

# Great Lakes College Senior Campus Annual Report



2016



8281

## Introduction

The Annual Report for 2016 is provided to the community of Great Lakes College Senior Campus as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Bob Henry

Principal

### School contact details

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### Message from the Principal

Individual and group HSC results indicate 2016 was yet another outstanding year for Great Lakes College Senior Students.

Congratulations to Michael Morris who is the 2016 DUX of the Senior Campus. With Band 6's in Chemistry, Advanced English, Physics and E4s in both Extension 1 and Extension 2 Mathematics, Michael was listed in the NSW Board of Studies prestigious "All Rounder's List" and he was placed in the "Top Achievers" for Chemistry. Michael was awarded an incredible 99.75 ATAR.

Each year we hold a special assembly to celebrate the achievements of those students who excel in the HSC by achieving ATARs in excess of 90. In 2016, twelve of our students were awarded ATARs above 90, seven of these students achieving ATARs above 95. This is a fantastic achievement and we congratulate Michael Morris, (ATAR 99.75); Kristian Fiebig, ( 99.45); Matt Crowther, (98.2); Caitlin Sweeney, (97.4); Joey Newman, (97.05); Ellie Clemensen, (96.8); Emily Barnett, (95.2); Emma Handono, (94.2); Michael Laden, (93.8); Anna Robinson, (92.45); Jamie DeGioia, (91.8) and Matt Moulder, (90.2).

Students obtained Band 6, (or equivalent Extension results), in the following subjects: – Ancient History, Design & Technology, Business Studies, Chemistry, Mathematics, Extension 1 Mathematics, Extension 2 Mathematics, Community & Family Studies, PDHPE, Biology, Physics, Dance, Senior Science, German Continuers, Advanced English, English Extension 1, Visual Arts, Textiles & Design, French Beginners, Chinese Continuers, Engineering Studies, History Extension, Music 1, Drama and Modern History.

In 2016, Great Lakes College Senior Campus participated in a mandatory Department of Education, (DoE), "External Validation" inspection. One of the measures the DoE uses to determine whether a school excels is the number of students within the school who achieve at least two HSC results in the Band 5 and 6 category. In the 2016 HSC the Senior Campus had fifty seven students achieving at this level.

While we celebrated the success of those who achieved outstanding ATARs at our recent special assembly we also celebrated the success of all our HSC students. In 2016 approximately two hundred of our Year 12 students were awarded with a HSC. With this many students success takes many forms, for some it is achieving this milestone in education, for others it is combining academic subjects with vocational education subjects and obtaining a HSC that has joint Board of Studies and TAFE accreditation and for others it is the pure academic pathway to university or further study.

In 2016 we had fifty three students who included one or more Vocational Education Training Course delivered by the school in their HSC. These courses included Business Services, Construction, Hospitality, Metals & Engineering, Information & Digital Media Technology and Furnishings. These students received a full Certificate II or a

Attainment toward Certificate II on top of the HSC qualification. A further 35 students attained a full Certificate II or a Statement of Attainment toward Certificate II in a course delivered by TAFE and were also included these course as part of their HSC.

Courses studied at TAFE included; Tourism, Automotive, Construction, Electrotechnology, Human Services, Retail, Animal Studies, Flight Operations, Fashion Photography, Information & Cultural Services, Beauty Therapy, Children's Services, Multimedia, Design, Equine Studies, Primary Industries, Hospitality Specialisation and Hairdressing. Five students included a School-Based Apprenticeship or Traineeship in Vocational Education Courses (Retail and Business Services) as part of their HSC which incorporated paid part-time work, training and school.

Congratulations to all our 2016 graduates.

## School background

### School vision statement

Great Lakes College Senior Campus will continue its evolution as a Collaborative Adult Learning and Working Environment that encourages and supports students to achieve their “personal best”.

### School context

The three strategic directions that have been developed after consultation with students, staff and the wider community will result in Great Lakes College Senior Campus having students who are successful, independent learners; students and staff who operate in a mutually supportive environment and an informed and engaged community. Through the fostering of independent learning and holistic thinking we hope to continue to develop fulfilling and individualised pathways to post school life through our relationships with tertiary education providers, employers, government and non-government agencies. To ensure that staff are equipped to deliver learning experiences and opportunities that promote success and independence, a performance development culture must be maintained to a high standard. It is our goal to ensure we meet these standards by embedding the Australian Professional Standards for Teachers into our daily practice. This process will ensure staff are strongly supported and kept up to date with developments in pedagogy and professionalism. Our community values its inclusion and engagement in the growth of the Senior Campus. It is our intent to continue to increase community involvement through evolved communication methods and technologies, as well as community involvement in cultural, sporting and academic initiatives and events.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For schools participating in external validation processes:

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of **Learning...**

The results of this process indicates that in the School Excellence Framework Learning Domain we determine that: in the elements of Learning Culture, Wellbeing, Assessment and Reporting we are excelling, in the elements of Curriculum we are sustaining and growing and in Student Performance measure we are working towards delivering. On balance, we can reasonably conclude that our school is Excelling in the Learning Domain.

GLC Senior Campus learning culture focuses on achieving the best possible learning outcomes for students. Working in collaboration with parents and community and within the Great Lakes Learning Community, the school's Adult Learning and Working Environment places at its centre the social, emotional and cognitive wellbeing of its students. In our analysis we determined that The Foundation Document, articulating the core principles of the ALWE integrated with the androgogical framework and its systems and supports, is deeply embedded in school operations driving teacher practice and student learning. As a result, there is strong evidence that the school culture builds aspiration and performance for all students.

Examination of assessment processes and practice demonstrated that quality teaching and feedback is aligned with and supported by effective whole school practice and policy around assessment of, as and for learning. School leadership prioritises analysis, review and tracking of data on student performance as the key to driving improvement. Analysis of curriculum design identified that it is inclusive of and responsive to student needs and community expectation.

Our analysis of curriculum planning highlighted both the strength and breadth of learning pathways to reflect the aspirations of all students. Significant levels of engagement with community service providers and businesses, together with close interaction with TAFE and tertiary institutions provides outstanding opportunity for student learning and success.

The campus focus on ALARM , embedded and regularly reviewed,was found to have significantly boosted student confidence and sense of understanding of course requirements. The matrix, as part of the school's vision and priority and supported by the FOCUS program, is seen to be central to student engagement with their studies.

While the number of students who achieve at least two band fives or sixes puts the school in the top 30% of the schools in NSW we were not able to state that *most* of our students are in this category. Our leadership team was also not comfortable with the level of evidence we have on *expected growth*.

**Future directions.** In line with our strategic plan improvement measures we will be working towards increasing the number of students who achieve in the top two HSC bands

The results of this process indicated that in the School Excellence Framework domain of **Teaching**...

The results of the SEF self assessment process indicates that in the School Excellence Framework Teaching Domain we determine that: in the elements of effective classroom practice, Data Skills and Use, Collaborative Practice, and Professional Standards the school is excelling, in the element of Learning and Development we are delivering.

On balance in the School Excellence Framework domain of Teaching we can reasonably conclude that our school is Excelling.

Consideration of evidence around student and teacher feedback, teacher Professional Development Plans, observation of campus and college faculty and classroom practice demonstrates high levels of collaboration for improvement in student learning outcomes. There is clear evidence of a professional learning community where teachers work to select,apply and evaluate best practice pedagogy aligned with strategic directions.The school's professional learning package articulates the fundamental aspects of GLCSC processes and practice in relation to teaching development.

The school's implementation of the ALARM teaching and learning model, is an exemplar of the school's quality leadership and teaching practice. Using appropriate change management processes the leadership team has prioritised teacher learning around ALARM with monitored implementation through reflection and evaluation.In their professional learning, teachers focus on developing, reviewing and revising their practice around the explicit teaching of skills for learning as articulated in the Foundation Document, FOCUS and the campus assessment program. Data analysis leads to ongoing review and refinement of teacher practice leading to targeted and effective feedback to students.

Leadership prioritises and targets funding to maximise opportunity for teacher engagement in development of their professional practice. Significantly, teachers at GLSC make strong contributions to the teaching profession through HSC Examination development as Chief Examiners,Examiners and Assessors and in the HSC marking process as Supervisors of marking, Senior Markers, Pilot Markers, Judge Markers and as markers. In addition, members of GLCSC Executive head Collegial Leadership Networks for development of leadership practice across the district.

### **Future directions**

We are currently working with BOSTES to achieve better systems for accurately measuring student improvement in HSC extended response questions since our introduction of ALARM.

Continue to improve evaluation processes for teacher professional learning and its associated impact on student learning.

Continue to build teacher capacity to engage and motivate students achieving in the middle bands so that they aspire to higher levels of achievement.

The results of this process indicated that in the School Excellence Framework domain of **Leading** ...

The results of the SEF self assessment process indicates that in the School Excellence Framework Leading Domain we determine that: in the element of Leadership we are excelling, School Planning and Reporting and School Resources we are delivering and in Management Practices and Processes we are sustaining and growing.

On balance the results of this analysis indicated that in the School Excellence Framework domain of Leading we can reasonably conclude that our school is Sustaining and Growing.

In the area of leading the school reviewed a range of evidence related to effective leadership and management through policy and implementation practice. This review comprised evidence regarding school management of human financial and material resources, practice for resource allocation,processes used for driving improvement through strategic planning together with engagement of community, education, business and tertiary institutions in maximising opportunity for diversity in curriculum and optimising student learning. We judged that school leadership and management practice centres on strategically achieving its vision for a high performing school which engages its fellow campuses through cross campus teaching, its community and tertiary institutions as partners which enables staff to operate in a mutually

supportive environment. In doing so the school sustains a performance culture in which students achieve as successful, independent learners.

At GLCSC there is strong evidence that the school has a focus on growing improvement as demonstrated by the processes used to develop the school plan where staff, students and parents are engaged in close analysis of evidence and data and are working consultatively to develop strategic priorities around teaching and learning for higher levels of achievement for all students.

School funding is carefully aligned with learning priorities, supported by effective human and material resource management and supported by strong policy and procedures. Policy around staffing supports the management of the complexities of cross campus teaching which maximises access to broad ranging expertise thus optimising student subject choice. Evidence sources relating to timetabling and staffing operations verify the priority the school places on student choice, and the provision of learning suited to the needs and aspirations of the students.

The complexities of managing such a diversity of interests and stakeholder expertise is reflected in the schools effective use of data and data analysis to track, maintain and record evidence of all aspects of school operations with focused and targeted response and feedback.

At centre, there is a strategic engagement with community, business partners and learning alliances which maximises opportunity for diversity in curriculum and optimise student learning.

### **Future directions**

Continue to grow a culture of reflective leadership practice and systems for gathering evidence of the reflective practice.

Devise improved practice for greater collaboration with and input from, key stakeholders (TAFE, University and parents) in the development of the school plan vision and directions.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Students will be successful, independent learners, active and informed citizens

### Purpose

GLCSC aims to create an Adult Learning and Working Environment which comprehensively prepares students for life after school. GLCSC will enable students to take forward academic, ethical and practical skills required to be successful citizens in the workforce and for future learning.

### Overall summary of progress

The school spent considerable human resources on providing tutorial assistance opportunities to all students. The school was open for extended hours providing access to specialist machinery and resources for all students who incorporated a major project in their HSC.

Students were given opportunities to regularly access University, TAFE and work pathways.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Reduce N determination warnings by 5%	Information regarding student progress was made available to students and parents each five weeks and eight Parent Partnership support meetings were conducted in 2016.  Evidence shows minimal improvement in the reduction of N determination warnings.	N/A
Increase the percentage of students planning to complete Year 12 to be equivalent to the State norm of the Tell Them From Me Survey	Latest survey results indicate the proportion of Senior Campus students is higher than the State norm in the Tell Them from me Survey.	N/A
Increase the percentage of students with aspirations to pursue post-secondary education to 10% more than the State norm in the Tell Them From Me Survey	Latest survey results indicate the proportion of Senior Campus students is higher than the State norm in the Tell Them from me Survey.	N/A
HSC – Increase the number of students obtaining the top 2 HSC Bands by 5%	Fifty seven students achieved this level in 2016 HSC compared to sixty-three in the 2015 HSC.	N/A
Improve attendance for at risk + not at risk groups of students	Overall attendance for students in 2016 was 89.7% which was an identical result to 2015.	N/A
Improve student use of tutorials	Tutorials were offered in the key learning areas of; English, Mathematics, Sciences, HSIE, TAS, PDHPE, CAPA and Languages.  The library was open until 5pm on Tuesdays & tutors were available. The library was open and tutors were available during the August/September school holidays.	\$224,400.00

### Next Steps

- Continue to provide tutorial opportunities for all students

- Continue to build teacher capacity to engage and motivate students achieving in the middle bands so that they aspire to higher levels of achievement.

