2009 Annual School Report
Gundagai High School

NSW Public Schools – Leading the way
Our school at a glance

Messages

Principal's message

2009 has been a successful year for Gundagai High School. The hard work of staff produced some very strong results in the Higher School Certificate, School Certificate and the National Assessment Program for Literacy and Numeracy (NAPLAN).

Student numbers have remained stable, with a number of new students enrolling in 2009.

Some significant achievements in 2009 include:

The Building the Education Revolution (BER) Commonwealth Government funding enabled a number of projects to be completed. Two new practice cricket nets near the MPC, drainage in the main quadrangle has been replaced and modified, the louver windows in C block corridor have been replaced and six outdoor chair settings have arrived for installation in the playground for students.

The Digital Education Revolution (DER) Commonwealth Government funding has seen the school have phase one wireless system installed. This system is to support the new student learning devices that were rolled out to Year 9 students in Term 3 2009.

The P & C purchased two new Interactive Whiteboards which were installed for the use of teachers and students. Combined with existing connected classroom installation, this initiative ensures the school now has comprehensive interactive technology available for teaching and learning.

Thirty nine percent of our graduating class have commenced university study programs. All remaining students successfully found further training, traineeships, apprenticeship or employment opportunities.

Our 2009 Year 12 students are to be commended on their results with four-point-four percent achieving Band 6 and fifty two percent achieving Band 5 which is a significant achievement.

Participation in school based apprenticeships and traineeships have continued with a number of students involved. Links with TAFE and local employers have also continued to strengthen.

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

Variety Night continues to be a big success as a way for students to demonstrate their creative talents. This includes not only those who perform on the night but those who produce the backdrop, manage the sound and lights, tickets selling and the many other tasks that are carried out to make the night a success. The many talented and supportive staff are also to be thanked for making this a successful event.

During the year the Principal, Mr. Peter Franks, retired. The 2009 success of the school and its educational achievements can be attributed to his leadership. On behalf of the students, staff and community, I would like to publicly thank him for his contributions to the school and community.

The Annual School Report aims to provide information to the school community, using comparisons with State-wide data gleaned from individual tests. Reference is also made to school-based targets as defined in our School Plan.

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 and Citizens Association

The P&C Association has worked tirelessly to support Gundagai High School in its provision of quality learning opportunities for its students. We have provided funds for:

- Air conditioners that have been installed around the school.

Variety Night participants

Jennifer Miggins
Two interactive whiteboard and associated electrical work that will be ready for use in 2010.

- Library resources.

Fund-raising efforts by the P&C have been through local street stalls, raffles and the P&C run canteen.

I would like to thank the P&C executive for their time and efforts in 2009. The P&C activities have enabled the learning environment for students to be improved.

Jim Scobie - P&C President

Student representative's message

The Students representatives throughout the year have conducted themselves in such a way that brought credit to themselves, the school and their families. They have been involved in many activities such as: The new ANZC Grove Memorial opening, the ANZAC Day ceremony, Remembrance Day ceremony, the opening ceremony of the Sheahan Bridge, the opening ceremony of the Turning Wave festival where the school captains met the French Ambassador, chairing of school welfare assemblies, chairing of the end of year Award Ceremony. The major fund-raising activity was funds for the Victoria Bush Fire Appeal which raised six hundred and two dollars

Ben Blay - School Captain

Jessica Crane - School Captain

School context

Gundagai High School (enrolment 243, including 9 Aboriginal students) is a small rural secondary school with long held traditions in innovation 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.

Student information

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

Student enrolment profile

Student enrolment has increased slightly in 2009. The percentage of female students compared to male students has remained at the 2008 level, the increase in number was male. Gundagai High school has six percent Aboriginal students.

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<table>
<thead>
<tr>
<th>Student Enrolment</th>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>2005</td>
</tr>
<tr>
<td>Male</td>
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<tr>
<td>Female</td>
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<table>
<thead>
<tr>
<th>School Attendance</th>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Year</td>
</tr>
<tr>
<td>School</td>
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<td>State</td>
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<td></td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
Management of non-attendance
Learning is a key focus at Gundagai High School so any time missed is lost learning time. Therefore as part of student welfare the school worked closely with the Home School Liaison Officer (HSLO). Importantly there was increased communication with parents to establish a positive working relationship which supported students’ attendance at school.

Retention Year 10 to Year 12
In 2009 thirty three students were awarded the School Certificate. Thirty two students started Year 11 with two students leaving at the end of Year 11 to take up full time employment and one left to attend another school.

Although our 2009 retention into the senior years is below the state average it is important to note that students have been successful gaining apprenticeships or full time work. To support students wanting the Higher School Certificate and work related skills and experience the school implemented a School to Work program that enabled students to experience work combined with their studies. Some students took advantage of their skill development and gained full time employment before completing their Higher School Certificate.

Post-school destinations
In 2009 twenty three students were awarded the Higher School Certificate. Of these students thirty nine percent have begun university study, fifty one percent have gained traineeships or apprenticeships and ten percent have gained employment.

Retention to Year 12

<table>
<thead>
<tr>
<th></th>
<th>SC03-HSC05</th>
<th>SC04-HSC06</th>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
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<tbody>
<tr>
<td>School</td>
<td>35.1</td>
<td>55.0</td>
<td>47.5</td>
<td>50.0</td>
<td>48.8</td>
</tr>
<tr>
<td>SEG</td>
<td>51.2</td>
<td>57.7</td>
<td>54.3</td>
<td>54.9</td>
<td>55.0</td>
</tr>
<tr>
<td>State</td>
<td>61.0</td>
<td>61.1</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training
Vocational, education and training (VET) courses have proved to be very popular with students, as seventy eight percent of all Year 12 completed one or more VET courses.

Year 12 students attaining HSC or equivalent vocational educational qualification
One hundred percent of the 2009 Year 12 students attained a Higher School Certificate. Seventy eight percent of these students also achieved an Australian Qualification Framework credential in Construction, Hospitality, Metal and Engineering, Information Technology and Out of School Hours Care. Twenty two percent of these students studied more than one VET course.
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

In 2009 the staff of Gundagai High School comprised of:

<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>18</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Careers Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor (District)</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>4.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>


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>89%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>11%</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>109,909.60</td>
</tr>
<tr>
<td>Global funds</td>
<td>191,303.81</td>
</tr>
<tr>
<td>Tied funds</td>
<td>119,944.92</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>64,486.03</td>
</tr>
<tr>
<td>Interest</td>
<td>5,034.09</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>14,578.10</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>505,256.55</strong></td>
</tr>
</tbody>
</table>

Expenditure

- Teaching & learning
  - Key learning areas: 39,924.43
  - Excursions: 11,324.58
  - Extracurricular dissections: 15,728.78
- Library: 5,449.91
- Training & development: 3,437.80
- Tied funds: 110,176.17
- Casual relief teachers: 42,244.74
- Administration & office: 65,555.87
- School-operated canteen: 0.00
- Utilities: 48,840.95
- Maintenance: 13,890.07
- Trust accounts: 16,124.02
- Capital programs: 0.00

**Total expenditure** 372,697.32

Balance carried forward 132,559.23

A full copy of the school’s 2009 financial statement is tabled at the annual general meeting of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Gundagai High School students have been involved in a diverse range of activities in 2009. These activities have been provided to enhance and extend the learning opportunities provided for students. Some of the activities are outlined below.
Achievements in Arts, Sport and other school programs

Arts

Variety Night continued to be a successful opportunity for students to demonstrate their creative talents. This included those who performed on the night, those who produced the backdrop, managed the sound and lights, the ticket selling and the many other tasks that were carried out. The many talented and supportive staff also made this a successful event.

Sport

- Premier’s Sporting Challenge formed part of the junior students’ PDHPE lessons.
- Sporting knockout and other competitions in which students participated were: boys and girls cricket, Buckley Shield and Country Cup Rugby League, boys and girls squash, boys and girls touch football, girls netball, boys and girls basketball, Lawn Bowls, zone cross country and zone swimming.

Other

- Year 7 and 8 participated in the Jump Rope for Heart program. The students raised $1118 through sponsorship. Gundagai High School has participated in this program over the last seven years, raising a total of $9976.90.
- Royal Melbourne Show 2009, where agriculture students prepared a Gundagai High School heifer and won a Champion Carcase ribbon.
- A heifer bred from the schools herd, sired by a loan bull won the Champion Light Domestic Carcase (100-180 kg HSCW) ribbon.

