Messages

Principal’s message

In 2012 there have been many opportunities for students to achieve success at Gundagai High School. The hard work of staff produced some strong results in the Higher School Certificate, and the National Assessment Program for Literacy and Numeracy (NAPLAN).

Some of the significant student achievements in 2012 are outlined here, and in the School Performance section later in the report.

Programme for International Student Assessment (PISA) 2012

PISA aims to provide governments with system-level data with which they can examine the effectiveness of their school systems. It does this by measuring whether students at the age of fifteen are prepared to meet the challenges of today’s societies in terms of core competencies of mathematics, science, reading, problem solving and financial literacy.

Gundagai High School students demonstrated that they are well above the Australian performance average in Mathematical Literacy and problem solving. Students are close to the Australian performance average in all other areas.

TVET Awards:

TVET Awards for 2012 are sponsored by the Department of Education and Communities Riverina Region, to recognise the increasing importance of TVET courses which are TAFE studies that students undertake as part of their High School Certificate and may contribute to University ATAR rankings and provide credit into higher level TAFE studies.

The following students achieved:

- Jack Thomson - AJ Manning & Sons Award for the most dedicated and consistent student in an Automotive Trade class
- Amy Polsen – Certificate 111 – Aged Care
- Lachlan Carberry – Statement of Attainment – Auto Mechanical

Riverina Highlands Learning Community Program (RHLC)

- The Senior Shared Curriculum Project for 2012 was extended to include four subjects in its second year of full operation. These were Chemistry, Physics, Biology and Modern History.

Gundagai High School, Tumbarumba High School and Batlow Technology School students and staff were involved in using the Connected Classroom and other connected learning applications such as MOODLE. All Students for each course met at the home school for practical days.

- The RHLC Gifted and Talented Middle School Project included:
  - Literacy writing days at Tumut and Tumbarumba where twenty two Year 5 - 8 students took part in lectures and work shopped their own short stories.
  - The Science Day at Tumbarumba High School saw a NASA link up with their scientists for a video conference and science problem solving activities, including building a telescope. Forty students from the RHLC high schools and their primary partners attended this day, with six of our Gifted and Talented students.

School to Work program and Vocational Education and Training (VET) courses continued to expand with the support of local employers. An Employers function was held as a thank you to employers and a program evaluation. This was an opportunity to gain their evaluative comments about the various School to Work programs in
order to make future improvements and continue links while maintaining support from employers.

![Job Centre and ATEL representatives with Careers Adviser, Neil Armstrong](image)

**Rural Fire Service Cadets (RFS)**

The Rural Fire Service Cadets competed in the State Championships at Port Stephens during September where they were placed 2nd overall. The team consisted of Chris Lewin, Terry Watson, Sabrina Meurs, Shaun Bawden, James Petty and Kyle Ireland.

Jeremiah Sheahan and Savannah Thomson were the two new successful recruits for 2012.

![Rural Fire Service Cadets](image)

**ANZAC Day March**

Over sixty students participated in the Gundagai ANZAC Day march representing the school, Scouts, RFS, and Town Band. A number of students proudly wore medals in honour of family members. It was an honour to walk with the students on this day.

![ANZAC Day March](image)

**Remembrance Day Ceremony**

A number of our students, along with other children from Gundagai, were part of the special unveiling ceremony of the WW1 memorial plaques for each of the fifty two Gundagai soldiers who perished in this war. Each student felt very proud and privileged to carry out this special role on this Remembrance Day.

Our School Captains Danian Makeham and Kate Hawthorne presented a very thoughtful and thought provoking speech to those gathered at Anzac Grove as part of the Gundagai Remembrance Day Ceremony. They very proudly represented Gundagai High School.

![Remembrance Day Ceremony](image)

**Hospitality Trade Training Centre**

Gundagai High School submitted an application for a Hospitality Trade Training Centre. In 2012 the application’s success was announced by the Hon Peter Garrett MP, Minister for School Education, under Round 4 of the Trade Training Centres in Schools Program.

During 2012 there has been work with the Department of Education to develop and submit documents and full costing for the project and the execution of Project Finding Agreements.

The timeline of the project saw the beginning of construction in Term 4 2012.

I certify that the 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.

**Jennifer Miggins**

**Parents & Citizens Association message**

The P&C Association has worked tirelessly to support Gundagai High School in its provision of quality learning opportunities for its students.
One of the main evaluative activities of the P&C in 2012 was participation in the Educational Support Review of the English Faculty. These reviews are part of a school improvement cycle that the school has introduced. Parents also completed a follow up survey regarding the progress of the Mathematics Faculty after their Educational Support Review in 2011.

There was a parent representative on the Positive Behaviour for Learning (PBL) committee. This committee guided the introduction of this program into the school to promote the established core values of Respect, Responsibility and Integrity. The P&C have been part of this process from initial conversations to its introduction and fully support the program.

The P&C investigated and introduced Lockers for students storage needs while at school. These have been a success and we look forward to expanding the current bank of lockers as required.

Fund-raising efforts by the P&C have been through Riverina Cross Country carnival in June, the Gundagai Rodeo in November, Local Election Day stall, raffle and 100 Club, the Rodeo canteen, Bulb sales, Raffle for the Gundagai Youth Council Skate Park. The money raised provided funds for the school’s MPC Stage Curtains and the replacement of the air conditioner and freezer.

2012 saw the retirement of long-time Canteen Manager, Glenna Petty. Her commitment to the students, school and the canteen has been immeasurable and the respect she had gained was clear at the school’s farewell assembly and the P&C luncheon to signify her new start to the life of retirement.

I would like to thank the P&C executive for their time and efforts and enthusiasm in 2012.

Lizzie Britt - P&C President

Student representative’s message

Student Representative Council (SRC)

The SRC successfully raised funds for various charities throughout the year through a Disco, supporting the Year 10 welfare day, a phone recycling initiative and selling charity items.

Eight SRC members attended the Riverina Regional SRC conference and three Year 11 students attended the Grip Leadership conference in Albury.

The SRC has been working to establish recycling bins within the school.

Kate Hawthorne and Dean McGuire completed their time as members of the Albury District SRC executive, with Terry Watson taking up this role in 2012.

As student representatives we have been involved in many school and wider community activities such as: The ANZAC Day and Remembrance Day ceremonies, chairing the school welfare assemblies and the end of year Awards Ceremony. We were also actively involved in feedback to the English Review Committee. Our involvement also included four District SRC meetings and conference, and the Young Women’s Leadership Conference.

Three SRC members broadcast the Gundagai High School news on the local radio station Sounds of the Mountain.

Kate Hawthorne – School Captain
Danian Makeham – School Captain

School context

Student information
Gundagai High School (enrolment 225, including 12 Aboriginal students) is a small rural secondary school with long held traditions in innovative curriculum structure and student welfare. The school works collaboratively with its partner primary schools. The School’s mission is to develop the potential of each student through the provision of quality educational experiences, and in doing so produce competent and confident citizens who show Respect, Responsibility and Integrity towards others and their environment.

**Student enrolment profile**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies. Student numbers have decreased slightly in 2012. There have been enrolment fluctuations each alternate year for the last five years. Although, the completion of the Hume Highway bypass of Gundagai has seen families move on following the work in the last three years, there have been other families who have moved back into Gundagai which has reduced the size of the fluctuations.

**Student attendance profile**

Unfortunately over the last twelve months our attendance percentage has slightly declined. This has been due to the New School Leaving Age, with students not attending school while trying to gain employment rather than signing out after the end of Year 10 or at the beginning of Year 11.

**Management of non-attendance**

Learning is a key focus at Gundagai High School, so any time a student is absent from school it is a learning opportunity missed. As part of student welfare the school worked closely with the Home School Liaison Officer (HSLO). Importantly we regularly communicate with parents to establish a positive working relationship to support students’ attendance at school.

In 2012 a program of increased contact with parents via formal letters, personal contact and support planning when a student’s attendance percentage rate is below is 85% was introduced.

**Retention to Year 12**

Thirty students started Year 11, a reduction of twelve from the number that were awarded the
School Certificate. All twelve students gained employment over the Christmas break.

Students who successfully gain apprenticeships or full time work affect our retention to Year 12 as seen in the graph above, which shows the retention rate below the state average and similar school group. To support students wanting the Higher School Certificate and gaining work related skills and experience, the school implemented a successful School to Work transition program that enabled students to experience work combined with their school studies. Some students took advantage of their skill development and gained full time employment before completing Year 11 or their Higher School Certificate.

Post-school destinations

In 2012, eighteen students were awarded the Higher School Certificate. Of these students 28% have begun university studies, 11.1% have deferred starting university studies and are in employment, 16.6% have gained apprenticeships, with 5.5% TAFE enrolment and 38.8% have gained employment.

Year 12 students undertaking vocational or trade training

Vocational, Education and Training (VET) courses have proved to be very popular with students, as 72% percent of all Year 12 students completed one or more VET courses, which include TVET.

Year 12 students attaining HSC or equivalent vocational educational qualification

One hundred percent of the 2012 Year 12 students achieved a Higher School Certificate. Of those, 72% students also successfully completed Vocational Education and Training courses in Hospitality, Construction, Metal and Engineering, Primary Industries or Information Processes, TAFE – Auto, and Business Services and achieved an Australian Qualification Framework credential.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>15.8</td>
</tr>
<tr>
<td>Learning and Support Teacher Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Careers Adviser</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.8</td>
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<tr>
<td>General Assistant</td>
<td>21 hrs/wk</td>
</tr>
<tr>
<td>Farm Assistant</td>
<td>22 hrs/wk</td>
</tr>
<tr>
<td>Total</td>
<td>30.8</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Gundagai High School does not have any Indigenous employees.

Staff retention

2012 had two staff on P/T Maternity Leave and one on long term leave. The staff were replaced with qualified teachers in a temporary capacity.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>88</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12</td>
</tr>
</tbody>
</table>

Those teachers who are delivering a VET Curriculum Framework course also have current industry standard recognised qualifications for the Framework they are delivering.
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the Gundagai High School P & C. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
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</tr>
<tr>
<td>Global funds</td>
<td>222921.30</td>
</tr>
<tr>
<td>Tied funds</td>
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</tr>
<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
<td>8119.25</td>
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<tr>
<td>Trust receipts</td>
<td>25882.43</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>613414.46</td>
</tr>
</tbody>
</table>

| **Expenditure**          |            |
| Teaching & learning      |             |
| Key learning areas       | 44785.70    |
| Excursions               | 12916.76    |
| Extracurricular dissections | 54148.16 |
| Library                  | 2992.66     |
| Training & development   | 3047.87     |
| Tied funds               | 96329.96    |
| Casual relief teachers   | 53173.65    |
| Administration & office  | 65823.65    |
| School-operated canteen  | 0.00        |
| Utilities                | 69321.74    |
| Maintenance              | 12732.64    |
| Trust accounts           | 20174.46    |
| Capital programs         | 0.00        |
| **Total expenditure**    | 435447.25   |
| **Balance carried forward** | 177967.21 |

School performance 2012
Gundagai High School students have been involved in a diverse range of activities in 2012. These activities have been provided to enhance and extend the learning opportunities already available to students. Student achievement highlights have previously been outlined in the Principal’s Message and a continuation of these is outlined below.

Achievements

Arts
- **Visual Arts**
  Students exhibited their work in the Gundagai Show and were pleased to see their work on display. Some students were very successful and gained first, second and third prize.

  The Variety Night backdrop was designed and painted by the Year 9 and 10 class.

  Students in Years 9 and 10 have used software on their new laptops, including Photoshop CS5 in Visual Art.

  Students began learning about developing negatives by traditional methods and printed photos from these negatives.

- **Music**
  A very successful Variety Night with students showcasing their talents

  Years 9, 10 and 11 used composition software on their laptops to create short musical pieces. The use of technology in Year 7 and 8 allowed students to show their creative flair composing short musical excerpts based on observation of other composers work

  Year 11 students attended extremely informative HSC Music Day at Kooringal High School, and one Year 10 student attended the Regional Rock Camp.

Sport

The school entered the following sporting teams in the Small Schools Knockout competitions for 2012: Boys and Girls Cricket and Girls and Boys Basketball.
Riverina region representatives included Emily Bridgeman (Cross Country), Morgan Tozer (Cross Country), Stephanie Cribb (Cross Country and Cricket), Peter Lindley (Cross Country), Cooper Thatcher (Cross Country), Meg Armour (Cricket), Blake Dean (Rugby League), Dane O’Hehir (Rugby League) and Jarrod Crane (Rugby League).

Woolworths and Coles promotional vouchers were collected by staff, students and the community with the School receiving a range of rewards including sporting and science equipment.

“Snake Tails”, a travelling reptile show visited the school and students were able to touch a range of reptiles and an Olive Python called “George”.

Mr Bishop was the convener for the Riverina Boys Basketball. This involved the running of the Riverina Knockout competition, organisation of the Riverina selection trials and attendance at the State Carnival. Mr Bishop also took on the added role of coach for the Boys Riverina Team.

Other

The Agriculture Department purchased a new Kubota L4400 (38 hp) front wheel assist tractor for student training and learning. This was made possible as the school received a grant of $20,500 from the State government and extra funds came from the proceeds of our show steers program and the small commercial herd and first cross ewes run at the school, assisted by generous donations from within Gundagai’s rural community.

A donation of a Poll Dorset ram was received from Andrew and Donna Scott of Coolac. The ram will be used as a terminal sire and joined with the Agriculture Program’s twenty five First Cross ewes as part of its Prime Lamb enterprise.

Fifteen Year 8 Technology Agriculture students and nine Year 11 Primary Industries students travelled to Elworthy’s Farm and planted over seven hundred native trees.

The three Year 8 Technology classes designed and constructed three native gardens around the school grounds. Students were involved in all aspects of the research, mapping, designing and construction of these garden areas.

Fifteen Agriculture students from Years 9 to 12 visited Graham and Deb Armour’s property to provide students with some of the basic dog training and welfare tips to improve dog / farmer partnerships. On hand was Alan Rutter a much capped dog trial champion who was able to guide the students through some of the basic techniques used to train his dogs to work sheep.

Nine Primary Industries students from Years 11 and 12 went to the North Wagga Primary Industries Centre to participate in the course Operate Two Wheel Bikes and ATV’s.

Four Agriculture students from Gundagai High School have won individual Parader ribbons at the 2012 Royal Melbourne Show. Billie-Joe Carberry (Year 9) and Harrison Daley (Year 7) were both placed 4th for their age group from 25 other competitors from across Victoria and New South Wales. Joseph Carberry (Year 7) and Miles Hunt (Year 10) were placed fifth in in their respective age groups.

‘Smiley’ an Angus steer prepared by students for the Melbourne Show bred from a Gundagai High cow by a bull loaned to the school by Bill and Shauna Graham of Bongongo Angus was placed 2nd on the hoof in the Heavy Domestic Class.
International, National and State Competitions

- **University of New South Wales English Competition.** All four students performed creditably in the competition with two students gaining top marks for their vocabulary.

- **International Competitions and Assessments for Schools.** Twelve students took part in the Mathematics section, where three students gained a Distinction (in the top 1%) and three students gained Credits and six Participation certificates.

- **Australian Mathematics Competition.** Three students competed, with one student gaining a Credit.

- **Essential Secondary Science Assessment (ESSA).**

ESSA is a statewide Science assessment program based on the NSW Science Years 7-10 Syllabus, which mandates the teaching of science in contexts that assist students to see the relevance of science and to make meaning of scientific knowledge, understanding, skills, values and attitudes.

Students at Gundagai High School performed at a level of 10% or more above the state average in extended response tasks and when predicting effects on ecosystems.

Year 8 have shown a decrease of 7 scale scores from the 2011 data in the test aspect of Extended Response Tasks and are 10 scale scores below the state average in the test aspect of Extended Response Tasks.

Gundagai students performed fairly well when compared to similar schools a higher number of students in 2012 worked at Level 2 when compared to the state average or similar schools. Gundagai’s level 5 results increased, in line with both similar school and the state percentage.

**Welfare**

- **Level 1 2012 Promotions “On the Level” Program** Recipients Terry Watson and James Petty were promoted to Level 1 in the Gundagai High School “On the Level” welfare system.

- **Year 10 Welfare Camp** Twenty six Year 10 students attended a four day welfare camp in Wollongong, participating in activities such as surfing, go-karting, rock climbing and Jamberoo Action Park. Preparation for the camp included completing the Surf Lifesaving Association Surf Survival Certificate. The activities undertaken were to promote group work, trust, co-operation and self-challenge.

