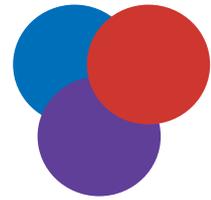


# Georges River College Penshurst Girls Campus Annual Report



2015



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## Introduction

The Annual Report for 2015 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

2015 has been an enormously successful year at Georges River College Penshurst Girls Campus. This year we celebrated our 60<sup>th</sup> anniversary, and as we grow and change with the times, never can our school community be more certain of the continued success of our school.

2015 was the first year of our new School Plan cycle and we can tangibly see improvement (progress), innovation and change all around our school. We implemented our first Self Organised Learning Environment. This was a dynamic pedagogy project with students actively engaged in their learning. However, the dual success of this project is also measured in the shift in teacher attitudes about what the modern role of the teacher can be. This was revelatory for the teachers involved and is our first big step on the flexible curriculum delivery journey. The success of this project is equalled by the success of our Primary Links Project. Quantitative data has proven that this program has supported students as they transition to High School, it has improved our relationships with our Primary School colleagues and afforded us a better understanding of the staged learning of our students as they move from Stage 3 to Stage 4. In 2016, we will begin a program of teacher exchange to support this project and create an even deeper understanding of the learning continuum between Stages 3 and 4. Our improvement journey will also be evidenced by the development of a greater professional learning culture amongst staff, especially around the use of innovative technologies.

Our school's directions are future focused. Our action team evolution has been successful and our internal progress monitoring (milestones) reveals that we are on track. I am particularly satisfied with the enthusiasm and commitment that staff have shown as they develop new teaching programs focused around flexible curriculum delivery. In 2016 we will review our DEAR program, and I am excited by the opportunities this review will create in terms of our authentic understanding and implementation of the Literacy Continuum, the Numeracy Continuum and the Physical Literacy Continuum, and the resultant high value effect this will have on student learning outcomes.

It is a wonderful time to be a learner at Georges River College Penshurst Girls Campus. Our excellent NAPLAN results are a credit to our dedicated teachers whose passion and skill lies in quality middle school girls' education.

This is reflected in all internal and external result measures. Our significant student well-being programs and our dedicated Learning Support Team ensures no student in our care falls through the cracks.

In the following pages you will see the evidence of the success of this wonderful and inclusive school for girls. However, what you will also see is our commitment to continuously build upon our success and aim higher. Just as we have high expectations for our students, we also have high expectations of ourselves, and I am proud to give this positive Annual Report for the 2015 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 21<sup>st</sup> 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 St George Network of schools. There are 652 students, 71% 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 achievements

### Self-assessment using the School Excellence Framework

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

This year, our school undertook a self-assessment using the elements of the School Excellence Framework.

On our first School Development Day of 2015 school staff undertook professional learning on the School Excellence Framework. We did this to ensure all school staff had a good understanding of the Framework, what excellence looks like in practice, and how we would be able to create and collect evidence which demonstrated where we sat within the framework. Since then the 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 progress through our third Strategic Direction: Quality Community and Values. Our renewed focus on Positive Behaviour for Learning across the school has further embedded a culture of positive values. Our Primary Links program has been a collaborative partnership that has enhanced 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 21<sup>st</sup> Century learning styles and technologies to engage students and ensure they attain expected educational learning outcomes. This was supported by our first Self Organised Learning Environment (SOLE) experience, again an evidence based practice that saw teachers reflect on their teaching style and adopt a growth mindset to empower our students to become independent and resourceful learners. 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 addition 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 further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

## 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 focused and responsible global citizens.

#### Overall summary of progress

Our progress in this strategic direction of our School Plan was significant. Given the resources and the professional learning to embrace the needs of the 21<sup>st</sup> Century learner, our teachers have embraced the opportunity to improve their practice. All staff made aspects of our School Plan directions one of their professional goals in their Professional Development Plans. This gave them an opportunity to engage in structured mentoring with their supervisors that helped them identify and then meet their needs to deliver on the improvement measures that were collaboratively agreed upon by our school community.

| Progress towards achieving improvement measures  |  | Resources (annual)                           |
|--|--|--|
| Improvement measure (to be achieved over 3 years)  | Progress achieved this year  | Funds Expended                               |
| 25% increase of students using 21 <sup>st</sup> Century learning styles & technologies to engage in and attain expected educational learning outcomes 7-10 (including equity groups) | In terms 2 and 3 a team of teachers researched this evidence based practice and then planned its delivery and implementation. A Self Organised Learning Environment (SOLE) was created for Year 8 in Term 4. The product was filmed and will be used as a baseline to assess our future progress against.  | \$1500.00<br>(Teacher Professional Learning) |
| 40% increase of teachers confident in utilizing learning technologies to maximise 21C learning opportunities for students  | All teaching staff demonstrated their commitment to this improvement measure by signing an agreement to use iPads in Stage 4 in meaningful ways to engage their students. This agreement involved a commitment to professional learning and to sharing best practice. An iPad team was created with representatives from each faculty and every fortnight in Semester 2 an iPad Ideas Lounge was held at lunchtime for teachers to share best practice and demonstrate their progress. | \$30 000<br>(Technology funding)             |

#### Next steps

- Continue to implement flexible curriculum delivery models led by the work of the Flexible Curriculum Delivery School Plan team.
- Refurbish classroom spaces to accommodate and support flexible curriculum delivery.
- This Strategic Direction will have explicit Literacy & Numeracy Improvement measures included in it for 2016.
- Continue to build upon the improved pedagogy model of using iPads in in Stage 4.
- Continue to organise SOLE learning experiences and move toward Project Based Learning through a cross curriculum project.

## Strategic Direction 2

Quality Staff & 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

Significant progress was achieved in building a culture of staff professionalism that is characterised by ongoing learning, reflection and a commitment to develop, share and implement best practice. This was enhanced by the allocation of professional learning funds to faculties so that professional learning could be targeted and tailored (personalised) to meet the ongoing professional needs of teachers at varying career stages.

The plan for the transformation of the Library into a centre for 21<sup>st</sup> Century learning had to be postponed until final repairs to the Library roof occurred.

| Progress towards achieving improvement measures   |   | Resources (annual)                              |
|---|---|---|
| Improvement measure (to be achieved over 3 years)   | Progress achieved this year   | Funds Expended                                  |
| 100% of staff will engage with the AITSL Classroom Teacher Continuum and participate in a program of negotiated lesson observation and evaluation | This improvement measure was fully achieved in 2015. The development of a program of negotiated lesson observations and protocols for observations of practice was highly successful. All staff engaged in at least two observations, part of which was the receiving of structured feedback.   | \$2000<br>(Teacher Professional Learning Funds) |
| 40% increase in student, staff and parent confidence in the School Library as a centre of learning excellence (including equity groups)           | Whilst a new librarian was appointed, and the Library continues to be a hub of information technology and knowledge systems, due to emergent issues with the Library roof, it was not possible to refurbish it. In term 4 this project was re-imagined as a refurbishment of the music rooms to transform them into future focused learning environments. | \$20 000<br>(School funds and Public Works)     |

### Next steps

- Other General classroom Learning spaces will be refurbished to accommodate flexible curriculum delivery. The music classrooms will be included in our 2016 School Plan, as well as one of our general classroom spaces.
- Our flexible curriculum delivery project (challenge based, project based, cross curriculum and SOLE) will be moved to this strategic direction in 2016.