Debating and Public Speaking:

- Years 7 and 8 and Years 9 and 10 students performed creditably against students from other schools.
- Legacy Junior Public Speaking Competition where the students achieved a distinction, as a result of their impromptu and prepared speech.

International and National competitions

- Australian National Chemistry Quiz. Six students participated resulting in a High Distinction and a Credit award.
- International Competition and Assessments for Schools Science Competition. Five students participated with one high distinction and were two credits achieved.
- The Australian Mathematics Competition. Five students participated and achieved one distinction and three credits.
- Australian Council of Educational Research (ACER) test, where eleven students from Years 7-10 participated and achieved a distinction and five credits.
- International Competitions and Assessments for Schools, with seven students taking part in the Mathematics section. Three students gained distinctions and three gained credits.
- Connected learning awards competition involved Year 7 Technology students and Years 9 and 10 Information & Software Technology students for the first time in 2009.

Academic achievements

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
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)

and/or

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

**Literacy – NAPLAN Year 7**

**Reading**

The percentage of students performing at Achievement Band 4 was well below the State average, which was pleasing, as it showed that students had improved in this area and moved up to Band 5, as this was well above state and the school’s four year average.

**Spelling**

Students performed well above the state average in Bands 4, 5 and 6 with a drop to below the state average in Bands 7, 8 and 9.

**Grammar and Punctuation**

Students performed well above the state average in Band 9.
Progress in literacy

Students performed below the state average in reading and writing.

Literacy – NAPLAN Year 9  Reading

The percentage of Gundagai High School students performing at an achievement level of Band 5 and 6 was well above the state average. The percentage of students performing at an achievement Band of 9 was equal to the state average.

Numeracy – NAPLAN Year 7

The percentage of Gundagai High School students performing at an achievement level of Band 5 and 6 was well above the state average. The percentage of students performing at an achievement Band of 9 was equal to the state average.

Writing
Spelling
Students performed below the state average in this area.

Grammar and Punctuation
Students performed just below the state average in this area.

Numeracy – NAPLAN Year 9
Progress in numeracy
The average mark was below the state average. However the number of students performing at an achievement level of Band 5 was well below the state average showing that there has been an improvement in 2009. Approximately the same number of students performed in the top three bands as in the bottom three bands.

School Certificate
English – Literacy
Student achievement was equal with the state average. Seventy percent of students achieved results in Band 3 and 4, while twenty seven percent achieved Bands 5 and 6. These achievements placed the students above the state average.
Mathematics

Students have made improvements in mathematics to reduce the number of students in Band 2 significantly in 2009 compared to the last four year average. An increased number of students have also achieved Band 5, just above the state average. Our growth from Year 5 was very pleasing being well above state average.

Science

Seventy percent of students achieved a Band 3 or 4 in Science. Three students achieved a Band 5 and two students received a Band 6 which was close to the state average.

Australian History, Civics and Citizenship

Student achievement was just below the state averages. Sixty six percent of students achieved results in Bands 3 and 4.
Percentage of students in performance bands: Australian History, Civics and Citizenship

Percentage of students in performance bands: Australian Geography, Civics and Citizenship

Australian Geography, Civics and Citizenship

Student achievement was just below the state average. Seventy percent of students achieved results in Bands 3 and 4. Band 6 results were equal to the state average.

Computer Skills

Percentage of students in performance band: Computer Skills

There has been a marked increase in the percentage of students in the Highly Competent band compared to the school’s four year average. This has been with a corresponding decrease in the Competent band showing students have made improvements in this area.

School Certificate relative performance comparison to Year 5 (value-adding)

The 2009 results showed significant value added growth in mathematic had taken place. Value Added growth was also very good in English Science, Australian Geography, Civics and Citizenship and Computer skills. Overall it was a pleasing result, with improvements against the school’s last four year average.
Higher School Certificate

Details also provided for students who sat the 2009 Higher School Certificate Examinations. This information relates only to those subjects which had ten or more candidates.

On an individual basis there were some very pleasing results. These were in Agriculture, Ancient History, Business Studies, Engineering Studies, Textiles and Design, Physics, Music 1 Metal and Engineering Legal Studies and Mathematics where achievement was above state average.

In English and some HSIE subjects students performed below or just below the state average.

There were some very pleasing individual results in Visual Arts although overall the performance was below the state average.

Biology results are less than state average, while Chemistry results have improved on the previous four year average. One Chemistry student achieved a Band 6. Physics students performed better than state average with one student in Band 5 and one in Band 6.

Students on average performed just below average in Mathematics. However on an individual basis there were some pleasing results. One mathematics student performed in the top band at both levels.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

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

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Minimum Standard Information</th>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97.9</td>
</tr>
<tr>
<td>Writing</td>
<td>85.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>89.4</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>85.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.7</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

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

The 2009 students that achieved in the middle bands in their School Certificate have made significant value added growth. Unfortunately this has not been the case for the other two groups.
### Significant programs and initiatives

**Aboriginal education**

Aboriginal heritage has been incorporated into teaching and learning activities through curriculum programming which has enabled all students the opportunity to be educated about Aboriginal histories, cultures and current Aboriginal Australia as well as local Aboriginal history.

Our students attended and participated in local special events that included heritage walks and activities, health expo and specialist practitioner clinics.

Our Aboriginal students were recognised in the Aboriginal Student Awards Night - 'Proud & Deadly' ceremony. They received acknowledgement awards in academic, leadership, sporting and encouragement awards.

Local Aboriginal Elders attended important award ceremonies and spoke to the school community about traditional values and customs.

**Multicultural education**

The mandatory Language Course in Years 7 and 8 focused not only on language acquisition but also on cultural diversity and awareness.

Our students celebrated Bastille Day with activities which emphasised the significance of French traditions.

There was continued participation in the Brungle Small Schools Camp and by working with local primary schools our students made a contribution to the cultural awareness of younger students.

**Respect and responsibility**

Our Welfare Policy "On the Level", is one of the cornerstones of Gundagai High School. An indication of our students' acceptance of this policy has been seen in the record numbers of students in 2009 who have reached the higher levels of the system.

Students have continued to be active in the life of their community, taking part in increasing numbers in local shows, supporting community service groups and celebrating community events, such as Anzac Day, Remembrance Day and the Turning Wave Opening Ceremony.

In 2009 the school implemented its new 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 was supported by the school community and its continued promotion will also occur in 2010.

**Other programs**

**Social Awareness**

In 2009 our students continued their participation in an annual survey conducted by Mission Australia.

This survey provides the school with valuable insights into local, state and national concerns amongst young people and gives a profile of the issues facing young people in today's society.

**Progress on 2009 targets**

The 2009 targets were established as a result of an analysis of school needs, Departmental and Regional priorities and the resulting School Management Plan. All faculties and key groups within the school during 2009 were responsible for working towards the achievement of these targets.

**Target 1**

**Increasing levels of attainment for all students**

Our achievements include:
- Staff received more detailed student profiles
- Greater development and use of individual learning programs
- Exit surveys completed by all leaving students but the data needs to be statistically analysed.

**Target 2**

**Literacy and Numeracy**

Our achievements include:
- Greater focus on individual remediation work with students as identified in external tests

**Target 3**

**Student Engagement and retention**

Our achievements include:
- Continued flexible workplace learning
- Initiated interschool curriculum
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations in both these areas, as school improvement is a priority to ensure high educational standards are maintained.

Educational and management practice

Background

Evaluation sessions with staff regarding the direction of the school and therefore the School Plan took place in Semester Two. A School plan 2010 – 2011 was developed through cooperation, collaboration and consultation.

Findings and conclusions

- Evaluation of school direction completed and key areas identified.
- Consultation, collaboration and cooperation were a high priority as a working model for all staff.
- Key priority focus areas for a school plan established by staff.
- A collaborative School Plan was developed for 2010 implementation.
- A committee structure developed to ensure staff collaboration and consultation and the implementation of the School Plan.

Future directions

Committees, Executive and Principal implement School Plan, evaluate the School Plan, make further recommendations and implement in 2011.

Curriculum

Background

The school has a focus on offering a broad curriculum to students and part of this was the junior curriculum structure. Students were given the opportunity to choose for Years 9 and 10 200 hour, 100 hour and 50 hour courses. Only the 200 hour and the 100 hour courses would be credentialed on the School Certificate.

Findings and conclusions

- Credentialing of courses was important to students and parents.
- The mixture of courses, because students chose at the end of Year 8 student they are unlikely to want to change subjects. The extra complication of the non-credentialed 50 hour courses created an unworkable situation at times affecting parent/school relation.

- Complication arose as the courses run vertically with Years 9 and 10 together.
- For 2009 into 2010 subject selections there will only be 200 hour and 100 hour courses.

Future directions

- Evaluation of the 2010 – 2011 subject selection process to take place after the process is completed.
- Continue to provide information session to students and parents.

Other evaluations

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

In general the overall comments from parents, students and teachers were positive about a wide range of aspects of the school. The majority of responses fell in the Agree and Somewhat Agree ranking of the areas of the Satisfaction Survey. These areas ranged from the school grounds, connection of the school to the community, parents encouraged to come to the school, if challenging programs were delivered, supportive welfare structure, focus of literacy and numeracy, fair discipline and promotion of uniform policy. The survey was beneficial as it allowed ideas, suggestions and comments to be made that were acted upon by the school.

Professional learning

Gundagai High School staff, both administration and teaching, have participated in a wide range of professional learning activities in order to expand their expertise. The courses range from the use of technology, Laptops for Learning, Chemical Safety, Numeracy, Head Teacher Conferences, VET training, curriculum differentiation, HSC Marking, Careers, Counselling, OASIS, ERN.

Information and Communication Technology (ICT) related professional learning needs were established via survey which saw Term 2 and 3 school development days with a technology focus covering spreadsheets, electronic rolls and mark books. Head teachers and other staff also completed the Digital Education Revolution Laptops for Learning (L4L) course in support of the new student learning devices rolled out to all Year 9 students.

Gundagai High School also had representation at the Computer Coordinator’s conference and the regional computer bi annual conference.
The school development days in 2009 also covered, Occupational Health and Safety issues including the Emergency Management Plan, Boys’ and Girls’ Education Policy, sport skills with roles and responsibilities, behaviour management, emergency care and curriculum differentiation.

The school has placed high importance on professional learning and has developed a planned approach to ensure all staff had access to professional learning. In 2009 from the tied funds for professional learning six hundred and forty dollars and forty five cents was able to be spent per teacher.

**School development 2009 – 2011**

A new 2010 – 2011 School Management Plan was developed through evaluation sessions with staff and community regarding the direction of the school. These sessions and the school plan development included an analysis of school needs, Departmental and Regional priorities using consultation, cooperation and collaboration. The ratification of the new School Plan 2010-2011 took place at the end of semester two.

**Target 1**

**Quality Teaching and Learning**
- Strategies to achieve this target include:
  - coordinated professional learning
  - targeted professional learning
  - evaluation of teaching programs

Our success will be measured by:
- Increased number of staff undertaking professional learning focused on Quality Teaching Framework
- In-school professional learning on targeted professional learning areas
- Teaching and learning programs incorporating quality teaching strategies

**Target 2**

**Student Engagement and Retention**

Strategies to achieve this target include:
- Continued flexible workplace learning
- Interschool curriculum pilot project expansion
- Evaluation of student welfare

Our success will be measured by:
- Students engaged in learning and achieving success statistically or through employment
- Positive evaluation of the Interschool curriculum project
- Renewed student welfare program

**Target 3**

**Implemented Aboriginal Education Policy**

Strategies to achieve this target include:
- Establishing and developing links with the local Aboriginal community
- Utilising DET Aboriginal consultants
- Implementation of the DET Aboriginal Education Policy

Our success will be measured by:
- Increased local Aboriginal community members involved in school events
- AECG events held in Gundagai

**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.

Jennifer Miggins Principal
Simon Bridgeman Deputy Principal
Judy Pigram Head Teacher
Phil Mann Head Teacher
Gretchen Walsh Head Teacher
Matt Bishop Head Teacher
Jim Scobie P & C President
Ben Blay School Captain
Jessica Crane School Captain

**School contact information**

Gundagai High School
157 Hanley Street (PO Box 107)
Gundagai NSW 2722
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Web: http://www.gundagai-h.schools.nsw.edu.au
School Code: 8442

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