**School context statement**

Gundagai High School is a small (230 enrolments with 3% NESB, 5% Aboriginal) comprehensive rural secondary school in the Riverina. Gundagai High School works collaboratively with its partner primary schools and local community.

Gundagai High School’s core business is the delivery of quality teaching and learning, addressing student needs and parent expectations, within a Positive Behaviour for Learning (PBL) framework. Gundagai High School offers Video Conferencing, Distance Education and VET courses to broaden the senior curriculum and vocational pathways for students.

Through its strong focus on community connections, the school offers a broad range of post-school options within local industry and tertiary education providers.

Students at Gundagai High School have access to many sporting opportunities and cultural events. The school has a supportive welfare system and recognises and rewards students for their successes.

**Principal’s Message**

Gundagai High School staff have provided many and varied valuable learning opportunities for students throughout 2014, and they have enthusiastically embraced these opportunities. Students have been successful in their learning achievements, as evidenced by the awards presented at the End of Year Presentation Day and those that have been presented throughout the year. These learning opportunities, both in-school and extra-curricular, have been at a school, regional and state level.

2014 has seen the largest number of students achieving Level 1 promotion in Gundagai High School’s Welfare System. The following students have been promoted to the highest level of our Welfare System through their hard work and commitment to their learning, their school and the local community. We congratulate the following students for their achievements: Nikki Smart, Zoe Watson, Makara Smith, Mark Britt, Daniel Stuckey, Andrew Gradon, Sabrina Meurs, Debbie Hawthorne, Stacey Lewin and Jeana Bell.

Holly Ingold and Tom Lemon were successful and came third in the National Chemistry Competition, after gaining fifth position in the NSW competition.

**P&C message**

The P&C have been very active in their work during 2014, organising fund raising events such as Street Stalls, Raffles and 100 Club, and the Rodeo Food Service. They have also been involved in the School Improvement Evaluation Team and the School Plan. The P&C are an active committee of parents, led by Lizzie Brit – President, Lynda Petty – Vice President, Carmel Lemon – Treasurer, Rob Glazebrook – Secretary.

Congratulations to all students for their commitment to their learning and to those who have been recognised throughout the year for their active learning and participating in school community events.

**Student representatives’ message**

2014 was a very productive year, with the SRC coordinating a number of fundraising events in 2014, both for charities and a range of student events.

SRC members attended the inaugural meeting of the Cootamundra Network of schools with Tumut High and decided to invite other schools with the view of establishing a Cootamundra Network SRC.

The SRC also commenced working with the local council to establish recycling bins within the school. They also assisted with the Anti-bullying/Harmony Day sausage sizzle.
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

Enrolment has maintained a balance of above 220 students, with the school having a greater number of male enrolments compared to female.

![Enrolments Graph]

Student attendance profile

Student attendance rates are just below state average. The welfare team, school administration and Deputy Principal work closely with the Home School Liaison Officer to improve attendance rates.

![Student attendance rates Graph]

Management of non-attendance

Learning and engagement 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 has continued to contact parents and/or carers via phone contact and letters from Year Advisers.

Regular communication with parents has helped to enhance a positive working relationship to support students’ attendance at school. The school welfare team has continued to work closely with the Home School Liaison Officer to provide more support where it is needed.

Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10 %</th>
<th>Year 11 %</th>
<th>Year 12 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>employment</td>
<td>90%</td>
<td>75%</td>
<td>64%</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>university entry</td>
<td></td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td>other</td>
<td></td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>unknown</td>
<td></td>
<td></td>
<td>4%</td>
</tr>
</tbody>
</table>

Students who leave Gundagai High School prior to completing their HSC, have entered full-time employment. HSC leavers were successful in gaining fulltime employment or gaining entry into university.

Year 12 students undertaking vocational or trade training

Students completed Retail, Construction, and Early childhood traineeships. In total six students completed their qualifications in conjunction with their HSC. One student completed their Diploma in Early Childhood in conjunction with the HSC.