## Strategic Direction 2

All staff operate in a mutually supportive and professional environment to create a performance development culture to a standard of high expectations.

## Purpose

To create a culture of learning excellence which has the focus on improving outcomes for all students in an adult learning and working environment so students can successfully take their place in the wider community and contribute to the betterment of themselves, their families and society as a whole.

## Overall summary of progress

The school spent considerable financial support in providing relevant professional learning in a stage six environment.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The Senior Campus provides regular opportunity for all teaching staff to participate in professional learning activities related to the Australian Professional Standards for Teachers in the three professional career stages of Proficient, Highly Accomplished and Lead.	Staff trained in 8 Ways Of Learning. Staff participated in pilot & joint HSC marking. All staff engaged in professional learning	\$8685.00
Each Term, the Senior Campus will provide opportunity for all teaching staff to participate in professional learning in developing quality observation and feedback techniques in relation to the Australian Professional Standards for Teachers.	School lesson observation protocol was established. All staff were observed twice in 2016.	N/A

## Next Steps

- Continue to attempt to engage NESA to develop better systems for accurately measuring student improvement in HSC extended response questions since our introduction of ALARM.
- Continue to improve evaluation processes for teacher professional learning and its associated impact on student learning.

### Strategic Direction 3

The Senior Campus will be a high performing school in an inclusive, informed and engaged community.

### Purpose

To develop and maintain positive relationships with students, families or carers and the wider community.

### Overall summary of progress

Current relationships with local Aboriginal elders that have been established through the Community Resources Aboriginal Scholarships program are of significant benefit to our school.

Significant improvements have been shown in two-way communication between the school and the community since the implementation of the Sentral Parent Portal.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved communication between the Senior Campus and key stakeholders to develop an informed perception of the positive destinations achieved by students at point of exit from the Senior Campus.	Information was shared with both Year 7 to 10 campuses and the parent community.	N/A
Develop and sustain key strategic partnerships to enrich the learning environment.	Aboriginal elders were decision makers and attended scholarship presentations.  The campus conducted all planned university career opportunities.  College management group worked closely with NSW TAFE.	\$1000.00
Use of technology to improve access and understanding of key campus events and their place within the broader community.	All parents provided with access to the SENTRAL Portal.  Skoolbag protocols were established and the software was used accordingly.	\$8066.00
Increase the number of University placement offers by 5%.	Post school destination data indicates 68 offers of University placement were received by students. This level was consistent with previous years.	N/A

### Next Steps

- Continue to use the Year 11 Transition process to raise awareness of parental access to the Sentral database and to assist community members in gaining access and navigating the software.
- Continue and enhance transparent communication and engagement key Aboriginal elders.
- Continue to enhance professional relationships with relevant higher education bodies and work placement partners.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Throughout 2016, Aboriginal students were closely supported in the classroom, in VET courses and in cultural vocational excursions. The Senior Campus;</p> <ul style="list-style-type: none"> <li>• Liaised with Great Lakes College 7–10 campuses and dedicated multiple transition days for all Aboriginal students to experience the Senior Campus site and meet all relevant stakeholders.</li> <li>• Released the Aboriginal Education Coordinator to allow for comprehensive and meaningful formulation of all Aboriginal student PLPs</li> <li>• Employed additional staff to assist Aboriginal students in the classroom.</li> <li>• Employed Student Learning Support Officers (SLSOs) to support Aboriginal student engagement during the Year 11 Sydney Experience four day excursion.</li> <li>• Has provided tutorial assistance to support the completion of coursework and assessment tasks. This has resulted in higher learning outcomes for Aboriginal students.</li> <li>• Provided financial assistance for Aboriginal students to facilitate greater participation in whole year and subject specific excursions.</li> </ul>	\$16178.00
<b>English language proficiency</b>	<p>The Senior Campus provided close support to students with a focus on improving language outcomes linked to successful completion of HSC courses:</p> <ul style="list-style-type: none"> <li>• Invigilators were employed to monitor examinations, releasing teachers to assist students in preparation for HSC examinations.</li> <li>• Casual teachers employed during Term 3 holidays providing individual tutorial assistance to students for HSC preparation.</li> <li>• Learning support team and SLSOs provided classroom assistance to students leading to improved engagement and increased HSC preparedness.</li> </ul>	\$4356.18
<b>Low level adjustment for disability</b>	<p>The campus undertook a number of initiatives to support students with a range of learning disabilities to access the higher levels of learning:</p> <ul style="list-style-type: none"> <li>• SLSOs employed provided close assistance to students in classrooms.</li> <li>• FOCUS – Crossroads support.</li> <li>• Alternative student programs/ modified curriculum provided to enable students with disabilities to achieve Stage 6 outcomes.</li> <li>• Careers support.</li> <li>• Close support for students in methods of ALARM for specific subjects.</li> </ul>	\$48799.00

<p><b>Low level adjustment for disability</b></p>	<ul style="list-style-type: none"> <li>• Tutorial opportunities offered on Wednesday afternoon in the Library with SLSO support. This was in addition to teacher tutorials.</li> </ul>	<p>\$48799.00</p>
<p><b>Socio-economic background</b></p>	<p>Students experiencing economic hardship were assisted and supported with several initiatives which led to improved HSC outcomes:</p> <ul style="list-style-type: none"> <li>• Items of school uniform purchased to assist students to comply with dress codes, which, in turn, led to a heightened sense of belonging to the Senior Campus.</li> <li>• Financial assistance to disadvantaged students extended participation in whole year activities and excursions, especially the Sydney Experience.</li> <li>• Funds provided to assist low socio-economic background supported student participation in the safe driving course, RYDA.</li> </ul>	<p>\$42588.82</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	207	207	211	230
Girls	224	223	208	221

### Student attendance profile

School				
Year	2013	2014	2015	2016
11	88.3	91.1	90.6	88.8
12	92	93.4	92.5	92.3
All Years	89.8	92	91.5	90.3
State DoE				
Year	2013	2014	2015	2016
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	4
Employment	0	7	32
TAFE entry	0	4	13
University Entry	0	0	36
Other	0	3	8
Unknown	0	8	7

In February 2017, HSC graduates were contacted to clarify their main activity in their first year after completing school. A total of 50 students are working either full time or part time, including those who deferred a university place and 10 students have secured apprenticeships or traineeships. Four students have been accepted by the ADF. One student is registered with a disability support agency and 7 students are looking for full time work. A total of 71 students have accepted their university offers and going to university in 2017. UAC made 74 main round offers and 42 early round offers for ANU, CSU, Griffith, MQ, Newcastle, SCU, UNSW, UOW and WSU, in

addition to 29 direct offers from UNE. Students have enrolled in universities in Sydney, Newcastle, Armidale, Gold Coast, Coffs Harbour, Lismore, Perth, Bathurst, Wagga, Port Macquarie, Canberra, Brisbane and Wollongong. 26 students have enrolled in TAFE courses, mostly at Great Lakes and Taree. Five have enrolled in Pathways programs at 4 different universities and a small number have gone to private colleges. Six students have returned to Great Lakes College as Pathways students to complete their HSC in 2017. Seven students are actively looking for work and a small percentage could not be contacted.

### Year 12 students undertaking vocational or trade training

The College offers students a variety of VET opportunities within Stage 6. We offer students the ability to complete VET training and gain a HSC. This involves students completing a VET course (either school, TAFE delivered or an external provider) as part of their traditional HSC pattern of study. This pathway provides matriculating students with a HSC, a/or more National Qualification and work placement references. We had in excess of 50 students complete school delivered VET courses and 35 students complete TAFE delivered VET courses. The college continues to deliver a broad range of VET courses in Stage 6 – Construction, Hospitality, Information Technology, Metals & Engineering and Furnishing. Students from the college also access an even broader range of TAFE delivered courses – Accounting, Automotive Studies, Aged Care Nursing, Animal Attending, Business Services, Construction, Horse Industry Practice, Property Services, Design, Multimedia, Retail, Tourism, Primary Industries – Horticulture, Real Estate, Metals & Engineering and Flight Operations. These courses provide students the opportunity to access and complete additional modules of work and attain higher levels of certification prior to leaving school. This year also saw students completing School Based Part-Time Traineeships (SBPTT) in Business Services and Retail. School Based Apprenticeships and Traineeships see students provided with paid work in their chosen area of study whilst they attain Vocational qualifications and a HSC. The strength of VET in the College continues to grow and we are achieving some outstanding results. A number of students achieved Band 5 in Hospitality, Information Technology and Construction. Recent figures also indicate that Great Lakes College has one of the highest VET enrolments in the North Coast Region. Teaching staff from Hospitality, Retail, Furnishing and Retail have all undertaken additional training to ensure that they all have the latest qualifications, ensuring that Great Lakes College students receive the best possible instruction.

### Year 12 students attaining HSC or equivalent vocational education qualification

200 students attempted the 2016 Higher School Certificate with a significant proportion achieving an ATAR. 36% accepted university offers for 2017 including a substantial number taking early round

offers. A small number of students deferred and four students were accepted into the Australian Defence Force. In vocational education, 6 students continued existing apprenticeships/traineeships while 45% of the 2016 cohort have continued to TAFE courses or alternative pathways with private providers and universities. Six students have returned to the Senior Campus to complete their courses through Pathways.

## Workforce information

### Workforce composition

Position	FTE*
Principal	2
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	24.7
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	8.18
Other Positions	2.81

\*Full Time Equivalent

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

Great Lakes College Senior Campus has four staff of Aboriginal Heritage and the campus enjoys a close relationship with our local Aboriginal Education Consultative Group.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	5

### Professional learning and teacher accreditation

The Senior Campus had no teachers working towards proficiency with five maintaining proficiency and none seeking Highly Accomplished.

- On external professional development, 34 staff participated on 55 occasions.
- Workshop learning supported teacher development in HSC syllabus, HSC marking, Vocational Education and Careers training.
- The entire staff was engaged in school based workshops as part of staff meetings focusing on Engagement, ALARM, Google Apps, Disability Standards, Mandatory compliance in Anaphylaxis, CPR, Emergency care, Work Health and Safety and the transition of year 10 students into the senior campus. This program was run in extended staff meetings in lieu of Staff Development days 4 & 5.
- School development days focused on The 8 ways of Aboriginal learning, Mandatory face to face Anaphylaxis and CPR training.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's financial statement is tabled at the annual general meetings of parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Income	\$
<b>Balance brought forward</b>	<b>527 652.17</b>
Global funds	385 027.30
Tied funds	373 250.52
School & community sources	159 459.62
Interest	12 263.91
Trust receipts	39 245.01
Canteen	0.00
<b>Total income</b>	<b>1 496 898.53</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	79 517.59
Excursions	80 771.60
Extracurricular dissections	28 702.29
Library	9 176.34
Training & development	8 685.68
Tied funds	379 453.33
Short term relief	84 956.33
Administration & office	101 027.10
School-operated canteen	0.00
Utilities	55 251.20
Maintenance	26 614.71
Trust accounts	25 618.10
Capital programs	0.00
<b>Total expenditure</b>	<b>879 774.27</b>
<b>Balance carried forward</b>	<b>617 124.26</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

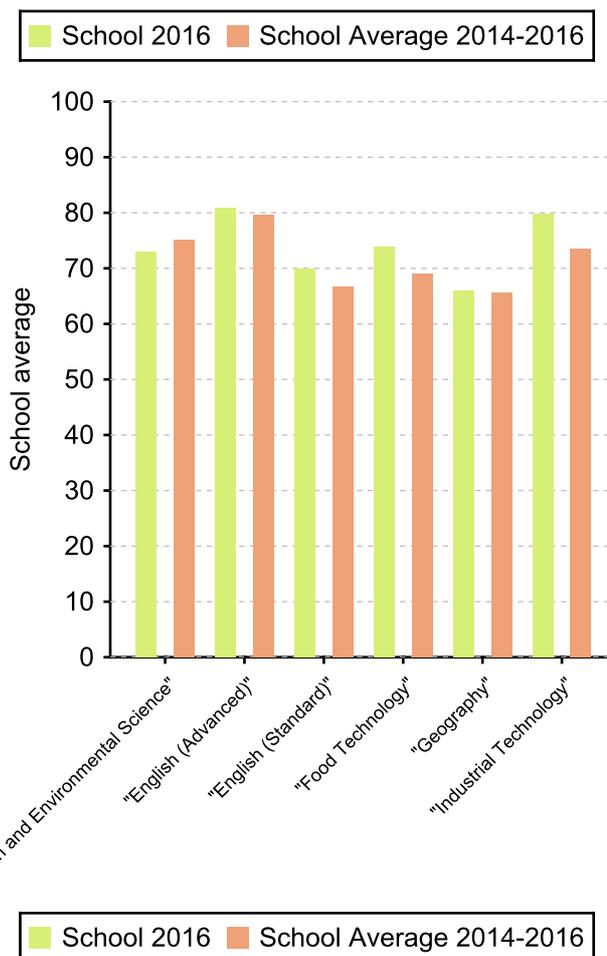
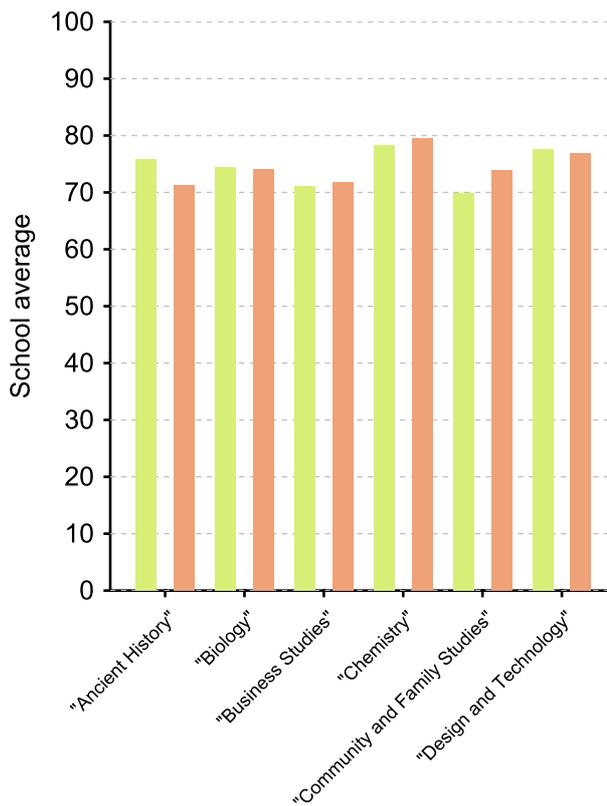
## School performance

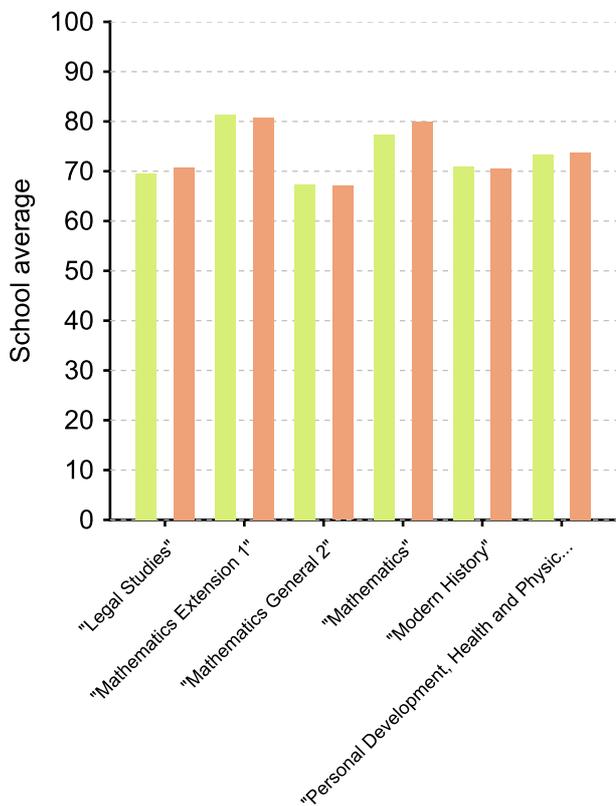
### NAPLAN

The Senior Campus does not participate in NAPLAN testing.

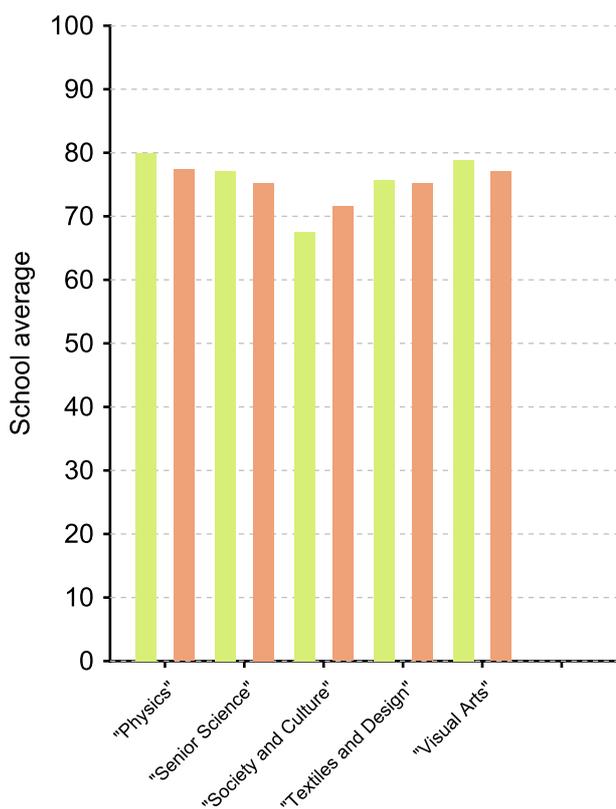
### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).





Legend: School 2016 (light green), School Average 2014-2016 (orange)



Legend: School 2016 (light green), School Average 2014-2016 (orange)

## Parent/caregiver, student, teacher satisfaction

In 2016 the Senior Campus chose not to participate in the Tell Them From Me survey. Instead, the Senior Campus introduced the Parent Portal through our centralised database – Sentral. This was in direct

response to survey results from the previous year stating that parents wanted more information regarding school activities and the progress of their children in relation to attendance at school and completion of work. The Senior Campus now reports each day on partial and whole-day absences to parents via email. This has seen a marked increase in response times from parents as opposed to regular mail delivery. All N determinations are sent electronically as well.

## Policy requirements

### Aboriginal education

In 2016, Great Lakes College Senior Campus enrolled twenty-nine Aboriginal students in Year 11 and thirteen in Year 12. Ten students in the Year 12 cohort successfully completed the HSC course. Successful HSC students have continued on to university studies, TAFE and employment. From the Year 11 cohort, two students have returned to Year 11 studies and sixteen students have returned to complete their HSC year. A number of school and community programs have supported the students, with the aim to achieve a personal best and to facilitate the transition to employment or tertiary training. Zane Sparke continued in his role as Aboriginal Education Worker (in a shared role with the Tuncurry Campus), Carl King continued in his role as a full-time Norta Norta tutor and Jessie Skillen was employed to assist with the Norta Norta program. Additional to this, Gemma Pol was employed as a part of the Welfare team – mainly to work with and support our Aboriginal students. An individual tutoring program was implemented to assist students in both HSC and Preliminary year courses. The main focus for this program was to develop strategies that meet the requirements of the senior curriculum and its associated assessment program – thereby helping to keep students at school and working towards gaining HSC credentials. All students had Personalised Learning Plans developed and electronic access to these for staff was commenced. Students participated in the Great Lakes Learning Community (GLLC) Aboriginal Numeracy Competition and fulfilled leadership roles in this. A successful transition initiative was also developed involving students from Year 10 feeder schools, TAFE and community personnel. The welfare system has been used to improve student self-image and social interaction within the campus and key factors of attendance and retention were a part of this. Regular interviews and career advice has been made possible by the Careers Adviser. Access to University Roadshow personnel and visiting nearby universities (Newcastle and UNE) has enhanced career options for all students. Representatives from Nuri Gili (UNSW), Darrambal (CSU) and Wollotuka (UNewcastle) provided forums and personnel to assist students with transition plans. Valuable community contact and support from various organisations such as Great Lakes Community Resources, Country Energy, Homebase, Wesley Uniting Employment, Catholic Church, Lands Council and LegalAid have provided individual student support and the provision of scholarships and other forms of assistance to enable students to transition from school and meet the requirements of senior school years.