

# Gloucester High School Annual Report



2016



8371

## Introduction

The Annual Report for **2016** is provided to the community of **Gloucester High School** 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.

Mr Pat Cavanagh

Principal

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## School background

### School vision statement

At Gloucester High School we live by our credo of Care, Achievement, Respect, Effort, Responsibility. We offer educational excellence in an environment focused on the collaborative participation, ongoing achievement and sustained wellbeing of all students. We value the importance of a high quality teaching and learning environment and work actively with the wider community to develop partnerships that underpin excellent student outcomes.

### School context

Gloucester High School is a comprehensive school serving the communities of the Bucketts Way. We are particularly mindful of our role as an integral part of our town and district. We are aware of the challenges of isolation and locality, and are proud of the strategic way in which we respond to these. We are committed to a broad, balanced and relevant curriculum leading to the development of capable citizens who are well prepared for the challenges of the 21st Century. As a result of schooling at Gloucester High School, it is expected that a student has:

- achieved successfully by consistently striving for personal best
- developed a desire for and confidence in lifelong learning
- established effective literacy, numeracy and communication skills
- developed the ability and independence needed to make informed decisions
- become well-equipped for an adult life which will embrace the complex challenges and technological advances of the future
- formed a well-developed ethic for active participation in a working environment
- matured into a responsible, sensitive individual with a well-developed appreciation for their own skills and abilities, and respect and empathy for others.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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. 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.

In the domain of **Learning**, we have focused on Learning Culture; Curriculum and Learning; Wellbeing; and Assessment and Reporting. Streamlining of the school's Ongoing Performance Assessment Log (OPAL) system in Years 10, 11 and 12 has led to enhanced student ownership of learning and heightened levels of communication with parents. School and community networks have remained strong, with the school's focus on smooth transition of students at critical points proving to be a particular strength. Renewed focus upon the individual needs of students has resulted from whole school engagement with the collection of data around student disability. The functioning of the school's Resilience for Learning Hub was thoroughly assessed. Continued focus upon the analysis of student results, particularly the HSC, has led to enhanced systems being considered for 2017, including the Senior Success Program. Investigation into how the school will address acknowledgement of individual student growth will take place during 2017.

In the domain of **Teaching** we have focussed on all elements (Effective Classroom Practice; Data Skills and Use; Collaborative Practice; Learning and Development; and Professional Standards). Teachers and students working together has been a focus this year, supported by increased observation of lessons (by both teachers and students) through the Student Teacher Understanding Network (STUN) and Targeted Assistance Program (TAP) initiatives. All staff have engaged with the Performance and Development Planning process, establishing meaningful goals and reflecting formally on progress twice during the year. High level involvement of all staff on Key Teams throughout the school has indicated the enthusiasm and engagement of teachers in whole-school initiatives. A focus on Literacy has been supported by the establishment of a Literacy Leader and the Literacy in Focus Team (LIFT), and resulted in strategic student and staff interaction around the Super 6 comprehension strategies and Tier Two words. Staff have engaged in

several workshops concerned with what makes the biggest difference in education, through activities based on the work of John Hattie.

In the domain of **Leading** we have focused mainly on School Planning, Implementation and Reporting; and Management Practices and Processes. Major success has occurred in establishing the Sentral system for school management, in reviewing the school's mobile device policy and in enhancing parent communication through tightening school website and newsletter output. An online booking system for parent interviews has been particularly well-received. Our staff continue to seek other duties at a pleasing rate, with many indicating a desire to serve in a higher position or as a leader of a Key Team. Key Team membership, in which over half the staff have selected more than the required one Key Team, indicates strong commitment to students and the school.

Our self-assessment 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

Building Today's Learners, Tomorrow's Citizens

### Purpose

At GHS, we are committed to supporting students from all backgrounds to become successful learners, confident and creative individuals and active and informed citizens. By focusing on reflective practices, individual planning and student voice we are striving to ensure each student learns to learn.

