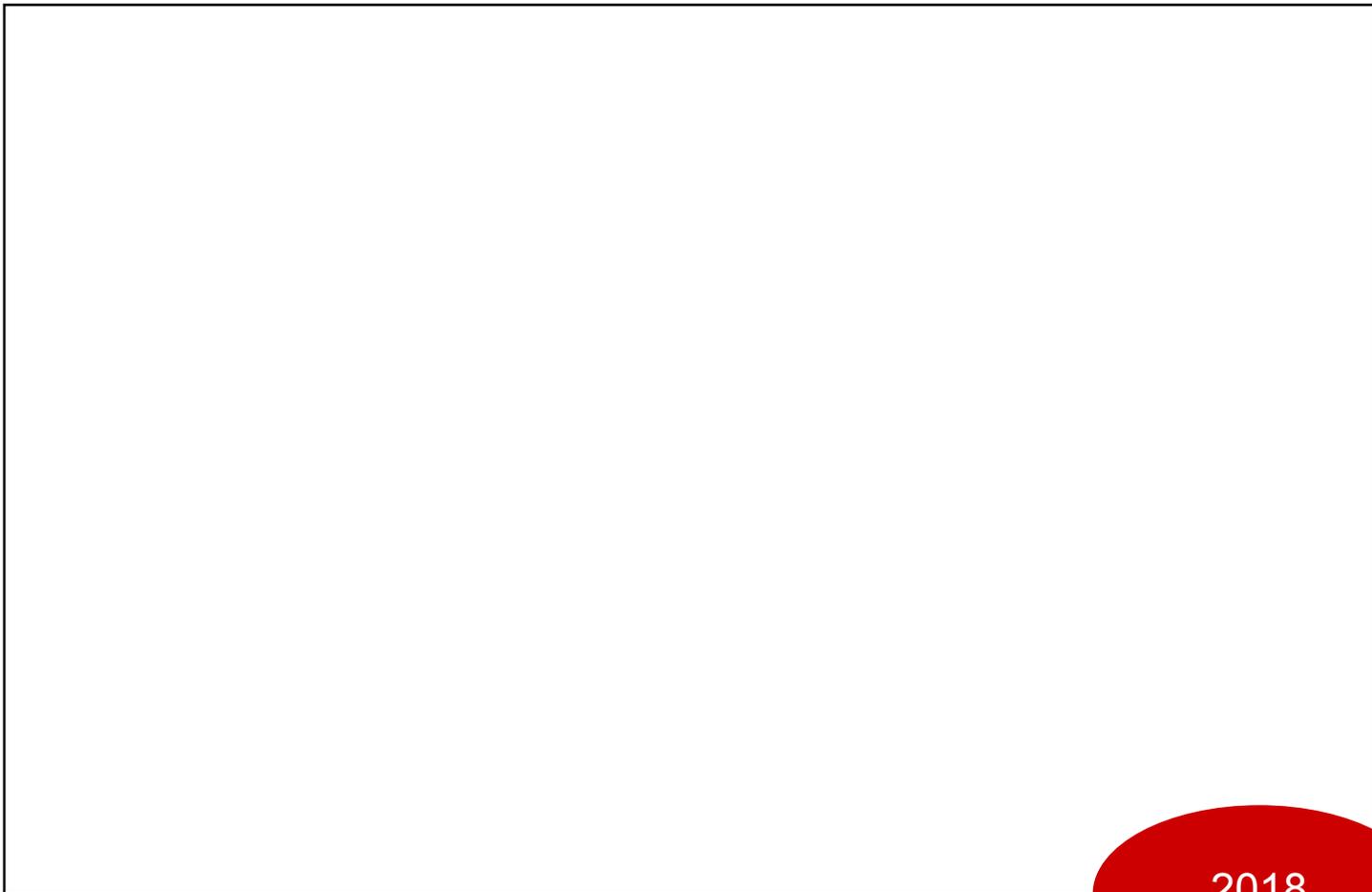


Gloucester High School

Annual Report



2018



8371

Introduction

The Annual Report for **2018** is provided to the community of Gloucester 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.

Trudi Edman

Principal

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School background

School vision statement

At Gloucester High School we live by our tenets of *Care, Achievement, Respect, Effort, Responsibility*. **Educational excellence** is offered within an environment underpinned by **collaborative practice**, ongoing achievement and **sustained wellbeing** for the whole school community. All stakeholders actively work with the wider community to develop **partnerships** that support excellent student outcomes.

School context

Gloucester High School is a comprehensive school serving the communities of the Bucketts Way. Our school has a student population of approximately 360 students, of which 13% are of Aboriginal heritage. Our students come from both rural farming backgrounds and from the local township. We value and respect our role as an integral part of Gloucester and the surrounding districts. We respond strategically to the challenges of isolation and locality. 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 future and who have the capacity to forge successful post school pathways to further education and /or employment options.

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 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 our self assessment prior to external validation:

In the School Excellence Framework domain of **Learning**: We are excelling in the areas of student Wellbeing and Positive Behaviour for Learning (PBL). PBL practices are embedded in the day to day organisation of school routine for acknowledging and rewarding student success as well as providing the framework for discipline processes and procedures. Student wellbeing is whole school business and the Wellbeing Framework forms the over-arching tool to ensure all our students connect, succeed and thrive. Wellbeing lessons are timetabled into the curriculum for years 7–10 and PBL is explicitly taught during these lessons, on assembly and reiterated through newsletters, daily notices and for the community on the electronic sign. The impact of this has been: excellent attendance data; positive feedback on our transition programs (including high achieving students; students with additional learning needs and Aboriginal students); timely referrals and external interventions to support wellbeing and or learning; students self referring and advocating on behalf of others; parent support for, and understanding of discipline procedures; respectful relationships between students, staff and parents; teachers working in partnership with parents as active participants; excellent post school data and community support with whole school programs. We have a strong and committed wellbeing team who deliver professional learning to the staff and regularly analyses data to inform improved practice. There is a strategic and planned approach to develop whole school wellbeing processes that support with wellbeing of all students leading to a culture of high expectations. We are sustaining and growing in the learning culture and curriculum. Some teachers need build their capacity to develop a deeper understanding of the impact poor wellbeing has on a student's learning capacity and the relationship with negative behaviours. The aim is to have all teachers using all the forms of wellbeing data to meet the individual learning needs of students and to improve teaching practice. Teachers regularly review student learning goals and encourage student development by providing timely and comprehensive feedback regarding student performance.

Teaching – The results of this process indicated that in the School Excellence Framework domain of Teaching: We have mapped the school as working towards Effective Classroom Practice, developing Data Skills and Use, sustaining and growing in the area of Professional Standards and delivering in the area of Learning and Development. Professional learning time at staff development days, staff meetings and faculty meetings has been devoted to raising the standards of literacy across the school, collaborative practice, data analysis and catering to all students' learning needs. Additional funds have been allocated to support literacy and numeracy programs for identified students. HSC results are analysed to improve course delivery. Student performance data and teacher performance data is consistently collected, analysed and discussed to evaluate the effectiveness of teaching practice and to inform future planning. The quality of teaching

across the school remains a focus and strategies are based on research and current trends – collaborative practice and Performance and Development Plans. Our teaching and learning culture embraces collaborative practice and authentic feedback in a shared commitment to raising the standards of teaching at Gloucester High School.

Leading : The results of this process indicated that in the School Excellence Framework domain of Leading: We have mapped the school as sustaining and growing in the areas: of Educational Leadership; and School Resources and delivering in the areas for: School Planning, Implementation and Reporting; and Management Practices and Processes. The school's relationship with the broader community is maintained through the Principal's active involvement with Bucketts Way Community of Schools, and the Collegial Leadership Network (CLN). There is strong and strategic leadership across the school. Leaders of key teams have built strong networks with external agencies, local businesses and service clubs to provide additional support financially or in kind to complement whole school programs. Our leadership team is actively developing a collaborative culture of learning which will influence and guide student and teacher growth and to provide staff with the knowledge, skills and experiences required to improve all student outcomes in an atmosphere that encourages a positive growth mindset. Volunteer groups and the P&C continue to actively support school programs. The school makes informed choices about administrative practices and system development based on cost effectiveness, time effectiveness, evidence and in response to context and need. The school is systematically reviewing and developing procedures aligned to Department of Education policies. Long term planning to improve learning spaces and the entrance to the school has been allocated in the budget. Staffing (teaching and non-teaching) is budgeted and allocated based on school plan priorities and initiatives.

The changes made from the external validation panel are:

In the domain of **Learning** the school's self-assessment is consistent with the evidence presented in 3 element/s and is validated using the School Excellence Framework. In the element of Wellbeing the evidence presented indicates the school is operating at the Sustaining and Growing stage. In the element of Curriculum the evidence presented indicates the school is operating at the Delivering stage. In the element of Assessment the evidence presented indicates the school is operating at the Delivering stage. **Teaching** In the domain of Teaching the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework. **Leading** In the domain of Leading the school's self-assessment is consistent with the evidence presented in 3 element/s and is validated using the School Excellence Framework. In the element of Management practices and processes the evidence presented indicates the school is operating at the Sustaining and Growing stage.

Our self-assessment and the external validation 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

Quality Teaching

Purpose

To enhance the quality of teaching practices through high expectations and professional discourse for: consistency of practice; a shared responsibility for student learning; and a transparent learning culture to improve educational outcomes for students.

Overall summary of progress

Staff are working collaboratively to enhance the quality of teaching practices through high expectations and professional discourse for; consistency of practice; a shared responsibility for student learning; and a transparent learning culture to improve educational outcomes for students.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|--|
| 100% of staff aligned professional goals in their Performance and Development Plans (PDPs) to the Australian Professional Teaching Standards, their faculty plan and the school plan. | Head Teachers have indicated all staff have PDPs. | Leaders will continue to support their staff in ensuring their goals are aligned to professional learning activities and to the Australian Professional Teaching Standards |
| Increased number of students demonstrating expected or above student growth from 2018 baseline. | Staff continuing to improve literacy, numeracy and HSC results | Supported by PL in data analysis, Quicksmart program, & Steps to Writing program and the Senior Success program |
| Improved student/subject/teacher performance measured against the Australian Professional Teaching Standards | Surveys have shown teacher improvement from semester 1 to semester 2. | Surveys of teachers by students will continue and occur at the end of semester 1 and toward the end of semester 2 |

Next Steps

Investigate Quality Teaching Rounds (QTR). Interest has been registered with region. The consultant will develop a plan in consultation with one of our trained teachers and interested team.

Professional learning for all staff on positive mind-sets to improve student learning.

Continue PL in data analysis, and continue, Quicksmart program, & Steps to Writing program and the Senior Success program.

Strategic Direction 2

Connect Succeed and Thrive (Learning)

Purpose

To provide holistic and differentiated learning environments with high expectations that support the wellbeing and cognitive ability of all students to become successful learners and confident and creative individuals who have the personal attributes for post school success.

Overall summary of progress

- Teachers are working with a consistent approach to student wellbeing and learning expectations.
- Positive partnerships are developed through regular meetings focused on personalised student pathways for learning.
- Teachers engage in professional learning and consultation and collaboration with parents, to ensure all student learning needs and styles are met.
- Teachers engage in professional learning focused on the Wellbeing Framework, student engagement through differentiation and constructive formative feedback.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| Increase the number of students achieving Band 8 or more in NAPLAN (writing, reading, numeracy) results by 5%. | Will continue to strive for this outcome with the continuation of QuickSmart and the introduction of 7 Steps to Writing | Due to students within the state completing Naplan either on paper or electronically, the resulting data is not consistent for use in analysing results. |
| Improved scores from the Tell Them From Me survey results from 2018 baseline. | This is the first year we completed semester 1 and 2 surveys. | These results will be more meaningful toward then end of the three years. We had no previous years to use as a baseline. |
| All teachers have teaching and learning programs which focus on literacy and numeracy, show differentiation, consistency in assessments, formative feedback (teacher/student), use of student Personalised Learning Pathways (PLPs) and Individualised Educational Plans (IEPs), Aboriginal perspectives and technology. | <ul style="list-style-type: none">• Stage 6 programs have been reviewed by the Principal.• All Head Teachers have indicated that that stage 4–5 are completed. | <ul style="list-style-type: none">• Maths had regional support to develop programs to NESA and DoE requirements.• Many faculties are developing new programs to meet new syllabus content and modes of delivery. |

Next Steps

- Improve student writing skills by introducing 7 Steps to Writing Program with the aim of improving literacy results and extending creative writing skills of students.
- Investigate ways to improve parent attendance at parent/teacher evenings.
- Continue to fund the Senior Success program and include year 11 students
- Introduce Mindsets to teachers and students over the next 2 years.
- Investigate an affordable Connecting to Country program that all staff can participate in at the same time.

Strategic Direction 3

Productive partnerships (Community)

Purpose

To foster and strengthen partnerships within the school, with parents and the broader community that result in authentic pathways for post school education and employment.

Overall summary of progress

- Executive and key teams continue to lead and facilitate regular opportunities to engage in consultative decision making and collaborative planning within the school and community groups.
- Communications with the community are managed by key personnel to ensure processes, appropriate information and consistent format is used to promote the school and improve community perception of the school.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|--|
| Increase partnerships with community businesses, agencies and programs to support students improve learning outcomes and authentic post school pathways. | Continuing to build strong community partnerships to support improved learning outcomes which lead to authentic post school pathways. | Tell Them from Me surveys and Peoples Matter surveys indicate we are on track in supporting students to improve learning outcomes and authentic post school pathways. |
| Improve community satisfaction responses to our communication systems and service delivery. | Regular communication to parents, community members and businesses that supports students and celebrate their successes. | Tell Them from Me surveys and Peoples Matter surveys indicate we are on track in developing and implementing processes, appropriate information and consistent format to promote and improve community perception of the school. |

Next Steps

- Each 5 weeks teams responsible for each direction will evaluate progress in the milestone section of the school plan. At the end of each semester the team will provide a report to the school on outcomes. The aim is to ensure whole school input and deeper understanding of how the School Plan, Faculty Plan, Professional Learning Plan and SEF is linked and leads to continued improvement.
- Investigate ways to strengthen Head Teacher capabilities to early identify and manage under performing staff.
- Strategically plan the improvement learning spaces based on future pedagogy ideas and make the entrance to the school a more inviting place for community when visiting.
- Start construction on the Aboriginal garden – will need to link with TIDE and the Gloucester Aboriginal Rangers.
- Investigate employing an Aboriginal Education Officer for between 0.05 and 0.1 each week.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|---|---|
| Aboriginal background loading | Funds provided to support the events or subsidies the cost to students and use of school bus. | <p>Advertised for Aboriginal Education Officer – unsuccessful. The town does not have an AECG which has been challenging for us to ensure Aboriginal program are meeting the needs of students</p> <p>Students participated in NAIDOC Day activities.</p> <p>Professional Learning for staff – Local cultural immersion from Worimi Elder and Gloucester Aboriginal Ranger.</p> <p>Students attended dance activity</p> <p>Aboriginal students – excursion to Saltwater for cultural day and activities</p> |
| Low level adjustment for disability | Additional staffing costs | Students results in Naplan, stage examinations and OPAL scores indicate positive outcomes in student achievement. |
| Socio–economic background | Funds from school budget | Engaged students who have many opportunities afforded for them to participate in all school activities and have a sense of belonging. Attendance data is very good with less than 2% students identified as a concern. |
| Support for beginning teachers | Release from teaching to complete accreditation, lesson observations and support from teacher mentor. | Structured program implemented. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Boys | 173 | 163 | 152 | 176 |
| Girls | 183 | 198 | 187 | 195 |

As at term 3, 2018:

Year 7: 83 students

Year 8: 63 students

Year 9: 61 students

Year 10: 56 students

Year 11: 72 students

Year 12: 38

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| 7 | 93.5 | 93.4 | 93.3 | 92 |
| 8 | 92.1 | 88.9 | 92.1 | 90.8 |
| 9 | 89.1 | 88.3 | 90.2 | 89.8 |
| 10 | 84.5 | 87.7 | 89.5 | 89.3 |
| 11 | 84.7 | 83.4 | 85 | 86.5 |
| 12 | 88.5 | 90.6 | 88.2 | 88.9 |
| All Years | 88.7 | 88.7 | 89.7 | 89.6 |
| State DoE | | | | |
| Year | 2015 | 2016 | 2017 | 2018 |
| 7 | 92.7 | 92.8 | 92.7 | 91.8 |
| 8 | 90.6 | 90.5 | 90.5 | 89.3 |
| 9 | 89.3 | 89.1 | 89.1 | 87.7 |
| 10 | 87.7 | 87.6 | 87.3 | 86.1 |
| 11 | 88.2 | 88.2 | 88.2 | 86.6 |
| 12 | 89.9 | 90.1 | 90.1 | 89 |
| All Years | 89.7 | 89.7 | 89.6 | 88.4 |

Management of non-attendance

Non-attendance is managed by:

- Electronic morning roll call.
- Non attendance followed up with SMS to parents

- Each period attendance is electrically marked
- Non attendance is followed up either by the classroom teacher or the designated attendance officer
- Unexplained absences are followed up with letters to parent
- Continued absences are referred to HSLO
- HSLO continues DoE process in consultation with school.

Outcomes of programs designed to improve student attendance: as shown in the table, we are above the mandatory 85% attendance and above the state attendance rates

Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|--|-----------|-----------|-----------|
| Seeking Employment | 0 | 0 | 2.7 |
| Employment | 1.7 | 0 | 10.8 |
| TAFE entry | 10.7 | 4.5 | 21.6 |
| University Entry | 0 | 0 | 48.6 |
| Other | 0 | 0 | 16.2 |
| Unknown | 0 | 1.4 | 0 |

The majority of our year 12 students have accepted university positions with a significant amount of students enrolled in TAFE to complete courses related to animal husbandry and nursing. A few students have deferred university for 12 months with the purpose of becoming more financially independent and are currently employed. One student is travelling for 12 months with her family. We have very few students leave in years 10 and 11. The majority stay at school to complete their HSC or equivalent.

Year 12 students undertaking vocational or trade training

Five students are enrolled in TAFE traineeships, 2 students have apprenticeships and another has an apprenticeship in New Zealand. A student with disabilities has transitioned to Valley Industries in a supported work environment.

Year 12 students attaining HSC or equivalent vocational education qualification

The overwhelming majority of our students attained HSC or an equivalent vocational education qualification. A student with disabilities has transitioned to Valley Industries in a supported work environment.

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Deputy Principal(s) | 1 |
| Head Teacher(s) | 5 |
| Classroom Teacher(s) | 22.8 |
| Learning and Support Teacher(s) | 0.8 |
| Teacher Librarian | 1 |
| School Counsellor | 1 |
| School Administration and Support Staff | 6.98 |
| Other Positions | 1 |

*Full Time Equivalent

We have two Aboriginal Torres Strait Island members of staff.

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 36 |
| Postgraduate degree | 6 |

Professional learning and teacher accreditation

Two staff completed their accreditation at proficient level. All professional learning is aligned to the school plan, faculty plan and or individual goals as outlined in a teacher's Professional Development Plans.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

| | 2018 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 597,752 |
| Revenue | 5,645,389 |
| Appropriation | 5,458,892 |
| Sale of Goods and Services | 2,850 |
| Grants and Contributions | 164,887 |
| Gain and Loss | 0 |
| Other Revenue | 12,669 |
| Investment Income | 6,090 |
| Expenses | -5,513,399 |
| Recurrent Expenses | -5,513,399 |
| Employee Related | -4,948,582 |
| Operating Expenses | -564,817 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 131,990 |
| Balance Carried Forward | 729,742 |

- Gloucester High school's financial management processes and governance structures to meet financial policy requirements are aligned to Department of Education's guidelines and managed by the Principal, School Administration Manager, Deputy Principal and another school Administration Officer.
- Staffing is our biggest expenditure each year. Our overall budget has a healthy positive balance. Roofing was replaced in A, B, C, F, G I Blocks, the hall and the agriculture shed. The electronic sign was installed at the front of the school. This provides current information for parents and community on upcoming events and highlights student successes.
- Monies have been preserved to: improve the front garden area of the school by incorporating and Aboriginal garden based on the 8 Ways Learning pedagogy as well as a new front entrance to improve aesthetics and highlight the entrance to the administration office; install new fencing at the front of the school and within the grounds to guide students in a safe manner to the road pedestrian crossing and buses; and upgrade staff rooms and rearranging the office spaces to group faculties with corresponding head teachers.

Financial summary equity funding

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

| | 2018 Actual (\$) |
|-----------------------|------------------|
| Base Total | 4,439,876 |
| Base Per Capita | 65,475 |
| Base Location | 33,372 |
| Other Base | 4,341,029 |
| Equity Total | 359,574 |
| Equity Aboriginal | 42,068 |
| Equity Socio economic | 197,909 |
| Equity Language | 0 |
| Equity Disability | 119,597 |
| Targeted Total | 173,940 |
| Other Total | 146,795 |
| Grand Total | 5,120,185 |

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.

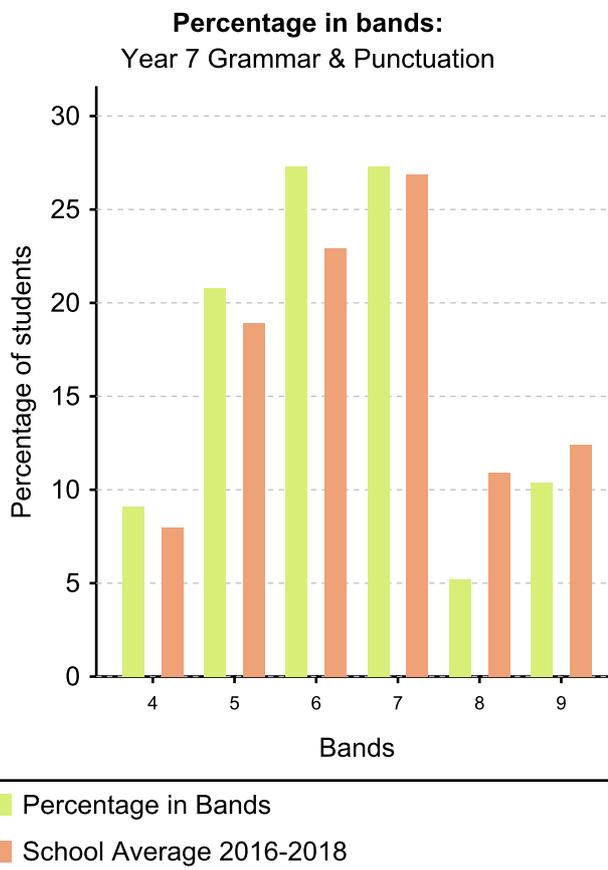
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Gloucester High School as compared to similar schools

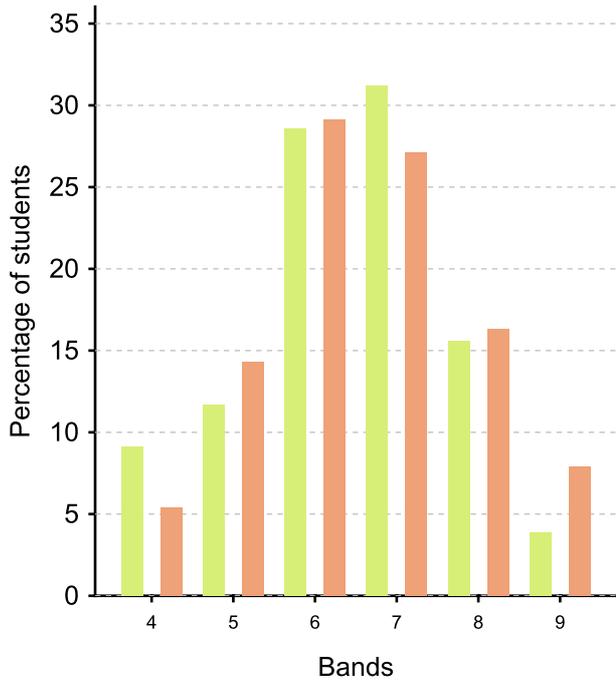
and overall state in 'Average Scaled Growth' and 'At or Above Expected Growth': In Year 9 we are above state average in the domains of: Reading ; Spelling and Writing. This is attributed to the creative writing program and reading groups. We are introducing the '7 Steps to Writing' program to support improved student outcomes in Grammar and Punctuation.

In year 7 the results are similar. The same strategies are being applied to improve student results.



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 9.1 | 20.8 | 27.3 | 27.3 | 5.2 | 10.4 |
| School avg 2016-2018 | 8 | 18.9 | 22.9 | 26.9 | 10.9 | 12.4 |

**Percentage in bands:
Year 7 Reading**

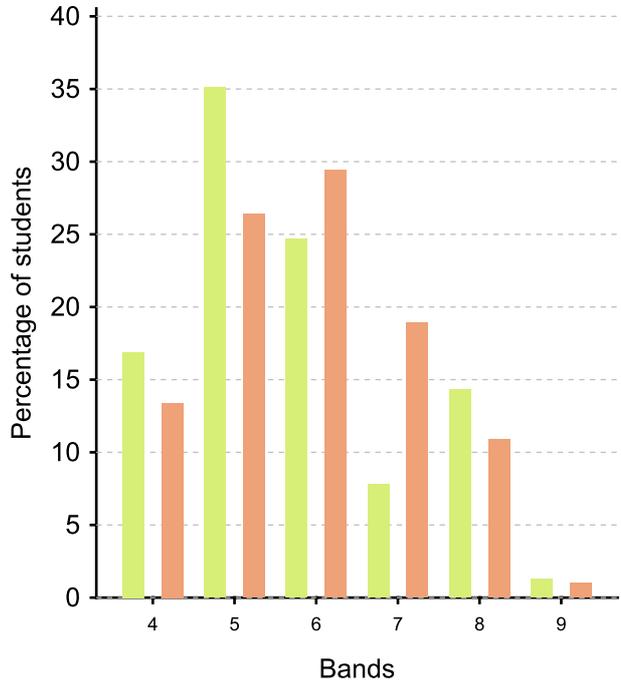


■ Percentage in Bands
■ School Average 2016-2018

| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 9.1 | 11.7 | 28.6 | 31.2 | 15.6 | 3.9 |
| School avg 2016-2018 | 5.4 | 14.3 | 29.1 | 27.1 | 16.3 | 7.9 |

| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 9.1 | 22.1 | 20.8 | 24.7 | 16.9 | 6.5 |
| School avg 2016-2018 | 6.5 | 15.4 | 21.4 | 30.3 | 19.9 | 6.5 |

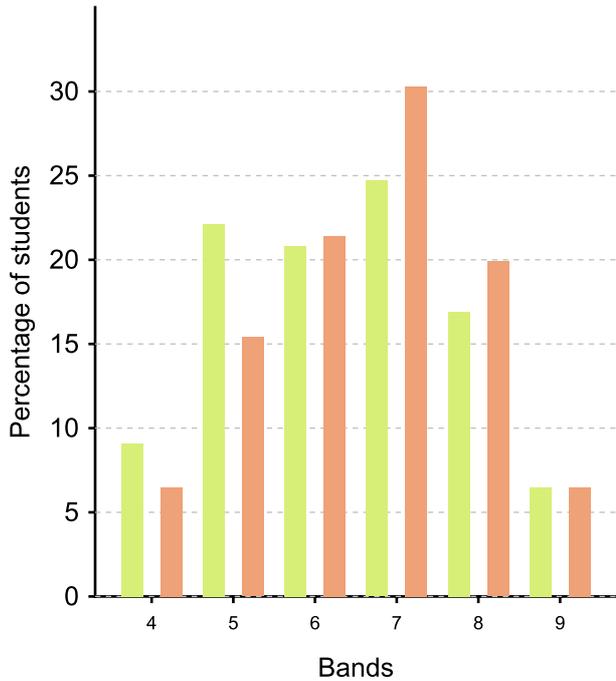
**Percentage in bands:
Year 7 Writing**



■ Percentage in Bands
■ School Average 2016-2018

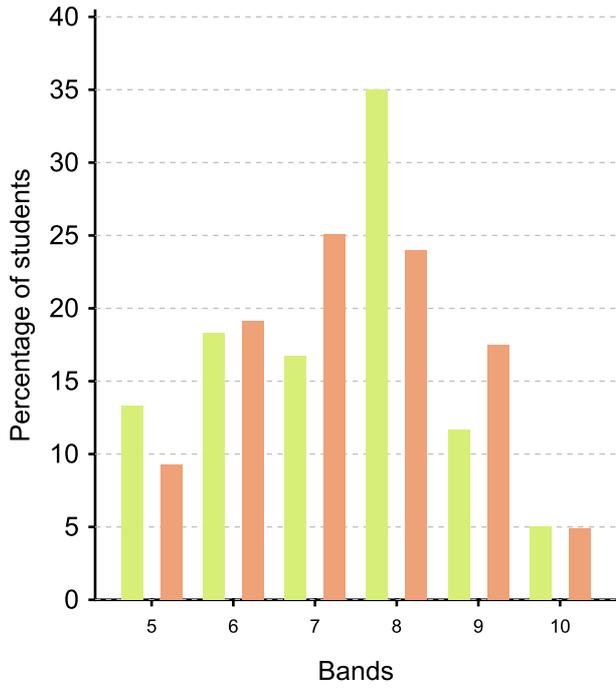
| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 16.9 | 35.1 | 24.7 | 7.8 | 14.3 | 1.3 |
| School avg 2016-2018 | 13.4 | 26.4 | 29.4 | 18.9 | 10.9 | 1 |

**Percentage in bands:
Year 7 Spelling**



■ Percentage in Bands
■ School Average 2016-2018

Percentage in bands:
Year 9 Grammar & Punctuation

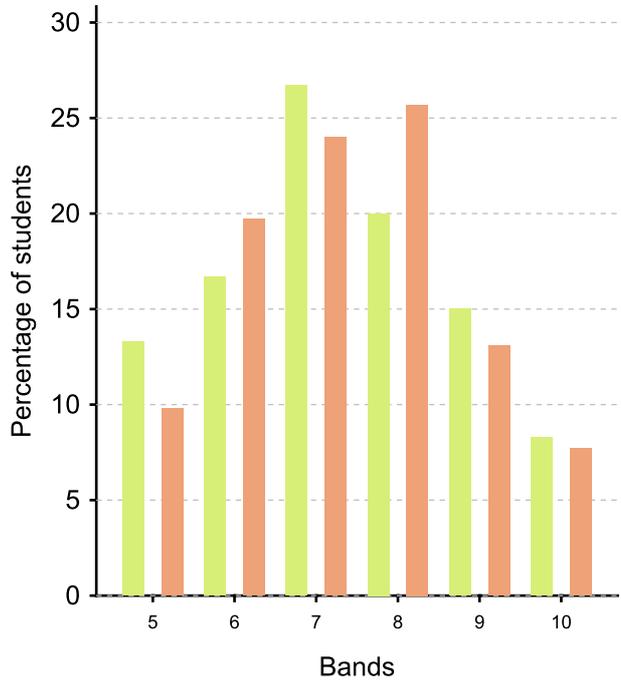


Percentage in Bands
School Average 2016-2018

| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 13.3 | 18.3 | 16.7 | 35.0 | 11.7 | 5.0 |
| School avg 2016-2018 | 9.3 | 19.1 | 25.1 | 24 | 17.5 | 4.9 |

| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 5.0 | 11.7 | 30.0 | 28.3 | 18.3 | 6.7 |
| School avg 2016-2018 | 4.3 | 15.7 | 20.5 | 36.8 | 15.1 | 7.6 |

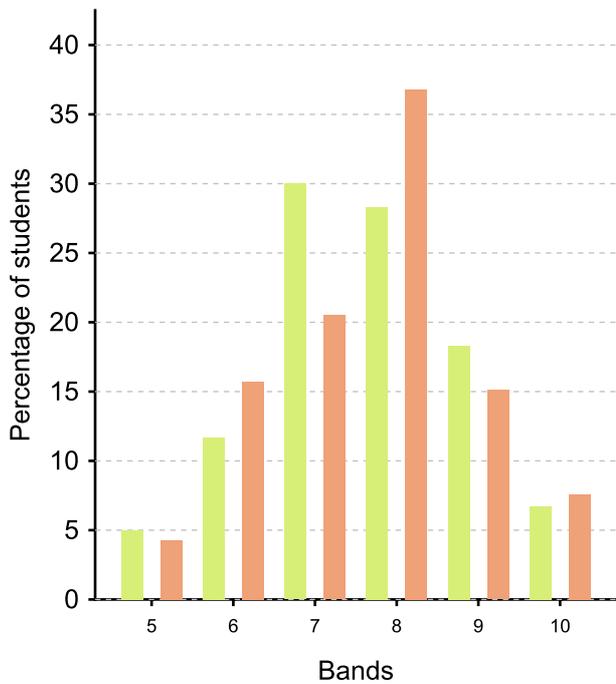
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2016-2018

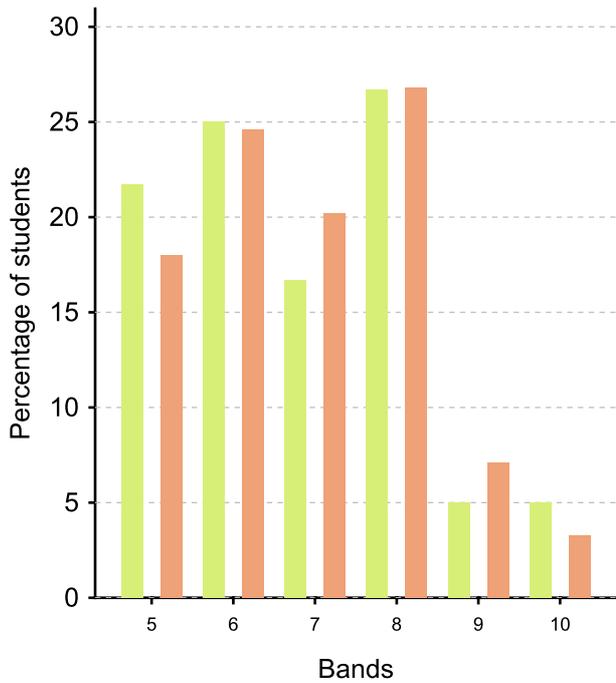
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 13.3 | 16.7 | 26.7 | 20.0 | 15.0 | 8.3 |
| School avg 2016-2018 | 9.8 | 19.7 | 24 | 25.7 | 13.1 | 7.7 |

Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Writing



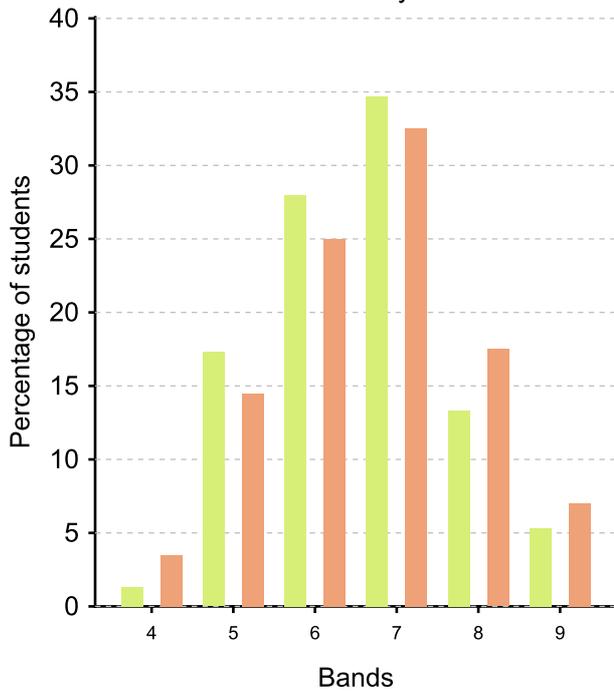
| |
|--|
| ■ Percentage in Bands |
| ■ School Average 2016-2018 |

| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 21.7 | 25.0 | 16.7 | 26.7 | 5.0 | 5.0 |
| School avg 2016-2018 | 18 | 24.6 | 20.2 | 26.8 | 7.1 | 3.3 |

Gloucester High School compared to similar schools and overall state in 'Average Scaled Growth' and 'At or Above Expected Growth': In Year 9 we are below state average in the Numeracy domain. We are continuing with the QuickSmart program and regional support to improve student numeracy results.

In year 7 the results are similar. The same strategies are being applied to improve student results.

**Percentage in bands:
Year 7 Numeracy**



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 1.3 | 17.3 | 28.0 | 34.7 | 13.3 | 5.3 |
| School avg 2016-2018 | 3.5 | 14.5 | 25 | 32.5 | 17.5 | 7 |

| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 0.0 | 15.0 | 45.0 | 21.7 | 15.0 | 3.3 |
| School avg 2016-2018 | 0.5 | 18.5 | 34.2 | 31 | 12.5 | 3.3 |

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

GHS compared to similar school and overall state in 'Average Scaled Growth': In Year 7 we are above state average in the domains of: Numeracy; Reading ; Spelling. This is attributed to the teachers identifying student need through Personalised Learning Pathways. We are introducing the '7 Steps to Writing' program to support improved student outcomes in Writing, Grammar and Punctuation.

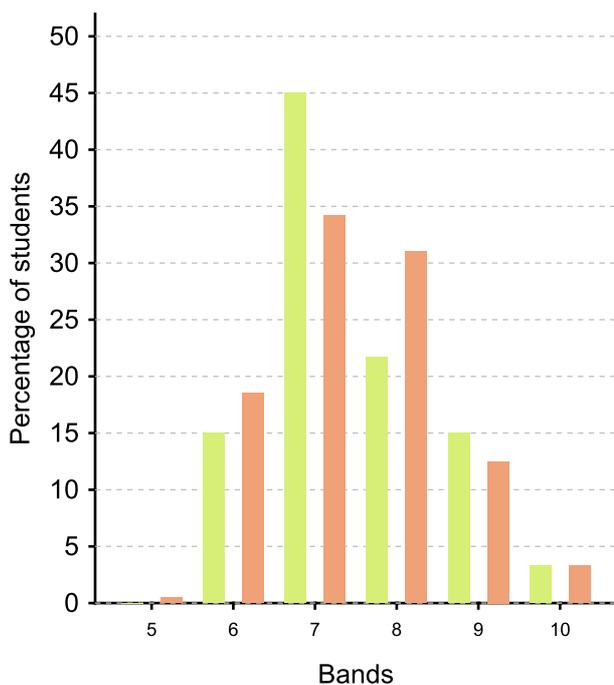
The results for; 'At or Above Expected Growth' our school achieving better than similar school and schools compare with the state in all of the NAPLAN domains.

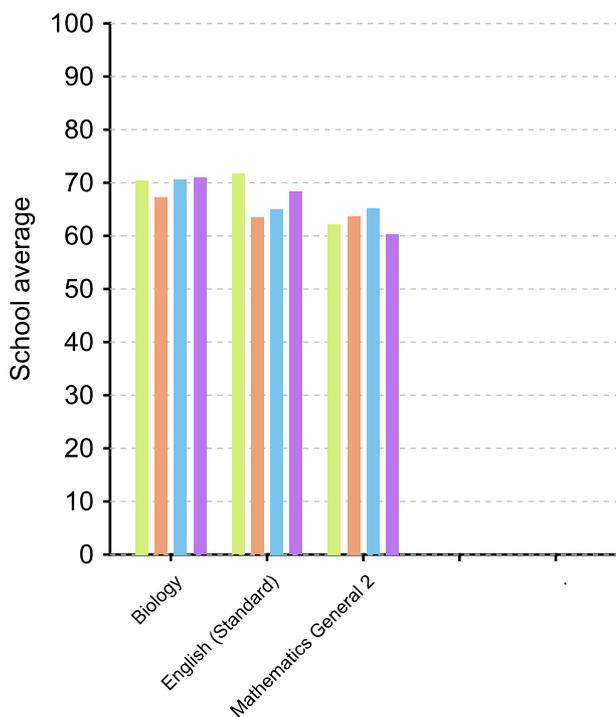
In year 9 the results for 'Average Scaled Growth' show our school achieving higher results for all domains except in Numeracy. The results for 'At or Above Expected Growth'; show our school achieving higher results in all domains except Numeracy. QuickSmart will continue to support students with numeracy. Note: in the area of Reading, our school achieved 100% 'At or Above Expected Growth'.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Of the 36 students enrolled in year 12, 26 of them applied for an ATAR. Of these 26 students, 10 Band 6 were issued (one student received 5 Band 6, two students each achieved two Band 6 and one student achieved one Band 6). 34 Band 5 were achieved by 19 students. This was a very successful year which can be attributed to the expansion of the Senior Success Program.

**Percentage in bands:
Year 9 Numeracy**





Gloucester High School's average course mark was 72. This was well above similar schools with a mark of 64 and the overall state average of 67.

Parent/caregiver, student, teacher satisfaction

In Gloucester High School, 225 students completed the Tell Them From Me Survey between 21 Mar 2018 and 05 Apr 2018, which included ten measures of student engagement alongside the five drivers of student outcomes. Results from the Tell Them From Me Survey:

Students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. Our results are on par with the state for belonging, participation in sport and positive relationships.

Students who value schooling outcomes and meet the formal rules of schooling are considered 'institutionally' engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their school and class attendance and their effort in doing homework. Our results were higher than the state in positive attendance and behaviour and on par with valuing school outcomes and positive homework behaviours.

Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex

problems, and construct new knowledge. Students are more engaged when their level of skills is consistent with the challenges presented to them in their classes. These students are often deeply absorbed in academic activities. Our results are on par with the state for students who are interested, motivated and put in effort to achieve, yet are below average on students who are appropriately challenged.

Three school-level factors were consistently related to student engagement: teacher-student relations, classroom learning climate, and teacher expectations for success. The results were considerably higher for positive teacher-student relations, positive learning climate and expectation for success.

Due to a very small number of parent responses (most were from staff with students at the school) the results were deemed unreliable. Staff undertook the NSW People Matter Employee Survey. In all the categories surveyed: employee engagement, senior managers, communication, engagement with work, high performance, public sector values and diversity and inclusion, our results were above those from the public sector results.

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. Currently the town does not have an AECG, hence we work closely with the President of the regional AECG and continue to foster "... 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.

A dedicated Aboriginal Education team regularly meet to plan events, analyse data and investigate ways to improve student outcomes.

An advertisement for an AEW was unable to be filled.

An SLSO was employed to analyse student NAPLAN

data to assist with student learning and the development of Personalised Learning Pathways..

Staff attended an Aboriginal cultural day at Minimbah Gardens, facilitated by Aunty Fay Ridgeway and Glen Jonas from the Gloucester Aboriginal Rangers.

Students have participated in Sista and Bro Speak; lead NAIDOC Celebrations at school and in the community; attended university open days, applied for Indigenous scholarships, attended Bangarra Dance trials. Staff are embedding 8 Ways of Learning into their teaching and learning programs. PLPs have been completed.

Students in year are taught Aboriginal Studies by qualified teacher in this field.

Multicultural and anti-racism education

Teaching and learning programs incorporate aspects of and units of work based on multicultural perspectives. Some syllabi have specific units of work based on multicultural / racism perspectives. Students in years 7–10 have a timetabled Wellbeing lesson each cycle which incorporates specific units based on multicultural perspectives and racism. Excursions to the Jewish Museum compliment other programs at the school. GHS liaise with Miller Intensive Language School to bring refugee students to our school for 4 days to experience country life in a rural school and it allows our students, teachers and families to hear the interesting and often harrowing stories these students faced living in war torn countries and the dangers faced in escaping and settling in Australia.