## 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 Program has continued to go from strength to strength. The program was expanded to include Year 5 students (due to demand) and was fully subscribed for the entire school year. A newsletter was sent home with each student every week that reflected the meaningful and engaging curriculum that the students were being immersed in, but also showing the ease and familiarity they soon were feeling in the High School environment. Our commitment to PBL was reenergized, and all new staff were trained in PBL.

| Progress towards achieving improvement measures  |  | Resources (annual)                                       |
|--|--|--|
| Improvement measure (to be achieved over 3 years)  | Progress achieved this year  | Funds Expended   |
| 100% of Primary Links students experience greater confidence when transitioning to High School (including equity groups, particularly EAL/D) | Student surveys reflect all participating students were more confident about their High School transition. Exit data reflected a 100% achievement of this measure.   | \$40 000<br>(using English Language proficiency funding) |
| 100% of students and staff will demonstrate our core values of respect, responsibility and excellence  | <ul style="list-style-type: none"><li>A Campus and a College Positive Behaviour for Learning (PBL) coordinator was appointed.</li><li>Survey was conducted. A new merit award system was designed and implemented in Years 8 and 9. A Year 8 PBL merit award excursion occurred.</li><li>All students and new staff were explicitly taught and inducted into our PBL values of respect, responsibility and excellence.</li></ul> | \$5000<br>(using socio-economic background funding)      |

### Next steps

- Primary Links will expand to include a teacher professional learning element. There will be teacher exchange and workshops to share best practice across Stages 3 and 4.
- PBL will continue to be implemented and quantitative data will be gathered to measure its impact on student learning and well-being.

## Key initiatives and other school focus areas

| Key initiatives (annual)                                       | Impact achieved this year   | Resources (annual) |
|--|---|--------------------|
| <b>Aboriginal background funding</b>                           | 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. Two staff members attended an Aboriginal Education Professional Learning Day at Taronga Zoo. The entire school staff attended a whole day College Professional Learning Day designed to improve our understanding of aboriginal culture, and to improve educational outcomes for aboriginal students. All Aboriginal students are supported by our Learning Support Team.  | \$1 571            |
| <b>English language proficiency funding</b>                    | \$113,820 of this were regional funds that were used to fund a Primary Links program at GRC Hurstville Boys Campus and GRC Penshurst Girls Campus. This funding was also used to support the participation of thirteen staff across four schools to complete the TELL ( <i>Teaching English Language Learners</i> ) program. 4 staff attended the Literacy in the Middle Years conference. Two staff attended the International Students Conference. The impact of these initiatives has resulted in: improved transition to High School of EAL/D students; classroom teachers improving their practice in catering for EAL/D students and teachers embedding explicit literacy strategies in Stage 4 English programs. | \$253 561          |
| <b>Targeted students support for refugees and new arrivals</b> | No funding received in 2015.  |                    |
| <b>Socio-economic funding</b>                                  | A Learning and Support teacher was employed for one day a week to work with students at risk of not completing their education. Four staff attended PBL 'Reloaded' training. Faculty budgets were increased by 15% compared to previous years to enable extra resourcing for students whose families who may be experiencing financial hardship. Two staff undertook Dare to Lead training.   | \$37 440           |
| <b>Low level adjustment for disability funding</b>             | In addition to our Learning & Support Teacher allocation of 1.2, an additional 0.7 was employed to support students with additional learning needs and to work with   | \$183 001          |

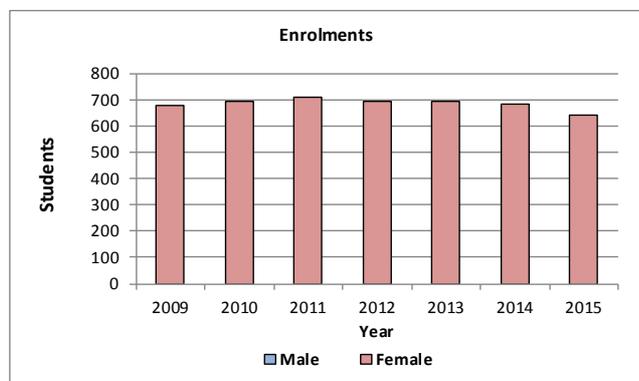
|                                       |   |          |
|---------------------------------------|---|----------|
|                                       | teachers and families to improve the learning outcomes of students experiencing a range of barriers to their learning.  |          |
| <b>Support for beginning teachers</b> | Two teachers qualified for this funding. Teacher 1 took extended leave and will expend the funds upon their return. Teacher 2 used the funds to: improve her classroom teaching practice; to greater understand the Australian Professional Standards for Teachers and what they look like in practice; and to receive ongoing mentoring support from a senior colleague. Teacher 2 attended the Girls in Education conference, observed the lessons of their peers, and visited another school to see how they worked with students with additional learning needs. This teacher also used the funds to improve her capacity as a member of the welfare team and used relief time to learn how to effectively plan for excursions, to successfully modify and adjust learning experiences for a differentiated approach to student learning, and to plan for assessment of learning. | \$25 913 |

## Mandatory and optional reporting requirements

### Student information

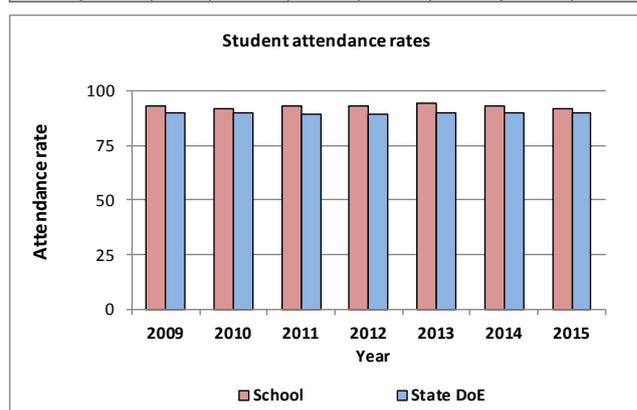
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student enrolment profile



### Student attendance profile

| School       | Year        | 2009        | 2010        | 2011        | 2012        | 2013        | 2014        | 2015 |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------|
|              | 7           | 95.6        | 93.9        | 96.5        | 95.4        | 95.8        | 94.6        | 94.2 |
| 8            | 94.3        | 92.9        | 92.9        | 93.9        | 94.5        | 93.8        | 91.2        |      |
| 9            | 91.7        | 91.7        | 91.1        | 91.8        | 93.7        | 92.5        | 91.2        |      |
| 10           | 91.1        | 90.0        | 92.3        | 90.4        | 93.2        | 92.0        | 90.7        |      |
| 11           | 0.0         | 0.0         | 0.0         | 0.0         | na          | na          | na          |      |
| 12           | 0.0         | 0.0         | 0.0         | 0.0         | na          | na          | na          |      |
| <b>Total</b> | <b>93.2</b> | <b>92.1</b> | <b>93.3</b> | <b>92.9</b> | <b>94.3</b> | <b>93.2</b> | <b>91.8</b> |      |
| State DoE    | 7           | 92.3        | 92.6        | 92.5        | 92.4        | 93.2        | 93.3        | 92.7 |
|              | 8           | 90.0        | 90.5        | 90.1        | 90.1        | 90.9        | 91.1        | 90.6 |
| 9            | 88.8        | 89.1        | 88.8        | 88.7        | 89.4        | 89.7        | 89.3        |      |
| 10           | 88.7        | 88.3        | 87.1        | 87.0        | 87.7        | 88.1        | 87.7        |      |
| 11           | 89.4        | 89.1        | 87.6        | 87.6        | 88.3        | 88.8        | 88.2        |      |
| 12           | 89.4        | 89.8        | 89.2        | 89.3        | 90.1        | 90.3        | 89.9        |      |
| <b>Total</b> | <b>89.7</b> | <b>89.9</b> | <b>89.2</b> | <b>89.1</b> | <b>89.9</b> | <b>90.2</b> | <b>89.7</b> |      |



### Management of non-attendance

Student attendance is monitored regularly by all staff members. Parents are notified in writing of student absences. Year advisors and their assistants check student attendance and communicate with families if any irregularity is identified. The Head Teacher Welfare works with the Home School Liaison Officer to conduct regular attendance reviews. In 2016, with the introduction of *Sentral*, parents will receive an SMS if their daughter is late or absent.

### Workforce information

Georges River College Penshurst Girls Campus has 48 teaching staff and 10 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.

### Workforce composition

| Position                              | Number      |
|---------------------------------------|-------------|
| Principal                             | 1           |
| Deputy Principal(s)                   | 1           |
| Head Teacher(s)                       | 8           |
| Classroom Teacher(s)                  | 33.8        |
| Learning and Support Teacher(s)       | 1.2         |
| Teacher Librarian                     | 1           |
| Teacher of ESL                        | 1.2         |
| School Counsellor                     | 1           |
| School Administrative & Support Staff | 10          |
| <b>Total</b>                          | <b>58.2</b> |

Georges River College Penshurst Girls Campus has one Aboriginal teacher. This staff member is very active in their involvement in our aboriginal education programs.

### Teacher qualifications

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

| Qualifications                  | % of staff  |
|---------------------------------|-------------|
| Undergraduate degree or diploma | <b>100%</b> |
| Postgraduate degree             | <b>22%</b>  |

### Professional learning and teacher accreditation

All teachers and School Administrative Staff participated in Professional Learning activities in 2015, which included five School Development Days. Teachers undertook a significant amount of Professional Learning in order to acquire new skills and improve teaching and learning in our school and in our College. 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 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: Child Protection, Self Organised Learning Environments (SOLE), Performance Development, iPads as an evidence based teaching tool, Literacy & Numeracy, Sentral, the AITSL Classroom Teacher Continuum and Looking at Classroom Practice lesson observation protocols, student wellbeing and catering for individual student needs, as well as a range of subject specific professional learning activities.

A major focus in 2015 was supporting teachers in the achievement of their professional. 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 2015, 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 2015, 1 teacher achieved their accreditation at the higher level called LEAD and 16 teachers were maintaining their level of accreditation at Proficient. 4 teachers were working towards their accreditation at Proficient.

## Financial information

### Financial summary for 229 (SAP) schools

#### Financial summary table for the year ended 31 December 2015

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 and Communities Learning, Management and Business Reform.

Balance carried forward funds will be used to refurbish teaching and learning spaces in 2016 (as part of our new School Plan) and to invest in learning technologies.

| 2015 Actual (\$)                    |                    |
|-------------------------------------|--------------------|
| Opening Balance                     | 666,026            |
| <b>Revenue</b>                      | <b>6,449,506</b>   |
| Appropriation                       | 6,004,907          |
| Sale of Goods and Services          | 80,966             |
| Grants and Contributions            | 347,763            |
| Investment Income                   | 15,870             |
| Gain and loss                       | -                  |
| Other Revenue                       | -                  |
| <b>Expenses</b>                     | <b>(6,596,229)</b> |
| Recurrent Expenses                  |                    |
| Employee Related                    | (5,935,151)        |
| Operating Expenses                  | (644,377)          |
| Capital Expenses                    |                    |
| Employee Related                    | -                  |
| Operating Expenses                  | (16,700)           |
| <b>Surplus/Deficit for the Year</b> | <b>(146,723)</b>   |
| <b>Balance Carried Forward</b>      | <b>519,303</b>     |

The information provided in the Financial summary is current at the date shown. This summary includes reporting from 1 January 2015 to 31 December 2015.

#### Funds received through the Resource Allocation Model

| Component             | RAM              |
|-----------------------|------------------|
| <b>Base</b>           | <b>5,084,905</b> |
| Location              | -                |
| Other Base            | 5,084,905        |
| <b>Equity</b>         | <b>475,573</b>   |
| Aboriginal            | 1,571            |
| Socio-Economic        | 37,440           |
| Language              | 253,561          |
| Disability            | 183,001          |
| Equity Transition     | -                |
| <b>Targeted Total</b> | <b>11,357</b>    |
| <b>Other Total</b>    | <b>404,443</b>   |
| <b>Total</b>          | <b>5,976,278</b> |

| Category       | Percentage |
|----------------|------------|
| Education      | 92%        |
| Language       | 4.2%       |
| Disability     | 3.1%       |
| Socio-Economic | 0.6%       |
| Aboriginal     | 0%         |

The RAM data is the main component of the 'Appropriation' section of the Financial summary above. A full copy of the school's 2015 financial statement is tabled at the annual general meeting of

the P&C. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

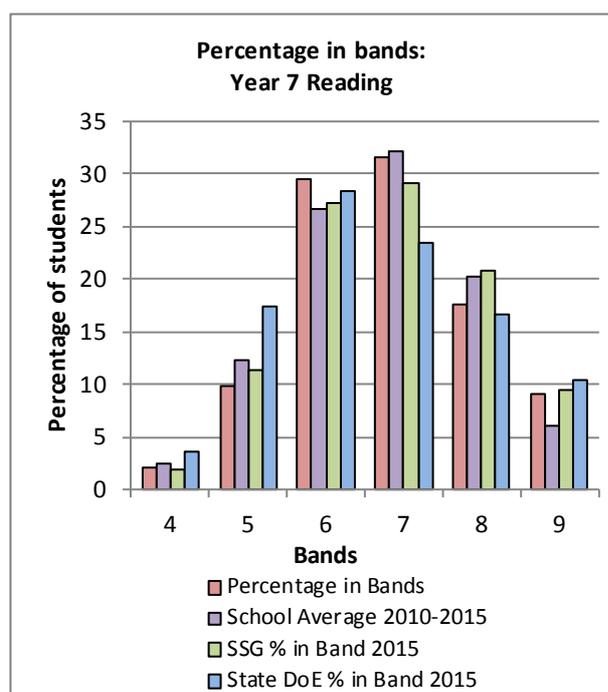
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

#### NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

##### Year 7 NAPLAN Reading

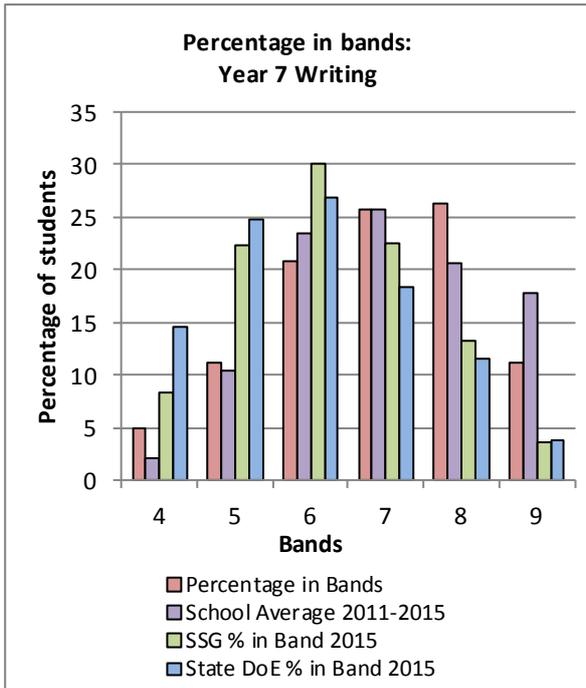
|                                | School | S5G   | State DoE |      |      |      |
|--------------------------------|--------|-------|-----------|------|------|------|
| <b>Average score, 2015</b>     | 545.3  | 549.2 | 538.9     |      |      |      |
| <b>Skill Band Distribution</b> |        |       |           |      |      |      |
| Band                           | 4      | 5     | 6         | 7    | 8    | 9    |
| Number in Band                 | 3      | 14    | 42        | 45   | 25   | 13   |
| Percentage in Bands            | 2.1    | 9.9   | 29.6      | 31.7 | 17.6 | 9.2  |
| School Average 2010-2015       | 2.5    | 12.3  | 26.6      | 32.2 | 20.2 | 6.2  |
| S5G % in Band 2015             | 1.9    | 11.4  | 27.3      | 29.1 | 20.9 | 9.5  |
| State DoE % in Band 2015       | 3.7    | 17.5  | 28.3      | 23.4 | 16.7 | 10.4 |



In Year 7 NAPLAN Reading 27% of our students achieved results in the top two performance bands. Our overall results were well above state averages and statistically similar schools.

**Year 7 NAPLAN Writing**

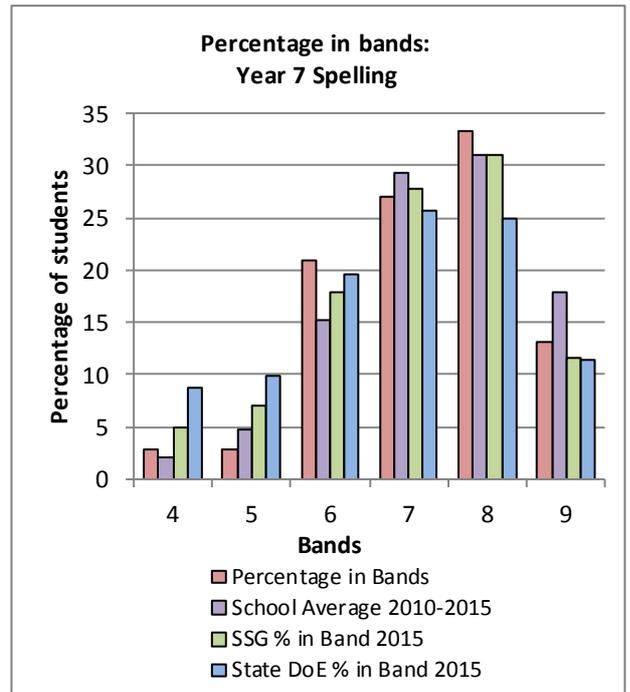
|                                | School | SSG   | State DoE |      |      |      |
|--------------------------------|--------|-------|-----------|------|------|------|
| <b>Average score, 2015</b>     | 551.9  | 511.7 | 497.3     |      |      |      |
| <b>Skill Band Distribution</b> |        |       |           |      |      |      |
| Band                           | 4      | 5     | 6         | 7    | 8    | 9    |
| Number in Band                 | 7      | 16    | 30        | 37   | 38   | 16   |
| Percentage in Bands            | 4.9    | 11.1  | 20.8      | 25.7 | 26.4 | 11.1 |
| School Average 2010-2015       | 2.1    | 10.4  | 23.4      | 25.6 | 20.6 | 17.8 |
| SSG % in Band 2015             | 8.4    | 22.3  | 30.0      | 22.6 | 13.2 | 3.6  |
| State DoE % in Band 2015       | 14.6   | 24.7  | 26.8      | 18.4 | 11.6 | 3.8  |



In Year 7 NAPLAN Writing 38% of our students achieved results in the top two performance bands. Our overall results were well above state averages and statistically similar schools.

**Year 7 NAPLAN Spelling**

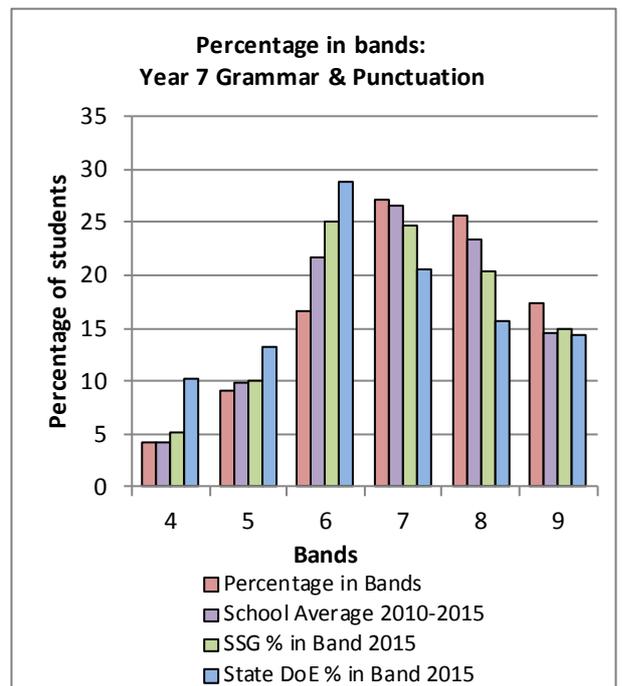
|                                | School | SSG   | State DoE |      |      |      |
|--------------------------------|--------|-------|-----------|------|------|------|
| <b>Average score, 2015</b>     | 573.1  | 560.1 | 547.3     |      |      |      |
| <b>Skill Band Distribution</b> |        |       |           |      |      |      |
| Band                           | 4      | 5     | 6         | 7    | 8    | 9    |
| Number in Band                 | 4      | 4     | 30        | 39   | 48   | 19   |
| Percentage in Bands            | 2.8    | 2.8   | 20.8      | 27.1 | 33.3 | 13.2 |
| School Average 2010-2015       | 2.0    | 4.8   | 15.2      | 29.3 | 30.9 | 17.8 |
| SSG % in Band 2015             | 4.8    | 7.1   | 17.8      | 27.7 | 31.0 | 11.5 |
| State DoE % in Band 2015       | 8.7    | 9.8   | 19.5      | 25.6 | 25.0 | 11.4 |



In Year 7 NAPLAN Spelling 47% of our students achieved results in the top two performance bands. Our overall results were well above state averages and statistically similar schools.

**Year 7 NAPLAN Grammar and Punctuation**

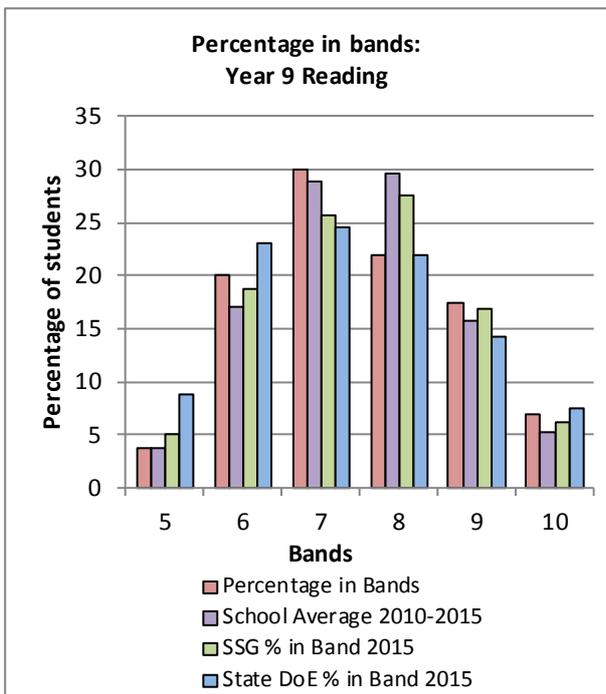
|                                | School | SSG   | State DoE |      |      |      |
|--------------------------------|--------|-------|-----------|------|------|------|
| <b>Average score, 2015</b>     | 561.3  | 550.5 | 535.0     |      |      |      |
| <b>Skill Band Distribution</b> |        |       |           |      |      |      |
| Band                           | 4      | 5     | 6         | 7    | 8    | 9    |
| Number in Band                 | 6      | 13    | 24        | 39   | 37   | 25   |
| Percentage in Bands            | 4.2    | 9.0   | 16.7      | 27.1 | 25.7 | 17.4 |
| School Average 2010-2015       | 4.2    | 9.8   | 21.6      | 26.6 | 23.3 | 14.5 |
| SSG % in Band 2015             | 5.1    | 10.1  | 25.0      | 24.6 | 20.4 | 14.9 |
| State DoE % in Band 2015       | 10.3   | 13.3  | 28.8      | 20.6 | 15.6 | 14.4 |



In Year 7 NAPLAN Grammar & Punctuation 43% of our students achieved results in the top two performance bands. Our overall results were well above state averages and statistically similar schools.

**Year 9 NAPLAN Reading**

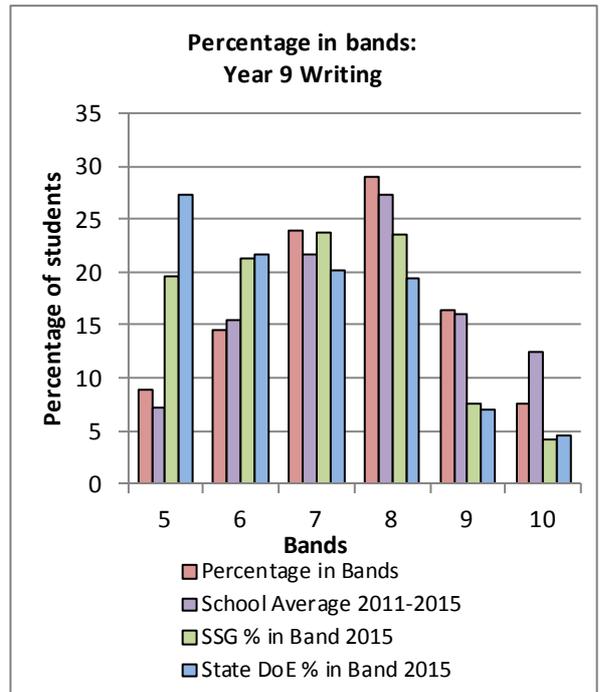
|                                | School | SSG   | State DoE |      |      |     |
|--------------------------------|--------|-------|-----------|------|------|-----|
| <b>Average score, 2015</b>     | 582.7  | 582.5 | 573.1     |      |      |     |
| <b>Skill Band Distribution</b> |        |       |           |      |      |     |
| Band                           | 5      | 6     | 7         | 8    | 9    | 10  |
| Number in Band                 | 6      | 32    | 48        | 35   | 28   | 11  |
| Percentage in Bands            | 3.8    | 20.0  | 30.0      | 21.9 | 17.5 | 6.9 |
| School Average 2010-2015       | 3.9    | 17.0  | 28.8      | 29.5 | 15.7 | 5.2 |
| SSG % in Band 2015             | 5.2    | 18.7  | 25.7      | 27.5 | 16.8 | 6.1 |
| State DoE % in Band 2015       | 8.9    | 23.1  | 24.5      | 21.9 | 14.2 | 7.5 |



In Year 9 NAPLAN Reading 24% of our students achieved results in the top two performance bands. Our overall results were above state averages and statistically similar schools.

**Year 9 NAPLAN Writing**

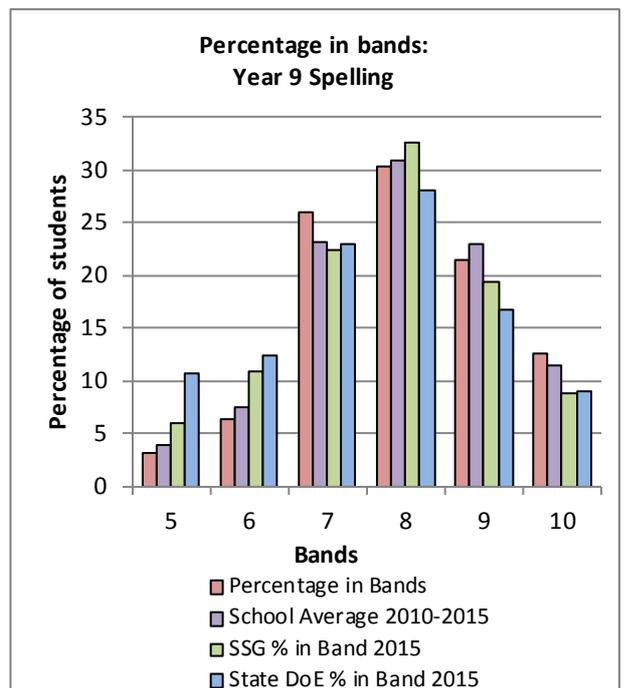
|                                | School | SSG   | State DoE |      |      |      |
|--------------------------------|--------|-------|-----------|------|------|------|
| <b>Average score, 2015</b>     | 580.7  | 543.4 | 526.3     |      |      |      |
| <b>Skill Band Distribution</b> |        |       |           |      |      |      |
| Band                           | 5      | 6     | 7         | 8    | 9    | 10   |
| Number in Band                 | 14     | 23    | 38        | 46   | 26   | 12   |
| Percentage in Bands            | 8.8    | 14.5  | 23.9      | 28.9 | 16.4 | 7.5  |
| School Average 2010-2015       | 7.2    | 15.5  | 21.6      | 27.3 | 16.0 | 12.5 |
| SSG % in Band 2015             | 19.6   | 21.4  | 23.7      | 23.5 | 7.6  | 4.3  |
| State DoE % in Band 2015       | 27.3   | 21.6  | 20.1      | 19.4 | 7.1  | 4.5  |



In Year 9 NAPLAN Writing 24% of our students achieved results in the top two performance bands. Our overall results were well above state averages and statistically similar schools.

**Year 9 NAPLAN Spelling**

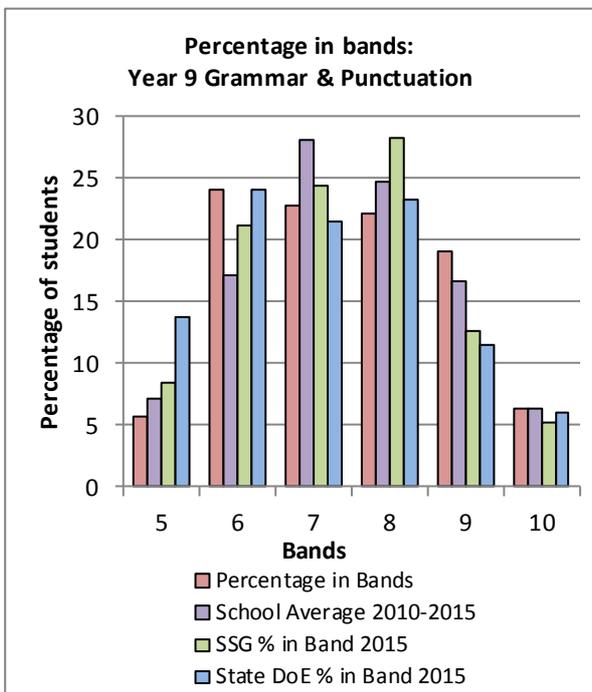
|                                | School | SSG   | State DoE |      |      |      |
|--------------------------------|--------|-------|-----------|------|------|------|
| <b>Average score, 2015</b>     | 610.1  | 595.4 | 583.6     |      |      |      |
| <b>Skill Band Distribution</b> |        |       |           |      |      |      |
| Band                           | 5      | 6     | 7         | 8    | 9    | 10   |
| Number in Band                 | 5      | 10    | 41        | 48   | 34   | 20   |
| Percentage in Bands            | 3.2    | 6.3   | 25.9      | 30.4 | 21.5 | 12.7 |
| School Average 2010-2015       | 4.0    | 7.6   | 23.1      | 30.9 | 23.0 | 11.5 |
| SSG % in Band 2015             | 6.1    | 10.9  | 22.4      | 32.6 | 19.4 | 8.7  |
| State DoE % in Band 2015       | 10.8   | 12.5  | 23.0      | 28.1 | 16.7 | 9.0  |



In Year 9 NAPLAN Spelling 34% of our students achieved results in the top two performance bands. Our overall results were above state averages and statistically similar schools.

**Year 9 NAPLAN Grammar and Punctuation**

|                                | School | SSG   | State DoE |      |      |     |
|--------------------------------|--------|-------|-----------|------|------|-----|
| <b>Average score, 2015</b>     | 579.4  | 572.2 | 561.5     |      |      |     |
| <b>Skill Band Distribution</b> |        |       |           |      |      |     |
| Band                           | 5      | 6     | 7         | 8    | 9    | 10  |
| Number in Band                 | 9      | 38    | 36        | 35   | 30   | 10  |
| Percentage in Bands            | 5.7    | 24.1  | 22.8      | 22.2 | 19.0 | 6.3 |
| School Average 2010-2015       | 7.1    | 17.2  | 28.0      | 24.8 | 16.6 | 6.4 |
| SSG % in Band 2015             | 8.4    | 21.1  | 24.3      | 28.3 | 12.7 | 5.3 |
| State DoE % in Band 2015       | 13.7   | 24.1  | 21.5      | 23.2 | 11.5 | 6.1 |

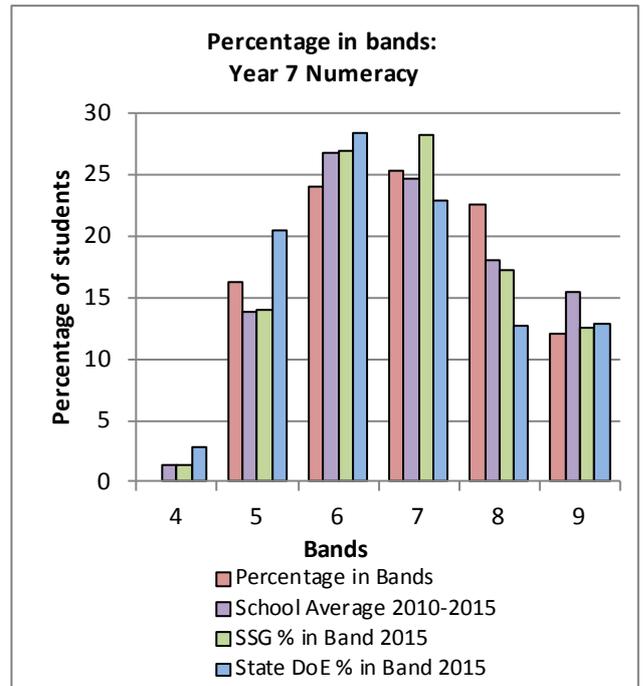


In Year 9 Grammar & Punctuation 25% of our students achieved results in the top two performance bands. Our overall results were well above state averages and statistically similar schools.

**NAPLAN - Numeracy**

**Year 7 NAPLAN Numeracy**

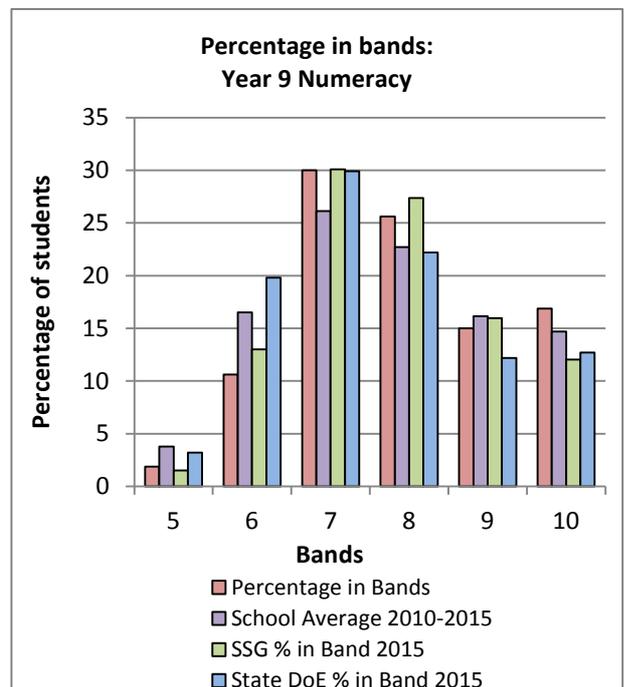
|                                | School | SSG   | State DoE |      |      |      |
|--------------------------------|--------|-------|-----------|------|------|------|
| <b>Average score, 2015</b>     | 550.2  | 550.1 | 540.4     |      |      |      |
| <b>Skill Band Distribution</b> |        |       |           |      |      |      |
| Band                           | 4      | 5     | 6         | 7    | 8    | 9    |
| Number in Band                 | 0      | 23    | 34        | 36   | 32   | 17   |
| Percentage in Bands            | 0.0    | 16.2  | 23.9      | 25.4 | 22.5 | 12.0 |
| School Average 2010-2015       | 1.4    | 13.8  | 26.8      | 24.7 | 18.0 | 15.4 |
| SSG % in Band 2015             | 1.3    | 13.9  | 26.9      | 28.2 | 17.2 | 12.6 |
| State DoE % in Band 2015       | 2.8    | 20.5  | 28.4      | 22.8 | 12.7 | 12.8 |



In Year 7 NAPLAN Numeracy 35% of our students achieved results in the top two performance bands. Our overall results were above state averages and statistically similar schools.

**Year 9 NAPLAN Numeracy**

|                                | School | SSG   | State DoE |      |      |      |
|--------------------------------|--------|-------|-----------|------|------|------|
| <b>Average score, 2015</b>     | 603.2  | 599.3 | 590.6     |      |      |      |
| <b>Skill Band Distribution</b> |        |       |           |      |      |      |
| Band                           | 5      | 6     | 7         | 8    | 9    | 10   |
| Number in Band                 | 3      | 17    | 48        | 41   | 24   | 27   |
| Percentage in Bands            | 1.9    | 10.6  | 30.0      | 25.6 | 15.0 | 16.9 |
| School Average 2010-2015       | 3.8    | 16.5  | 26.1      | 22.7 | 16.2 | 14.7 |
| SSG % in Band 2015             | 1.5    | 13.0  | 30.1      | 27.4 | 16.0 | 12.0 |
| State DoE % in Band 2015       | 3.2    | 19.8  | 29.9      | 22.2 | 12.2 | 12.7 |



In Year 9 NAPLAN Numeracy 32% of our students achieved results in the top two performance bands. Our overall results were above state averages and statistically similar schools.

### Record of School Achievement-RoSA

Year 10 finalised their Year 10 Record of School Achievement (RoSA), as well as undertook College examinations. 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 51%** of the year achieved a **Grade A or B**.
- In **Mathematics 52%** of the year achieved a **Grade A or B**.
- In **Science, 50%** of the year achieved a **Grade A or B**.
- In **Australian Geography, 34%** of the year achieved a **Grade A or B**.
- In **Australian History, 33%** of the year achieved a **Grade A or B**.
- In **Design & Technology, 62%** of the year achieved a **Grade A or B**.
- In **Visual Arts, 60%** of the year achieved a **Grade A or B**.
- In **Industrial Technology (Multimedia), 87%** of the year achieved a **Grade A or B**.
- In **Commerce 52%** of the year achieved a **Grade A or B**.
- In **Drama 59%** of the year achieved a **Grade A or B**.
- In **PDHPE 58%** of the year achieved a **Grade A or B**.
- In **Visual Art 60%** of the year achieved a **Grade A or B**.
- In **Photography, 58%** of the year achieved a **Grade A or B**.
- In **Chinese, a phenomenal 91%** of the year achieved a **Grade A or B**.

### Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2015, 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](http://www.thelearningbar.com) for further information.

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 focused around the four school-level factors that are consistently related to student engagement: quality instruction (averaged across students and three key subjects), teacher-student relations, classroom learning climate and teacher expectations for success. Overall, our results compared favourably when measured against state wide norms. However, there is room to raise student levels of interest and motivation, and this will be an area addressed through our continued implementation of Positive Behaviour for Learning.

The *Tell Them From Me* survey also included measures of the most important factors that related to school completion. Whilst the findings revealed that the average probability of school completion at Georges River College Penshurst Girls Campus was very high (90%), especially when compared to state wide statistics, very useful information was gained about the small proportion of students who may be at risk of not completing school. This information will be used to implement targeted interventions for high-risk students, focusing on explicit literacy programs and enhancing a positive school climate by maintaining high expectations for student success, as well as working towards increasing students' sense of belonging.

We also conducted a Parent Survey titled *Partners in Learning, Perspectives of Parents* at Georges River College Penshurst Girls Campus. The results of this survey indicated that parents feel welcome when they visit the school, that they support their child's

learning at home and that their children are clear about the rules for student behaviour. Parents also felt that written information from the school is clear and in plain language, as was the language of reports. Overwhelmingly, parents felt that SMS texts and emails were the most useful communication type to find out school news, and this will be an area the school will be focusing on improving in 2016.

## Policy requirements

### Aboriginal education

Our school continues to ensure all faculties implement 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 Evening 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 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 Aunty Fay and our keynote address was given by Professor Shane Houston, Deputy Vice Chancellor (Indigenous Strategy and Services), of the University of Sydney.

Georges River College Penshurst Girls Campus has a proud tradition of supporting the Koori Art Expressions program, and groups of dedicated students worked extremely hard to create artworks based around the NAIDOC theme '*We all Stand on Sacred Ground: Learn, Respect and Celebrate*'. 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. In 2015 students from Georges River College Penshurst Girls Campus entered a collaborative Stop Motion Animation and a photographic series by Year 10 student Shakeela Martin. On the opening night of

the exhibition, Shakeela's photo series received an extraordinary amount of positive feedback by the many people who viewed her work. People were intrigued and engaged by the powerful nature of her work both visually and conceptually. It is a significant achievement for young artists to exhibit work in such a venue. Our students' work was displayed at the Australian National Maritime Museum from 24 November 2015 to 31st January 2016.

Aboriginal students participated in the Speak Up and Yarn Up Programs. The Deadly Kids Doing Well Award was a highlight of the school calendar and our 2015 recipient was nominated for her contribution to cultural leadership within our school.

### Multicultural Education and Anti-racism

We acknowledged our multicultural school community by celebrating our cultural diversity at our annual Multicultural Day assembly. This is done through song and dance and is followed by displays and food stalls. 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. In 2015, Georges River College Penshurst Girls Campus students and teachers participated in overseas excursions to both Japan and Italy.

Penshurst Public School holds a Harmony Day Concert each year and Georges River College Penshurst Girls Campus students perform there, promoting their own cultures 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. Their role is also to promote anti-racism education in the school. Mrs Elham Gabra is our school's nominated ARCO.

## Other school programs

### Achievements 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 2015 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.

### CAPA Classes

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 experience the core elements of Visual Arts and Music 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 2015 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.

### The 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 2015 was no exception.

Our Stage Band was privileged to travel to Port Macquarie in the month of May for the 'Big Band Blast'. This event was hosted by John and Judy Morrison and a great team of people, strongly supported by the mayor of Port Macquarie and a host of businesses, schools and community organisations. The first night saw our students join at least 200 other students for a huge jam session. The weekend continued with workshops and opportunities for our band to perform in public. It was such a great opportunity for our girls to connect with students from the other campuses and build a Georges River College bond.

### Campus 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 2015 students were given the opportunity to become members of the following groups:

- The Jazz Band
- The Rock Band
- The Vocal Group
- The 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.

### The Production Crew

Many people who attend performances never really notice those working tirelessly in the background until something goes wrong. Over a long period of time, Georges River College Penshurst Girls Campus has been training students in the art of sound production, lighting, stage design and stage management. Throughout 2015, the students involved in the production crew were involved in almost every event hosted at the school. These students are the unsung heroes of school events. Georges River College Penshurst Girls Campus continued to develop a talented student production crew that were the backbone of all official and performing arts events.

### MADD NIGHT

The CAPA faculty also highlighted the talents of its MUSIC, ART, DANCE AND DRAMA students with a MADD night. The evening commenced with an interactive Art Exhibition in the Performance Space

followed by performances in the school hall. The night was well supported by parents, students and staff and included some outstanding performances by the schools Dance Ensembles, Jazz and Rock Bands and solo performances by students from Years 9 and 10 Music and Drama Elective classes.

### **Penshurst's Got Talent**

This was an event hosted by the Social Justice committee, celebrating the talents of the students within the school. Songs, dances and instrumental acts were presented to a panel of judges from within the school. The school community thoroughly enjoyed the event and there were prizes and encouragement awards handed out to some of our very talented young artists. The money raised was used to pay sponsorship for our two children through World Vision.

### **Student Leadership**

Our Student Representative Council (SRC) meets every day in DEAR to discuss, organise and plan leadership events which will benefit the school and the community.

2015 was another busy year for our SRC. The year started with Year 10 students coming in on the last day of their holidays to help run a welcome BBQ for the new Year 7 students. Other BBQs were run throughout the year including at the Cross Country Carnival, Chinese sister school visit and various Year Advisor days.

The SRC are always very keen to look after our environment and they were involved in numerous projects along these lines. They ran a Clean Up Australia Campaign in our school grounds and Earth Hour was acknowledged with numerous posters made and hung around the school encouraging students to participate at home. They also collected mobile phones for recycling to help reduce the destruction of gorilla habitats.

The SRC have one major fundraiser each year which is the Cancer Council's Biggest Morning Tea. This year's event was based on the theme of *Super Heroes*. We had many heroes and villains running around the school. It was a major success, raising over \$1 100. The SRC girls are to be congratulated on their organisation and cooking skills which resulted in a great day enjoyed by both students and teachers.

The SRC organised another successful Multicultural Day in 2015. They were involved in the organising of the assembly and also in the coordination of the multicultural food stalls at recess.

Our School Captain, Sinead McCormick, was selected to participate in the Director for a Day program. Sinead shadowed the Georges River Network School Education Director and gained an insight into the roles and responsibilities of this position.

Our Foreign Minister, the Honourable Julie Bishop visited our school and hosted a student forum titled: *Inspiring Young Women to Achieve, and to Believe*. This was a significant event for our young leaders and showed them how important it is to have goals, and to have a deep understanding of the responsibilities of leadership.

Climate change is a worldwide problem that the girls have learnt about in class and Pei Ming Jiang and Koy Silachan became 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 carbon footprint and arrest climate change.

There have been many opportunities throughout the year where the SRC have developed their leadership skills such as chairing formal assemblies, helping teachers at Parent/Teacher Nights, school ambassadors for our Chinese and Japanese visitors, being part of the school's Positive Behaviour for Learning team, running tours at Year 6 Open Night, helping at Year 7 Orientation Day, attending the National Young Leaders Day and the Grip Leadership Day. The Year 9 students taught the skills gained from the Grip Leadership Day to the 2016 SRC and Social Justice Groups at the end of year School Leadership Camp.

The SRC of 2015 are to be congratulated for their enthusiasm and diligence throughout the year. At all these functions the SRC students were excellent role models and representatives of our school.

### **Achievements in Sport**

In 2015 our students had 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 were the runner up Champion Girls School for both the St George Zone Swimming and Athletics Carnivals in 2015 and many students went on to represent the school at Regional and State level.

One student successfully competed in the All Schools Championships for Athletics in the walk event.

## State Level Representation

- One Athletics student competed in the hurdles, 100m, 200m and long jump – State level
- Two Athletics students competed in the walk – State level
- One student completed in Gymnastics – State level
- One student completed in Basketball – State level

## Zone Age Champions and Runners Up

- 15 years Age Champion Runner Up Swimming – Zone level
- 12 years Age Champion Cross Country – Zone level
- 16 years Age Champion Runner Up Cross Country – Zone level
- 14 years Age Champion Athletics – Zone level

## Students participating at Zone, Region and CHS

| Event         | Zone | Age Champions | Regional | State |
|---------------|------|---------------|----------|-------|
| Swimming      | 26   | 1             | 17       | 0     |
| Cross Country | 53   | 2             | 11       | 0     |
| Athletics     | 57   | 1             | 12       | 2     |

Congratulations to Browning House Captains as they won all three School Carnivals, achieving the Winning House of 2015.

The Year 7 Sports Program continues to be successful with students gaining experience in the essential skills of many traditional sports. The program also offered the opportunity for students to participate in a five week swimming program catering to all levels of ability and a five week Gymnastics program at the NSW Academy of Gymnastics that is equipped to provide all levels of skill tuition. Gifted and talented Year 7 sport students were selected to represent Georges River College Penshurst Girls Campus in Grade competitions in the St George zone. The GAT students excelled in their chosen sport and many were crucial players ensuring the teams Premiership victories.

There were many students that successfully represented Georges River College (a combination of girls from Penshurst, Peakhurst and Oatley Campuses) in Knock-out Competitions such as Basketball Under 15's and Open teams and Netball Under 15's and Open teams.

Overall it has been 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.