### Overall summary of progress

The school community is happy with the roll-out and impact of the OPAL system. It has informed parents of individual student effort and engagement, and has provided students with clear information about how they are progressing. School-wide focus on Literacy has been driven well by our Literacy Leader and the Literacy in Focus Team. Continued work on measuring success will be a focus for 2017. The PBL Team has been active across the school and has refined school merit processes and signage. The Student Teacher Understanding Network (STUN) has been very successful, with approximately one third of the staff volunteering to be involved, and with a second cohort of students trained in active listening, reflective practices and giving quality feedback. A comprehensive review of the school's Resilience for Learning Hub has indicated that, while generally positive, our support for students with needs would be better channelled into a new Targeted Assistance Program (TAP) for 2017.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students and parents gain OPAL feedback every four weeks, with students achieving the following benchmarks: Yr 10 –7.3; Yr 11 – 7.8; Yr 12 – 7.9 (year group averages over 2016)	Positive parental feedback has occurred regarding the electronic communication of OPAL scores. The Technology Team is actively investigating incorporation into Sentral, which will remain a focus for 2017. Whilst benchmarks have not been met during 2016, increased student reflection will be built into the process from 2017.	No funds expended
Increase to 36% of students in top two Bands of NAPLAN Reading and Numeracy tests in Year 9	Targets for Reading and Numeracy were not met for the top two bands (27% and 13% respectively). However figures for the top three bands were encouraging (68% and 52 % respectively). Continued focus in 2017 will take place.	School-wide emphasis on comprehension strategies and using tier two words in context should provide future support to attain these standards.
Increase to 8 students gaining 2 Band 5/6 results in the 2016 HSC	The target of 8 students achieving two or more Band 5 or 6 results was not met, with four students achieving this standard.	Student mentoring systems, information nights, study skills workshops, staff reflective practices, and OPAL scores were all used to support senior students.
A PBL benchmark of 80% is attained (according to School Evaluation Tool data)	As at the date of publishing, the school had not conducted the PBL SET evaluation.	\$1000 was budgeted to support PBL.

### Next Steps

Refinement of the OPAL system will take place to include compulsory student reflection (at the week three stage of each OPAL cycle) and incorporation into Sentral. Continued work on Reading and Numeracy will be supported by the Literacy in Focus Team (LIFT) and through the Targeted Assistance Program (TAP). A Senior Success program will be introduced in 2017, supported by the employment of a Senior Success Leader for one day per week, coordinating the efforts of students and staff mentors. The PBL Team will continue to work through delivering consistent expectations for student behaviour.

## Strategic Direction 2

### Leading Quality Teaching, Assessment and Feedback

#### Purpose

At GHS, we are committed to leading ongoing improvement in teaching practice to promote excellence and equity for all students. We regard explicit teaching as a fundamental element for student improvement, and are actively building a culture of learning underpinned by the performance development of all staff through collaborative, reflective and analytical professional learning processes.

#### Overall summary of progress

The school's Key Team structure was revised at the end of 2015, leading to more frequent meetings and more formal reporting processes during 2016. The quality of the work of Key Teams has been engaged and positive. Staff Performance and Development Plans have evolved to include more focused goals and calendarised monitoring of progress, supported by the issuing and use of Staff Resource Folders. Head Teacher involvement in critical Leadership Learning through Collegial Leadership Network (CLN) meetings has led to enhanced learning for executive surrounding the art of leading. Evaluations of the impact of these meetings has been overwhelmingly positive. Faculties continued to develop their Teaching and Learning Programs for new syllabi, using collaborative approaches to their work. Whilst still in their initial stages, conversations at staff forums surrounding visible learning have taken place, focusing on "Why learn this?" and "Why learn it this way?"

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teaching staff have Performance Development Plans in place, which are supported by required procedures, include SMART goals and quality evidence of implementation and impact	All PDPs completed and filed; staff folders distributed and used for evidence collection	No funds expended
All major agenda items are calendarised into staff forums through <i>Executive Support Program</i> documents	All executive attended at least 2 CLN meetings and engaged with the associated project work. PDP monitoring was conducted across the school, with a 2017 focus on developing the quality and alignment of goals. Key Team membership indicates full engagement with the process (with over 40% of staff volunteering to be on more than one Key Team). Two formal reflections of KT work have taken place at staff meetings. Outcomes of Key Teams include: Review and implementation of Mobile Device procedures; reboot of PBL priorities (including new posters, postcards, incorporation into OPAL system); establishment of links to sustainability groups leading to sorting of rubbish initiatives; introduction of Sentral to GHS; renewed focus on using specific literacy strategies across the school (Super 6 and Tier 2 words); successful implementation of STUN cycle with approx. 35% of staff volunteering to be involved)	Each Key Team received \$1000 to assist their work (total = \$8000)
100% of teaching staff are issued with Staff Resource Folders	This outcome has been met, with staff adding to their folders as the need arises.	Purchase of folders = \$150

#### Next Steps

Continued autonomy and accountability of Key Team work, with particular emphasis on developing tools to measure impact, will take place during 2017. Staff involvement in the STUN process will be encouraged and deepened, with the

possibility of student involvement in Quality Teaching Rounds being investigated. A focus on quality assessment will take place during 2017, with a review of current practices taking place. Alignment between practice and research findings will be a critical element of this review.

## Strategic Direction 3

### Enhancing Community Engagement and Participation

#### Purpose

At GHS, we are committed to engaging with parents, carers and the wider community to form meaningful partnerships that add significance to the educational experience of all students. By developing high levels of communication, participation and advocacy, we aim to further enhance the school's role as a central part of the Gloucester community

#### Overall summary of progress

A register of community willingness has been compiled for parents of students in Years 10 through 12, indicating the skills and understandings parents have and are willing to share at school level. This will be expanded in 2017, with the employment of a Community Liaison Officer. School Captains have investigated looking at the models other schools have used to celebrate and utilise their Alumni.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Junior AECG is constituted after consultation with the Aboriginal Community, and is active in its collaboration with the Aboriginal Education Team	JAECG has been formed with office bearers elected, meetings held and minuted, and systems of liaising with the Aboriginal community put in place.	Support for Ab Ed Team = \$1000
By the end of 2016, one formal Assessment Task in each Faculty area has involved significant community input	This target was not met. However, a Register of Parent Willingness has been initiated and completed for parents of Years 10, 11 and 12.	Employment of SAS staff (2 days @ \$232 per day = \$464)

#### Next Steps

Parent willingness information will be systematically obtained and used throughout 2017, with an emphasis on involving parents and community in the assessment process and in the work of Key Teams. The 2017 Captains will continue their work on establishing and using the GHS Alumni. More refined systems of communication with parents will be put in place by the Community Liaison Officer.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Junior AECG has been instituted and has met regularly, with agendas and minutes, leading to increased visibility across the school Community. Initial planning for the 8 Ways Garden has taken place.	\$30300 for 8 Ways Garden (Some of this money was rolled forward from 2015 funds); \$8468 towards employment of SLSOs, extra Hub teacher, Quicksmart and wellbeing programs.
<b>Low level adjustment for disability</b>	Staff worked closely with staff and students in a variety of contexts, including the Resilience for Learning Hub, within classrooms, within the Quicksmart program. Wellbeing resources have been successfully allocated and incorporated into existing wellbeing programs.	\$27692 (Employment of support staff) \$500 (wellbeing resources)
<b>Socio-economic background</b>	All funding has been put in place and used to support students and the curriculum. Evaluation of support programs has been positive. Whilst not all funds allocated to teaching program support were spent, those faculties who took advantage of this funding were highly appreciative.	\$66012 (Learning support staff) \$11000 (Support for Key Teams) \$6000 (Support for "lighthouse events") \$3000 (Support for T&L programs) \$30000 (Employment of extra SAS staff); \$25120 (Employment of TSO)
<b>Technology Support Officer</b>	Evaluation of the TSO by staff and students has indicated overwhelming support for continuation of this role.	\$25120

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	175	174	173	163
Girls	177	181	183	198

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	91.9	93.7	93.5	93.4
8	91.3	88.4	92.1	88.9
9	88.9	85	89.1	88.3
10	88	88	84.5	87.7
11	88.7	90	84.7	83.4
12	90.6	89.1	88.5	90.6
All Years	90	89	88.7	88.7
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
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

While attendance rates in most years are close to state average, the rate for Year 11 is lower. Close monitoring of attendance rates for senior students will be part of the "Senior Success Program" for 2017. Student non-attendance is managed in several different stages as follows: letter home to parents after two days' absence; phone call to parents; interview with parents to devise strategies for improved attendance; referral to Home School Liaison Officer or Aboriginal School Liaison Officer if non-attendance continues.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment		2	20
Employment		5	17
TAFE entry			28
University Entry			25
Other			2
Unknown			2

### Year 12 students undertaking vocational or trade training

Eleven students from Year 12, 2016 attended TAFE or obtained traineeships in a variety of fields, including dairy, nursing, building design, building, graphic design, beauty, and childcare. The school continues to have positive relationships with local business, industry and service sectors, with strong work experience and work placement traditions in place.

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

All students in Year 12, 2016 obtained the Higher School Certificate. The following numbers of students have completed VET Certificates in a variety of fields: Construction Pathways (Cert II) – Three students; Hospitality (Cert II) – 13 students; Metals and Engineering (Cert I) – Two students; Primary Industries (Cert II) – Four students; Human Services (Cert III) – One student; Info Digital Media (Cert III) – One student; Electrotechnology (Cert II) – One student.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	19.5
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	6.98
Other Positions	4.8

One permanent teacher identified as Aboriginal. One temporary teacher identified as Aboriginal.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	97
Postgraduate degree	3

### Professional learning and teacher accreditation

Professional Learning activities took place for both teaching and support staff during 2016, to enhance student outcomes through development of staff knowledge and skills. Funds of \$31765.54 were allocated to Teacher Professional Learning, equating to approximately \$928.82 per teacher. SAS staff funds of \$1768.00 were allocated, equating to \$253.23 per person.

During 2016 two permanent teachers were deemed "proficient". One permanent teacher is currently working towards gaining accreditation at "proficient", as are five temporary teachers.

## 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.

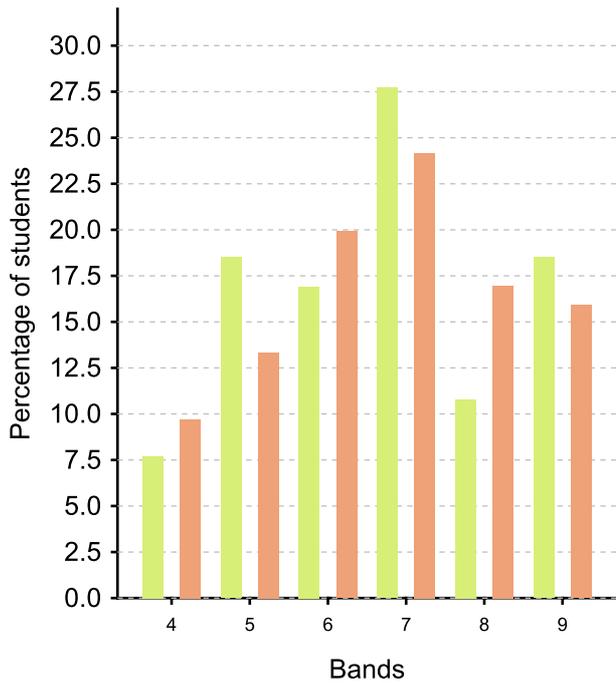
Income	\$
<b>Balance brought forward</b>	<b>507 829.00</b>
Global funds	405 921.00
Tied funds	512 488.00
School & community sources	136 635.00
Interest	10 097.00
Trust receipts	73 067.00
Canteen	0.00
<b>Total income</b>	<b>1 646 040.00</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	85 459.00
Excursions	59 405.00
Extracurricular dissections	29 914.00
Library	6 175.00
Training & development	1 768.00
Tied funds	573 935.00
Short term relief	155 506.00
Administration & office	96 720.00
School-operated canteen	0.00
Utilities	83 186.00
Maintenance	26 721.00
Trust accounts	74 754.00
Capital programs	0.00
<b>Total expenditure</b>	<b>1 193 547.00</b>
<b>Balance carried forward</b>	<b>452 493.00</b>

# School performance

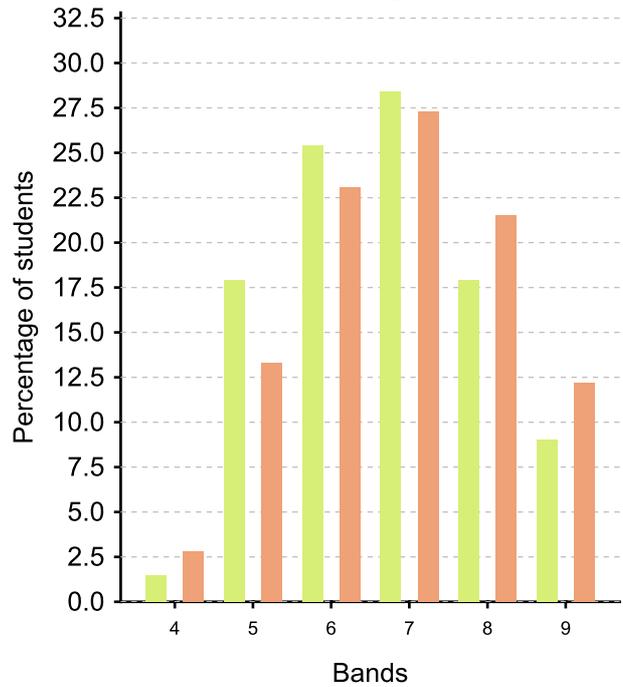
## NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

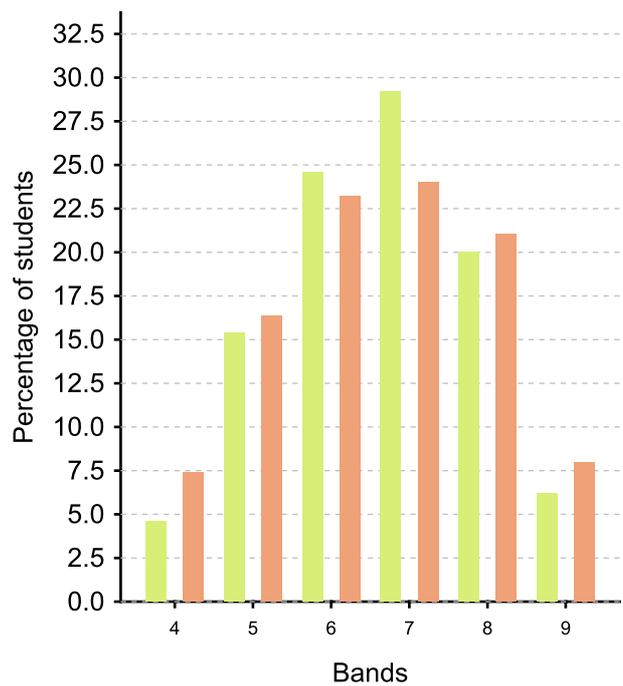
**Percentage in bands:**  
Year 7 Grammar & Punctuation



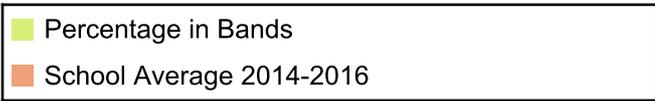
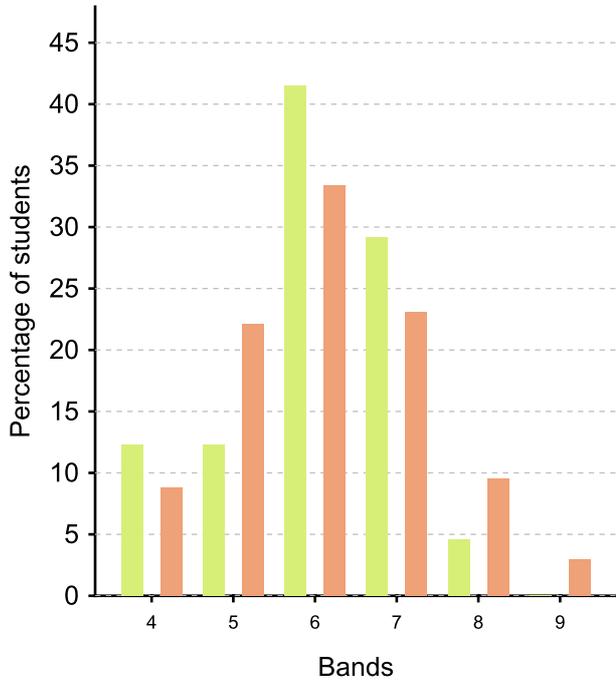
**Percentage in bands:**  
Year 7 Reading



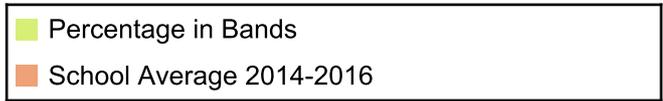
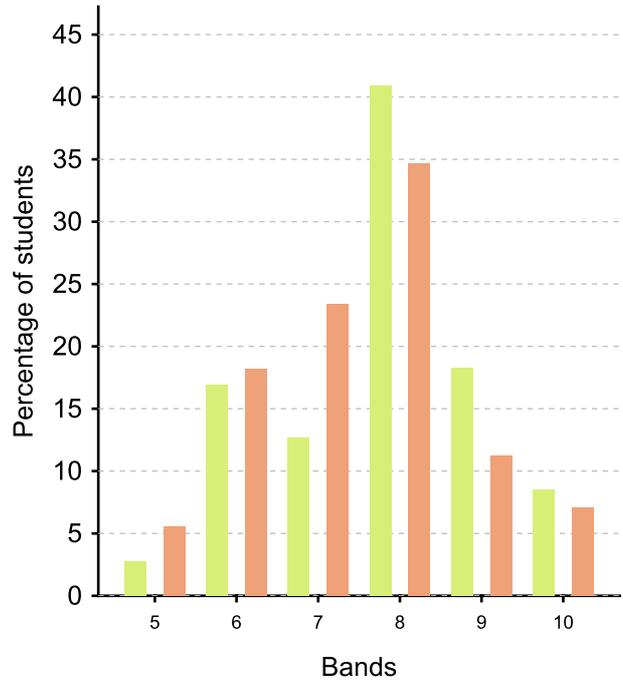
**Percentage in bands:**  
Year 7 Spelling



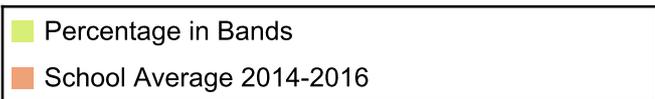
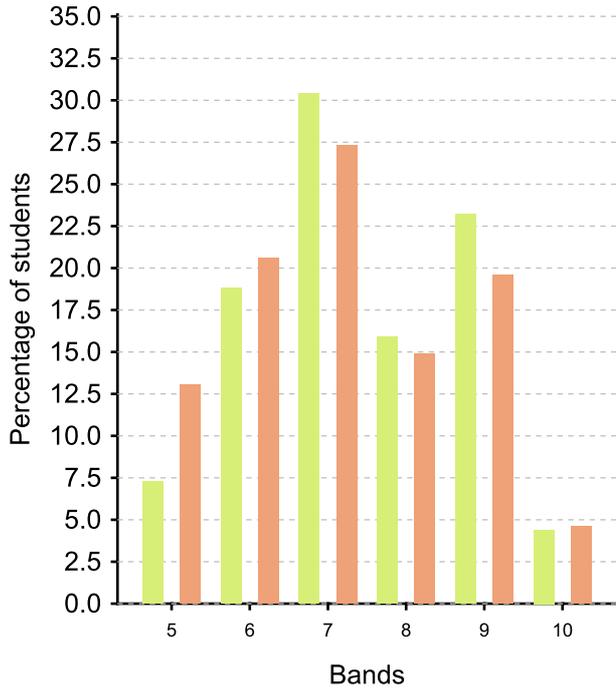
**Percentage in bands:**  
Year 7 Writing



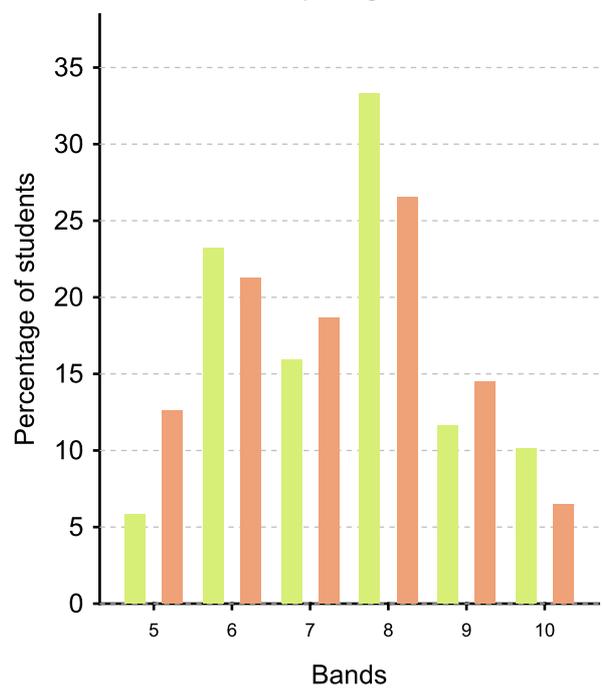
**Percentage in bands:**  
Year 9 Reading



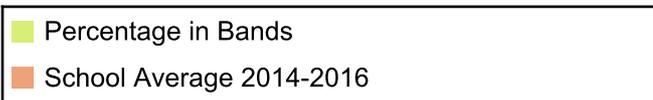
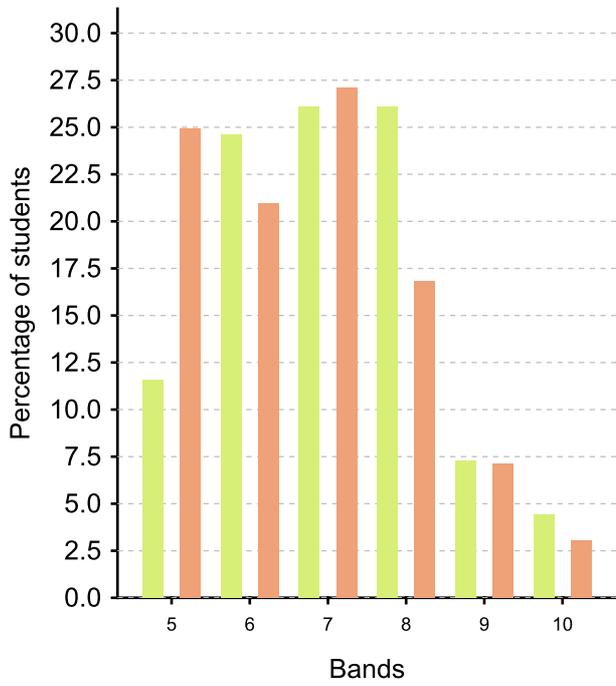
**Percentage in bands:**  
Year 9 Grammar & Punctuation



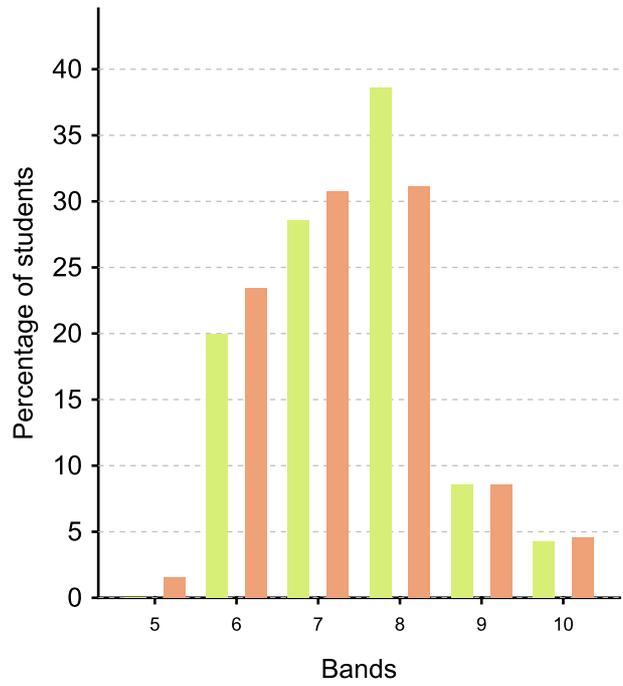
**Percentage in bands:**  
Year 9 Spelling



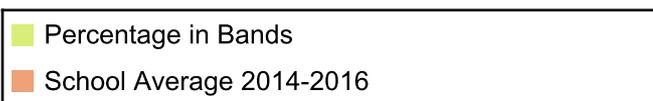
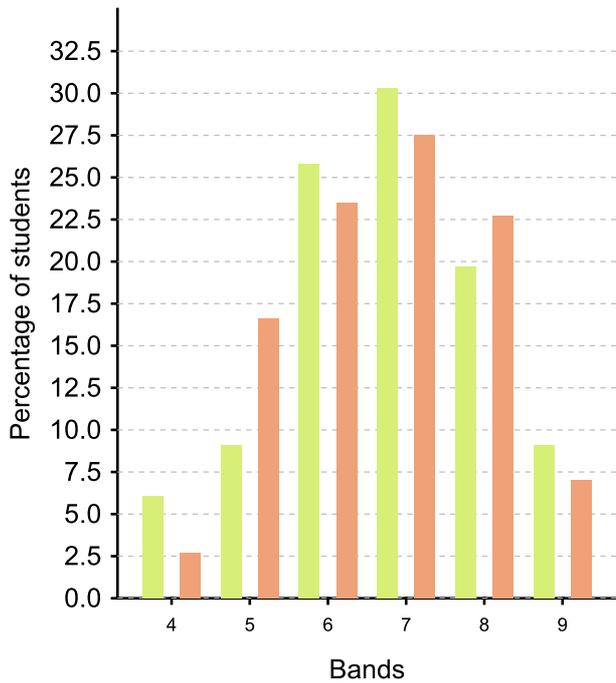
**Percentage in bands:**  
Year 9 Writing



**Percentage in bands:**  
Year 9 Numeracy



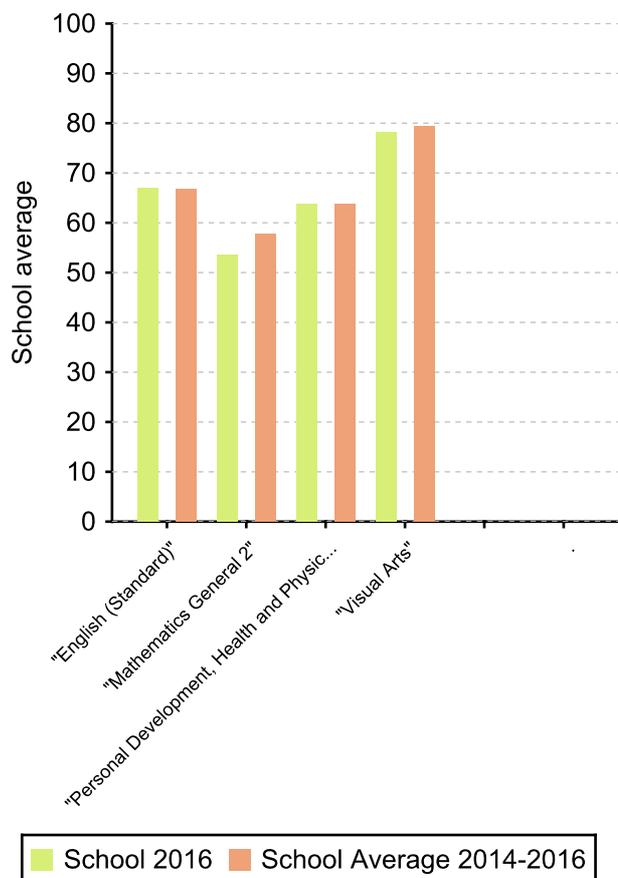
**Percentage in bands:**  
Year 7 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

## Higher School Certificate (HSC)

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



## Parent/caregiver, student, teacher satisfaction

During this reporting period, the opinions of staff have been sought through formal surveys on a number of occasions, surrounding such areas as the new Mobile Device Procedures; the use of technology in the classroom; and the operation of the school's Resilience for Learning Hub. Other avenues for staff input and feedback include Faculty and Staff meetings, Key Team forums and 1-to-1 meetings with supervisors.

Students' thoughts have been sought through focus groups (surrounding Aboriginal education and visible learning) and through the Student Teacher Understanding Network (STUN) initiative, which was formally evaluated through surveys and focus group meetings.

Parental opinion has been sought through a systematic phone contact survey of as many parents of Years 10 to 12 students we could contact, indicating their capacity and willingness to be involved with the school, and asking them if there was anything they would like the school to address. The Parents and Citizens Association continued to be a valid voice for parental opinion.

Outcomes of these contacts include:

1. The discontinuation of the Resilience for Learning Hub, and the establishment of the Targeted Assistance Program;
2. Modification and ultimate implementation of the school's Mobile Device procedures, with associated student learning workshops;
3. The establishment of a "parent willingness" register that will continue to be added to over coming years, and used in association with the school's target to "get parents in";
4. The establishment of a junior AECG at the school, helping to meet the leadership needs of Aboriginal students;
5. Planned Teacher Professional Learning activities designed to enhance the use of technology within classrooms;
6. The continuation of the STUN program with extra student trainers, into 2017.

## Policy requirements

### Aboriginal education

Our school is situated on Worimi lands at the base of a culturally significant landmark – the Bucketts. The Aboriginal cultural identity in Gloucester has evolved from the Worimi and Biripi peoples.

At Gloucester High School, we are committed to closing the achievement gap for Aboriginal students. We know that we need to learn about, nurture and value the cultural identity of our Aboriginal students in order to assist them to be successful learners and future leaders. We welcome Aboriginal and Torres Strait Islander family members, parents and community members to our school so that we can get to know each other, learn about our local Aboriginal community and develop shared goals and plans for our Aboriginal students. We work closely in partnership with Gloucester AECG and are engaged in "a genuine and practical approach to working together to improve outcomes for Aboriginal learners by ensuring that they have access to an education and training system that values their cultural heritage and identity and supports their learning and career development through quality teaching practices, relevant policies and strategies and inclusive curriculum and training programs." AECG Partnership Agreement 2010–2020.

### Aboriginal Team

At Gloucester High School we have a very strong and active team consisting of staff from a number of KLAS and community who provide our Aboriginal students with many opportunities to: reduce the literacy, numeracy gap; improve attendance and retention to Stage 6 with engaging programs; participate in authentic post school programs and build strong links with our local and regional communities.

Our Junior AECG elected a new executive in November. These students were introduced to the whole school assembly and presented badges in recognition of their position. A number of staff have been working with students, parents and carers to complete PLPs. The GHS Aboriginal Educational Framework was developed and endorsed through a consultative process by GHS, the Junior AECG representatives and the Gloucester community AECG. The Aboriginal Student and Resource room was named; Ginyaangbaa (meaning happy place) by the students. Signage is being investigated for this room and key areas within the school. Students are developing their confidence by opening key events and major assemblies with Acknowledgement to Country. The following resources were purchased for use by students and staff: Aboriginal Tool Kit (authentic hunting and gathering tools) and a copy of the Gathang Dictionary. The GHS Breakfast Club was subsidised by local supermarket managed by the Norta Norta tutor and Aboriginal students 3 days per week.

Student designed and lead the NAIDOC celebrations which involved community members working with all students at GHS and our students assisting in events in the primary school.

Programs, Events and Competitions offered:

Aboriginal Girls' Summer School

Indigenous Australian Engineering Summer School

Patrick White Poetry Competition

Indigenous Winter School

Career on Country by Agricultural Pathways Officer

Regional Deadly Awards

Driver Change

UNSW Indigenous Science and Engineering Program

Orientation visits to Wollatuka Centre at Newcastle University

PACE and TIDE – Boy's Group program

Cultural Day excursion with Elders from Taree and parents

Bro Speak

Sista Speak

Norta / Sponsorship Program

A Norta Norta tutor was employed 5 days per week to implement specific programs for students who were identified (based on NAPLAN results and LST advice) as requiring additional support either in the classroom, individually or in small groups. The Sponsorship program included a small number of students who

required individual support in Chemistry, Physics and Advanced Mathematic by teachers qualified in these specific HSC course areas.

### Multicultural and anti-racism education

Gloucester High School is proud of its record in promoting tolerance and acceptance of diverse cultures and backgrounds. Despite the discontinuation of the Miller High School visit after a decade of highly effective cultural exchanges, the school has continued to focus on acceptance of others and celebration of diversity. We continued our successful Multicultural Day, with students organising food from different cultures. Further work on embedding our "At GHS, it's OK to be ..." stance took place, with substantial student input.

Issues of tolerance, anti-racism and anti-bullying are dealt with formally in the school's Wellbeing classes, a mandatory part of the school curriculum for Years 7 to 10. The school's Antbullying procedures were updated, and remain at the heart of the school's response to bullying and harassment. Considerable work was completed on embedding the Department's Wellbeing Framework into the procedures of Gloucester High School. This will continue to be a focus for 2017 and beyond.