**Academic**

In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 4 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

**NAPLAN Year 7 - Literacy**

Year 7 results indicated that more students achieved in the middle bands, and with fewer students achieving in the lowest bands compared to the five year school average. The percentage of students achieving at Bands 8 and 9 levels was generally lower, however, this can be attributed to the numerically smaller cohort size. Of greatest concern are the results for the writing section where no student achieved a Band 9 and 26.9% of students achieved at the Band 5 level compared to 15% of students from the Similar School Group.

Writing continues to be a concern for the English
faculty and an increased focus on improving writing skills remains an important aspect of program development.

**Reading**

**Spelling**

**Writing**

**Grammar and Punctuation**
The Year 7 average score at Gundagai High School was below the state average but above the similar school group result. The percentage of students in the top two bands was greater than that of similar schools and there were fewer students in the bottom band compared to similar schools. The school again subscribed to “mymaths online” for use in our 2013 numeracy program, in response to the Year 7 NAPLAN results.

NAPLAN Year 9 - Literacy

Year 9 results indicated that Gundagai High School students continue to find writing to be the most challenging aspect of the NAPLAN test. This is consistent with results from the Similar Schools Group and across the state. However, Gundagai High School students performed at a significantly lower level to both the Similar Schools Group and the State Group in the writing section. This result supports the continued focus on writing skills in the English programs. Students achieved almost the same average score in Grammar and Punctuation as the Similar Schools, but still below the state average. While these results are representative of a small cohort, and the performance of one or two students can change the results markedly, addressing the general trend towards lower literacy levels will remain a priority at Gundagai High School.

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NAPLAN Year 7 - Numeracy

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NAPLAN Year 9 - Literacy

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The Year 9 average score at Gundagai High School was above the similar school average. The number of students performing at the lower achievement levels of Bands 5 and 6 was below the similar school average. The number of students performing at the higher achievement levels of Bands 9 and 10 was well above the similar school average. There were some very pleasing improvements in individual student performance compared to results in Year 7.
English results were generally in line with the average school results for the last five years. Standard maintained its five year average mark in 2012. While this appears to be a good result, the introduction of the English Studies class was expected to lead to improved results for the Standard group. The Advanced group achieved a similar result to the previous five year school average but was lower than the Similar Schools Group and the State Group. English Extension was introduced for the first time in a number of years and the results were significantly below the State average. Once again, the small cohort played a major role in the outcomes for both Advanced and Extension English.

HSIE
Business Studies results were close to the five year school average, but were well down on both the Similar Schools Group and the State average. Economics was introduced for the first time in a number of years and the results were well down on the State average. Modern History results were significantly below the Similar Schools Group and the State average. Again, the small cohort size together with reduced face to face teaching hours impacted upon the results in these subjects. The current move towards combining resources with other schools and the delivery of lessons by video conference could help to improve the outcomes in these less popular subjects.

Biology
Biology was a RHLC Shared Senior Curriculum Project course. This is the first year that it has been delivered in a number of years with very pleasing results.

Mathematics
Students performed well below the similar school average and well below our 2008-2012 school average.

General Mathematics
Students on average performed slightly below the similar school average and slightly below our 2008-2012 school average. However our school average remains above the similar school group.
Senior Science
It has been a few years since this course has run at Gundagai High School. The 2012 result is above the state average which is very pleasing. Senior Science was for most students their best subject result.

Visual Arts
Our school average was below both State and the Similar School group average. However there were some pleasing individual results.

TAS/VET Frameworks - Primary Industries, Construction, Hospitality, Information Technology and Metals and Engineering
Subjects undertaken by Year 12 students within the TAS area had results that were either above or very close to the state average, and for the majority of students the results achieved in these subjects were the better than students’ other subject results. Hospitality has seen an increase in the achievement level to better the five year average and similar school group. Information Technology is equal to five year average. Construction and Metals have achieved less than the five year average.

Vocational, Education and Training (VET) courses have proved to be very popular with students, as 72% of all Year 12 students completed one or more VET courses.

Retail Services was delivered by Tumut TAFE as a 240 hour course in one year in Year 11 for the students.

Higher School Certificate relative performance comparison to School Certificate (value-adding)

This shows a very disappointing result, although there has been some value adding for those students in the high and low bands from Year 10 to Year 12, which is pleasing, but certainly there is room for improvement. Unfortunately there has
been a dramatic decrease in value adding for those in the middle band from Year 10 to Year 12.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy (NAPLAN) is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Year 7 are generally doing well with the majority of students above the minimum standard, with improvement seen in all areas, except for writing, for 2012 compared to 2011.

Numeracy has remained at a very similar percentage at or above the minimum standard.

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

The area of writing which required immediate attention in 2011 has seen an improvement in the 2012 percentage of students at or above the minimum standard. Grammar and Punctuation has reduced slightly but Spelling has dropped significantly. A consistent approach in all areas is required to make significant increases in all areas in Year 9 results.

Numeracy, for Year 9 students at or above the minimum standard has dropped from 97.7%, in 2011. Although a good result for 2012, an improvement again is required.

Significant programs and initiatives

Aboriginal education

Gundagai High School Aboriginal students have undertaken key leadership roles, such as SRC members with Michala Foster as Year 11 representative and Makara Smith Year 9 as the Gundagai High School’s Aboriginal representative at district level.

Our students attended and participated in local special events that included Brungle health expo, specialist practitioner clinics, and career days.

Our Aboriginal students were recognised in the Aboriginal Student Awards - ‘Proud & Deadly’ ceremony. They received acknowledgement awards in:

Academic: Tayla Coulton – Harpley

Makara Smith

Citizenship: Thomas Franklin

Encouragement: Amber Britt, Jordan Crowe, Tihanna Bromley, Caden Piper, Robbie Ward

Performing/Creative/Visual Arts: Michala Foster

Year 11 Completion: Shian Kennedy

Year 12 Completion: Maxine Blundell, Jake Russell and Thomas Franklin

Local Aboriginal Elder, Uncle Vince Bulger attended important award ceremonies and welcomed Aboriginal and non-aboriginal people to Wiradjirri country, and spoke to the school community about traditional values, customs and the importance of education.

Personalised Learning Plans have been developed with the Year Advisers working closely with students and their families.

Multicultural education

The mandatory Language Course in Year 7 focused not only on language acquisition but also on cultural diversity and awareness in support of multiculturalism.
Year 7 LOTE students thoroughly enjoyed learning about the French language and culture. They have been a dynamic group with many talented students in the course raising the bar. This year the language students were exposed to a French food tasting lesson. They sampled a range of cuisines from savoury ham and cheese croissants through to sweet macaroons. The fun lesson threw their tastebuds into a spin by introducing them to some new and interesting flavours.

**English as a Second Language**

English as a Second Language support was run in 2012 for two of our students.

**Other programs**

**NSW Premier’s Student Volunteering Awards Program**

This program recognises the contribution of students who have made a genuine difference to their school and local community through volunteering. Many students at Gundagai High School ordinarily volunteer their time and effort to community and school activities.

In 2012 Tara Halpin achieved a Bronze Award for 20 hours volunteering and a Silver Award for 40 hours volunteering.

**NSW Premier’s Sporting Challenge**

The NSW Premier’s Sporting Challenge is an initiative to engage students in regular physical activity. Again Gundagai High School students were actively engaged in this program.

Year 7 participated in the Premier’s Sporting Challenge which involved documenting the number of hours in which they participate in physical activity over ten weeks. This state wide initiative is demonstrate the importance and participation in physical activity.

In 2012 Gundagai High School was awarded an overall Gold Award for its participation and the achievement level of students. Ella Manton received the School Award for her consistent effort and application as a team leader in the challenge.

**Respect and Responsibility**

- **Anti-Discrimination/Harassment/Vilification Policy**

In 2012 the school continued its promotion of the Anti-Discrimination/Harassment/Vilification Policy. The premise of this policy is that all students have the right to learn and all staff have the right to teach in a safe and secure, non-threatening environment. This policy’s promotion continued in 2012 to ensure that students report incidents and the school can immediately deal with any situations.

In support of this policy, Gundagai High School volunteered to participate in a NSW Department of Education and Training Email Trial. The aim was to determine an effective medium through which students and parents will report bullying and harassment. The statistics from the email trial would determine the types of preventative strategies to enable a proactive approach. The trial continued into 2012. The formal ACER Evaluation in 2012 of the trial showed that email is not a preferred method by students or parents to report bullying as not one case had been notified in all the trial schools. Gundagai High School had reports of bullying and harassment but these were face to face as they have in the past, but the use of the notification and feedback forms was increased. This saw a greater satisfaction rating from students and parents.

**Connected learning**

Gundagai High School is part of the Riverina Highlands Learning Community which has implemented a Shared Senior Curriculum Project. This project used connected learning, which includes the connected classroom, and a software program MOODLE. The Senior Shared Curriculum Project included Physics, Chemistry and Modern History in the third year of full operation. Gundagai High School students also studied Physics in 2012 through the Lachlan Access Program.

**Positive Behaviour for Learning (PBL)**
Positive Behaviour for Learning (PBL) is a school-wide behaviour initiative to encourage positive behaviours from students, which has also shown to improve student self-concept and motivation to learn.

Gundagai High core values of RESPECT, RESPONSIBILITY and INTEGRITY have been incorporated into all outside areas of the school setting and were the core focus of the program.

The PBL team have planned and implemented strategies from PBL into our student behaviour recording procedures and have undertaken studies of playground areas. Classrooms will be a focus for 2013. Focus periods were incorporated into the curriculum structure for 2012 to allow the explicit teaching of the focus core values and Gundagai High School community has moved towards becoming a positively focused environment for student learning and achievement.

Our achievements include:
- Planned meetings of the PBL Team
- Planned PBL lessons and their implementation
- Teachers and Students following PBL guidelines for outside areas

School priority 2

Outcome for 2012–2014

Increased level of literacy and numeracy for all students.

2012 Targets to achieve this outcome include:
- 3% positive shift in all bands in NAPLAN Literacy relative to current individual performance.
- 3% positive shift in all bands in NAPLAN Numeracy relative to current individual performance.

Our achievements include:
- Focus Period implemented into the curriculum for all staff to be involved in the teaching of literacy and numeracy which worked very well in Term 1. The reduction in staffing had less staff involved from Term 2 for the rest of 2012. An end of year evaluation saw the program a positive in the school and priority for 2013.
- SMART Data Training for staff on three formal occasions, plus by Head Teachers at faculty meetings.
- Literacy and Numeracy strategies implemented into some teaching and learning programs.
- Annual SMART data analysis instigated as part of a professional learning approach to use of data in support of student learning.
- There was statistically above a 3% improvement for the majority of students in literacy and numeracy above their current individual performance.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations of Teaching and Learning and the English Faculty, as part of an Educational Support Review.

Educational and management practice:
Teaching and Learning

Background

In 2012 Gundagai High School sought the opinions of parents, students and teachers about the teaching and learning within the English Faculty at the school.

Findings and conclusions

- Not all teachers have created units of learning based on data analysis and student learning needs
- Explicit teaching regarding the connection between assessment task requirements and rubrics would enhance student learning
- Student learning would be improved if there was a continuum of learning from Stage 3 to Stage 5

Future directions

- Develop assessment for learning strategies that have high expectations and scaffold increasing standards of achievement to address value adding. Including the ongoing monitoring of A-E Reporting
- Formal sessions for all staff and English faculty members on data analysis
- Teaching programs respond to students’ interests, needs and abilities
- Assessment and Tracking of student learning outcomes is used to evaluate, develop and refine teaching programs

Curriculum:

Educational Support Review - English

Background

The review was across the Riverina Highlands high schools, English faculties. The terms of reference were the:
- development, use and monitoring of teaching and learning programs in English 7-12
- the effectiveness of current data collection methods, assessment practices, student identification and monitoring in English
- The support for and the professional development of staff

Findings and conclusions

- There was clear evidence of well documented programs but there were inconsistencies in the format and approach to programming.
- Faculty documentation is comprehensive but required consistency especially assessment documentation which also needs to show a continuum from Stage 3 – 5.
- Students and Parents felt that teachers could do more to be up-to-date and needed ‘life’ experiences to be equipped to aid in the building of positive relationships, cater for student interests and learning needs.

Future directions

- Teachers need to provide explicit information to the relevance of the teaching methods and assessment tasks they are using to better facilitate student understanding of what is required of them in their learning.
- Incorporate the finding from data analysis into modifications to teaching programs
- Develop Assessment for Learning strategies that have high expectations and scaffold increasing standards of achievement to address value adding. Including the ongoing monitoring of A-E Reporting

This review has given insight into the change of focus to units of learning through concepts rather than through studies of texts. It also highlighted the need to draw upon the data available such as NAPLAN and the HSC to design units of learning which address the specific needs of our students. The review has given the English faculty at Gundagai High School an advantage in implementing the National Curriculum which will begin in 2014. The English faculty has also received valuable insights into the demands of the 21st century learner and what will be required of the workers of the future.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of those parents, students and teachers involved in the 2011 Educational Support Review of the Mathematics Faculty.

All staff and students completed the surveys ensuring that the results were statistically valid. However, the number of parents that returned
surveys would not be statistically valid their responses were only an indication.

Staff and Year 10 students were generally very satisfied with the teaching and learning offered in the mathematics classrooms at Gundagai High School. Whereas the Year 8 students and parents indicated that there is significant room for improvement.

Their responses are presented below:

- For Year 8 they don’t see that the work provided allowed them to achieve to a high mathematical standard.
- Particularly for Year 10, students don’t understand why they are being assessed and how it will assist them in the future.
- There needs to be an improvement in the provision of interesting and appropriate learning activities to meet the child’s needs and abilities for Year 8 and 10.

These results provide guidance as to continued Educational Support Review follow up by the Mathematics faculty.

**Professional learning**

The professional learning funds allocated to Gundagai High School have been spent across all DEC Priority Areas for 2012. The majority of the funds have been in the areas of: Leadership and Career Development, Literacy and Numeracy and the use of ICT.

Professional Learning accessed by all staff on School Development Days was:

— Riverina Highlands Learning Community, combined days where the staff across all the schools joined together to focus on Quality Teaching in Term 1 for an extra day with Dr Christine Richmond, Term 2 with guest presenter Dr James Ladwig from the University of Newcastle, and Term 3 Assessment for, of and as learning, and strategies to work together in support of the students across the highlands schools.

— The Term 1 and 4 School Development Days at Gundagai High School contained the mandatory training sessions on the Code of Conduct, Anaphylaxis, Child Protection Emergency Care, CPR, WHS, School Plan implementation and evaluation and analysis of our NAPLAN results.

Other professional learning accessed by staff was: Regional VET Network Days, Chemical Safety, VET accreditation maintenance, Riverina Principal’s Essential Training Days, Regional Focus programs such as Positive Behaviour for Learning (PBL), Every Student, Every School, and days in support of addressing Educational Support Review recommendations.

In preparation for the new NSW curriculum implementation some staff attended professional learning on ‘Implementing the New Curriculum in NSW’ and ‘Using common grades’ presented by the NSW Board of Studies (NSW BOS) to up skill around grade allocation to students associated with the introduction of the Record of School Achievement (RoSA) which replaces the School Certificate.

Seventy percent of staff has accessed professional learning other than school development days.

In 2012, one teacher was successful in maintaining their accreditation at Professional Competence with the NSW Institute of Teachers.

The school has placed high importance on professional learning and has developed a planned approach to encourage all staff to target professional learning as part of their personal professional learning plan as part of the TARS/EARS process.

**School planning 2012—2014**
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
Initiatives in place to address the changing nature of high school education.

2013 Targets to achieve this outcome include:
- Positive Behaviour for Learning implementation for the classrooms.

Strategies to achieve these targets include:
- Planned meetings of the PBL Team
- Planned PBL lessons and their implementation
- Teachers and Students following PBL guidelines for the outside areas and the classrooms

School priority 2
Outcome for 2012–2014
Increased level of literacy and numeracy for all students.

2013 Targets to achieve this outcome include:
- 3% positive shift in all bands in NAPLAN Literacy relative to current individual performance.
- 3% positive shift in all bands in NAPLAN Numeracy relative to current individual performance.

Strategies to achieve these targets include:
- SMART Data Training for Staff
- 2LS Literacy program continued
- Literacy and Numeracy strategies implemented into Teaching and learning programs
- Annual faculty SMART data analysis and action plan developed to inform teaching and learning

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 and school planning committee have determined targets for the school’s future development.

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Brad Russell  School Development Officer
Simon Bridgeman  Deputy Principal
David Regan  Head Teacher
Philip Mann  Head Teacher
Allison Appleby  Head Teacher
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