response has not been as positive..

	Year 8 Girls	Year 8 Boys
Find diaries useful.	66%	40%
Diaries are regularly signed and checked.	85%	86%

In terms of homework in general only 21% of students felt there was too much given. The main concerns were that homework was boring (27%) and there were too many assignments due at the same time (19%).

Future directions

The diary system of monitoring homework has been successful and will be continued in 2005. It also gave staff and parents a quick, easy and effective method of informal communication.

In response to requests from parents the system has been extended into Year 9.

The issues of concern raised about homework will be addressed in Target 1 for 2005.

Other programs

Sister School Program

Background

The school celebrated in 2004 ten years of a Sister School relationship with Hisai High School in Japan. The Hisai – Girraween Sister School Program has helped all our students broaden their knowledge of another culture.

In the ten years of the relationship 200 Australian and Japanese students have had the opportunity to experience life in another country, improving their respective language skills and forming new international friendships.

In March each year a teacher and a group of students from Hisai visit Girraween High School. In the September/October vacation the visit is reciprocated.

The friendships formed on these relatively short visits are often long lasting.

In addition to the group visit each year Girraween High School and Hisai High School also exchange students for periods of up to a term.

Future directions

The sister school relationship remains strong and continues to provide an excellent opportunity for

staff and students to experience another nation's culture.

Resourceful Adolescent Program (RAP)

Background

The program is managed by the school and Western Sydney Health.

In 2002 Girraween High School was selected to pilot the implementation of RAP in a two-day seminar format.

Our staff is now trained and our student welfare team manages the program.

All of Year 9 participate in the program.

Findings and conclusions

The Resourceful Adolescent Program addresses:

- self esteem;
- interpersonal skills;
- conflict resolution;
- realistic thinking;
- stress management; and
- problem solving.

In the environment of a selective high school our student welfare team believes this program supports student learning and assists students to achieve their goals.

It provides an excellent preparation for the senior school and our school counsellor often uses the student's RAP experience when assisting students' cope in Years 11 and 12.

Future directions

The program will continue in 2005 using the format developed in 2004.

Student performance

School Certificate

Year 10 students sat for formal tests in English-literacy; mathematics; science; Australian geography, civics and citizenship and Australian history, civics and citizenship. The Year 9 science accelerant class sat for the School Certificate science test.

Results were reported in bands: Band 6 representing the highest achievement and Band 1 the lowest. There is no set percentage of students in each band. The tests are standards referenced and the state percentage figure for each band can vary significantly.

The results from the 1999 Year 5 Basic Skills Test were matched with 103 of the 120 students who sat for the external tests. This provides a measure of progress or value added.

English Literacy

The school had 25.8% of the students in Band 6 compared with the state average of 5.8%. In Band 5, there were 67.5% of the students as compared with the state average of 26.2%.

The percentage of students in Bands 5 and 6 showed a significant increase on the percentage in 2003 and 2002.

Girls continue to achieve more Band 6 placements than boys.

An analysis of the results showed that students' progress from the Year 5 Basic Skills Test in Band 6 was in line with expectations, in Band 5 there had been significant improvement and value added.

Each year since 2001 Girraween High School students who were placed in the higher achieving group of the Basic Skills Test have performed better than the corresponding state group.

Mathematics

The school had 45.6% of the students in Band 6 compared with the state average of 5.5%. In Band 5, there were 52.5% of the students as compared with the state average of 19.7%. The percentage of students in Bands 5 and 6 showed an increase on the percentage in 2003 and 2002.

Boys outperformed girls in this test.

An analysis of the results showed that students' progress from the Year 5 Basic Skills Test in Band 6 was in line with expectations, in Band 5 there had been significant improvement and value added.

Each year since 2001 students who achieved in the higher achieving group of the Basic Skills Test have performed better than the corresponding state group

Science

The school had 25.2% of the students in Band 6 compared with the state average of 5.3%. In Band 5, there were 64.7% of the students as compared with the state average of 26.6%. The percentage of students in Bands 5 and 6 showed an increase on the percentage in 2003.