Year 12 students attaining HSC or equivalent vocational educational qualification

One hundred percent of the 2014 Year 12 students achieved a Higher School Certificate. Of those, 80% of students successfully completed Vocational Education and Training Courses in Hospitality, Construction, Metal and Engineering, Primary Industries or Information Technology at school. Those studies at TAFE were Automotive, Beauty and Human Services. These students also received an Australian Qualification Framework credential.
Workforce information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<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 Teacher(s)</td>
<td>23.1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.68</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34.68</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Gundagai High School does not have any Indigenous employees.

Teacher qualifications
All teaching staff meet 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>74</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>26</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
Gundagai High School staff attended a variety of professional development activities in 2014. The school held three school development days throughout the year and two at the end of the year. Whole staff development was continued in literacy strategies throughout the year.

Beginning Teachers
There are four beginning teachers at Gundagai High School. They were supported with a reduced class allowance and by an individual mentor. Beginning teachers also attended professional learning activities that were designed for the early stages of a teacher’s career.

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

Date of financial summary          30/11/2014

**Income**
- Balance brought forward         299,256.08
- Global funds                    277,550.50
- Tied funds                      320,147.44
- School & community sources      77,517.54
- Interest                        11,066.15
- Trust receipts                  11,150.00
- Canteen                         0.00
- **Total income**                996,687.71

**Expenditure**
- Teaching & learning             
  - Key learning areas            46,359.37
  - Excursions                    30,314.43
  - Extracurricular dissections   22,421.69
- Library                        6,928.60
- Training & development         1,406.67
- Tied funds                     185,819.53
- Casual relief teachers         68,525.92
- Administration & office        96,004.61
- School-operated canteen        0.00
- Utilities                      80,087.15
- Maintenance                    30,908.68
- Trust accounts                 22,098.97
- Capital programs               0.00
- **Total expenditure**          590,875.62

**Balance carried forward**       405,812.09

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School P&C and Finance Committee. Further details concerning the statement can be obtained by contacting the school.

School performance 2014
Gundagai High School Staff have provided many and varied valuable learning opportunities for students throughout 2014, and they have enthusiastically embraced these opportunities. Students have been successful in their learning achievements, as seen by the awards presented throughout the year. These learning opportunities, both in-school and extra-
curricular have been at a school, regional and state level. Some examples are provided following our NAPLAN results.

**Academic achievements**

**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.

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

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

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select GO to access the school data.

**NAPLAN Year 7 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 7 reading results indicate that our students have performed above the school average over the past 4 years and have a greater percentage of students in the Bands 6, 7 & 8 than state average.
Writing results are improving over time, and Spelling, Grammar and Punctuation results have shown an increase in school performance and also against the state averages.

**NAPLAN Year 7 – Numeracy**

Year 7 Numeracy results have shown an increase in student numbers reaching Bands 7 & 8.

**NAPLAN Year 9 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 9 students have achieved lower results than expected in Reading, with a large number of students in Bands 6 & 7.
Year 9 students are stronger in Spelling skills compared to Writing, Punctuation and Grammar. A large number of students have shown improvement since Year 7.

**NAPLAN Year 9 - Numeracy**
A large number of Year 9 students are in Bands 7 & 8, with higher numbers of students in these Bands compared to state average.

**Higher School Certificate (HSC)**
In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

HSC results have remained consistent across the school and through the years. These results are slightly lower than state average, however, some
students have excelled in these subjects and performed well above state averages.

Achievement in the Arts, Sport and Other School Programs

English

In 2014 the English faculty has focused on converting junior units of learning to be concept based. For example, some of the concepts studied include Resilience, Rules and Conformity, Conflict, Individuality and Shades of Truth. This has proven to be a very successful strategy in increasing the engagement of students and in encouraging students to be more independent learners. Also, students have been encouraged to read and view a broad range of texts as they explored those concepts.

All students in years 7 to 9 participated in the Premier’s Reading Challenge throughout the year. The school Librarian, Ms Weaver, and the English staff committed half a period of teaching time for each class a fortnight to this program, and all students improved their reading. In fact, some students read more than 50 books this year. Throughout term four, English staff supported Year 12 students with additional early morning study sessions. It was common to have 20 students attend these sessions and all students commented that these gave them greater confidence in their preparation for the HSC exams.

The English Teachers Association HSC Study Day was also well attended. These study days were a huge success with a large number of senior students accessing the additional support and workshops on offer. This is definitely a program we will continue in 2015.

Year 7 students attended an excursion to Monte Cristo and the Licorice Factory again this year and it was a highlight for all students. This trip inspired some very imaginative and ghostly creative writing stories and helped students to explore the difference between reality and truth.

Year 8 students went on an excursion to Canberra to watch the Bell Shakespeare performance of ‘A Midsummer Night’s Dream’. For many students this was their first visit to our nation’s capital city and their first experience of a live drama performance.

HSIE

Year 8 Geography has recently been studying Threatened Habitats and Global Issues. They completed some excellent assignments on endangered species from around the world. Earlier in the year the class compared developing countries to developed countries. They learnt about different life opportunities throughout the world.

Year 9 Geography has been studying Changing Australian Communities where they had to interview a person from the local community. They asked about changes that have occurred in Gundagai, and what changes could occur that would be beneficial.

Year 10 Geography had their annual fieldwork trip to Lake Albert where they did soil and water tests. They also looked at transects to illustrate the issues and solutions surrounding Lake Albert. Salinity, erosion and pollution were the main issues of concern.

Year 11 Business Studies went to the Junee Licorice Factory in term 2 and spoke to the owner, Neil Druce, about his leadership style, Operations, Human Resource Management, Marketing and future business opportunities. The students also had the chance to experience how the products are made and packaged. They have recently been learning about Human Resources and the different parts of this process, including recruitment and selection, training and development and separation. They have completed their first Higher School Certificate Assessment Task where they achieved outstanding results.

Years 9 and 10 Commerce: This year students in Commerce have studied the role of Law and Society, Employment Issues and, most recently, Towards Independence. As part of the topic, Law in Action, students went on an excursion to the local courthouse and police station.

Students spoke with the court Registrar, Ari Tani, and had a tour of the police station with Senior Constable Norris. Students had a chance to see what happens to people on both sides of the law. In Employment Issues, students
researched four different types of jobs and learnt how to find and apply for positions, as well as how to conduct themselves in an interview. Recently students have been learning about what you need to look for when buying a car, renting a house and the financial and legal implications of moving out of home.

A number of students participated in the Australian National Geographic Competition, a nationally recognised competition, with Stuart Petty gaining a distinction. The Australian Economics and Business Studies Competition is a new competition run by the University of New South Wales. Terry Watson is to be congratulated on gaining a certificate of credit in the Senior Division and Daniel Stuckey also gained a certificate of credit in the Junior Division.

Mathematics
Students participated in the University of NSW Mathematics Competition. Students gained Participation, Credit and Distinction Certificates. Some students have Individual Learning Programs in order to help improve their numeracy and mathematical skills. At times, this means students may work with Ms Carr or Mrs Bishop to help them progress through their class work and help them to complete their assessment tasks. This intensive program is giving our students the ability to access their class work more confidently and building their self-esteem.

The implementation of the Australian Curriculum is well underway. Year 10 2015 is the last group to make the transition. Our Mathematics teachers are working hard at creating new programs for implementation next year. Our focus will be on project based learning and engaging students in the classroom through real world projects.

