Gundagai High School
Annual School Report
Messages

Principal’s message

In 2011 there have been many opportunities for students to achieve success at 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).

Some of these significant student achievements in 2011 are outlined here, and in the School Performance section later in the report.

Koori Achievement Award - Thomas Franklin

The Koori Achievement Award, sponsored by the Mudjarn Corporation, is presented to the highest achieving Koori student. The award was presented to Thomas who completed the Certificate 2 in Business as a School Based Trainee (SBT), studying at Tumut TAFE Campus and Gundagai High School in 2011. As a SBT, Thomas works at the National Australia Bank in Gundagai one day a week for the workplace component of his traineeship. Thomas is also School Captain at Gundagai High School. He is to be congratulated on this achievement which requires a high degree of self organisation and has been a fine role model for other young Koori students. (Adapted from Coral Bulger’s Presentation Speech reported in Tumut & Adelong Times, 7/2/12)

TVET Award - Thomas Franklin

This new Award for 2011, sponsored by the Department of Education and Communities Riverina Region, has been established to recognise the increasing importance of TVET courses which are TAFE studies that students undertake as part of their High School Certificate and may contribute to University ATAR rankings and provide credit into higher level TAFE studies. The inaugural TVET Award is presented to Thomas for reasons which you heard previously as well as for the professionalism and dedication that he applied to his studies at TAFE.

(Kerry Penton’s Presentation Speech reported in Tumut & Adelong Times, 7/2/12)

Talented Music Student – Joanne Argaet

Successful music student Joanne Argaet was selected in the Riverina ‘West of the Divide’ Wind Ensemble which travelled to Dubbo to participate in a NSW competition. From their success in Dubbo they then travelled to Hawaii to participate in the Pacific Basin Music Festival. Joanne was then selected in the NSW State Wind Ensemble which played at the Opera House in August 2011.

(Riverina Highlands Learning Community Program (RHLC)

- The Year 11 Senior Science class were part of the Riverina Highlands Learning Community, Shared Curriculum Project. Lessons were taught from Gundagai High School to Tumbarumba High School students using...
the Connected Classroom. Students from the two schools also joined at Gundagai High School for practical days. There was also a joint excursion to the Riverina Environmental Education Centre.

- An extension of the RHLC Senior Shared Curriculum Project included four subjects in 2011, its second year of full operation. These were Modern History, VET Information Technology, Biology, and Senior Science.

- The RHLC Gifted and Talented Middle School Project included:
  - Literacy writing days at Tumut and Tumbarumba where twenty two Years 5 - 8 students took part in lectures and workshopping their own short stories.
  - The Mathematics and Science Day at Gundagai High School, saw mathematical and science problem solving activities attempted by sixty students from the RHLC high schools and their primary partners.

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

Rural Fire Cadets (RFS)

Six Gundagai High School NSW Rural Fire Service Cadets won a silver medal in the Two Tanker Event at the 2011 Australian National Fire Cadets Championships, fourth in both the Knapsack Relay and Tanker and Ladder events. These excellent results placed the Gundagai Team sixth overall from the thirty NSWs, interstate and New Zealand teams. The Gundagai Team, Chris Lewin, Chase Shaw, Veronica Britt, James Petty, Kyle Ireland and Terry Watson also travelled to Myuna Bay for a two day competition and various team building and leadership exercises.

ANZAC Day March

Over sixty students participated in the Gundagai march. Students represented the school, scouts, RFS, Town Band, and the honour of Flag Bearer was held by Gundagai High School student, Veronica Britt, in recognition for her outstanding community work.

A number of students proudly wore medals in honour of family members. It was an honour to walk with the students on this day.

Remembrance Day Ceremony

The School Captains, Rebecca Carthew and Tarron Makeham gave moving speeches to those gathered at Anzac Grove on Thursday 11th November, with Student Leaders Jessica Feeney
and Joanne Argaet placing a wreath on the memorial.

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.

I would like to take this opportunity to thank the committee of 2011. I would also like to thank Jennifer for all her support and leadership over the past year and also Simon who is always willing to lend a hand.

One of the main activities of the P&C in 2011, in conjunction with the school, was an evaluation of the Gundagai High School uniform. After many meetings and presentations by a number of businesses, surveys of students, parents and staff, samples were decided upon and the final decision voted upon. The new uniform has been implemented with the support of the P&C. The P&C was supportive with funds to the school so that stock was on hand to be purchased by the incoming 2012 Year 7.

Fundraising efforts by the P&C have been through local street stalls, BBQ on Election Day, raffles, a Girl’s Night Out and the P&C run canteen. The money raised through these ventures have been utilised to purchase a Gundagai High School marquee and banner, with other funds providing extra technology resources for the school.

Our long serving Canteen Manager of twenty eight years, Glenna Petty took leave for the very first time at the end of 2011.

A working bee was organised in June to lop trees within the school for beautification and OH&S compliancy.

The P&C has also been supportive of the new PBL program, with one member on the PBL team.

P&C representatives also presented at the Year 6 Transition, Parent Information Night.

The P&C have also purchased lockers to help alleviate health issues for students. The locker hire has been a resounding success and will be an ongoing project for the P&C.

I look forward to a bright and prosperous year in 2012.

Lizzie Britt - P&C President

Student representative’s message

Student Representative Council (SRC)

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

SRC Representative, Kate Hawthorne was elected as Albury District SRC Secretary for a second year.

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

As School Captains, by invitation, we met the NSW Governor General in Sydney, which was a great honour.

Tarron Makeham – School Captain
Rebecca Carthew – School Captain
School context

Student information

Gundagai High School (enrolment 232, 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 enrolment profile

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tbody>
<tr>
<td>Male</td>
<td>124</td>
<td>129</td>
<td>136</td>
<td>125</td>
<td>129</td>
</tr>
<tr>
<td>Female</td>
<td>114</td>
<td>98</td>
<td>99</td>
<td>98</td>
<td>103</td>
</tr>
</tbody>
</table>

Student numbers have increased slightly, due to a number of new students enrolling in 2011.

Student attendance profile

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

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 student’s attendance at school.

In 2011 a program of increased contact with parents when a student’s attendance percentage rate is below is 85% was introduced. A further extension to a formal process of letters, personal contact and support planning was developed for 2012.

Retention to Year 12

Thirty three students started Year 11, an increase of one from the number that were awarded the School Certificate. During Year 11 and 12, seventeen students gained employment.

Although our 2011 retention into the senior years is below the state average it is important to note that students have been successful in 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 2011, sixteen students were awarded the Higher School Certificate. Of these students 37.5% have begun university studies, 6.25% have gained apprenticeships, with the same for TAFE enrolment, and 50% gained employment.
Year 12 students undertaking vocational or trade training

Vocational, Education and Training (VET) courses have proved to be very popular with students, as 87.5% per cent of all Year 12 students completed one or more VET courses.

Year 12 students attaining HSC or equivalent vocational educational qualification

One hundred per cent of the 2011 Year 12 students achieved a Higher School Certificate. Of those, 87.5% students also successfully completed Vocational Education and Training courses in Hospitality, Construction, Metal and Engineering, Primary Industries or Information Processes and achieved an Australian Qualification Framework credential.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</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>
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<tr>
<td>Classroom Teachers</td>
<td>15.8</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<td>Teacher Librarian</td>
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<tr>
<td>Careers Adviser</td>
<td>1</td>
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<tr>
<td>Counselor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.8</td>
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<tr>
<td>General Assistant</td>
<td>21 hrs./wk.</td>
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<tr>
<td>Farm Assistant</td>
<td>22 hrs./wk.</td>
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<tr>
<td>Total</td>
<td>30.8</td>
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</table>

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

Staff retention

2011 was another year of staff changes for Gundagai High School. There was one staff transfer, one staff on Leave without Pay and one staff on transfer of duties. These staff were replaced with teachers on a temporary capacity. Another staff member returned as 0.4 from maternity leave, with a temporary teacher filling the 0.6 vacancy.

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>88</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12</td>
</tr>
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</table>

Professional Learning

The professional learning funds allocated to Gundagai High School has been spent across all DET Priority Areas for 2011. The majority of the funds have been in the areas of: Leadership and Career Development, Literacy and Numeracy and the use of ICT.

Professional Learning accessed by staff, outside the school development days, was to attend Regional Network Days, VET maintenance of accreditation, Regional Focus programs such as Count Me in Too, 2LS (Literacy) and Positive Behaviour for Learning (PBL).
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2011 financial statement is tabled at the annual general meeting of the Gundagai High School P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2011
Gundagai High School students have been involved in a diverse range of activities in 2011. These activities have been provided to enhance and extend the learning opportunities already available to students. Student achievement highlights have previously been outlined in the Principal’s Message and a continuation of these is outlined below.

Achievements

Arts

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

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

- Music
The wide variety of musical activities in which students participated included the Regional Band Camp, Rock Camp, and one student participated in the Riverina ‘West of the Divide’ Wind Ensemble, performed at the Pacific Basin Music Festival and played in the NSW State Wind Ensemble.

Sport

- Year 7 participated in the Premier’s Sporting Challenge which involved documenting the number of hours in which they participate in physical activity over ten weeks. This 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.

- Year 7 Sport participated in Jump Rope for Heart during sport and raised over $500.00 through sponsorship which they earned through active participation.

- Mac Young was selected in the Riverina Cross Country team to compete in the State Carnival at Eastern Creek. A fine achievement.

- The school entered sporting teams in the Small Schools Knockout competitions:

<table>
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<th>Date of financial summary</th>
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<td>Income</td>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>583592.77</td>
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<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
<td>13701.95</td>
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<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>397695.42</td>
</tr>
</tbody>
</table>

| Balance carried forward   | 185897.35  |
— Rugby League;
— Boys and Girls Cricket;
— Boys Table Tennis;
— Girls Netball; and
— Boys Basketball.

Other

• Cattle Parading Show Team

An Angus steer bred and prepared by Gundagai High’s Agriculture program was awarded Grand Champion Carcase at the 2011 Royal Melbourne Show. The steer also won the Champion Export Carcase, the Highest Scoring School Bred and Prepared Carcase and the Champion School’s Carcase; 4 of the 7 major carcase awards on offer.

This success followed ribbons won whilst at the show. Charlie Degotardi (Year 7) won second place in his age class as a parade, a significant achievement considering his first attempt was at Gundagai Show this year.

Kyle Ireland (Year 10) was placed fifth in his class at his first attempt at cattle parading.

International, National and State Competitions

• Australian National University International Science Competition was entered by science students who achieved outstanding results in the top sixth percentile of the State.

• International Competitions and Assessments for Schools. Ten students took part in the Mathematics section, with one student gaining a Distinction (in the top 1%) and four students gained Credits.

• Australian Mathematics Competition. Six students competed, with two students gaining Credits.

• University of Sydney - Kickstart Physics. The Year 12 Physics class participated in Kickstart Physics at Wagga Wagga. This activity offered them an opportunity to work with staff from the physics department at the University of Sydney. They also participated in Video Conference lessons run by Kickstart Physics.

• Build a Bridge Competition. James Attwood 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.

Academic

In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 4 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

Year 7 results indicate that students have achieved at a lower level to the school average over the four years from 2008 to 2011 in most measures. Results for spelling were the most encouraging with 4.4% of students achieving in the highest band. This was above the four year average of 2.3% and close to the similar school group at 5%. The results for the writing section
were disappointing with 44.4% of students achieving at Band 5 level indicating that this is an area that should be a focus in future programming.

**Reading**

![Reading Graph]

**Writing**

![Writing Graph]

**Spelling**

![Spelling Graph]

**Grammar and Punctuation**

![Grammar and Punctuation Graph]
Numeracy – NAPLAN Year 7

The average mark at Gundagai High School was below the state average. Two staff members undertook training in the *Count Me In* program, in order to further assist students in Year 7 in 2011. The school also plans to purchase Mymaths online in 2012 to further develop the numeracy skills of students, in response to the Year 7 NAPLAN results.

Literacy – NAPLAN Year 9

Year 9 students performed better than students from similar schools at Band 10 level in all literacy measures. In reading 7% of students achieved Band 10 which was well above the school’s four year average at 4.3% and the similar school group at 2.7%. Similar results were achieved in spelling with 7% of students achieving Band 10 compared to 6.2% in the four year average and 3.1% in the similar school group. In the grammar and punctuation component of the test, 4.7% of students achieved a Band 10 result compared to 1.8% for the similar school group. In the writing section, 7% of students achieved at Band 9 and 2.3% at Band 10. The similar school group achieved 5.4% and 2.5% respectively. While it is pleasing to see a solid representation of students achieving in the highest bands in all literacy measures, the results suggest that writing skills continues to be an area for future development.
The average mark at Gundagai High School was better than the similar school group average and almost equal to the state average. The number of students performing at the lower achievement levels of Bands 5 and 6 was well below the similar school group average. The number of students performing at the higher achievement levels of Bands 9 and 10 was well above the similar school group average. There were some very pleasing improvements in individual student performance compared to results in Year 7.

**School Certificate**

**English – Literacy**

A similar percentage of students achieved at Bands 5 and 6 levels, to the four year average and the similar school group. One student achieved a Band 6 and ten students achieved a Band 5 result. While this is a good result, the English faculty will continue to provide learning opportunities for students achieving in the lower band, to improve their basic skills.
English

The mathematics average mark at Gundagai High School was similar to that of the similar school group.

No student at Gundagai High School was placed in the lowest performance band, Band 1. At the higher end, the percentage of students in Band 6 was above the similar school group average. Our relative growth from Year 5 was above our 2007-2011 school average and above that of similar school group.

Science

Six point three per cent (6.3%) of students received a Band 6 for Science, School Certificate. This was significantly higher than the school average for 2007-2011 and over twice as much as the similar school group. Twelve point five per cent (12.5%) of students achieved a Band 5, another increase from the school average 2007-2011 of nine point seven per cent (9.7%).

Results at the lower end of the performance bands indicated that fewer students were placed in Band 2 than the average at the school over the last five years. No students at Gundagai High School were place in the lowest performing Band.

Overall, the average score in the 2011 School Certificate of seventy one point one per cent (71.1%) was comparable to the state and similar school group averages of seventy three point six per cent (73.6%) and seventy point four per cent (70.4%) respectively.

Australian History, Civics and Citizenship

Gundagai High School students were well represented in Bands 4, 5 and 6, having achieved close to or above the five year average. One student achieved a Band 6 result which
represents 2.1% of students compared to 0.9% for the five year average and 1% for the similar school group. 4.2% of students achieved a Band 5 result compared to 5.6% for the five year average. This was well below the similar school group with 11% in Band 5.

One student (2.1%) achieved a Band 6 result and four students (8.3%) achieved a Band 5 result in Geography. This compares favourably with the five year school average with 1.4% and 6.9% respectively. There was an increase in the number of students who achieved at the Band 1 level and while this is of concern it must be remembered that this represents only four students.

**Computer Skills**

Students’ computer skills have remained higher than the similar school group in the Highly Competent band although slightly lower than the school five year average. This then has shown as an increase in the numbers in the Competent Band. There are no students in the Competency Not Demonstrated band.

Although all students undertaking the Computing Skills Test have had access to their own DER laptop for the past two years, there appears to have been no real benefit gained compared to previous years where students did not have DER laptops.

However, students undertaking Information & Software Technology and the Stage 5 VET Information Technology elective classes were the majority of students who obtained Highly Competent, with only a small percentage of these students achieving in the Competent Band.
School Certificate relative performance comparison to Year 5 (value-adding)

The school has made value-added improvements better than the school average in English, Mathematics, History and Geography. Positive value-added results have been in Science and in particular, Computer Skills.

English

Average student results were down compared to the school’s average over the last five years and when compared to similar schools in the state. While this is a similar trend across most subjects for this year, it is a concern which will be monitored closely. Again, as this was a small cohort of students, the results of one or two students can have a significant effect on statistical information.

HSIE

Good outcomes were achieved in Ancient History with two students gaining a Band 5 result. In Geography, the average mark was similar to the school’s five year average. Results in Business Studies, Geography and Modern History have declined compared to the school’s five year average and therefore require attention.

Higher School Certificate

Students have made improvements and performed above the similar school group average and above our 2007-2011 school average.
General Mathematics
Students on average performed below the similar school group average and below our 2007-2011 school average.

Music
Our school average was well above both State and similar school group as students achieved Band 5s.

Physics
This was the first cohort of students to undertake a video conferencing course as part of the Riverina Highlands Learning Community (RHLC) with results being consistent with results from the previous five years and the State average. The student’s average of seventy five per cent (75%), however, was higher than the similar school group average of sixty seven point seven per cent (67.7%).

Personal Development, Health and Physical Education
The student’s average was consistent with that of the previous five years but below the similar school group and state average. There were, however, some pleasing individual results.

Visual Arts
Our school average was only slightly below both state and the similar school group average.

TAS/VET
Subjects undertaken by Year 12 students within the TAS area had results that were either above or very close to the state average, and in the majority of students the results achieved in these subjects were the better than students’ other subject results. One student successfully achieved a Band 6 in Information Processes and Technology.

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

This shows a very disappointing result as there is a very sharp decline in 2011 for the high achieving students, and no value adding for the middle and low achievers, from Year 10 to Year 12.
Minimum standards

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

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

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

Year 7 are generally doing well with the majority of students above the minimum standard. Numeracy is especially of note, with 92.7% of students at or above the minimum standard.

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

The area of writing, in particular, requires immediate attention as the percentage of students at or above the minimum standard, has dropped significantly. Grammar and Punctuation should improve again when Writing is addressed.

Numeracy, for Year 9 students at or above the minimum standard is 97.7%, which is a pleasing result.

Significant programs and initiatives

Aboriginal education

Gundagai High School Aboriginal students have undertaken key leadership roles, such as SRC members and Thomas Franklin as 2011/2012 School Captain.

Gundagai High School also recognised significant days in Australian and Aboriginal history such as ‘Sorry Day’.

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

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

Local Aboriginal Elder, Uncle Vince Bulger attended important award ceremonies and spoke to the school community about traditional values, customs and the importance of education.

Thelmerie Rudd, Riverina Aboriginal Consultant, presented to staff at the Term Two School Development Day about the Aboriginal Education Policy and the importance of it being everyone’s business.

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

Multicultural education

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

A part of Harmony Day the SRC ran a Food Expo. There were many different nationality foods for sale to students as a way of giving students the opportunity to taste a range of foods that would not normally be available to students.

English as a Second Language support was introduced in 2011 for one of our new students.

Other programs

Respect and Responsibility

- Anti-Discrimination/Harassment/Vilification Policy

In 2011 the school continued its promotion of the Anti-Discrimination/Harassment/Vilification Policy. The premise of this policy is that all students have the right to learn and all staff have
the right to teach in a safe and secure, non-threatening environment. This policy’s promotion continued in 2011 to ensure that students report incidents and the school can immediately deal with any situations.

In support of this policy, Gundagai High School volunteered to participate in a NSW Department of Education and Training Email Trial. The aim was to determine an effective medium through which students and parents will report bullying and harassment. The statistics from the email trial will determine the area for preventative strategies to enable a proactive approach. The trial is to continue into 2012.

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. An extension of the Senior Shared Curriculum Project included four subjects in the second year of full operation. Modern History, VET Information Technology, Biology, Senior Science.

Positive Behaviour for Learning (PBL)

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

All teachers undertook initial training to gain an understanding of the PBL concepts. The PBL team, a P&C, school administration, teaching staff and executive representative completed a two day training course. This began the Gundagai High School journey towards being a PBL school.

The Gundagai High School and the wider community participated in a survey which identified the core values of RESPECT, RESPONSIBILITY and INTEGRITY as of the highest importance in our school setting. These then became the core focus of the program.

The PBL team then planned and implemented strategies from PBL into our student behaviour recording procedures and undertook studies of playground areas, classrooms and identified positive ways to deal with particular situations. Focus periods were planned to be incorporated into the curriculum structure for 2012 to allow the explicit teaching of the focus core values and Gundagai High School community would move toward becoming a positively focused environment for student learning and achievement.

Progress on 2011 targets

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, cooperation 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 and 2011.

Target 1

Quality Teaching and Learning

Our achievements include:

- Increased number of staff undertaking professional learning focused on the Quality Teaching Framework.
- Riverina Highlands Learning Community professional learning on targeted areas-quality Teaching and Learning.
- Implementation of new/improved teaching and learning strategies to support quality teaching.

Target 2

Student Engagement and Retention

Our achievements include:

- Positive evaluation and expansion of the Shared Curriculum Program.
- Positive evaluation of the School to Work program.

Target 3

Implemented Aboriginal Education Policy

Our achievements include:

- Increased local Aboriginal community members involved in school events.
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 2011 our school carried out evaluations of Teaching and Learning and the Mathematics Faculty.

Educational and management practice:

Teaching and Learning

Background

In 2011 Gundagai High School sought the opinions of parents, students and teachers about the teaching and learning at the school.

Findings and conclusions

— Lack of high expectations.
— Teaching programs respond to students’ interests, needs and abilities.
— Assessment tasks are not understood by students and parents.
— Assessment and Tracking of student learning outcomes is sued to evaluate, develop and refine teaching programs.

Future directions

— Investigate ways to promote high expectations in learning.
— Teaching programs respond to students’ interests, needs and abilities.
— Implement an Assessment Planning and Reflection Sheet with all Assessment Tasks give to Stage 5 and 6 students.
— Assessment and Tracking of student learning outcomes is sued to evaluate, develop and refine teaching programs.

Curriculum:

Educational Support Review - Mathematics

Background

The review was across the Riverina Highlands high schools, mathematics faculties. The terms of reference were the:

— development, use and monitoring of teaching and learning programs.
— appropriateness of assessment strategies and practices.
— academic achievement of students in mathematics considering value adding results and NAPLAN results.

— support for and professional development of staff.

Findings and conclusions

— Faculty documentation is comprehensive but required updating Programs require diversity in teaching strategies and thorough evaluation and reflection. Demonstration of course.
— Assessment practices need to be evaluated in relation to the structure and purpose of the assessment tasks. There should be consideration given to the types of tasks to ensure that analysis of student performance can take place to improve learning outcomes.
— Mathematics has met or is working towards its school plan targets and students are performing at a similar or higher level to students in other faculties. There is a need to extend the more capable students.

Future directions

— Regular RHLC Mathematics Head Teacher and faculty opportunities to implement recommendations from the review.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Overall, parents, students and staff are generally satisfied with teaching and learning offered at Gundagai High School.

There are always areas in which schools can make improvements, and these are outlined below:

— Feedback to students.
— Talking to parents about their child’s learning.
— The provision of interesting and appropriate learning activities to meet the child’s needs and abilities.

Parents and students are impressed with the wide range of extra curriculum activities that are offered at Gundagai High School, due to the dedication of staff. A number of these activities are outlined throughout the annual school report.
**Professional learning**

Gundagai High School staff, both administration and teaching, have participated in a wide range of professional learning activities in 2011 to expand their expertise. The courses covered, the use of technology, MOODLE Train the Trainer, DER-Laptops for Learning, Chemical Safety, Numeracy—Count Me in Too, Head Teacher Conferences, VET training, Curriculum Differentiation, HSC Marking, Careers, Counselling, VET Network days, Career Development for New Scheme Teachers, Riverina Principal’s Essential Training Days and Deputy Principal’s Conference.

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

The total expenditure on professional learning was $6546.90, with approximately $300.00 per teacher expended.

The school development days in 2011 focused on:

- School Plan implementation. This included evaluation of the school plan and analysis of our NAPLAN results.
- CPR Training.
- DET Mandatory Training.
- The Aboriginal Education Policy “Everybody’s Business” presented by Thelmerie Rudd, Aboriginal Education Officer.
- Riverina Highlands Learning Community. The staff across the schools joined together to focus on teaching and learning, and strategies to work together in support of the students across the highlands schools.
- Implementation of Positive Behaviour for Learning.

In 2011, two beginning teachers were successful in their DET Probationary Teachers and New Scheme Teacher’s Accreditation. Another teacher also maintained their accreditation at Professional Competence with the NSW Institute of Teachers.

The school has placed high importance on professional learning and has developed a planned approach to encourage all staff to access professional learning.

**School planning 2012—2014**

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

**School priority 1**

**Outcome for 2012–2014**

Initiatives in place to address the changing nature of high school education.

**2012 Targets to achieve this outcome include:**

- Positive Behaviour for Learning implementation for the outside areas and classrooms.

**Strategies to achieve these targets include:**

- Planned meetings of the PBL Team.
- Planned PBL lessons and their implementation.
- Teachers and Students following PBL guidelines.

**School priority 2**

**Outcome for 2012–2014**

Increased level of literacy and numeracy for all students.

**2012 Targets to achieve this outcome include:**

- 3% positive shift in all bands in NAPLAN Literacy relative to current individual performance.
- 3% positive shift in all bands in NAPLAN Numeracy relative to current individual performance.

**Strategies to achieve these targets include:**

- Focus Period implemented at into the curriculum to accommodate – PBL, DEAR, Maths Games, Literacy lessons, Technology
- SMART Data Training for Staff.
- 2LS Literacy program continued.
- Literacy and Numeracy strategies implemented into Teaching and learning programs.
- Annual SMART data analysis and action plan developed.
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
David Regan          Head Teacher
Philip Mann           Head Teacher
Gretchen Walsh        Head Teacher
Matt Bishop           Head Teacher
Lizzie Britt          P & C President
Tarron Makeham       School Captain
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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: