



Annual Report 2005

GIRRAWEEN 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.

Girraween High prides itself on providing a broad range of activities to extend our students. This year

saw our school continue to offer many activities to support students in pursuing special 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 through training as peer mediators and student representative council membership. In Years 11 and 12 students can also become prefects and/or peer support leaders. In 2006 there will be more leadership opportunities provided by our new house system.

The school receives many enquiries about how students may be enrolled at Girraween. The selection procedure for Year 7 entry is controlled by the Department of Education and Training 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.

A school based 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 2005 a new Covered Outdoor Learning Area was constructed in our playground. Funding of \$38 000 was provided by contributions from the school, the Department of Education and Training and the Girraween High School Parents & Citizens Association.

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, M.A.C.E

Our achievements

Sport

Girraween High won the state vigoro championship.

Nicole McHugh was selected in the Sydney West, Combined High Schools (CHS) and National Touch Football teams. Nicole was a member of the vigoro team.

Kate Hanson was selected in the Sydney West Touch Football and Netball teams. She was a member of the vigoro team.

Ashleigh Dind was selected in the Sydney west Touch Football team, the CHS vigoro team and was a member of our vigoro team.

Ashley Baveas was selected for the Sydney West Netball team, the CHS vigoro was a member of our vigoro team.

Lauren Funnell was selected in the Sydney West softball team, the CHS vigoro team and was a member of our championship vigoro team.

Nicole Geribo was selected for the Sydney West netball team and was a member of our state championship vigoro team.

Damian Crangle was selected in the Sydney West golf team.

Zuzia Korban, Daniel Cullen and Lachlan John were selected in the Sydney West athletics team.

Karen Leung, Steven Nguyen, Mitchell McFarlane, Jake Loosmore and Thomas Winters were selected for the Sydney West swimming team.

Ai-My Le and Thomas Winters were selected to represent Sydney West at tennis.

Girraween High won the zone athletics, swimming and cross-country carnivals.

General

The Year 11 debating team won the zone final of The Premier's Debating Challenge 2005. The team went on to make the state semi-finals.

Nicole McHugh, Year 12 received the 2005 Minister's Award for Student Achievement. The award, presented by the NSW Minister for Education

and Training, recognised Nicole's overall achievement across many areas of school activity and school service.

Our Open Chess Team was placed second in their division of the Secondary Schools One-Day Teams Tournament.

The Year 10 drama class was selected to perform at the State Drama Festival, at the Seymour Centre in Sydney.

Regional, State and National Competitions

In the Australian Schools Computer Skills Competition 49 students were entered. The school gained 14 credits and 17 distinctions. Jonathan Hakim of Year 11 and John Ranola of Year 8 achieved high distinctions.

In the Australian Informatics Competition 44 Students were entered.. The school achieved 23 credits, 10 distinctions and three high distinctions. Edward Ho was specially recognised for his perfect score with a prize.

In the Western Sydney Region Engineering Report Writing Competition two of our students were finalists. Mohamed Moussa Year 11 was judged the overall winner of the competition. He was presented with a certificate and cash prize in a ceremony held at the University of Western Sydney.

At the Australian Championships in Adelaide and in the NSW State Solos Katrina Smith from Year 11 achieved first place for her performance on Bass Clarinet.

In the Australian Science Competition Girraween students demonstrated outstanding results with a total of 12 high distinctions, 160 distinctions and 177 credits.

In the Australian Business Studies Competition there were six high distinctions and in The Australian Economics Competition there were three high distinctions. Two students received special prizes in the Business Studies Competition.

In The Australian Financial Literacy assessment Luke Lau of Year 9 received the highest mark in the state in his year level.

In the Premier's Reading Challenge Girraween was second in the state in the high school division of this challenge.



In the Australian Language Certificate Competition Ivan Luburic of Year 9 achieved a perfect score.

In the Australasian Schools English Competition there were seven high distinctions and 109 distinctions. Anna Sarlej achieved the highest individual score in Australia.

In the Westpac Mathematics Competition Girraween won three prizes and was awarded 23 high distinctions, 186 distinctions and 263 credits.

In the Australian Mathematics Olympiad Committee Challenge Stage Girraween achieved six high distinctions, four distinctions and eight credits.

In the Australian Mathematics Olympiad Committee Enrichment Stage Girraween achieved five high distinctions, four distinctions and two credits.

Mathew Chi achieved a high distinction in the Intermediate Mathematics Olympiad.

In the National Titration Competition, held at the University of New South Wales, Tejas Kaore and Nathaniel Tan received silver medals, Shivansh Kochhar was awarded a gold medal.

Shivansh Kochhar and Stuart Robinson were selected to train for the Australian Science Olympiad. Only 24 students nationally were selected.

Key evaluations

Educational and management practice

School Management

Background

The school has had a significant turnover of staff over the past few years. In the light of these changes it was felt that an evaluation of school management would assist our management team to respond to any significant issues raised.

The evaluation instrument chosen was SchoolMap, which is provided to schools by the Department of Education and Training. Fifty teachers were surveyed using best practice statements on school management. For each statement of best practice respondents were required to select one of four options ranging from strong agreement to strong disagreement.

Findings and conclusions

The survey revealed areas where school management could be improved. The three main areas for improvement were related to: making major changes, addressing staff welfare needs and the planning of professional learning.

In all other areas school management surveyed the response was very positive. Over 90% of staff believed student welfare needs are reflected in school planning, 80% agreed that the allocation of money and resources was managed effectively and that student interests and needs determined the curriculum, over 70% responded positively that policies and plans were effectively supervised and that the school continually looks to improve its performance.

Future directions

There was a problem in 2005 getting some school committees to have representation from all faculties. This meant communication in those areas was not as effective as in previous years. This will be addressed in 2006.

Quality of school life survey Year 7 to 8

Background

One of the school's Targets in 2005 was – To increase the engagement in learning in Stage 4.

To assist us with our planning Stage 4 (Years 7 and 8) completed the Quality of School Life survey.

Findings and conclusions

Students were very positive in answers to questions about the relevance of schooling and their sense of identity and achievement.

They were less positive in relation to self esteem and their response to teachers.

Year 7 was more positive overall than Year 8.

Boys in Year 8 showed a greater decline in attitude to school than girls. This was particularly noticeable in their responses to questions relating to interaction with their teachers.

Future directions

A response to this survey has been incorporated into the 2006 Targets 1 and 3.

Curriculum

The Ensembles Project (Music Faculty)

Background

The Ensembles Program was initiated in Term 1 2005. Six new ensembles were created where entry was stipulated according to varying levels of expertise and rehearsals were timetabled across the week so as to ensure that all students could attend at least one ensemble.

Attendance at rehearsals and performances was linked to the curriculum and student mentorships were established to support beginning musicians and develop the skills of the senior musicians.

A Parent Music Committee was established at the same time to help fundraise, administer and support the Ensembles Program. This group was formally recognised as a committee of the Girraween High School Parents and Citizens Association.

The Ensembles Program attempts to balance the curriculum and educational experience for students at Girraween High School by providing an humanities based approach to learning and skills development alongside the more established scientific and literary based academic programs within the school.

Findings and conclusions

The positive response by students to the Ensemble Program indicates that the first objective was achieved: that students have the opportunity to enjoy making music in ensemble situations. The evaluation has shown that the Ensembles Program has achieved the following outcomes:

- increased the profile of The Faculty of Music;
- increased the profile of the school;
- developed links with the community;
- allowed socialising across year levels;
- provided peer support;
- individual and sectional practice regimes implemented;
- increased musical literacy;
- increased musical appreciation; and
- enhanced personal development skills such as organisation, values development, social skills, independent learning skills and the ability to work as a member of a team.

Future directions

The structure of the Ensemble Program is successful in delivering contrasting musical experiences and opportunities for students to participate in these. The program caters to a high level for at least 80% of the students involved however, results have shown that some students require more personal attention to motivate them into self-directed learning.

The establishment of a teaching program to provide private instrumental and vocal tuition for students during school time would both support the education of students in general as well as assist with their development within the Ensembles Program. Issues related to this approach include the provision of space and the development of a rolling private lesson timetable to ensure that students only miss thirty minutes of the same class once every term.

Overall, the Faculty of Music's Ensembles Program is an extremely successful, valuable, enjoyable and efficiently run program.

Other programs

Sister School Program

Background

The school celebrated in 2005 eleven 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 eleven years of the relationship more than 220 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.

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.

The program has grown and now involves students other than Year 7.

Ongoing literacy support is offered to students in a variety of modes, tutorials, optional electives, individual programs and team teaching.

Wide reading is promoted in Stage 4 as a means of supporting literacy development. Our success in the Premier's reading Challenge reflects the commitment of our students to this program.

Findings and conclusions

Our results in the state wide 2005 English Language and Literacy Assessment (ELLA) confirm the success of our program.

In Literacy our relative growth from Year 7 to Year 8 was more than two and a half times the state average.

In Reading our relative growth from Year 7 to Year 8 was more than twice the state average.

In Language our relative growth from Year 7 to Year 8 was greater than the state average.

In Writing our relative growth from Year 7 to Year 8 was four times the state average.

In Literacy, Reading and Language the relative growth of girls was greater than that of boys.

In Writing boys who achieved more than five times the state average growth showed greater relative growth than girls. This was particularly pleasing as in the 2004 Annual Report it was noted that writing skills of boys needed to be stressed and developed.

Future directions

The program is very successful and will continue.

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.

English Literacy

The school had 39.2% of the students in Band 6 compared with the state average of 6.2%. In Band 5, there were 40% of the students compared with the state average of 23.5%.

The percentage of students in Band 6 showed a significant increase on the percentage in 2004 and 2003.

The percentage of boys achieving Band 6 was higher than the girls. This is the first time this has happened.

An analysis of the results showed that students' progress from the Year 5 Basic Skills Test in Bands 5 and 6 was in line with expectations.

A comparison with our Like School Group (LSG) which is the other selective schools, demonstrated that Girraween students had shown greater relative improvement.

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 60% of the students in Band 6 compared with the state average of 7.3%. In Band 5, there were 37.5% of the students compared with the state average of 18.5%. The percentage of students in Band 6 showed a significant increase on the percentage in 2004 and 2003.

An analysis of the results showed that students' progress from the Year 5 Basic Skills Test in Bands 5 and 6 there had been significant improvement and relative growth.

The 2005 results showed an increase in relative growth greater than for 2001-04.

A comparison with our Like School Group (LSG) which is the other selective schools, demonstrated

that Girraween students had shown greater relative improvement.

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 38.7% of the students in Band 6 compared with the state average of 6.0%. In Band 5, there were 59.7% of the students as compared with the state average of 25.9%. The percentage of students in Band 6 showed an increase over the percentage in 2004.

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 relative growth.

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 2005 results showed an increase in relative growth greater than for 2001-04.

A comparison with our Like School Group (LSG) which is the other selective schools, demonstrated that Girraween students had shown greater relative improvement.

Australian history, civics and citizenship

The school had 44.2% of the students in Band 6 compared with the state average of 6.0%. In Band 5, there were 45% of the students as compared with the state average of 24.2%.

An analysis of the results showed that students' progress from the Year 5 Basic Skills Test in Band 6 and Band 5 showed there had been significant improvement and relative growth.

A comparison with our Like School Group (LSG) which is the other selective schools, demonstrated that Girraween students had shown greater relative improvement.

The 2005 results showed an increase in relative growth greater than for 2001-04.

Australian geography, civics and citizenship

The school had 22.5% of the students in Band 6 compared with the state average of 3.9%. In Band 5, there were 67.5% of the students as compared with the state average of 23.5%.

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 relative growth.

The 2005 results showed an increase in relative growth over the 2004 results.

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.

An analysis of grades showed that:

- in advanced mathematics 78% of students received Grades A or B;
- in English 91% of students received Grades A or B;
- in science 91% of students received Grades A or B;
- in Australian geography 88% of students received Grades A or B;
- in Australian history 83% of students received Grades A or B and
- in personal development / health / physical education 83% of students received Grades A or B.
- in commerce 84% of students received Grades A or B;
- in history 99% of students received Grades A or B;
- in food technology 83% of students received Grades A or B;
- in computing studies 90% of students received Grades A or B;
- in drama 86% of students received Grades A or B;
- in French all students received Grades A or B;
- in Japanese all students received Grades A or B;
- in music all students received Grade A or B;
- in technical drawing 88% of students received Grades A or B; and
- in visual design 80% of students received Grades A or B.

The pattern of grades shows that girls continue to outperform boys in school assessment tasks. With the exceptions of music and personal development / health / physical education 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 report 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 fifteen students to complete this course one year early.

Four students completed distinction courses in cosmology, comparative literature or philosophy through Charles Sturt University.

Students from our school were placed:

- second in the state in ancient history;
- fourth in the state in biology;
- fourth in the state in comparative literature;
- second and tenth in the state in earth and environmental science;
- first and ninth in the state in senior science;
- third in the state in Hungarian continuers;
- fourth in the state in chemistry 2004 HSC;
- second in the state in philosophy; and
- fifth in the state in Polish continuers.

Special congratulations are in order to Anna Sarlej who was in the top five in the state in four courses and received a UAI of 100.

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

Girraween High School students received 211 mentions on the Board of Studies Distinguished Achievers List.

Overall girls outperformed boys in twenty out of twenty-five courses.

An analysis of the schools overall performance in the 2005 Higher School Certificate shows that the progress of students who were in the middle-performing group for the School Certificate showed significant relative growth in the Higher School

Certificate. Students who achieved in the higher performing group in the School Certificate also showed significant relative growth in the Higher School Certificate. This cohort performed better overall than the cohorts of 2004 and 2003.

A comparison with our Like School Group (LSG) which is the other selective schools, demonstrated that Girraween students had shown greater relative improvement.

The analysis of each KLA is below.

English

In English (advanced), average performance was above the state mean with twenty-two students placed on the distinguished achievers list. Students in English (advanced) had improved their within school performance comparison when compared with 2004. 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 students had made progress in line with the state average.

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 below the state average for the two students in Band 4 but in line with the state average for the other twenty-two students.

There was a significant increase in the percentage of students achieving the top band in English (advanced) when compared with the 2004 Higher School Certificate. In English Advanced twenty-two students achieved a Band 6 in 2005 compared with 11 students in 2004; in English extension 1 twelve students achieved Band E4 in both 2005 and 2004; and in English extension 2 three students achieved Band E4 compared with five in 2004.

In English (advanced) and English extension 2 the students' relative growth was better than in 2004.

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, and general mathematics students' progress from the School Certificate was in line with the state average.

Sixteen students were placed on the distinguished achievers list for mathematics, 29 were placed on the extension 1 list, ten were placed on the extension 2 list and five were placed on the general mathematics list.

In mathematics extension 1 and extension 2 the performance in the top band (E4) has remained consistent. Increasing numbers of students are taking these courses and it was pleasing to see the percentage of students in the bottom two bands decrease significantly in 2005.

In mathematics, general mathematics and mathematics extension 2 the students' relative growth was better than in 2004.

Science

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

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

Twelve students were placed on the physics distinguished achievers list, seventeen on the chemistry list; eleven were placed on the biology list, four students were placed on the earth and environmental science list and seven on the senior science list.

The percentage of students in Bands 5 and 6 in comparison with the 2004 results showed chemistry went from 77% to 75%, Physics from 71% to 63%, biology from 91% to 81% and senior science went from 93% to 83%.

In senior science students were placed first and ninth in the state and in earth and environmental science students were placed second and tenth in the state.

Human Society and Its Environment

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

A comparison with performance in the School Certificate showed students had made progress in line with the state average in all courses. In economics, business studies and geography the relative growth of students was greater than in 2004.

Five students were placed on the economics distinguished achievers list, one on the list for business studies, two on the geography list, nine on the legal studies list, eighteen on the modern history list, seven on the ancient history list, and one on the history extension list.

Anna Sarlej came second in the state in ancient history.

The percentage of students achieving the Band 5 and 6 showed little change in legal studies, ancient history and economics when compared with the 2004 Higher School Certificate. In ancient history 90% of the students achieved Band 5 or 6 in 2005 compared with 86% of the students in 2004; in legal studies 89% of students achieved Band 5 or 6 compared with 88% in 2004 and in economics 64% of students achieved Band 5 or 6 compared with 63% in 2004.

In modern history 81% of students achieved Band 5 or 6 compared with 73% in 2004 and in business studies 69% achieved Band 5 or 6 compared with 60% in 2004.

In geography the percentage of students in Bands 5 and 6 decreased from 83% in 2004 to 67% in 2005.

In history extension the percentage of students in Bands E3 and E4 decreased from 100% in 2004 to 79% in 2005.

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. Drama had one student on the distinguished achievers list.

Dylan O'Connor had his major art work selected for *ARTEXPRESS*.

In Music 1 100% of students achieved Band 5 or 6 in 2005 compared with 86% in 2004 and in drama 100% achieved Band 5 or 6 compared with 50% in 2004.

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. A comparison with performance in the School Certificate showed students had made progress in line with the state average in all courses

Two students were placed on the distinguished achievers list in information processes and technology and three on the software development and design list.

In software development and design 100% of the students achieved Band 5 or 6 in 2005 compared with

69% of the students in 2004; in information processes and technology 100% of students achieved Band 5 or 6 compared with 78% in 2004 and in engineering studies 100% of students achieved Band 5 or 6 compared with 80% in 2004.

Languages

In Japanese continuers students performed above the state mean. One student was 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 all courses

In Japanese extension students performed significantly above the state mean. In comparison to the 2004 results for this course there was significant improvement. One student was placed on the distinguished achievers list. In comparison with performance in the School Certificate there was significant relative growth.

Personal Development Health and Physical Education (PDHPE)

In PDHPE students performed above the state mean. Four students were placed on the distinguished achievers list.

All students were in Band 5 or Band 6.

A comparison with performance in the School Certificate showed students had made progress in line with the state average in all courses.

Our targets

Progress on 2005 targets

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

Our achievements include:

- the earlier detection of students whose performance is of concern and providing them with learning support;
- a significant relative growth in students' literacy as shown in ELLA (see above);
- completing the Quality of School Life Survey in Years 7 and 8 which showed there was a significant decline in attitude to school amongst the boys. This will need to be further addressed in 2005 (see Target 1 2006); and

- successfully applying for funding in 2006 under the Success for Boys Program from Curriculum Corporation (see Target 1 2006).

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

Our achievements include:

- increasing confidence in and usage of CIT by all staff after training sessions in database management, use of spreadsheets for administration and teaching and web related packages;
- the training of all staff in a new computerised reporting system;
- upgrading the school's network to increase access for staff and students;
- completing the embedding of CIT into teaching and assessment programs in place for 2006; and
- the development of structures to ensure students are prepared for the School Certificate Computer Skills Assessment.

Target 3. To enhance our students' leadership skills.

Our achievements include:

- the reinvigoration of the Student Representative Council with students organising significant events and increasing their participation in school planning;
- the development of a new house system to increase leadership opportunities; and
- increasing leadership opportunities for all students especially those in Years 7 to 10. The new house system will build on this work (see Target 4 2006)

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

Our achievements include:

- surveys of students' attitudes to teaching and learning;

- providing professional learning for staff on improving assessment tasks to reflect the quality teaching framework and gifted and talented strategies; and
- the training of our staff by the Department of Education and Training Gifted and Talented Unit in the inclusion of up to date gifted and talented strategies into teaching/learning programs at our school.

Targets for 2006

Target 1. To reduce the percentage of students in all courses in Band 4 of the School Certificate Tests to less than 5% of the cohort.

Strategies to achieve this target include:

- more effective monitoring of student performance through the school's diary system and student reports;
- developing individual Learning Plans for targeted students;
- the review of assessment strategies used in stage 5; and
- The implementation of the *Success with Boys* strategy.

Our success will be measured by:

- early detection of students whose performance is of concern;
- all staff trained in *Success for Boys* strategies; and
- action learning plans implemented.

Target 2. To improve student learning outcomes in numeracy.

Strategies to achieve this target include:

- a numeracy team formed to develop numeracy strategies for all courses;
- each faculty identifying and embedding numeracy into teaching programs; and
- topic related numeracy assessed in all courses.

Our success will be measured by:

- growth in numeracy skills as measured by SNAP will be above state means;
- student performance in national and state numeracy assessments will be above means;
- all staff being aware of numeracy issues; and

- numeracy skills will be incorporated into all KLAs.

Target 3. To increase resilience in students.

Strategies to achieve this target include:

- 4Rs (Resilience, Responsibility, Reliability, Resourcefulness) program implemented in Year 9.
- zero tolerance for bullying maintained.
- a culture of personal best developed.

Our success will be measured by:

- improved student satisfaction with school life, as evidenced through survey and focus groups;
- reduced frequency of welfare referrals; and
- a greater understanding of assessment and reporting of student progress through personal best philosophy.

Target 4. To improve student learning outcomes in sport.

Strategies to achieve this target include:

- a challenging intra-school sport program developed;
- re-invigorating the house system;
- the new house system providing more leadership opportunities for students; and
- development squads being formed to assist students develop skills.

Our success will be measured by:

- student participation in sport carnivals increased to at least 70%;
- a culture of high expectations and personal best developed; and
- more students participating in Knock Out competitions.

Our context

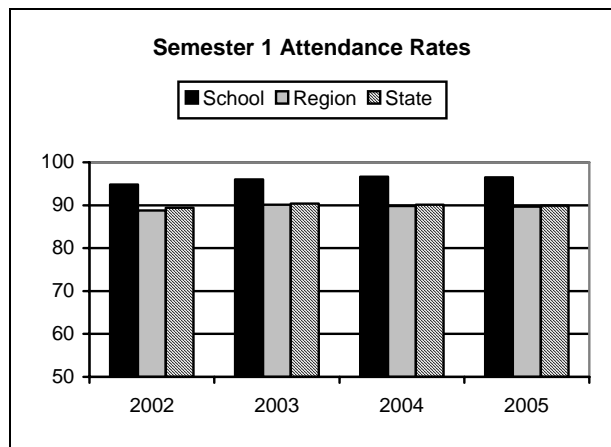
Enrolment profile

In 2005 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 80% of students having a non-English speaking background.

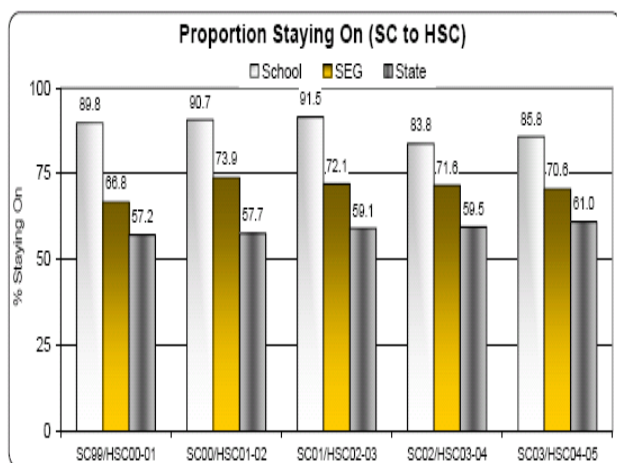
Attendance profile

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



Retention rate

The retention rate improved from 2004. At the end of Year 10 Girraween High does lose some students to other selective schools. In most cases students are moving to schools closer to where they live. This distance factor becomes more important in the senior school as many courses have to be taught before or after normal school hours.



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 98% of students received main round offers of a place in a university course.

The breakdown of placements is:

| | |
|----------------------|-----|
| University of Sydney | 38% |
| University of NSW | 16% |
| UTS | 20% |
| Macquarie University | 14% |
| UWS | 6% |
| Other | 6% |

Parent and Community Involvement

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 \$10 000 to the fund to provide a sun shelter in the playground. This shelter not only provides protection from the sun at recess and lunch but is an excellent outdoor learning area used by classes from many different curriculum areas.

Two members of the P&C have been trained in the new Merit Selection Procedures and are available to assist with in any staff selection panels.

Our gymnasium is used by six local community groups for badminton.

Staffing

| Staff | Full-time | Part-time |
|-------------------|-----------|-----------------|
| Principal | 1 | |
| Deputy Principals | 2 | |
| Head Teachers | 8 | |
| Teachers | 40 | 0.8 |
| Teacher-librarian | 1 | |
| Careers Adviser | 1 | |
| ESL teacher | | 2 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 | |

Financial statement summary

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

| | |
|--------------------------------|--------------------------|
| Date of financial summary: | 30/11/2005 |
| Income | \$ |
| Balance brought forward | 183 179.10 |
| Global funds | 391 137.06 |
| Tied funds | 91 986.51 |
| School & community sources | 397 656.10 |
| Interest | 14 425.93 |
| Trust receipts | 45 207.67 |
| Canteen | 0.00 |
| <i>Total income</i> | <u>1 123 592.37</u> |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 80 235.17 |
| Excursions | 163 254.39 |
| Extracurricular dissections | 123 874.70 |
| Library | 17 263.92 |
| Training & development | 201.55 |
| Tied funds | 104 287.67 |
| Casual relief teachers | 100 479.05 |
| Administration & office | 151 025.53 |
| School-operated canteen | 0.00 |
| Utilities | 61 618.23 |
| Maintenance | 40 605.01 |
| Trust accounts | 65 462.98 |
| Capital programs | 55 265.24 |
| <i>Total expenditure</i> | <u>963 573.44</u> |
| Balance carried forward | <u>160 018.93</u> |

A full copy of the school's 2005 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.

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 | Staff |
| Musibo Adio | Staff |
| Robert Boncardo | Student |
| Zuie Hervey | P & C President |
| Graeme Holden | Principal |
| Katrina Smith | Student |

A designated regional officer has provided guidance to the school during the self-evaluation process and validated the analysis of student performance data contained in this report.

Gerry McCloughan
School Development Officer
Western Sydney Region

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

Dennis MacKenzie
School Education Director
Western Sydney Region (The Hills)