MyMathsOnline is an interactive mathematics computer program that allows students to work at their own pace through many different mathematics topics. This is being used by staff to complement the work students are doing in class and to improve our student’s problem solving skills. Professional Learning is being undertaken by staff within our faculty. We are continually updating our skills and knowledge in order to best meet the needs of our students. Some of the courses undertaken are: Dyslexia and students with reading difficulties, Literacy Strategies, Numeracy Strategies and Introduction to online learning tools.

Music
We celebrated a successful Variety Night showcasing the talent of many students in music, dance, drama and Visual Arts. There were lots of new faces performing for the first time this year. This assists students in becoming confident and competent performers.

Year 11 students attended the Riverina Rock Camp which helped to enhance their performance skills in an ensemble environment. This was a week-long camp at Borambola.

Two Year 8 students attended Riverina Vocal Camp at Borambola. They performed as part of a choir and learnt many new skills. Specific literacy and numeracy skills were introduced into Music teaching programs, along with new project based learning techniques to enhance outcomes for all students.

Students performed at various school functions eg Year 12 Farewell Assembly and Welfare assemblies.

Visual Arts
Students exhibited their work in the Gundagai Show and were successful in gaining first, second and third prizes.

Two Art Students were successful in applying to be selected to attend the Dobell Drawing School which was held at the National Art School in Sydney.
We were successful in receiving funding for four new Digital Cameras. With so many students interested in Photography they will be put to great use.

Year 9/10 were given the opportunity to show off their creativity by designing and painting the Variety Night Backdrop, which was a great success.

Year 8 Students were very pleased to be given the opportunity to exhibit their Toby Mugs in the display cabinet at the front office.

Some of the Years 9/10 Artworks were on display at the Year 6 parent/student transition information night.

**Science**

**Excursions**

- Year 12 chemistry HSC Study Day at Wagga Wagga
- Several visits to primary school to teach/share science lessons
- Science and engineering challenge to Wagga Wagga
- Questacon excursion
- Stage 6 Biology to the botanical gardens
- Chemistry to Water Treatment Plant in Wagga Wagga
- Year 11 Chemistry to Southern Oil Refinery
- Science Fare for Science Week- local primary schools were in attendance.

**Competitions**

- Chemistry Titration competition (achieved silver at National final) level
- Gifted and Talented Day at Tumbarumba High School; Rachel Stuckey, Wyatt smith, Joseph Carberry, Teighan Worsnop
- Essential secondary science assessment (ESSA); all Year 8

**Industrial Arts**

Year 12 Construction students completed upgrades to the Senior Students Shed, renovating the area to be an enclosed Senior Common Room.

Industrial Technology – Graphics was offered this year with a number of students choosing the subject. A 3D plotter purchased only recently by the school, created 3Dimensional drawings using AUTOCAD software and was used in final major projects.

Industrial Arts projects from Graphics and Timber Products and Furnishing were selected for the Industrial Technology Exhibition to be held in Sydney.

**Home Economics**

Gundagai High School’s Hospitality Trade Training Centre was completed and officially opened by Mr Michael McCormack Federal Member for Riverina.

Students from all Year groups have used the facility, both the kitchen and the bistro.

**Information & Technology**

Year 9 & 10 students competed at the Regional CSU RoboCup Challenge in Wagga Wagga. The Stage 5 Information and Software Technology Team placed first, second and third in the Secondary Rescue Event.

Year 9 & 10 students competed at the State RoboCup Challenge held at Sydney University. The Stage 5 Information and Software Technology Team placed third in the State in Secondary Rescue Event.

Students from Information Technology classes have helped in the upgrade of the computers resulting in the upgrades to the Library, CLS & D-Room Computer Labs, and established a Learning Support, Art Room Computer Lab and an
additional Senior Library Computer Lab. Students from Years 8, 9, 10 and 11 participated at the Adobe Training Day held at Gundagai High School. Tim Kitchen, the Senior Education Advocate for the Adobe Pacific and Australia Regions, came from Melbourne to instruct both teachers and students in the use of Adobe software and how to make Video News reports.

Agriculture

Eight Agriculture students from Years 7 – 11 won individual Cattle Parader ribbons at the 2014 Royal Melbourne Show, first, second, third and five 4th places.

Five steers were prepared by students for Melbourne and ‘Gazza’, an Angus steer donated by Abingdon Station, was placed second on the hoof in its heat of the Medium Domestic Class and then went on to be placed first in the School Section for that heat. Another Angus steer ‘Moofussy’, donated by Drumard Partnership, Humula, was placed second in its heat of the open section. This steer was also selected in the Angus Team for the Borthwick Trophy (best 3 steers) which the Angus breed went on to win.

We also started a new partnership with Craig Thomas of Drumard Partnership who donated two Angus steers to the Melbourne Show Steer program.

Year 11 Primary Industries students attended North Wagga Primary Industries centre and completed the competencies to operate two wheel and four wheel motorbikes.

Year 8 Technology students continued with the beautification of the school grounds by the establishment of three new native plant gardens as part of their learning.

Library

The library is becoming the technology hub of the school! We have fifteen computers in the main library area, plus 7 more computers in Seminar Room 1, this room can also be used as a mini computer lab for senior classes or for large classes who need more than the 15 computers in the main library area.

We now have two flat screen TV’s in the library, one in the main library area which is used for larger class groups and one in Seminar Room 2 which is used for smaller class groups; as well, the Seminar Room is setup up for video conferencing which is used by both staff and students. Many of the students who are completing subjects via Distance Education, Lachlan Access Program or the Riverina Highlands Learning Community use the VC facilities regularly to attend their virtual classrooms. Staff can also use these facilities to teach classes in other schools as well as attend online professional learning courses, saving time on travel etc.

We have also some e-readers for use in the Library. They are a Kobo Arc 7. These are a great way to engage reluctant readers and excite avid readers.

Premier’s Reading Challenge had participants from Year 7, 8 and 9. To achieve this award, students must read 20 books from the PRC Book List between September 2013 and August 2014.

Welfare - Supporting students’ learning

2014 proved to be another productive and successful year for the Welfare and Learning Support Teams. The team consisted of the Deputy Principal, Year Advisers, Girls and Boys Supervisors, L.A.S.T, Multi Categorical Teacher and the school Counsellor. The group organised numerous student Welfare Days and Excursions throughout the year to encourage positive student behaviour and to acknowledge their wonderful achievements in areas around the school and the local community.

Welfare System

Throughout the year we have had over 80 students move up a level in our Welfare system which recognises students’ consistent effort and accomplishment. Students were also offered to attend special Level excursions exclusively for those who had achieved a higher Welfare level. These excursions were run each semester; the first to Wagga movie theatre, the second was attending the One Day International Cricket
match between Australia and South Africa at Manuka Oval, Canberra.

Welfare activities
The Welfare Team organised a variety of different activities throughout the year, which included; cultural awareness days, drama performances by Brainstorm Productions, the viewing of inspirational films by Motivational Media and specific health forums to support adolescents in their growth and development.

PDHPE/SPORT
Students in Years 7 to 11 participated in the Premiers Sporting Challenge which involved documenting the number of hours in which they participate in physical activity over 10 weeks. This was a state wide initiative to increase the importance and participation in physical activity. This resulted in Gundagai High School receiving extra funding for sports equipment. Many staff members also participated in this initiative for the first time.

Ellie Sheahan was again selected in the Riverina Cross Country team to compete in the state carnival at Eastern Creek.

Mitchell Smart was selected in the Riverina Swimming team to compete at the state carnival in Homebush.

Parnassus won the house championship for 2014 by winning the Athletics Carnival and coming second in the Swimming and Cross Country carnivals.

The school entered sporting teams in a range of competitions including:
- 15 Years and Under Australian Football;
- Boys and Girls Cricket;
- Under 13’s and Under 15’s Country Cup Rugby League;
- University Shield (opens) Rugby League and Country Cup;
- Boys and Girls Squash;
- 15 Years and Opens Netball;
- 15 Years and Opens Boys and Girls Basketball;
- Lawn Bowls;
- Girls Soccer;
- Boys and Girls Touch;
- Boys and Girls Volleyball.

Mr Bishop was again the Riverina convener for the boys and girls Basketball. This involved the running of the Riverina Knockout competition, organisation of the Riverina selection trials and attendance at the State Carnival. Mr Bishop continued coaching the boys Riverina team and assistant coach to the boys NSW CHS team.

Gundagai High School convened the Riverina Cross Country Carnival at the local showground/racecourse area. Mr Bridgeman was heavily involved in the organisation. Over 70 GHS students volunteered to perform various roles in the smooth running of the carnival and the P&C ran the canteen on the day.

Careers
The Careers area has again had a productive year with a strong focus on providing students a plethora of opportunities to assist and enhance their school to work transition. Students have been very proactive in 2014 seeking advice and support from Ms Annetts for school subject options, further study possibilities, work experience, part-time employment, full-time employment and post school options.

Some of the activities students have participated
Throughout the year Ms Annetts participated in several professional development sessions to further support students as they explore future career pathways. Some of the professional development sessions included:
- Careers Fast Track Training
- UAC Information day (Scaling, SRS, ATAR, BOSTES)
- Wagga Wagga Careers Advisers Associations forums
- Career Tools workshop (www.gundagaihighcareers.com)

Significant programs and initiatives – Policy and equity funding

National Literacy Partnership – Literacy & Numeracy

Gundagai High School was successful in gaining funding to improve Literacy and Numeracy across the school. The Literacy and Numeracy teams developed strategies for the classroom, delivering these strategies to the staff in professional learning setting, and then staff delivered the strategies in the classroom setting and focus periods. Funding was used to support Teacher Professional Learning (TPL), relief of staff to develop, evaluate and set goals for the school. Embedding literacy and numeracy strategies into the curriculum, maintaining and improving skills of staff, improving student results were all key factors in the long term goals set with this partnership.

Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) continued to be a focus in the school setting. Signs were erected around the school to promote PBL in the playground and explicit teaching of the schools core values happens during focus periods.

Aboriginal Education

One of the 13 Aboriginal students at Gundagai High School completed the HSC. Two students completed Year 11 and one student completed Year 10.

A Year 7 student attended UNSW for a three day science and engineering program and a Year 9 student attended a healthy lifestyles camp for Aboriginal girls. One of our Year 9 boys was involved in the Adam Goodes AFL talented athlete program and attended coaching clinics in Sydney.

All our students received Proud and Deadly awards from the Tumut AECG.

Personalised Learning Plans were developed for all our students with the Year advisors working with the parents and students to develop these.
Multicultural and Anti-racism education

All year 7 students engaged in French studies throughout 2014. Students have acquired skills in communicating in the French language, and have developed an understanding of the culture of French speaking communities. Students enjoyed a flurry of French activities throughout the year, including the ever popular French food lesson where students were given the opportunity to sample some French cuisine as part of the ‘French Food and Drinks’ topic. The excited students taste-tested a variety of foods and learnt about their history and origins. Particular favourites of the students were the ham and cheese croissants, crepes with nutella and the delicious macarons.

In addition, all Gundagai High School students participated in Harmony Day activities to promote tolerance and a sense of belonging in their community.

Aboriginal Background

Gundagai High School ran two whole school based cultural activities throughout the year which included, local elders and discovery rangers teaching students about local culture and heritage.

Aboriginal Education is embedded in the curriculum. School funding provided teaching resources and provided for the whole school activities. Aboriginal students’ school fees and excursions were also subsidised.

Learning and Support

The establishment of the Learning and Support room at the beginning of 2014 has proved to be an effective and valuable resource. The newly refurbished room has provided a high quality learning environment for students who receive assistance with their learning. The addition of four new computers, a printer and a television has provided opportunities for students to improve their skills with technology and to have access to interactive learning tools.

A range of learning support initiatives were implemented at Gundagai High School in 2014 including:

Assessment Task assistance: Learning and Support continued to conduct regular sessions with small groups and individuals to assist students with completing assessment tasks. The students were taught how to unpack questions for understanding of task requirements and they were provided time outside of the classroom setting to complete their assignments.

Student tuition: Small groups from across all stages have received regular tutoring sessions to support their learning needs. The tuition, which covered a range of literacy and numeracy topics, aimed to build on each student’s ability and improve their learning outcomes across their schooling.

Transition Support Program: The school continued to implement its comprehensive Transition Support program in 2014. This included multiple sessions in term 4 for a small group of year 6 students to gain some insights into what would help make the transition to high school successful. The program familiarised students with the different procedures at Gundagai High School so the students feel prepared and confident when they start high school in 2015.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Staff, Student, Parent surveys
- Staff, Student, Parent interviews
- Teaching and Learning program evaluations
**School planning 2012-2014:**

**School priority 1**
Increased Level of Literacy and Numeracy for all students

**Outcomes from 2012–2014**
Positive shift in all bands for students in Year 9 NAPLAN results

**Evidence of achievement of outcomes in 2014:**
- Smart Data to inform of student growth
- Literacy and numeracy strategies embedded into learning programs
- Class result improvements for students identified as low level achievers in literacy and numeracy.

**Strategies to achieve these outcomes in 2014:**
- Continuation of the Improving Literacy and Numeracy Partnership Project.
- Professional learning focus on literacy and numeracy
- Improving and developing strategies to improve the use of continuums to enhance teaching practice

**School priority 2**
Improving technology in learning spaces

**Outcomes from 2012–2014**
Prioritise RAM equity funding to improve technology in all learning spaces.

**Evidence of achievement of outcomes in 2014:**
- Nine new Interactive Whiteboards were purchased and installed in classrooms
- MPC stage and staffroom were linked to the schools intranet
- Quotes for the MPC to receive a new Audio visual system were obtained and the system was to be installed in Term 1 2015.

**Strategies to achieve these outcomes in 2014:**
- Developed a plan to maximise learning potential with technology in the classroom
- Consult with all staff about room requirements and staff skills
- Teacher Professional Learning activities to enhance the use of the new technology.

**School priority 3**
Student Engagement and Attainment

**Outcomes from 2012–2014**
Improve outcomes for GHS students

**Evidence of achievement of outcomes in 2014:**
- 40% reduction in N Award letters generated
- Implementation of whole school Disability provisions strategies

**Strategies to achieve these outcomes in 2014:**
- Establishment of a Learning and Support classroom space
- Teacher training in the implementation of the Disability Standards
- Improve Learning support structures to support a larger percentage of students
- Employ SLSO to support LAST
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Improvements requested included:

- School Grounds to be more welcoming
- Communication methods to be investigated eg: School Facebook page
- Increase the use of the school web page
- Raised the need to evaluate the school uniform

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

Gundagai High School in consultation with the Staff, P&C and community have set 3 strategic directions:

Direction 1 – Teaching and Learning
Direction 2 – Leadership
Direction 3 – Community Connections

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. These are:

- Playground seating and shelter
- Leadership development of staff and students
- Building the capacity of our teachers and students

- Creating and maintaining strong community links

Jennifer Miggins             Principal
Simon Bridgeman             Deputy Principal
Matthew Bishop              Head Teacher
Allison Appleby             Head Teacher
David Regan                 Head Teacher
Erin Weaver                 R/Head Teacher
Lizzie Britt                P & C President
Dale Chadwick               SRC Coordinator

School contact information

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: