Principal’s message

2010 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 relatively stable, with a number of new students enrolling in 2010. Significant individual student achievements in 2010 include:

Joanne Argaet was selected to be part of the ‘West of the Divide’ Riverina Concert Band in recognition of her outstanding musical talent. They toured New South Wales performing, and in competition with other bands they were victorious. In March 2011, Joanne will travel with the band to Hawaii to perform at the Pacific Basic Music Festival. This is a very exciting opportunity for Joanne and we are looking forward to hearing about her experiences on her return.

The Premier’s ANZAC Scholarship was awarded to William Degotardi. William is one of twenty students from across the state to receive this scholarship. William received his award from the Premier, Kristina Keneally, in a ceremony at the War Memorial in Hyde Park in Sydney. In 2011, he will travel to Vietnam and visit some of the battle grounds of the Vietnam War as part of this scholarship. We look forward to hearing about his experiences on his return.

Rebecca Carthew’s singing talent was recognised when she was invited to sing with the Kapooka Military Band on their visit to Gundagai. A matinee performance was held for approximately 500 school students and an evening performance for the community was held in the MPC in Term 2, 2010. Both performances showcased the vast musical talent of the Kapooka Band and its individual members while highlighting Rebecca’s outstanding musical talent.

Other 2010 significant achievements include:

Outback Queensland and central Australia trip (19 September 2010 to 3 October 2010)

Thirty four Gundagai High School students and five adults travelled vast distances over inland Australia. On the way through NSW we stopped at the Bourke radio telescope and the Dubbo Zoo. We visited the grave of Fred Hollows in Queensland and major sites such as the Cunnamulla Fella, Tree of Knowledge, the Stockman’s Hall of Fame, the Walkabout Creek Hotel, Waltzing Matilda Centre and stayed at Mt Isa before reaching the NT border. Here we saw the John Flynn Memorial at the Three Ways and the Barkley homestead before staying at the Devil’s Marbles. We then visited the Barrow Creek Telegraph, Alice Springs where we visited the Desert Park, Royal Flying Doctor Service, Standley’s Chasm and Simpson’s Gap.

Camel rides were a highlight, as was the Kings Canyon climb. Uluru is where we watched the big rock at sunset and completed the base walk and a walk through Kata Tjuta, (The Olgas).

The road home was a quick one visiting Coober Pedy where we stayed underground, Port August and Mildura, then we crossed the Victorian border to head back home to reunite with family and friends.

The whole trip was one of the most rewarding things I have ever done in my life. I would have to say my favourite stops were Devil’s Marbles and Kings Canyon as they were so beautiful and fun to climb. Altogether it was a great success. (Original article was written by Danian Makeham)

School to Work program and Vocational Education and Training courses continued to expand with the support of local employers. An Employers function was held as a thank you to employers and an opportunity to gain their evaluative comments about the various School to Work programs we run in order to make future improvements and continue links while maintaining support from employers.
Community partnership project
Gundagai High School and Gundagai RSL Sub-Branch has established a community partnership. The Community Partnership Project was initiated and launched in 2010. In 2011 it will involve Year 9 History classes conducting research on each of the ex-servicemen and women acknowledged in ANZAC Grove and publish their results in a web page. There will also be other presentations of this information and involvement between the two organizations as part of this partnership.

(Community Partnership launch)

Rural Fire Cadet (RFS) Program
The first RFS Cadet Graduation at Gundagai High School took place on Wednesday 23rd June. This recognised the achievements of the students who had undertaken a 10 week program. The students demonstrated their skills to dignitaries, staff and families, followed by a presentation ceremony where the students were presented to the NSW Rural Fire Service Commissioner Mr. Shane Fitzsimmons.

Ten Gundagai High School RFS Cadets travelled to Dubbo to compete for the first time in the NSW Rural Fire Service state titles. Their hard work and preparation was rewarded by gaining 2nd place in the Obstacle Challenge and 3rd place in the Fire Ground Operations event.

Other activities during 2010 in which students have been involved are outlined further in this report.

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 & 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 activities of the P&C in 2010, in conjunction with the school, was an evaluation of the Gundagai High School uniform. This involved surveying parents, students, staff and the community regarding the uniform. After many presentations by business houses and Uniform Committee meetings, and more surveys, samples were decided upon and the final decision voted upon. The new uniform was to include a school logo and the School crest. There will be a renewed push on the black leather closed in school shoes which has always been part of the uniform.

Samples were available at the Year 6 Parent and student orientation events for ordering for 2011. There is now a phasing in period of the new uniform.

Fund-raising efforts by the P&C have been through local street stalls, raffles and the P&C run canteen, Trivia night, Election Day stalls and 100 Club. The money raised provided extra funds for the library whole school resources.

I would like to thank the P&C executive for their time and efforts in 2010.

Kathy Carthew - P&C President
Student representative's message

The student 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 school and wider community activities such as: The ANZAC Day and Remembrance Day ceremonies, chairing of school welfare assemblies and chairing of the end of year Awards Ceremony. Students were also actively involved in feedback to the Welfare Review Committee and then were part of the redevelopment discussion phase during Term 4, 2010. This was a positive approach in obtaining student input to the welfare system at Gundagai High School.

Robert Manton - School Captain
Rachael Smith - School Captain

School context

Gundagai High School (enrolment 223, 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.

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

<table>
<thead>
<tr>
<th>Student Enrolment</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>124</td>
<td>124</td>
<td>129</td>
<td>136</td>
<td>125</td>
</tr>
<tr>
<td>Female</td>
<td>135</td>
<td>114</td>
<td>98</td>
<td>99</td>
<td>96</td>
</tr>
</tbody>
</table>

Student attendance profile

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.

Retention to Year 12

Thirty seven students started Year 11, of the fifty one students that were awarded the School Certificate. During Year 11, eleven students gained employment and one moved away from the area.

Although our 2010 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 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 2010 twenty five students were awarded the Higher School Certificate. Of these students forty percent have begun university studies, eight percent have gained apprenticeships and forty percent have gained employment. The other twelve per cent have taken a study break or their plans are unknown.

Year 12 students undertaking vocational or trade training

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

Year 12 students attaining HSC or equivalent vocational educational qualification

One hundred percent of the 2010 Year 12 students attained a Higher School Certificate. Sixty 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 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

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

2010 was another year of staff changes for Gundagai High School. There was a Head Teacher retirement and replacement, two transfers, a resignation to be able to work interstate and we had to reduce staff through a nominated transfer. Two staff took leave without pay for the year, and were replaced with 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>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>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>132559.23</td>
</tr>
<tr>
<td>Global funds</td>
<td>203659.48</td>
</tr>
<tr>
<td>Tied funds</td>
<td>117484.94</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>91131.58</td>
</tr>
<tr>
<td>Interest</td>
<td>8120.41</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>17627.15</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>570582.79</td>
</tr>
</tbody>
</table>

| **Expenditure**            |             |
| Teaching & learning        |             |
| Key learning areas         | 42599.95    |
| Excursions                 | 50213.94    |
| Extracurricular dissections| 14739.67    |
| Library                    | 5014.39     |
| Training & development     | 2788.55     |
| Tied funds                 | 97689.26    |
| Casual relief teachers     | 49499.71    |
| Administration & office    | 64195.68    |
| School-operated canteen    | 0.00        |
| Utilities                  | 56675.30    |
| Maintenance                | 18076.06    |
| Trust accounts             | 15571.65    |
| Capital programs           | 0.00        |
| **Total expenditure**      | 417064.16   |
| **Balance carried forward**| 153518.63   |

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

Achievements

The Arts

- Students participated in a wide variety of musical activities including the Regional Band Camp, Rock Camp, the *West of the Divide* Riverina Band Tour, and the Battle of the Bands held in Tumut. Gundagai High School students also performed at the local Gundagai Flower Show.
- Two students attended the first Riverina Art Camp.

Sport

Premier’s Sporting Challenge was participated in by all Year 7 students. This state wide initiative highlighted the importance and participation in physical activity. Students documented the number of hours in which they participated in physical activity over 10 weeks. Gundagai High School received extra funding for gymnastics and sports equipment.

Jump Rope for Heart was participated in by all Year 7 students during sport and raised over $1000.00 through sponsorship.

Riverina Regional Sporting Representation

- Emily Bridgeman and Tarron Makeham were selected in the Riverina Cross Country team to compete in the state carnival at Eastern Creek.
- Jake Brain and Meg Armour were selected in the Riverina Athletics team to complete at the state carnival at Homebush.
- Julia Bonat was selected in the Riverina Swimming team to compete at the state carnival at Homebush.
- The school entered sporting teams in the following Riverina knockout competitions: Boys Cricket, Buckley shield and Country Cup Rugby League, Boys and Girls Squash, Girls Netball, Boys and Girls basketball and Lawn Bowls.
- Mr. Bishop was again the convener for the Riverina boys and girls Basketball, this involved the Riverina Knockout competition, the Riverina selection trials, the State

School performance 2010

Gundagai High School students have been involved in a diverse range of activities in 2010. These activities have been provided to enhance and extend the learning opportunities already available to students. Student achievements in some of the activities are outlined below.
Carnation. He was also the coach of the boys Riverina team.

Other

Riverina Highland Learning Community Shared Curriculum Project. The Year 11 Physics class was part of this project, where lessons were taught from Gundagai High School to Batlow Technology School and Tumbarumba High School using the Connected Classroom. Students from these two schools also joined the Gundagai High School students for practical days at Gundagai High School.

Agriculture - Success at Melbourne Show

- In the sixteen year Cattle Show Parader age group one student was placed third, and another fourth. In the fifteen year Cattle Show Parader age group two students made the final.
- Paraders were placed fourth and third with ‘Shorty’ who was one of the three Angus steers which were placed second overall in the Borthwick Trophy.

(Sara Smart and Harley Smart winning Cattle Show Paraders)

Premier’s debating competition

- Gundagai High School Debating teams, two Stage 5 Teams, arguing and rebutting their way to many victories, until they faced off against each other to determine the winners of the Zone Competition. The Year 10 team were awarded the winners of the Zone Competition and progressed to the Regional Competition.

- The Stage 4 Team began their careers as debaters and was gracious in both their wins and losses for the competition.

- Kate Hawthorne a Year 9 student was selected to represent the Riverina Team in the State Debating Competition.

International, National and State Competitions

- Australian Mathematics Competition. Seven students competed, with one student gaining a distinction and two students gaining credits.

- International Competitions and Assessments for Schools. Eight students took part in the Mathematics section with one student gaining a distinction (top 1% of the state) and four students gained credits.

- International Competitions and Assessments for Schools. Two science students participated and David Horst received a distinction and Tarron Makeham received a credit.

- University of New South Wales - School of Computing. David Horst was selected in term 4 2010 to attend this prestigious event during the January school holidays 2011.

- Build a Bridge Competition. One of our students was selected to attend this valuable three day camp which was sponsored by the Roads and Traffic Authority, the Institute of Public Works, COMPACT and the Riverina Eastern Regional Councils. The learning experience involved team work, engineering skills, surveying skills and the building of a bridge.

- Premier’s Reading Challenge was completed by eighteen Year 7 and 8 students. A number of students qualified for their gold certificate by completing the challenge for four consecutive years.
Academic
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.

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 in Bands 7, 8 and 9 is well above the school average from 2008 to 2010 and is well above the state average in Band 7. This is a pleasing movement of students towards the higher bands.

Writing

There was a pleasing improvement in the number of students achieving in Bands 6 and 7. The percentage of students who achieved a Band 7 in writing was well above the state and the school’s three year average.

Spelling

The percentage of students performing in Bands 7, 8 and 9 is well above the school average from 2008 to 2010 and is well above the state average in Band 7. This is a pleasing movement of students towards the higher bands.
The percentage of students who performed at Bands 5, 6 and 7 is similar to the state average. The number of students achieving in Band 9 has remained largely consistent with the three year school average and there is a solid representation achieving at this level.

**Grammar and Punctuation**

Students achieved above the school average in Bands 7 and 8 and were close to the state average in these bands.

**Numeracy – NAPLAN Year 7**

The average mark at Gundagai High School was higher than the Similar School Group but below the state average. The percentage of students performing at achievement levels of Bands 4 and 5 was well below the Similar School Group while the percentage of students performing at achievement levels of Bands 8 and 9 were above the Similar School Group average.
Literacy – NAPLAN Year 9

Reading

The number of students achieving in Bands 9 and 10 is pleasing. The percentage of students achieving in Band 9 was above the state average and the school’s three year average.

Writing

Students performed well in the writing section. The percentage of students achieving a Band 10 result was above the three year school average and at a level similar to the state average. There was a marked drop in the percentage of students achieving at Band 5, which demonstrates student improvement.

Spelling

The percentage of students achieving at Bands 8 and 10 is well above the school’s three year average and is above the state average in Band 8.
This was a good result for the school with the percentage of students achieving at Bands 8, 9 and 10 being above the three year school average and the state average. This demonstrates a marked improvement.

**Progress in literacy**

Year 9 students demonstrated improvement in all aspects of literacy where a higher percentage of students achieved results in the higher bands. The most significant improvement occurred in grammar and punctuation where the percentage of students who achieved a Band 8, 9 or 10 was higher than both the state average and the school’s three year average. In this section, 25.5% of students from Gundagai High achieved in either Band 9 or 10. This is above the state average of 22.5%. The writing section was also a highlight where 14.9% of students achieved results in the top two bands. This was well above the school’s three year average and close to the state average.

**Numeracy – NAPLAN Year 9**

The average mark at Gundagai High School was above the Similar School Group average and almost equal to the state average. The number of students performing at achievement levels of Bands 5 and 6 was well below the Similar School Group average. The number of students performing at achievement levels of Bands 9 and 10 was well above the Similar School Group average. There were some very pleasing improvements in student performance compared to their results in Year 7.

The NAPLAN test showed some very pleasing results with almost all students in Year 9 improving their numeracy skills.
**School Certificate**

**English - Literacy**

The percentage of students achieving in Bands 4 and 5 were marginally higher than in the average of the previous five years. There was a marked increase in the number of students achieving a Band 3 result and a significant drop in students achieving a Band 1 result. This was a pleasing movement of students from the lower band.

**Mathematics**

The average mark at Gundagai High School was higher than Similar School Group.

Results at the lower end of the performance bands indicated that fewer students at Gundagai High School were placed in Band 1 than the State average and the number of students in Band 2 was less than the Gundagai High School four year average. At the higher end the number of students in Bands 5 and 6 was less than both the State average and the Similar School Group. Our relative growth from Year 5 was above our 2006-2010 school average.
Ten point eight percent of students received a Band 5 in Science. This was lower than the Similar School Group average of twenty point six percent. The school average for 2006 – 2010 was eleven point eight percent of students receiving a Band 5, so the results are in keeping with previous years.

Forty eight point seven of percent students received a Band 4 and thirty two point four students received Band 3. These percentages are both higher than the state and Similar School Group averages.

The percentage of students achieving in Bands 1 and 2 is higher than the average over the last five years and is higher than the state average. Fewer students achieved Bands 5 or 6 than in the average of the previous five years.
There was a higher percentage than usual of students achieving at the band 2 level. The percentage of students achieving Band 4 is above the state average.

**Computer Skills**

Mathematics and Australian Geography, Civic and Citizenship are areas of growth in value added data with other areas in need of attention.

**Higher School Certificate**

**General Mathematics:** Students on average performed above the State and Similar School Group. On an individual basis there were some very pleasing results. One General Mathematics student performed in the top band.

**Standard English:** Student results were consistent with results from the previous four years and students achieved at a similar level to the state average.

**Ancient History:** While there were some very pleasing individual results, students achieved below the state level and the school’s average over the last five years.
Please note that data and graphs are provided for courses with ten or more candidates only.

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

There has been positive growth in the lower band but the value added data in the middle and upper bands is disappointing.

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 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>85.0</td>
</tr>
<tr>
<td>Writing</td>
<td>85.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>77.5</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>80.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92.5</td>
</tr>
</tbody>
</table>

**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>87.2</td>
</tr>
<tr>
<td>Writing</td>
<td>87.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>83.0</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>78.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>89.4</td>
</tr>
</tbody>
</table>

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 history, culture and current Aboriginal Australia as well as local Aboriginal history. Gundagai High School also recognized significant days in Australian and Aboriginal history such as ‘Sorry Day’ and the passing of Aboriginal community members.
Our students attended and participated in local special events that included heritage walks and activities, health expos, specialist practitioner clinics, and career days.

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, performed the ‘Smoking Ceremony’ and spoke to the school community about traditional values, customs and the importance of education.

(Uncle Vince Bulger – Local Aboriginal Elder)

Respect and responsibility

Our Welfare Policy “On the Level”, is one of the cornerstones of Gundagai High School. As part of continuous improvement Gundagai High School undertook a review of its welfare policy and procedures.

One of the recommendations was to revisit the core values that underpin the teaching and learning on which the welfare policy is underpinned. Students, Parents and staff have been involved in this process and further work will continue throughout 2011.

Students have continued to be active in the life of the Gundagai community, increasing their participation in local shows, supporting community service groups and celebrating community events, such as ANZAC Day, Remembrance Day and the Turning Wave Festival.

In 2010 the school continued promotion of its 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 2010 to ensure that students report incidents and the school can immediately deal with any situations immediately.

Other programs

Connected learning

Gundagai High School is part of the Riverina Highlands Learning Community which has implemented a shared senior curriculum program. This program uses connected learning, which includes the connected classroom, and a software program Moodle. 2010 was the pilot year where Physics was delivered by Gundagai High School and its success will see the expansion of subjects delivered across the Learning Community expand.
Progress on 2010 targets

The 2010 targets were identified as a result of an evaluation of the 2010 - 2011 School Management Plan that took place at the end of 2009. All faculties and key groups within the school during 2010 were responsible for working towards the achievement of these targets.

Target 1
Quality Teaching and Learning

Our achievements include:
- 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

Our achievements include:
- Students engaged in learning and achieving success statistically or through employment.
- Positive evaluation of the Riverina Highlands Learning Community Shared Curriculum Project.
- Renewed student welfare program

Target 3
Implemented Aboriginal Education Policy

Our achievements include:
- Increased local Aboriginal community members involved in school events.
- Increased involvement of DET Aboriginal consultants.

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 2010 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

Our Welfare Policy “On the Level”, is one of the cornerstones of Gundagai High School. As part of continuous improvement Gundagai High School undertook a review of its welfare policy and procedures.

Background

- During the development of the new School Plan, it became apparent that an evaluation of the school’s Welfare system – policy and procedures should take place.
- An Educational Support Review was requested, which saw Gundagai High School staff work with external staff to implement the evaluation.
- As a result a report was produced that contained recommendations for the school to consider and work through.

Findings and conclusions

- Generally, parents thought the Welfare system was working, whereas students and staff were less positive.
- Policy and procedures were not well understood or clear to all.
- Policy and procedures had over time been informally modified.

Future Directions

- Review and restructure processes, procedures and practices.
- Evaluate and reestablish roles and responsibilities.
- Define the function, image, roles and responsibilities of the SRC.

Curriculum

Background

In 2009, Gundagai High School with its partner high schools, as part of the Riverina Highlands Learning Community negotiated an opportunity for our students to access Stage 6 courses locally. As a 2010 pilot one course – Physics would run from Gundagai High School to enable us to learn and improve on this exciting new opportunity for our students.

Findings and conclusions

- Success factors were: motivated and willing teachers and independent student learners.
- There was a need to increase the connected learning environment in schools to allow further expansion of the program.
- Teachers need professional learning support and time to develop the program of
connection for the whole class across all schools.

- Students need to have the opportunity to interact together and with their teacher face to face.

**Future directions**

- Further evaluation and development of the Riverina Highlands Learning Community Shared Curriculum program.
- Future professional learning activities across the four high schools to promote collegiality and up-skill and gain support of teachers for the technology used in this program and thus the program itself.

**Other evaluations**

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the Gundagai High School Uniform. This evaluation was a combined effort between the High School and the P&C.

**Background**

As a result of survey feedback and community consultation at the end of 2009 Gundagai High School and its P&C began a partnership to evaluate the High School uniform. The evaluative work and process development took place during 2010. This process included specific surveys about the uniform for parents, students, staff, primary school partners and community members.

**Findings and conclusions**

- All groups felt that the uniform was very important for student self pride and for the school to have a smart uniform.
- Overwhelming vote to change the uniform.
- Consultation, collaboration and cooperation were a high priority as a working model for the committee.
- Key design features for the uniforms were established from the survey process.
- A consultation process was set up with business houses which were then evaluated against the design features and what was part of their contract in supplying the uniform.
- Uniform recommendations were decided upon and put to the community and decisions were made.

**Future directions**

- Although there is a phase in period, the new uniform to be available for 2011 Year 7.
- The black leather closed in shoes will be enforced.
- Consideration of the purchase of extra blazers for representative students.

**Professional learning**

Gundagai High School staff, both administration and teaching, have participated in a wide range of professional learning activities in 2010 to expand their expertise. The courses covered Information Communication Technology such as: the use of technology, Moodle Train the Trainer course and Laptops for Learning. Syllabus Implementation such as: Chemical Safety, Numeracy, Head Teacher Conferences, VET training, curriculum differentiation, HSC Marking, Careers, Counselling, OASIS, ERN, Network/Cluster day, Water Watch, Fencing Field Days, New Syllabus implementation. Career Development such as: The National Curriculum, New Teacher, New Principal Induction, French Teacher’s training, Principal’s and Deputy Principal’s Conferences.

- The school development days in 2010 focused on School Plan implementation. This included evaluation of the school plan and analysis of our NAPLAN results.
- Technology: This focus was on up-skillling teachers in new technology available, Moodle and Clickview.
- Welfare Review: Discussion and redevelopment sessions were undertaken around the Welfare Review recommendations. A session was also provided on Positive Behaviour for Learning (PBL) to consider as part of our welfare system.

The school has placed high importance on professional learning and has developed a planned approach to ensure all staff has access to professional learning.
School development 2009 – 2011
A 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, co operation and collaboration. The ratification of the School Plan 2010-2011 took place at the end of semester two 2009 with its evaluation in term 4 2010.

Targets for 2011

Target 1
Quality Teaching and Learning
Strategies to achieve this target include:
- Targeted and coordinated professional learning.
- Implementation of a cyclic evaluative review process in support of quality teaching.

Our success will be measured by:
- Increased number of staff undertaking professional learning focused on Quality Teaching Framework.
- Riverina Highlands Learning Community professional learning on targeted areas.
- Implementation of new/improved teaching and learning strategies to support quality teaching.

Target 2
Student Engagement and Retention
Strategies to achieve this target include:
- Riverina Highlands Learning Community Shared curriculum program evaluation and expansion.
- Evaluation of School to Work Program.
- Evaluation of attendance procedures.

Our success will be measured by:
- Positive evaluation and expansion of the shared curriculum program.
- Positive evaluation of the School to Work program.
- Improved attendance statistics.

Target 3
Implemented Aboriginal Education Policy
Strategies to achieve this target include:
- Developing further links with the local Aboriginal community.
- Further utilisation of 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.
- Investigation and consultation regarding an AECG 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.

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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: