

# Great Lakes College Forster Campus Annual Report



2017



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## Introduction

The Annual Report for **2017** is provided to the community of **Great Lakes College Forster 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.

*Jennifer Miggins*

Principal

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### Message from the Principal

Great Lakes College Forster Campus' staff has been committed to its vision to produce confident, competent, empathetic learners who are responsible and respectful towards others and to do this we provide students with many academic, cultural and sporting opportunities as part of a holistic approach to learning. Key successes from these opportunities in 2017 were:

- The Premier's ANZAC Ambassador Program student essay competition about the importance of the ANZAC legend in the Battle of Beersheba saw Hunter Leech as a successful entrant. He travelled to Greece and Israel with a group of five other students following the journey of our respected servicemen to commemorate the Battle of Beersheba on the 31st October 1917.
- The annual University of Wollongong STEM in Schools competition saw Forster Campus acknowledged for its efforts in Science, Technology, Engineering and Maths (STEM) by winning the: Industrial Technology Engineering Group Award in the 2017 Year 9 STEM Competition. The cash prize will purchase new robotics equipment for the class. Students were awarded the prize for their amazing recycled metal sculptures made in 2017, which are displayed around the school.
- Battle of the Colleges 2017 saw Great Lakes College Forster Campus students exemplary in their participation, teamwork, competitiveness and friendship with the other students from Umina, Wallsend and Dubbo. Due to the poor weather conditions, the full competition didn't take place which was disappointing for all, although Great Lakes Forster Campus placed third overall for the entire competition.
- The Great Lakes College Canoeing Team competed in three separate events across 2017. The North Coast Regional Championships and State CHS Championships held on the Nymboida River and the Australian All Schools titles held on the Goulburn River in Central Victoria in January. The team was successful in retaining the Regional and State 'Champion School' title. Participating students from all College campuses included; Breanna Truett, Makayla Randall, Alex Fiebig, Miah Kellest, Jock Sweeney, Rudy Ferrer and Max Hamilton, as well as some local Primary School students.
- Positive Behaviour for Learning (PBL) is a consistent, school-wide system of support that helps define, teach and support appropriate student behaviours in all settings, creating a positive school environment by working with the data, systems and practices. The new College Core Expectations of Respect, Responsibilities and Personal Best are the PBL focus expectations. The PBL launch on Thursday 4th May, had students and staff having fun together, wearing their allocated PBL House colours of Purple, Blue, Green or Yellow for the day. Each colour worn had the participants fill in the letters P, B, L on the oval with the Drone above filming the activities. The AFL game in the afternoon between staff and students was watched enthusiastically by all. This is a long term commitment made by the Campus in support of all students and staff. The Forster Campus PBL Logo was design by Miah Coleman in Year 7.
- Sydney Royal Easter Show continued success. Congratulations to Sunrae Baillie and the Agriculture students who again entered the Sydney Royal Easter Show School's Honey Section of competition and came third this year. The Youth Art Competition, as part of the Pacific Palms Art Show, had a number of students enter the competition:

Miah Kellett, Jack Howard, Mitchell Curtis, Meg Burke, Paige Duffy, Maddison Loadsman, Amber Ward, Melissa Flack, Chloe Maidment, Melissa Hesselman, Noah Gleeson, Cambell Scott Young, Gemma Workum, Eva Dunn, Melissa Flack, Ryan Cooper and Nyah Jannic. A special congratulations to Abbey O'Brien who achieved the 2017 Youth Art Competition Overall Winner.

- Staff Excellence at Great Lakes College Forster Campus was acknowledged when Head Teacher Jacinta Bown was awarded a NSW ACEL Leadership Award, in recognition for her excellent classroom practice and highly engaging and differentiated approach to teaching and learning. She continually works with others to reflect on and refine faculty practices so as to ensure that the individual needs of all students are met. Jacinta is representative of all the teachers at Great Lakes College Forster Campus.
- Girl's Together Day had Year 7 and 9 girls and seven staff attend this day focused on building resilience, setting life goals and looking at the opportunities that are available to them as young women. The workshops were delivered by Community Health, Home Base and Mid Coast Women's Domestic Violence Advocacy Service. Guest speaker Holly Rankin AKA musician 'Jack River' motivated the students with her inspirational life journey and Jackie from Sweat Shed created a flash mob 'dance off' after lunch. Students also worked on their team building and communication skills. The students enjoyed their workshops and were praised for their participation and involvement by the presenters. Overall, the day helped the girls build positive relationships with adults and their peers while giving them the opportunity to think of what path they might take in the future.
- Mates Day had Year 7 and 9 boys attend this day to develop skills and learn strategies to strengthen their relationships and highlight the importance of friendship and resilience. A series of Survivor-like challenges, tested physical strength, mental fortitude, cooperation, teamwork and strategic thinking. All activities focused on the idea of having a supportive group of mates and being able to communicate effectively. The boys shared stories and talked about the positive aspects of having and maintaining healthy relationships and friendships.
- The Retreat in the Support Unit area began in February 2017 with Leanne Simon, from the Support faculty, being successful in receiving a grant from the NSW Environmental Trust. The grant was to build an outdoor learning area and to create garden beds. Bush tucker plants, herbs and vegetables have been planted and will be used in the classroom where one class runs a café. Students voted and named the area "The Retreat" and it is now a place where students can go at recess and lunch to enjoy outdoor games and a calm, relaxed place. All of the students and staff had input into the building and beautification of the area.
- Cows Create Careers Program had two Forster Campus students, Grace Flynn and Amber Turnbull take part in a Dairy Australia Competition – Cows Create Careers. This program aims to increase the awareness of dairy industry careers through secondary students rearing two, three-week-old calves at school and through dairy industry curriculum for Years 7 and 8 and Years 9 to 11. The students produced a video "Cow School Moosical", a letter and humorous photo. They achieved a score of 94/100 in the senior section of the competition for their entry.

## School background

### School vision statement

Great Lakes College Forster Campus' vision is to produce confident, competent, empathetic learners who are responsible and respectful towards others and their environment by creating and maintaining high expectations in a supportive learning culture. Through excellence in teaching and learning, we encourage leadership and teamwork, embrace diversity and celebrate the achievements of the Campus and College community.