An analysis of the results showed that students' progress from the Year 5 Basic Skills Test in Band 6 was in line with expectations, in Band 5 there had been significant improvement and value added.

Each year since 2001 students who achieved in the higher achieving group of the Basic Skills Test have

performed better than the corresponding state group. The 2004 results showed an increase in value added over the 2003 results.

Girls achieved more Band 6 placements than the boys

Australian history, civics and citizenship

The school had 34.1% of the students in Band 6 compared with the state average of 5.5%. In Band 5, there were 55% of the students as compared with the state average of 20.6%.

Girls outperformed boys in this course.

An analysis of the results showed that students' progress from the Year 5 Basic Skills Test in Band 6 was in line with expectations, in Band 5 there had been significant improvement and value added

Australian geography, civics and citizenship

The school had 27.5% of the students in Band 6 compared with the state average of 4.2%. In Band 5, there were 63.3% of the students as compared with the state average of 24.1%.

Of particular note was that 36% more students were placed in Band 5 or 6 than in 2003.

Girls achieved more Band 6 placements than boys

An analysis of the results showed that students' progress from the Year 5 Basic Skills Test in Band 6 was in line with expectations, in Band 5 there had been significant improvement and value added

School assessed courses

The school assesses students' performance in all courses with results reported in Grades A to E.

The school continues to form classes for the School Certificate in all Key Learning Areas.

In advanced mathematics 77% of students received Grades A or B;

In English 89% of students received Grades A or B;

In science 88% of students received Grades A or B; and

In personal development / health / physical education 83% of students received Grades A or B.

The results for the elective courses were:

In commerce 79% of students received Grades A or B;

In history 96% of students received Grades A or B;

In drama 91% of students received Grades A or B;

In French 89% of students received Grades A or B;

In German 87% of students received Grades A or B;

In Japanese 87% of students received Grades A or B;

In music all students received Grade A or B;

In technical drawing 57% of students received Grades A or B;

In applied movement all students received a Grade A; and

In visual design 84% of students received Grades A or B.

The pattern of grades shows that girls are outperforming boys in school assessment tasks. With the exception of mathematics girls received more Grade A awards than boys in courses where both were enrolled.

Higher School Certificate Results

Student performance is reported in bands: Band 6 representing the highest achievement and Band 1 the lowest. In extension courses student performance is reported in four bands: E4 representing the highest achievement and E1 the lowest.

It should be noted that statewide there is no set percentage of students in each band. The results are standards referenced and the state percentage figure for each band can vary significantly.

Girraween High School formed classes in history, Japanese, English and mathematics extension courses.

Acceleration continued in chemistry enabling students to complete this course one year early.

Five students completed distinction courses in cosmology or philosophy through Charles Sturt University.

Anna Sarlej who is accelerating in chemistry, came fourth in the state in that course, Philip Boncardo came third in the state in legal studies and fourth in the state in modern history. Jaime Baquarin came fifth in the state in senior science.

Eight students received the Premier's Award for All Round Excellence in the Higher School Certificate.

Girraween High School students received 216 mentions on the Board of Studies Distinguished Achievers List.

Overall girls outperformed boys in 15 out of 20 courses however boys did achieve more firsts in course.

An analysis of the schools overall performance in the 2004 Higher School Certificate shows that the progress of students who were in the middle-performing group for the School Certificate showed

significant value added in the Higher School Certificate. Students who achieved in the higher performing group in the School Certificate also showed significant value added in the Higher School Certificate. This cohort performed better overall than the cohorts of 2003 and 2002.

The analysis of each KLA is below.

English

In English (advanced), average performance was above the state mean with eleven students placed on the distinguished achievers list. A comparison with performance in the School Certificate showed students had made progress in line with the state average.

In English extension 1, twelve students were placed on the distinguished achievers list. A comparison with performance in the School Certificate showed that most students showed significant improvement.

In English extension 2, five students were placed on the distinguished achievers list. A comparison with performance in the School Certificate showed that students' progress was in line with the state average.

There was an increase in the percentage of students achieving Band 6 in all courses when compared with 2003. In English advanced there was an increase of 300%, in English extension 1 an increase of 38% and in English extension 2 an increase of 40%.

Mathematics

All courses have average scores above state averages. Students overall performed better in mathematics than in their other courses.

In mathematics, mathematics extension 1 and extension 2, students' progress from the School Certificate was in line with the state average.

Thirteen students were placed on the distinguished achievers list for mathematics, 31 were placed on the extension 1 list and 11 were placed on the extension 2 list.

In general mathematics students' progress from the School Certificate was in line with the state average. One student was placed on the distinguished achievers list.

In mathematics extension 2, there was an 84% increase in the percentage of students achieving in the top band.

In mathematics extension 1 the performance in the top band (E4) has remained consistent. Increasing numbers of students are taking this course and there

has been a significant increase in the number of students being placed in the E1 band.

Science

Results were excellent with all courses performing well above state averages.

In chemistry, students' progress from the School Certificate was above state average. In physics, biology and senior science students' progress from the School Certificate was in line with the state average.

Eighteen students were placed on the physics distinguished achievers list, thirty on the chemistry list; eleven were placed on the biology list and eight on the senior science list.

A student came fourth in the state in chemistry and another student was fifth in the state in senior science.

There was a significant increase in the percentage of students achieving Band 6 in all courses when compared with 2003. In biology there was an increase of 675%, in chemistry an increase of 640% and in physics an increase of 140%.

Senior science was offered for the first time and the results were excellent with 93% of students placed in the top two Bands.

Human Society and Its Environment

The results in all courses within this group of subjects were above state averages.

In most of these courses growth from the School Certificate was either above or close to state average. In legal studies and history extension there had been significant value added.

Five students were placed on the economics distinguished achievers list, two on the list for business studies, ten on the legal studies list, seventeen on the modern history list, eleven on the ancient history list, and seven on the history extension list.

There was a significant increase in the percentage of students achieving Band 6 in many courses when compared with 2003. In ancient history, there was an increase of 116%, in modern history, an increase of 128%, in legal studies, 42% and in business studies 185%. In economics, there was an increase of 37%.

The result in history extension was outstanding with 44% of the students being in Band E4, an increase of over 600% from 2003.

A student came third in the state in legal studies and fourth in the state in modern history.

Creative Arts

In creative arts students' performance in all courses was above the state mean.

Music course 1 had two students placed on the distinguished achievers list and visual arts had one student placed on the list.

Due to the range of these subjects and the relatively small candidatures, comparisons with the School Certificate are not reliable.

In comparison to their performance in other courses students in creative arts did not do as well.

Technology and Applied Science

Results for this group of subjects were above state average. Due to the range of these subjects and the relatively small candidature, comparisons with the School Certificate are not reliable.

Two students were placed on the distinguished achievers list in information processes and technology and engineering studies.

There was a significant increase in the percentage of students achieving Bands 5 and 6 in information processes and technology and engineering studies.

Languages

In Japanese continuers students performed above the state mean. Four out of six students were placed on the distinguished achievers list. In comparison with performance in the School Certificate there was significant value added.

In Japanese extension students performed slightly below the state mean. In comparison to the 2002 and 2003 results for this course there was still significant improvement. One student was placed on the distinguished achievers list.

Our targets

Progress on 2004 targets

Target 1. To develop a Girraween High best practice teaching and learning statement.

Our achievements include:

- extensive professional learning opportunities for staff to reflect on effective teaching practices;
- many teaching programs evaluated and changed to better suit our students; and

- statement developed for full implementation in 2005.

Target 2. To implement the recommendations of the 2003 English Review.

Our achievements include:

- significant improvements in the results in all English courses in the 2004 Higher School Certificate;
- significant improvement in the 2004 School Certificate results; and
- Stage 6 teaching/learning programs revised; and
- extensive professional learning programs developed.

Target 3. To improve the academic performance of Stage 6 students.

Our achievements include:

- a forty-seven percent increase in students achieving Band 6 in the 2004 Higher School Certificate;
- introducing a more effective monitoring of student progress system;
- encouraging students to work more collaboratively when preparing for the Higher School Certificate; and
- linking students with outside experts.

Target 4. To evaluate our current student academic report.

Our achievements include:

- having reports evaluated by a committee in Term 1;
- purchasing new report software package; and
- training staff in the use of the software.

Targets for 2005

Target 1. To increase the engagement in learning for students in Stage 4.

Strategies to achieve this target include:

- developing a culture of high expectations;
- re-establishing Year 7 classes in critical thinking; and
- establishing special programs relating to boys' education.

Our success will be measured by:

- the earlier detection of students whose performance is of concern
- the development of appropriate learning support programs for these students
- student surveys relating to attitudes to learning

Target 2. To improve student learning outcomes in communications and information technology (CIT) across all key learning areas in Stage 5.

Strategies to achieve this target include:

- ensuring students and parents are aware of the requirements of the School Certificate communications and information technology test in 2006
- training staff in the content and assessment requirements
- curriculum mapping to ensure all KLAs have completed incorporating CIT into programs.

Our success will be measured by:

- increased confidence in and usage of CIT by staff and students;
- having teaching and assessment programs in place for 2006; and
- increased students' confidence in their preparation for the School Certificate CIT tests in 2006.

Target 3. To enhance our students' leadership skills.

Strategies to achieve this target include:

- an evaluation of leadership opportunities for students in Years 7 to 12;
- maintaining student leadership in Year 7 Induction Program; and
- increased student participation in decision-making.

Our success will be measured by:

- increased involvement by students in the student representative council; and
- increased opportunities for students to develop leadership.

Target 4. To implement "The Girra Way" which incorporates the quality teaching framework from the Department of Education and Training.

Strategies to achieve this target include:

- an emphasis on implementation in professional learning sessions;
- support from Department of Education and Training consultants; and
- incorporating the new Gifted and Talented Students policy of the Department of Education and Training into “The Girra Way”.

Our success will be measured by:

- surveys of teachers’ and students’ attitudes to teaching and learning;
- greater engagement by students in the learning process; and
- inclusion of more gifted and talented strategies into teaching/learning programs at our school.

Our context

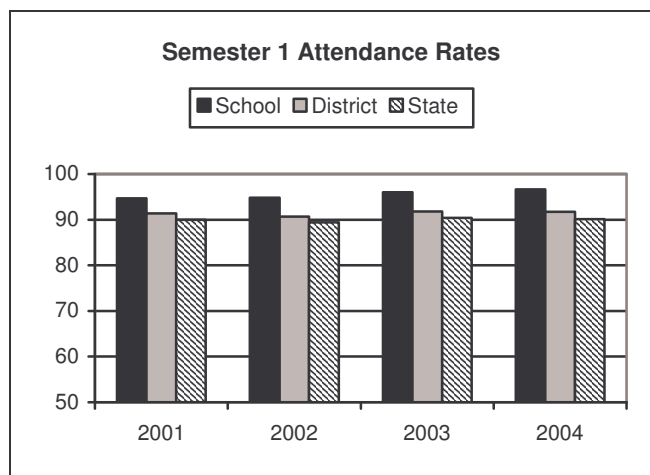
Enrolment profile

In 2004 our enrolment was 756, 409 boys and 347 girls. Our current enrolment is 756, 403 boys and 353 girls.

Our school community comes more than 50 language groups, with over 72% of students having a non-English speaking background.

Attendance profile

Overall attendance is excellent reflecting the success of the school’s attendance program. This program has been used as a model at district conferences.



Post-school destinations

Students from Girraween High School are focused on entry to tertiary institutions. All Year 12 students apply for the University Admission Index and expect to gain admission to university.

Approximately 95% of students received main round offers of a place in a university course.

The breakdown of placements is:

University of Sydney	42%
University of NSW	25%
UTS	21%
Macquarie University	15%
UWS	15%
University of Wollongong	1%
University of Canberra	1%
Charles Sturt University	1%
Australian Catholic University	1%
University of Adelaide	1%.

Parent and caregiver involvement and participation

The Parents and Citizens Association is very active and has provided the school with excellent resources. It manages the school canteen with the support of parents working on a voluntary basis and a paid manager.

The Parents and Citizens Association provides each student with a diary.

This year the Parents and Citizens Association contributed \$40 000 to the fund to provide air-conditioning in our library.

Trained members of the Parents and Citizens Association assisted the school by being on the panels to select a deputy principal and two head teachers.

Staffing

Staff	Full-time	Part-time
Principal	1	
Deputy Principals	2	
Head Teachers	8	
Teachers	39	1.6
Teacher-librarian	1	

Careers Adviser	1	
ESL teacher		3 days per week
School Counsellor		2 days per week
Office staff	7	4 days per week
General Assistant	1	
Farm Assistant		3 days per week
Cleaners	3	

Curriculum pattern

In Years 7 to 10 the school organises its curriculum in two modules.

All students in Years 7 and 8 take English, mathematics, science, history, geography, personal development/health/physical education, design and technology, French or Japanese and sport. Computing is done as part of the compulsory design and technology course.

In Years 9 and 10 all students take English, mathematics, science, history, geography, personal development/health/physical education and sport. All students study mathematics at advanced level. In addition students have to choose two elective courses from commerce, computing studies, Japanese, music, visual arts, visual design, drama and Asian studies.

Acceleration is offered in science with one class completing the School Certificate course one year early.

The school has introduced two school-based courses in visual design and human movement for Years 9 and 10.

A wide range of preliminary and higher school certificate courses is offered in Years 11 and 12. As a selective high school extension courses are offered in history, Japanese, music, English and mathematics.

Extension 2 courses are offered for both English and mathematics.

The school works on a two-week timetable cycle which allows Years 11 and 12 to do up to thirteen units. Many students do more than thirteen units by taking extension courses off line.

Vocational education courses were offered in Years 11 and 12 through TAFE NSW. Five students attended Baulkham Hills College and three attended Nirimba College.

Financial statement summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, buildings and major maintenance.

Income	\$1,127,417.07
Balance brought forward	154 461.15
Global funds	392 442.72
Tied funds	81 532.59
School & community sources	417 333.15
Interest	12 896.29
Trust receipts	68 751.17
Canteen	0.00
<i>Total income</i>	<u>1 127 417.07</u>
Expenditure	
Teaching & learning	
Key learning areas	82 342.32
Excursions	223 942.40
Extracurricular dissections	110 110.22
Library	20 425.78
Training & development	5 064.93
Tied funds	41 372.34
Casual relief teachers	74 556.35
Administration & office	145 361.84
School-operated canteen	0.00
Utilities	58 439.80
Maintenance	83 788.64
Trust accounts	62 871.02
Capital programs	35 962.33
<i>Total expenditure</i>	<u>944 237.97</u>
Balance carried forward	<u><u>183 179.10</u></u>

A full copy of the school's 2004 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

The balance carried forward will be used to finalise payments for 2004 programs and to commence 2005 programs.

The annual voluntary school contribution for Years 7 to 12 is set by the school community at \$100 per annum.

There is also an additional charge of \$20 per annum in Years 7 to 10 to cover entry to the national English, science, mathematics and geography competitions.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee has determined targets for the school's future development.

Members of the school self-evaluation committee included:

Asli Harman Teacher
Jacqui Vilkins Teacher
Graeme Holden Principal
Zuie Hervey Parent
Chris Bowra Student
Musibo Adio Teacher
Lesley Walker Teacher

The school education area chief education officer has provided guidance to the school during the self-evaluation process and validated the analysis of student performance data contained in this report.

Kerrie Ikin
School Development Officer
Western Sydney Region

The school education director has endorsed the targets contained in this report, which will be used to facilitate area planning and allocation of area resources.

Dennis MacKenzie
School Education Director
Western Sydney, Hills