### School context

Great Lakes College Forster Campus is located in Forster, a coastal town in the mid-north coast region of New South Wales. The school community is very supportive and has high expectations.

Forster Campus is an integral part of Great Lakes College, a multi-campus collegiate comprising two 7 – 10 campuses and a senior campus. The Campus is strongly supported by the Great Lakes College Parents and Citizens Association, and it is also part of the strong Great Lakes Learning Community.

Forster Campus has an enrolment of approximately 600 students including 12% Aboriginal or Torres Strait Islander students. The school enjoys a strong relationship with the local Aboriginal community which includes many culturally based activities. The Campus strives for academic excellence by offering a high-quality education in a young adolescent learning environment. Forster Campus takes advantage of the college structure to provide a wide curriculum, with many productive pathways for students.

There is a large Support Unit that offers a high level of assistance to students with additional needs. There is also a tradition in the provision of a diverse sporting program which encompasses both competitive and leisure-based activities. Cultural excellence is encouraged through a wide range of well-developed extra-curricula programs in drama, public speaking, debating, creative dance, chess and music.

## 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** our efforts primarily focused on School Culture and Learning Culture. This has been delivered through the introduction of the Positive Behaviour for Learning Framework that provides opportunities to teach expected behaviours and reward and acknowledge students and staff. In 2017, focus was placed on identified areas outside the classroom. This framework was complemented by the maintenance of pre-existing learning platforms already established in 2016. To ensure all staff could effectively embed these platforms within their classrooms, new staff received professional learning and all staff were offered additional support through the Performance and Development Framework and Peer Coaching.

In the domain of **Teaching** our main focus was the maintenance of effective classroom practices established in 2016. Professional Learning sessions, that also formed part of the New and Beginning Teacher Induction program, were developed to provide meaningful learning experiences for staff in areas targeted in their Performance and Development Plan. This provided opportunities for all staff members to gain access to an open forum for the sharing of teacher skill sets.

In the domain of **Leading** our focus has been to provide overall support to both the student and teaching body in the school to build leadership capacity through improved opportunities and system modifications. The school has improved communication methods to advertise opportunities within the school that existed for teachers and students. The School Plan has enabled practices, such as Peer Coaching, to be implemented and financially supported, which enabled teachers at all levels to reflect on teaching practices and thus improve student outcomes. It is evident from the increased number of staff presenting at various school events that the leadership capacity at Forster Campus is growing.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Teaching and Learning

#### Purpose

Facilitate improvement in student learning outcomes by focusing on Teaching and Learning to provide high quality educational opportunities for all students.

#### Overall summary of progress

The Teaching and Learning Strategic Direction of the Campus' School Plan focused on enhancing the school culture both within and outside the classroom. The Positive Behaviour for Learning Framework played an integral role as part of this process. This was complemented by the maintenance of pre-existing learning platforms already implemented over the course of the School Plan.

#### Project 1: Positive Behaviour for Learning

In 2017, the school placed a strong focus on improving its culture inside and outside of the classroom through the use of the Positive Behaviour for Learning Framework. To ensure successful implementation, a team of experts was established to lead professional learning, collect, collate and analyse data and provide support to staff delivering the program. This has seen increased recognition and acknowledgement of positive student behaviours, which has correlated directly with a reduction in negative behaviour, evidenced through the Sentral Wellbeing module.

#### Project 2: Community Partners

To enhance community engagement and provide parents with the skills to extend the learning into the home, parent information nights were established. Following consultation with the Parent and Citizens Association, specific focuses were chosen for each session. Positive parent feedback has illustrated the value of each session.

#### Project 3: Literacy

The focus in 2017 was supporting teacher implementation of skills that were explicitly taught in the previous year, as well as up-skilling new teachers to the campus. To assist teachers in having up to date formative assessment data, key faculties were assigned Aspects of the Continuum on which to map student achievement. This provided staff with strategies relevant to student performance, as well as clear guidelines on where the student needed to refine their skills.

#### Project 4: Numeracy

In 2017, the focus was on the development of a Numeracy Team and the identification of relevant professional learning. The school was accepted to be part of the DoE's Tamworth Directorates Improving Numeracy Initiative and three staff members attended this training. A new action plan has been established as a result of the professional learning.

#### Project 5: Higher Achieving Students

The focus in 2017 was the identification and delivery of an appropriate test of student abilities for placement in Year 7 classes. The Cognitive Abilities Test (CogAT) was chosen. This test was delivered to Year 7 at the start of Term 2. The results demonstrated that this was a better predictor of student achievement levels compared to primary school data alone. Incoming Year 7 students will complete the CogAT test in Term 1, 2018 to assist in class placement.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
10% Increase in recognition of positive behaviours as seen through our student management system – SENTRAL statistics <b>Measures:</b> 4Mat, 8 Aboriginal Ways, Literacy & NCCD <b>To be achieved by:</b> 16 December 2016 and maintained in 2017	Costs associated with the introduction of PBL: training, casual relief, resources  \$12345	21480 positive entries were entered in SENTRAL.  20351 of these entries are attributed to PBL points. The majority of these points were given to students who demonstrated the campus' core expectations within the classroom setting.  This overwhelming exceeded the targeted improvement measure.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An 8% increase in the percentage of students in the top two NAPLAN bands for writing.	No financial cost to the campus.	5.4% of Year 9 students achieved in the top two NAPLAN bands in Writing.  This demonstrated a 2.7% increase when directly compared to the 2016 results.

## Next Steps

- Continue roll out of non-classroom behaviour expectations.
- Establish classroom expectations in line with PBL framework through staff and student consultation and implement.
- Tier 2 PBL Training for keystaff members.
- Establish and educate a team of staff on successful implementation of numeracy across all Key Learning Areas.
- Establish a process to identify Gifted and Talented students within the school.

## Strategic Direction 2

### Leadership

#### Purpose

Build the leadership capacity of Forster Campus Learning Community members, (students, teachers, parents) through empowerment within a supportive culture of high expectations and a shared sense of responsibility.

#### Overall summary of progress

All teaching staff displayed increased confidence and awareness of the Performance and Development Framework in setting goals and collecting and identifying suitable evidence to support professional goals. Peer coaching was utilised by some staff to gain feedback and to enhance their classroom teaching capabilities. Classroom observations are becoming more embedded in school practice as teachers take advantage of enabling strategies employed by the school.

School leadership opportunities are advertised to all staff as they arise and all staff are given the opportunity to apply if interested. For teachers requiring leadership opportunities for career aspirations or increased involvement in the planning of the school's future directions, there are opportunities made available on a regular basis as part of the school's scheduled staff meetings and other communication pathways with senior executive.

Student leadership continues to evolve in the school. Over the last couple of years the nature of selecting student representatives has changed and hence leadership opportunities within the student body. The change in process has provided all students with leadership opportunities. The selection of the senior leadership team is now linked to this new process. Rebranding of the Student Representative Council is continuing.

#### Goal 1. PDF

It has been encouraging to witness staff becoming more comfortable with the Performance and Development process and the requirements of all teachers to set and work towards teaching goals aligned with the Australian Professional Teaching Standards. With greater familiarisation and two years of implementation, the Professional Development Framework process has gained acceptance by the majority of teaching staff into the school.

#### Goal 2. Induction

New staff have been involved in a structured induction program. Anecdotal evidence has found that the four beginning teachers, involved in induction, have developed a common sense of professional camaraderie and support as they work through *Strong start*, *Great teachers* modules in the scheduled induction sessions.

#### Goal 3. Leadership Opportunities

All interested staff are given the opportunity to apply for available leadership positions in the school through expression of interest emails. Teachers are also encouraged to undertake other leadership roles that might include: representing a faculty on a committee (PBL, numeracy, literacy), coaching student teams, presenting at staff and faculty meetings, supporting a beginning teacher as a teacher mentor, organising and presenting at school events or delivering material to parents and community at a school information evening. These events involve collaboration and the creation of respectful partnerships between student, teacher and parent/carer groups within the school community.

#### Goal 4. Student Representative Council

The Student Representative Council (SRC) continues to undergo a gradual cultural change at the school. Throughout the year it has become evident that the student body requires greater support to achieve future goals. With a review of practises and evaluation of events in 2017 a plan can be created to set more achievable goals for the next school plan. Overall, it has been an exciting year for the SRC as it continues to evolve.

#### Goal 5. Peer Coaching

A number of staff worked with peer coaches to enhance their teaching capacity through observation, self-reflection and collegial discussions. Peer coaches found they did not have adequate time to fully utilise their services as other school based demands denied them the time required to hold peer coaching sessions. Observation week in Term One was used effectively by peer coaches to observe some teachers.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A number of teachers showing interest for Highly Accomplished/Lead Accreditation levels.	\$12800 – spent on Professional Learning as outlined in the progress achieved this year.	<p>Number of teacher observations increased from 46 to 59 from 2016 to 2017. Permanent and temporary staff included.</p> <p>Positive anecdotal evidence from teacher survey in regards to Observation Week.</p> <p>Quality Teacher Adviser information sessions offered to support casual and temporary staff as well as teachers seeking and maintaining accreditation.</p> <p>All permanent and temporary teachers following implemented PDF process.</p> <p>Increase teacher understanding of Australian Professional Standards for Teachers.</p> <p>Temporary Teachers well supported by supervisors.</p>
Increase by 5% in the number of applications/EOIs for leadership opportunities	No cost to the school	Increase of 5% in the teacher interest in advertised opportunities. This met the 5% increase target.
80% and above of the student population response rate to the SRC evaluation process	\$3000 in support of the introduction of new SRC processes and attendance at Student Leadership Conferences and in leading other student groups.	<p>Increase in the number of boys and the number of girls on the School Student Representative Council.</p> <p>SRC branding initiated within the school making SRC members more identifiable amongst student body.</p> <p>SRC processes continue to develop to increase diversity within the student SRC.</p>
Parent attendance at forums, information nights and training increase over time by 2% as demonstrated by attendance registers.	\$1200 – for resources and hospitalities for the four Parent events in 2017.	Year 7 Information Evening well attended and exceeded numbers from previous years.

## Next Steps

- Support pre–2004 teachers with the beginning stages of their mandatory accreditation cycle.
- Build capacity in the student representative body to provide strong, effective and responsible student leaders.
- Focus on strengthening the role student leadership plays in the school community.
- Continue to provide supportive and collaborative practices for teachers aspiring to leadership positions.

## Strategic Direction 3

### Community

#### Purpose

Embrace and develop strong local, national and global community connections to enhance the learning experiences and environment for all Forster Campus Learning Community members.

#### Overall summary of progress

The Community Team led projects to progress towards achieving the campus strategic direction of Community– Transition (Year 6 into Year7, Year 10 into Year 11, Indigenous students and students with additional needs), Koori Support Programs and corporate communication.

To ensure Transition processes remain reflective of best practice and are continually reflected on, evaluated and refined the College Transition Team was established in 2016 and continues to be embedded into school policies and processes. There will be an annual review and evaluation of both Year 6 into 7 and Year 10 into 11 programs. Survey results confirm that students and parents feel the transition process has been positive, improved and beneficial.

The Koori Welfare Programs focused on increasing engagement with the Indigenous Community and the current Koori Girls and Koori Boys Groups. This has resulted in an overall increase of Koori students attending the two programs and Indigenous community members attending school celebrations and functions in greater numbers. From 2018 these programs will be embedded into school policy and process, and be reviewed and evaluated on a regular basis.

To improve the Campus' corporate communication channels in 2017, focus was placed on reviewing and enhancing the school's use of its website and Skoolbag App. To evaluate the effectiveness of the website, a survey was conducted on its user friendliness and this data provided insights on how it could be improved. Following this, the website was stripped of all outdated material and a plan was established on how to ensure content remained current and relevant. The website was further enhanced through additional subject specific content and imagery. Continual improvement of the website will remain a focus in 2018.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% and above survey response rate of Years 11 and 7 students & their parents to gauge their level of satisfaction of the transition programs.	\$900 – SASS costs	Quality transition programs developed.  Base line data reviewed and analysed regularly for future planning and evaluation.
Event attendance registers show a 2% increase over time of community members attending Campus events e.g: Tobwabba staff meeting, sporting trips, BBQs	No cost to the campus	Increased community engagement especially from our Aboriginal Community as shown by attendance registers.
BroSpeak and Sister Speak embedded in Aboriginal Welfare program as shown by all evaluations being positive in its initial implementation year.	\$8400 – staffing costs	Increased community engagement from our Aboriginal Community as shown by attendance registers.  Increased student participation and engagement in Koori Girls' and Boys' groups
Parents aware of and using the Skoolbag App for communication	Ongoing Cost of \$600 per year	With over 1200 downloads, approximately two thirds of the College families have downloaded the Skoolbag App.  With all our feeder primary schools using it, it will continue to grow in popularity and become a familiar way of communication for parents.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff awareness and use of the App.	No cost to the school.	Only approximately 20% of staff were using the App, but hopefully this will improve since recent training.

## Next Steps

- In 2018 the current transition and Koori programs will be embedded into school policy and processes. There will continue to be an annual review and evaluation of each program.
- In 2018 the corporate communications team will continue to put in place processes so that the website goes through a continual cycle of improvement.
- The Skoolbag App is now in place, so will become a natural part of Corporate communication, hence it will not need to be a focus for the next school plan.
- There will be a new focus on surveying parents, carers and community members to identify best ways to communicate with the community.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$65,509  \$59,336 (\$26866 RAM Aboriginal flexible + \$32470 SEB)  Total: \$92375	Aboriginal Education Officer.  SLSO focused have been well prepared and confident about starting Year 7 and Year 11/12. which are key transition points. This has been addressed in Strategic Direction 3.  Quality transition programs 6–7, 10–11 as demonstrated through satisfaction surveys.  All students have a Personalised Learning Plan (PLP) and are making progress across literacy and numeracy continuums, to have improvement against their age levels. This was achieved through pre and post–testing students around a thoroughly well designed program of individual and group work.
<b>English language proficiency</b>	\$2520.00 – 2017 allocation  plus balance carried forward.	Teacher days (14) to develop and implement a program for identified students. The teacher worked with the identified student's teachers to determine the students learning needs. Then there was both student in–class and individual support and teacher support in teaching and learning strategies for implementation.
<b>Low level adjustment for disability</b>	\$266,856.00	School Learning & Support Officer x 3 employed to work in mainstream classes to support students and teachers to maintain accessibility of curriculum learning for students.
<b>Socio–economic background</b>	SSO – \$33,067.00 Wellbeing + Equity funds of \$47712  TSO \$56833.86  SAO \$56000  Total: \$294,691	Student Support Officer (SSO) supports students and/or their families to connect with relevant services within and beyond the school to refocus the students back to their learning. The SSO role is integral to the Well Being Framework implementation.  Technical Support Officer (TSO) supports students and staff in their teaching and learning, administration tasks to ensure that all technical aspects of the school are maintained and are relevant to the current technical environment.  School Administration Officer (SAO) specifically assigned to the Senior Executive to ensure that new and mandatory Department of Education tasks are completed.  Welfare Programs supported through funds by the school: <ul style="list-style-type: none"> <li>• Drumbeat (peer pressure, resilience, identity, positive relationships)</li> <li>• Cyberbullying workshops and other topical workshops (Run by Police with each year group)</li> <li>• SRC Leadership Camp (sessions run on leadership skills and roles and responsibilities)</li> <li>• R you OK Day (Mental Health)</li> </ul>

<p><b>Socio-economic background</b></p>	<p>SSO – \$33,067.00 Wellbeing + Equity funds of \$47712</p> <p>TSO \$56833.86</p> <p>SAO \$56000</p> <p>Total: \$294,691</p>	<ul style="list-style-type: none"> <li>• Great Lakes College Regular Assessment Program (RAP)</li> <li>• Girls' With a Purpose program delivered to identified Stage 5 girls. (Self worth, self respect, healthy relationships and conflict resolution).</li> <li>• National Day of Action Against Bullying and Violence: Whole day activities for Year 7. Students and targeted activities for other year groups. Community Services also came in and ran workshops with Year 7 students.</li> </ul>
<p><b>Support for beginning teachers</b></p>	<p>PL Beg Teacher specific = \$18119.54</p>	<ul style="list-style-type: none"> <li>• Induction Program for all Beginning and new Teachers.</li> <li>• Mentor/Beginning Teacher timetable allocations for meetings, observations, accreditation documentation.</li> <li>• Lesson Observations of experienced Teachers.</li> <li>• Specific Professional Learning Courses – Early Career Conference, Assessment of, as, for Learning</li> <li>• Other Professional Learning attended by Beginning Teachers was from other goals in their PDPs.</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	322	318	297	297
Girls	292	301	285	284

Student enrolment has held steady for 2016/2017. Although it was anticipated there would be an increase in student numbers based on Primary School enrolments, other factors such as family movement had an impact.

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	89.3	91.2	90.3	89.4
8	90.2	87.5	90.3	87.9
9	85.8	88.6	85.7	87.5
10	88.6	84.5	87.6	86.2
All Years	88.4	87.9	88.6	87.8
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
All Years	90.5	90	90	89.9

### Management of non-attendance

Student attendance for each Year group is just below the state average. Our attendance data includes the students who have taken extended family holidays outside the allocated school holiday periods, of which we have many and there was an increase in numbers for 2017.

Department of Education Policy and procedures are in place to address any concerns about students who have attendance less than 85%.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	2	0	0
Employment	8	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	2	0	0
Unknown	2	0	0

Of the 2017 Year 10 students 86% went into Year 11, with 14% choosing other post-school destinations.

For Year 11 and 12 information and post-school destinations please access Great Lakes College Senior Campus Annual Report 2017.

### Year 12 students undertaking vocational or trade training

For Year 12 information please access Great Lakes College Senior Campus Annual Report 2017.

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

For Year 12 information please access Great Lakes College Senior Campus Annual Report 2017.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	8
Classroom Teacher(s)	32.07
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.9
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	15.08
Other Positions	2

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Great Lakes College Forster Campus has a Secondary Aboriginal Education Officer and a full time temporary School Learning and Support Officer specifically working with and supporting Aboriginal students.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	66
Postgraduate degree	34

### Professional learning and teacher accreditation

In 2017 the Professional Learning budget was spent across all staff within the school's three strategic directions of Teaching and Learning, Leadership and Community. The focus programs in Teaching and Learning, which is where we spent the majority of the funds, was on the implementation of Positive Behaviour for Learning (PBL), 4Mat updates for new staff, and Secondary Literacy across the Curriculum. The Leadership focus has been on key conferences for

SASS staff particularly around Learning Management and Business Reform (LMBR) systems, Executives and Teaching staff was in specific new curriculum areas, Teacher Quality and the achievement of Performance and Development Plan goals. The Community focus had training accessed in the use of social media/websites as a method of communication to parents and community members.

Three teachers gained accreditation against the *Australian Professional Standards for Teachers*, and two successfully completed their Maintenance of Accreditation. One Head Teacher began the accreditation process towards Lead Teacher.

The 2017 School Development Days were strategically planned to enable the maximum amount of time for staff immersion in the two key focus programs of 8 Ways of Aboriginal Learning and Youth Mental Health First Aid and then Cross Campus engagement in integrating the 8 Ways of Aboriginal Learning pedagogy into teaching and learning programs. The organisation of the days was:

School Development Day 1: College Introduction, Guest Presenter on Positive behaviour for Learning (PBL). Group work around directions based on the first baseline data.

School Development Day 2: College Introduction, Guest Presenter from NESA to outline new syllabus requirements. Cross College Group work on the new syllabuses.

School Development Day 3: Campus focused the day to: •Update eleven new staff on 4Mat. •The rest of the staff were engaged in Secondary Literacy across the Curriculum led by our trained Literacy Coordinator.

School Development Day 4 and 5: These two days were focused on the whole school implementation of the School Plan. A number of staff meetings throughout the year were extended in time to allow for deep discussion and engagement with data analysis and evaluation and future planning of the Milestone Projects. This also included two sessions with community members to gain their feedback regarding implementation and evaluation of the Milestone Projects.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The introduction of Learning Management Business Reform (LMBR) and associated systems took place on 30 September. The balance carried forward in the first

table is the rollover figure from OASIS to SAP. The figure of \$854758 in table 2 is for the whole of 2017 inclusive of OASIS and SAP systems. The figure includes allocation of \$376,488 in tied funds which will be spent on specific programs for students within recommended time frames and outstanding salaries and operational expenses.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>514,669</b>
Global funds	657,355
Tied funds	831,178
School & community sources	243,667
Interest	8,761
Trust receipts	10,567
Canteen	0
<b>Total Receipts</b>	<b>1,751,528</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	51,876
Excursions	84,425
Extracurricular dissections	80,738
Library	4,148
Training & Development	0
Tied Funds Payments	454,690
Short Term Relief	66,306
Administration & Office	103,282
Canteen Payments	0
Utilities	83,798
Maintenance	84,868
Trust Payments	12,982
Capital Programs	0
<b>Total Payments</b>	<b>1,027,113</b>
<b>Balance carried forward</b>	<b>1,239,083</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	0
<b>Revenue</b>	1,335,473
Appropriation	1,243,603
Sale of Goods and Services	1,288
Grants and Contributions	89,745
Gain and Loss	0
Other Revenue	240
Investment Income	597
<b>Expenses</b>	-480,716
Recurrent Expenses	-480,716
Employee Related	-277,878
Operating Expenses	-202,838
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	854,758
<b>Balance Carried Forward</b>	854,758

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The Financial Management of the school is undertaken by direction of the Principal. The Finance Committee consults on budget recommendations, forward planning and allocations.

Financial transactions are undertaken by the Administration staff under supervision of the School Administration Manager in compliance with DET Finance guidelines.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	5,102,913
Base Per Capita	92,231
Base Location	7,003
Other Base	5,003,679
<b>Equity Total</b>	656,441
Equity Aboriginal	92,375
Equity Socio economic	294,691
Equity Language	2,520
Equity Disability	266,856
<b>Targeted Total</b>	1,174,137
<b>Other Total</b>	525,057
<b>Grand Total</b>	7,458,548

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

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.

**Year 7 Spelling** The Year 7 results in Spelling reveal that the majority of students achieved in the middle Bands of 5, 6 & 7. In Band 8, the school performed slightly better when compared directly to the 2016 results.

**Year 7 Grammar and Punctuation** The Year 7 results in Grammar and Punctuation indicate that the school maintained a consistent percentage of students performing in Band 9 (compared to 2016 data). In Band 8, the school demonstrated growth and this directly correlated with a decrease in the percentage of the students performing in Band 7.

**Year 7 Reading** In the Reading section, the school did not perform as consistently across all Bands as it did over the three year average. The school showed a decrease in students performing in Bands 8 & 9 and an increase in students performing in Bands 4 & 7.

**Year 7 Writing** The overall results in the Year 7 Writing

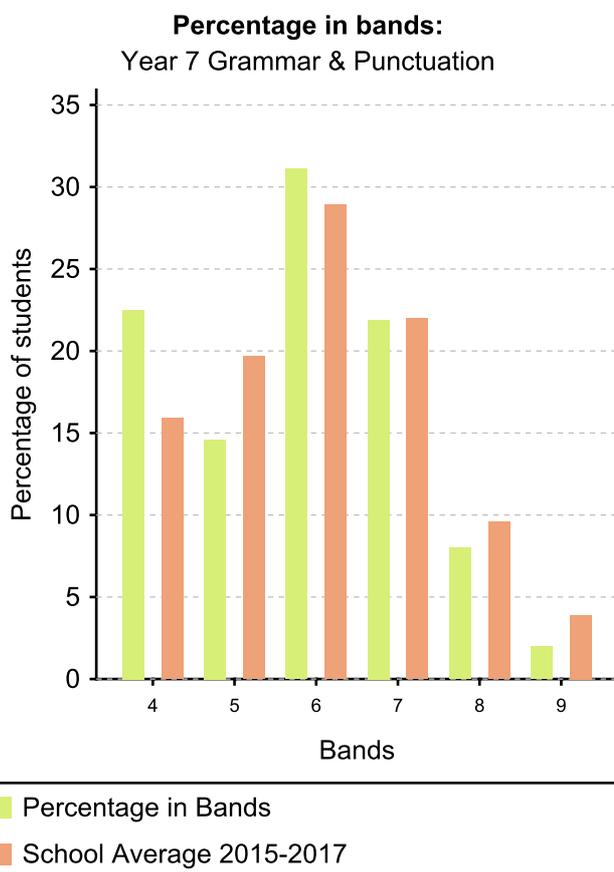
test indicate that this is the area that students in this cohort find the most challenging. A large percentage of students performed in the lower Bands 4, 5 & 6 and this demonstrated a need for the school to maintain its whole school focus on improving students' written skills.

**Year 9 Grammar & Punctuation** In the Year 9 Grammar and Punctuation section, the school generally demonstrated positive growth over the last twelve months. The results indicated a positive increase in the percentage of students performing in Bands 8, 9 & 10. In particular, the strongest growth was demonstrated in Band 8; this correlated with a significant reduction in students performing in the lower Band 6.

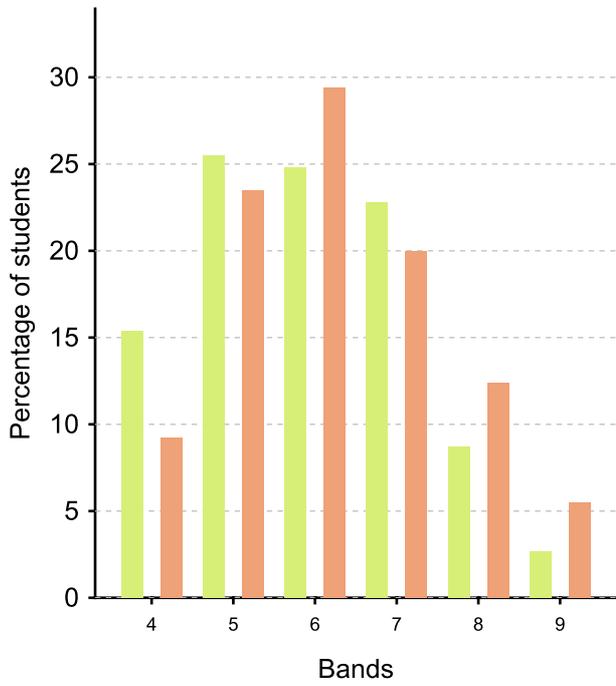
**Year 9 Spelling** The results in the Year 9 Spelling section showed inconsistent student performance when compared against the three year average. There was an increase of students performing in a range of Bands including Bands 6, 8 & 9. These results also indicated a significant decrease in students that performed in Band 5.

**Year 9 Reading** The results in the Year 9 Spelling section conveyed strong growth in Bands 8 & 9. This was reflected in a positive increase in the trend data over the last twelve months for this test. The results revealed a noticeable decrease in the students performing in lower Bands 5 & 6.

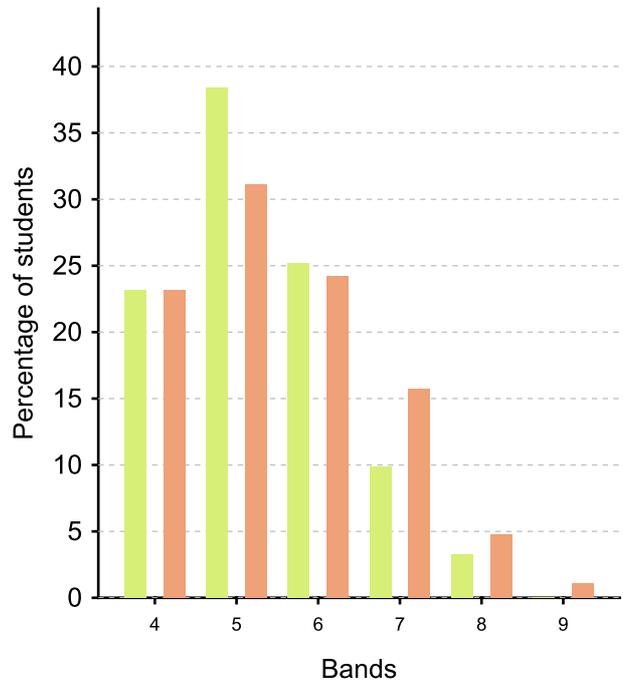
**Year 9 Writing** In the Year 9 Writing section, the school generally demonstrated positive growth over the last four years. The results indicated a positive increase in the percentage of students performing in Bands 8 & 10 and a significant decrease in students performing in lower Bands 5 & 6.



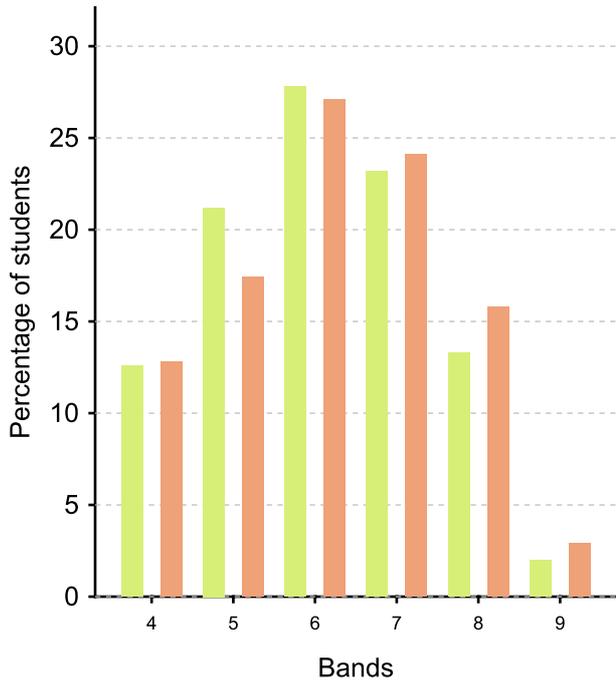
**Percentage in bands:**  
Year 7 Reading



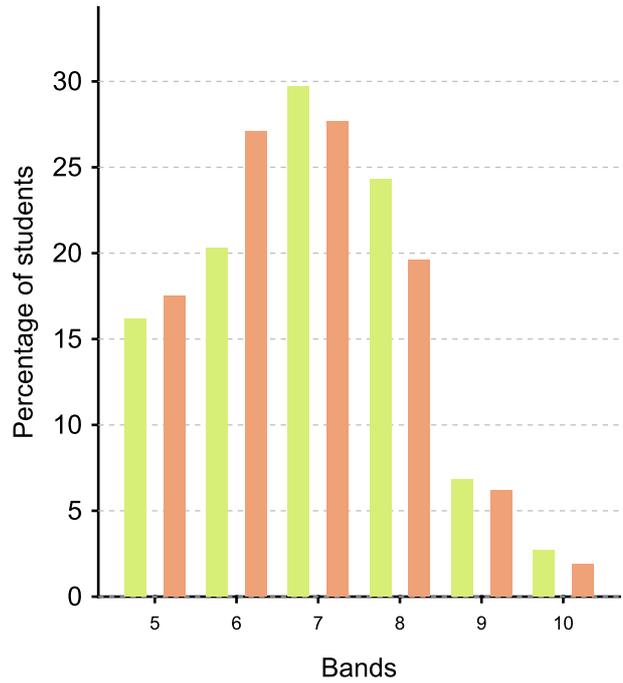
**Percentage in bands:**  
Year 7 Writing



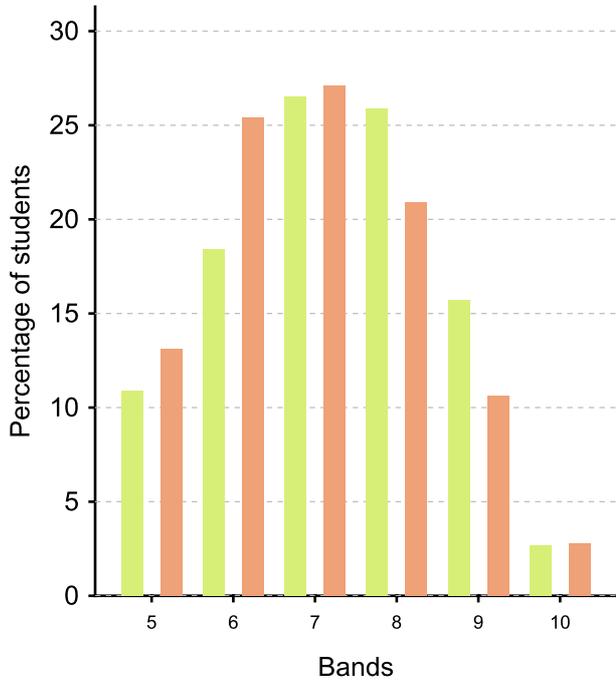
**Percentage in bands:**  
Year 7 Spelling



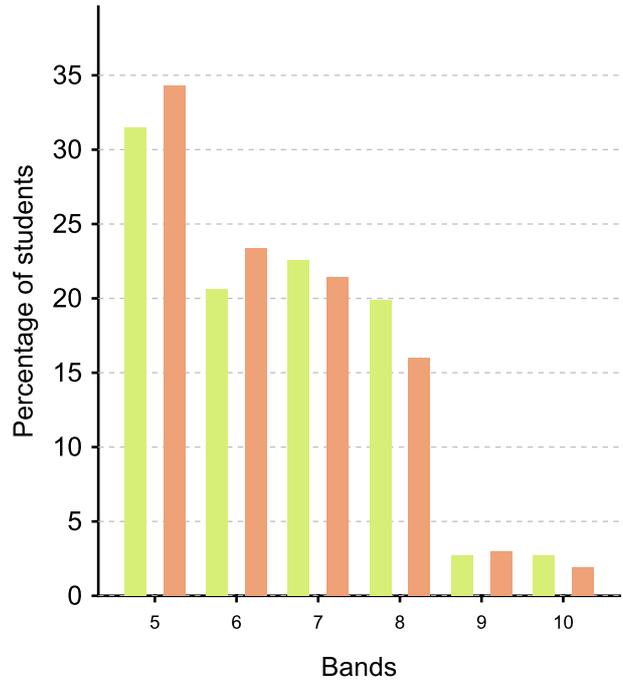
**Percentage in bands:**  
Year 9 Grammar & Punctuation



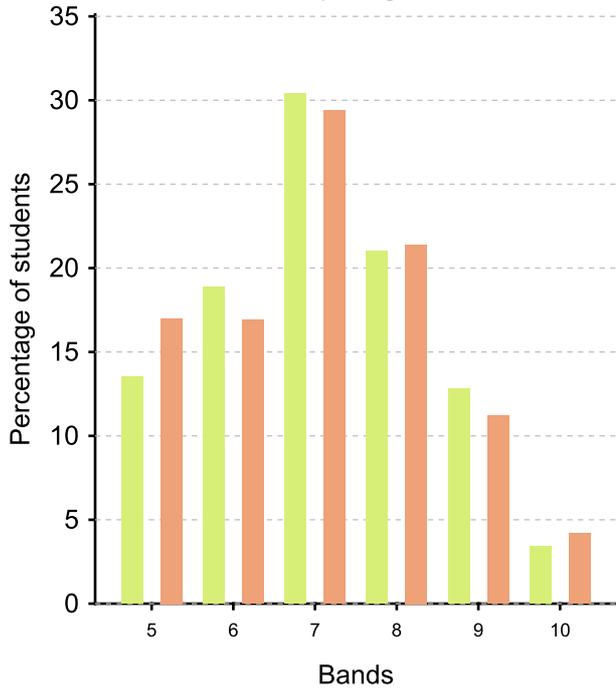
**Percentage in bands:**  
Year 9 Reading



**Percentage in bands:**  
Year 9 Writing

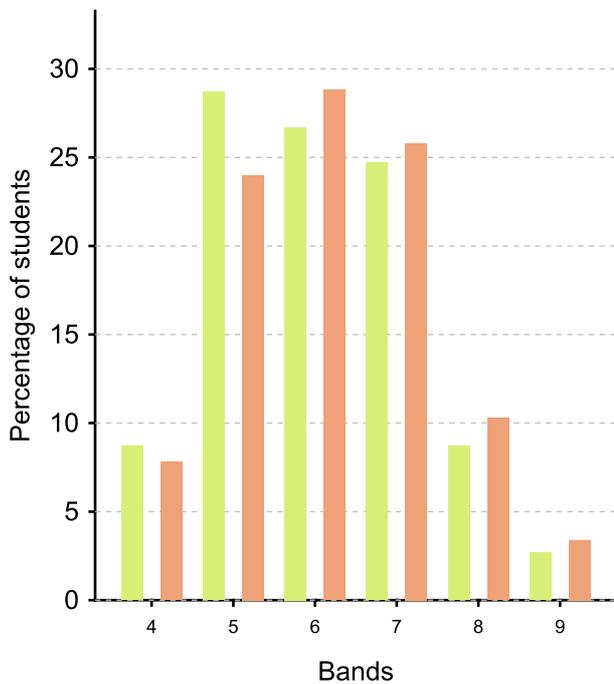


**Percentage in bands:**  
Year 9 Spelling

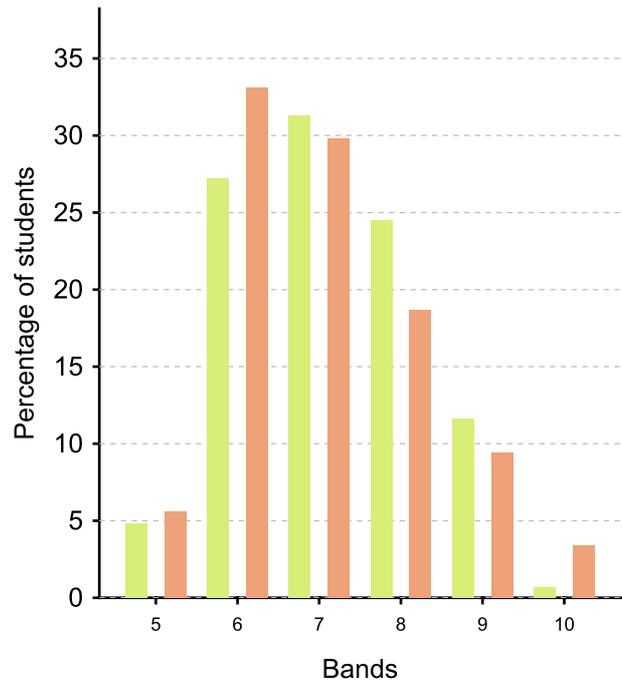


In 2017, NAPLAN Numeracy results showed an increase in the proportion of Year 7 students achieving Bands 4 and 5 compared to the three year average. The number of students obtaining one of the top 3 Bands (Bands 7, 8 and 9) decreased. For Year 9 students, NAPLAN Numeracy results showed a decrease in the proportion of students achieving Bands 4 and 5. There was an observable increase in students obtaining Bands 8 and 9, but a decrease in the highest band, Band 10.

**Percentage in bands:  
Year 7 Numeracy**



**Percentage in bands:  
Year 9 Numeracy**



**Literacy (Reading)** The campus has taken a proactive approach to working towards meeting the Premier's Priorities: improving education results and enhancing all students' literacy skills. To empower all classroom teachers to collectively work towards the common goal, teachers were up-skilled to teach literacy through ongoing explicit and practical professional learning opportunities. A particular focus was placed on using complex texts across all key learning areas. This exposed students to more sophisticated texts and provided models on which to improve their own writing. In Reading in 2017, 11.4% (Band 8 – 8.7% & Band 9 – 2.7%) of Year 7 students and 18.3% (Band 9 – 15.6% & Band 10 – 2.7%) of Year 9 students achieved in the top two NAPLAN Bands. In 2017, there was a positive increase in Indigenous students performing in the top two NAPLAN Bands to report against the State Priority: Better services – Improving Aboriginal education outcomes. (Year 7: Grammar & Punctuation – 14.3%, Spelling – 14.3% & Reading 10.6% Year 9: Spelling 7.1%)

**Numeracy results** In 2017, 11.3% of Year 7 students (Band 8 – 8.7% & Band 9 – 2.7%) (13.6% in 2016) and 12.2% of Year 9 students (Band 9 – 11.6% & Band 10 – 0.7%) (5.6% in 2016) achieved in the top two NAPLAN Bands. Of the Year 7 students, one Aboriginal student was in the 2.7% (Band 9), and there were no Year 9 Aboriginal students in the top two Bands to report against the *State Priority: Better services – Improving Aboriginal education outcomes*.

**Higher School Certificate (HSC)**

Please see Great Lakes College Senior Campus Annual Report 2017

successful transition to the Great Lakes College Senior Campus.

## Parent/caregiver, student, teacher satisfaction

### Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below:

The *Tell Them from Me* survey was completed by parents, students and teachers about the many aspects of the school. This survey revealed a number of interesting points regarding our school.

Against the eight drivers of student learning Forster Campus maintained above average scores for Year 7 – 10 cohorts in Inclusive School and Collaboration; improved from 2016 to above average scores for Leadership, Learning Culture, and Parent Involvement; improved to average in Data Informs Practice, but declined in Technology from above average to below average.

There was a substantial decrease of 35% in the number of parents attending Parent Teacher evenings, but above average scores for Year 7 – 10 Cohorts in the Parent Tell Them from Me Survey in the areas of Parents Feel Welcome and Parents are informed suggests that other means of communication are being effectively used.

Students were slightly below NSW Government norms in the areas of Social Engagement, Institutional Engagement and Intellectual Engagement.

## Policy requirements

### Aboriginal education

In addition to the programs outlined previously, there are many programs that are run by the school that support our Aboriginal students and strategies to implement the Aboriginal Education and Training Policy: •National Day of Action Against Bullying and Violence (Full Day for all Year 7 students and Peer Leaders from Year 10) •Anti-Bullying sessions – facilitated by Student Support Officer •Koori Boys and Girls Groups •Koori Boys and Girls Dance Group community performances •Bangarra Dance workshop •"Bush Tucker" cooking •Sorry Day Commemoration •NAIDOC Ceremony and Community Lunch (Food Technology students provided "Bush Tucker" lunch for Aboriginal community members) •Cultural Camps

Positive outcomes: Fifteen Year 10 Aboriginal students attended the Wollatuka Institute at The University of Newcastle for a one day workshop. Koori group participation continues to increase with regular community support at weekly sessions. AET continues to improve its programming and leadership opportunities made available for students. Year 10 members of Koori Girls and Boys Group had a

### Multicultural and anti-racism education

Forster Campus has a trained Anti Racism Contact Officer, whose role includes developing student awareness of the processes for dealing with any instances of racism and promoting the value of an inclusive school community. The Campus has Policy strategy implementation through its Wellbeing Policy and it has implemented the following specialised programs: •Harmony Day – celebrating cultural diversity •Heart to Heart Program – acceptance and celebration of cultural diversity, resilience, self-confidence, self worth, helping themselves through helping others. •Stage 5 PDHPE program on 'Acceptance' (Inclusivity focus)