

# Great Lakes College Senior Campus 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Great Lakes College Senior Campus as an account of the school's operations and achievements throughout the year.

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

### School contact details

Great Lakes College Senior Campus  
The Northern Parkway  
Tuncurry, 2428  
[www.glcsenior-h.schools.nsw.edu.au](http://www.glcsenior-h.schools.nsw.edu.au)  
[glcsenior-h.school@det.nsw.edu.au](mailto:glcsenior-h.school@det.nsw.edu.au)  
6555 0555

## School background

### School vision statement

Great Lakes College Senior Campus will continue its evolution as a Collaborative Adult Learning and Working Environment that encourages and supports students to achieve their “personal best”. The continued improvement of student learning and wellbeing supports our young adults to achieve their goals and a successful future as responsible citizens.

### School context

Great Lakes College Senior Campus, (GLCSC), is a Senior School, which only caters for Year 11 and Year 12 students. While most of the students transitioning from Year 10 to the Senior Campus come to us from Great Lakes College Year 7 to 10 Campuses at Forster and Tuncurry, others come to us from local and non-local independent schools. Community and student feedback indicates that students and families value the Senior Campus ethos of an Adult Learning and Working Environment and its proud record of high achieving HSC students. All Senior Campus students are enrolled in either the Year 11 or HSC Courses. Traditionally, the Senior Campus offers its students a choice of an academic pathway, a general HSC pathway or a non HSC pathway. All students who graduate from the Senior Campus receive a Great Lakes College Senior Campus Graduation Certificate which lists all subjects the graduate completes at HSC standard. As well as this certificate some students will graduate with a HSC and an ATAR. Others will graduate with a HSC and some will graduate with a Year 12 RoSA. The GLCSC site also contains a TAFE College and many students graduate with courses that have joint HSC and TAFE accreditation.

Great Lakes College Senior Campus is currently delivering approximately 55 different HSC courses and during this three year plan the campus will be implementing new NESAs syllabuses in multiple courses.

The three strategic directions that have been developed after consultation with students, staff and the wider community will result in Great Lakes College Senior Campus having students who are respectful, independent learners. Students and staff who operate in a mutually supportive environment and an informed and engaged community.

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

Resourced

### Purpose

To ensure the best possible learning outcomes for all students through a quality learning culture that delivers optimum learning experiences in a high challenge, high expectation Adult Learning and Working Environment (ALWE).

All students will experience success in their chosen learning pathway, that is equally valued and supported through programs, differentiation and adjustments and will set students up to achieve their post campus aspirations.

All teachers will be well-equipped with knowledge and resources to implement the new NESA HSC syllabus and assessment requirements.

### Improvement Measures

To increase the average HSC mark from 68% to 72% in 2020 (as evidenced in SCOUT).

The school is able to evidence growth from sustaining and growing to excelling in the School Excellence Framework (SEF) leading domain element of school resources.

Participation rates for students obtaining essay writing skills through the "Drop in Den" Literacy facility will increase by 5% annually.

### Progress towards achieving improvement measures

#### Process 1: Professional Learning

Professional learning opportunities will provide all staff with the knowledge and skills required to deliver new Higher School Certificate (HSC) syllabus requirements.

Evaluation	Funds Expended (Resources)
<p>In 2019 the Senior Campus created new Assessment Mapping Guides, course registrations, assessment tasks, scope and sequences and teaching and learning programs that reflect the new NESA syllabus requirements. These documents were a collaboration of all staff and executive at a faculty level.</p> <p>Many staff undertook external professional learning to ensure that these generated documents meet the highest of standards.</p> <p>The impact has been very positive, with all students using the Assessment Window format introduced for the new syllabi.</p> <p>The Senior Campus will continue to review programs being used to deliver the new curriculum, and will make modifications and adjustments to them based on best practice models and internal and external data collection.</p>	

#### Process 2: Resource Management

Responsible dissection of school funds will ensure Key Learning Areas (KLAs) are adequately resourced to develop and deliver teaching and learning programs to support all syllabuses. Faculties plan and prioritise resources in the budgeting process.

Evaluation	Funds Expended (Resources)
<p>All Key Learning Areas at the Senior Campus have utilised approved budgets to acquire relevant teaching and learning resources.</p>	

## Strategic Direction 2

Flourishing

### Purpose

To consolidate a campus learning culture that is characterised by a clear focus on improving teaching as a powerful means of improving student learning, engagement in learning, and wellbeing.

### Improvement Measures

Improve student average school attendance from 90.5% (being the average of the last three years ASR attendance data) to 92%.

The school is able to evidence its growth from sustaining and growing to excelling in the SEF learning element of curriculum.

Increase the number of students who obtain at least 2 band 5's or 6's from 27% (average of last two years) to 33%.

To improve our school versus state variation in General 2 Mathematics from  $-4.09$  to State Average by 2020, (as measured by the NESAs Results Analysis Package).

### Progress towards achieving improvement measures

#### Process 1: Feedback and Data

All teachers develop their capacity to provide explicit, specific and timely formative feedback relating to defined success criteria, supporting student learning.

Teachers access and engage in professional learning that builds skills in the analysis of HSC performance data.

Evaluation	Funds Expended (Resources)
<p>In 2019, all Senior Campus staff continued with providing timely, explicit feedback to students regarding their learning.</p> <p>The majority of Senior Campus staff have current HSC marking experience and provide direct examples of exemplar practice when answering HSC questions. Each year all staff perform an in-depth analysis of the previous year's HSC results. This information is shared with senior students.</p>	

#### Process 2: Professional Learning

All teachers participate in formal Boys' Education professional learning.

Creation of targeted mentoring processes that develop student and staff capacity for self-reflection and strength identification.

Evaluation	Funds Expended (Resources)
<p>In 2019, the Senior Campus initiated a school-wide focus in Boys' Education. This was in direct response to NAPLAN and HSC results indicating high potential male students were not value-adding in the HSC.</p> <p>Over the course of the year:</p> <ul style="list-style-type: none"><li>• Targeted boys took part in formal meetings with mentors</li><li>• Dr Peter West from the University of Western Sydney was engaged to provide professional learning to all staff on strategies to improve boys performance in the HSC.</li><li>• The Senior campus engaged in dialogue with Cronulla High School and utilised resources used to implement Boys' Education strategies.</li><li>• All KLA's developed faculty strategies aimed at improving the performance</li></ul>	

## Progress towards achieving improvement measures

of boys at the Senior Campus.

- All staff engaged in a Young Men's Wellbeing survey.

In 2020, the Senior Campus will create a Boys' Adviser role in the school, similar to the Girls' Adviser role that already exists.

## Strategic Direction 3

### Relationships

#### Purpose

To develop and build upon relationships, links and partnerships with the wider campus community through planned, effective two-way communication, facilitated student and parent voice, and promotion of student and campus achievement.

#### Improvement Measures

The school is able to and growing in the SEF leading element of educational leadership with regard to community engagement.

The number of students eligible for campus merit selection recommendations increases by 10% per annum.

#### Progress towards achieving improvement measures

##### Process 1: Communication

The school enhances processes which lead to increasingly strong partnerships with all sectors of the community.

All students are regularly made aware of the criteria required to be eligible for inclusion in the campus merit selection recommendation scheme.

Evaluation	Funds Expended (Resources)
<p>In 2019, the Senior Campus worked closely with Tuncurry and Forster campuses in expanding the work done in 2018 with the Department of Education Communication and Engagement team. The 6 key messages developed were adopted across the college and used in all levels of communication with the community. The college management group also worked closely with a graphic design expert to enhance the current college logo and letterheads.</p> <p>The Senior Campus continued its strong partnership with various stakeholders including:</p> <ul style="list-style-type: none"><li>• Community Resources – providing scholarships to Aboriginal students to further their educational pathway.</li><li>• VET placement partners – enabling all VET students to access mandatory work placements locally.</li><li>• Universities, including: Newcastle, Wollongong, Sydney and New England – facilitating student exposure to tertiary education.</li></ul> <p>The Senior Campus continues to build and enhance partnerships with stakeholders to maximise opportunities for senior students.</p>	

##### Process 2: Mentoring

All new and cross campus teaching staff will be inducted and mentored in delivering the tutorial program.

The SRC coordinator facilitates coaching and mentoring of the student leadership team in communication and engagement skills in relation to running formal school assemblies.

Evaluation	Funds Expended (Resources)
<p>In 2019, the Senior Campus strengthened its new staff and cross-campus teacher induction processes, and communicated to all stakeholders the tutorial program which remains unique to the Senior Campus.</p> <p>The SRC continued to build on their weekly meetings with the Principal and</p>	

## Progress towards achieving improvement measures

initiated numerous activities aimed at supporting students within and outside the campus. The new leadership team were mentored by the outgoing leaders and took full control of all formal occasions.

The Senior Campus continues to provide a school holiday tutorial program in the lead up to the HSC and data collated indicates this remains highly valued, and popular with Year 12 students.

In 2020, the Senior Campus will continue to build on these strong foundational programs to enhance educational outcomes for students in an adult learning and working environment.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$33902	<p>Throughout 2019, Aboriginal students were closely supported in the classroom, in EVET courses and in cultural vocational excursions.</p> <p>The Senior Campus:</p> <ul style="list-style-type: none"> <li>• Liaised with Great Lakes College Forster and Tuncurry campuses, dedicating multiple transition days for all Aboriginal students to experience the Senior Campus site and meet all key stakeholders.</li> <li>• Released the Aboriginal Student Coordinator and the team to support comprehensive and meaningful Aboriginal student PLPs.</li> <li>• Employed Student Learning Support Officers (SLSOs) to support Aboriginal students during the 4–day Sydney Experience excursion.</li> <li>• Has provided tutorial assistance to support the completion of coursework and assessment tasks.</li> <li>• Has provided financial assistance for Aboriginal students to facilitate greater participation in whole year, and subject specific courses.</li> </ul> <p>In 2020, our Aboriginal Education Officer (AEO) will undertake a TAFE course in Gathang language. This will be invaluable when working closely with our local Aboriginal community, and students in the Senior Campus.</p>
<b>English language proficiency</b>	\$2145	<p>The Senior Campus provided close support to students with a focus on improving language outcomes linked to successful completion of HSC course.</p> <p>Invigilators were employed to monitor examinations, releasing teachers to assist students in preparation for HSC examinations.</p> <p>The Learning Support Team and SLSOs provided classroom assistance to students leading to improved engagement and HSC preparedness.</p>
<b>Low level adjustment for disability</b>	\$82540	<p>In 2019, the Senior Campus undertook a number of initiatives to support students with a range of learning disabilities, enabling them to access the higher levels of learning. These included:</p> <ul style="list-style-type: none"> <li>• SLSOs employed to provide support and assistance to students in the classroom.</li> <li>• Life Ready program support.</li> <li>• Alternative student programs and modification of curriculum enabling students with disabilities to achieve Stage 6 outcomes.</li> <li>• Close support for students in methods of ALARM for specific subjects.</li> <li>• Tutorial opportunities offered on Wednesday afternoon in the library with SLSO support. This was in addition to the Tutorial Program.</li> </ul>

<b>Quality Teaching, Successful Students (QTSS)</b>	NIL	NIL
<b>Socio-economic background</b>	\$176354	<p>In addition to the low level adjustment for disability strategies outlined previously, in 2019 students experiencing economic hardship were assisted and supported with several initiatives which led to improved HSC outcomes. These included:</p> <ul style="list-style-type: none"> <li>• Purchasing items of school clothing for students unable to afford them. This enabled students to comply with the dress code and have a heightened sense of belonging to the Senior Campus</li> <li>• Financial assistance to disadvantaged students, enabling the to participate in excursions, particularly the Sydney Experience.</li> <li>• Providing funds to assist low-socioeconomic background students to participate in the safe driving course and RYDA</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	226	229	193	172
Girls	216	221	209	221

### Student attendance profile

School				
Year	2016	2017	2018	2019
11	88.8	89.1	85.3	85.1
12	92.3	90.5	88.8	87.8
All Years	90.3	89.7	87	86.3
State DoE				
Year	2016	2017	2018	2019
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89	89	87.7	87.5

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	0	6
Employment	N/A	10	27
TAFE entry	N/A	6	11
University Entry	N/A	0	17
Other	N/A	3	6
Unknown	N/A	14	20

In February 2020, HSC graduates were contacted to clarify their main activity in their first year after completing school.

A total of 43 students are working either part time or

full-time, including those who deferred a university place and those 9 students who secured apprenticeships or traineeships. Two students have applied for the ADF and 9 students are looking for full-time permanent work.

27 Students accepted their offer for university and are attending this year. UAC made 36 main round offers and 42 early round offers for ACU, University of Canberra, CSU, MQ, UNE, UON, SAE, SCU, UOW and WSU, UNSW. In addition UNE offered 15 places through direct entry.

Students have enrolled in universities in Sydney, Wollongong, Gold Coast, Coffs Harbour, Melbourne, Canberra, Brisbane, and Port Macquarie.

18 students are attending TAFE mostly in the local area. 9 students are seeking employment. A small number are completing pathways programs at university and a few have gone to private colleges.

A small number of students could not be contacted.

### **Year 12 students undertaking vocational or trade training**

21.21% of Year 12 students at Great Lakes College Senior Campus undertook vocational education and training in 2019.

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

97% of all Year 12 students at Great Lakes College Senior Campus expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	2
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	26.19
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	8.78
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	1,281,797
<b>Revenue</b>	6,606,604
Appropriation	6,467,279
Sale of Goods and Services	8,138
Grants and contributions	123,015
Investment income	8,172
<b>Expenses</b>	-6,237,411
Employee related	-5,744,688
Operating expenses	-492,723
<b>Surplus / deficit for the year</b>	369,193

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

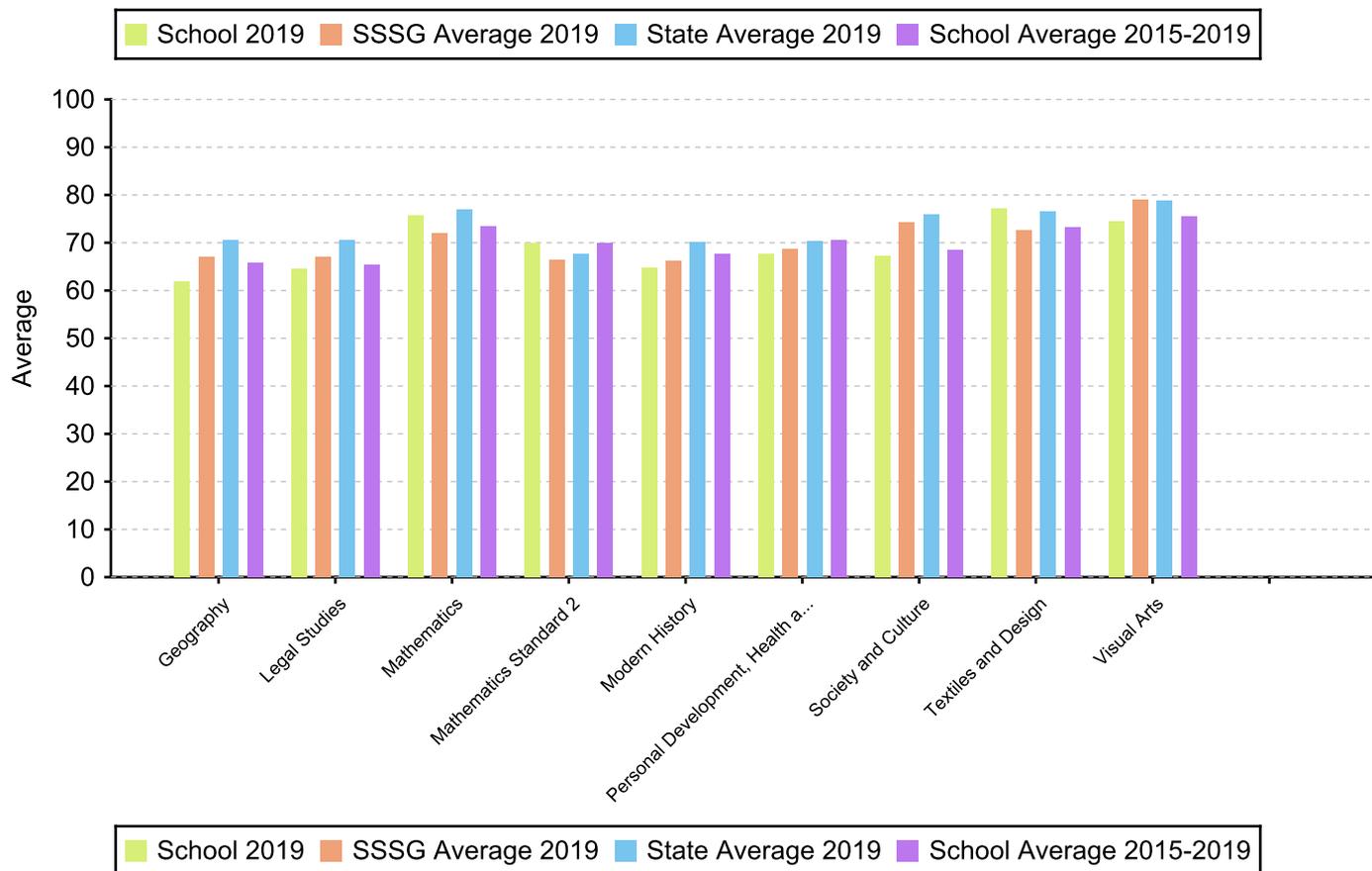
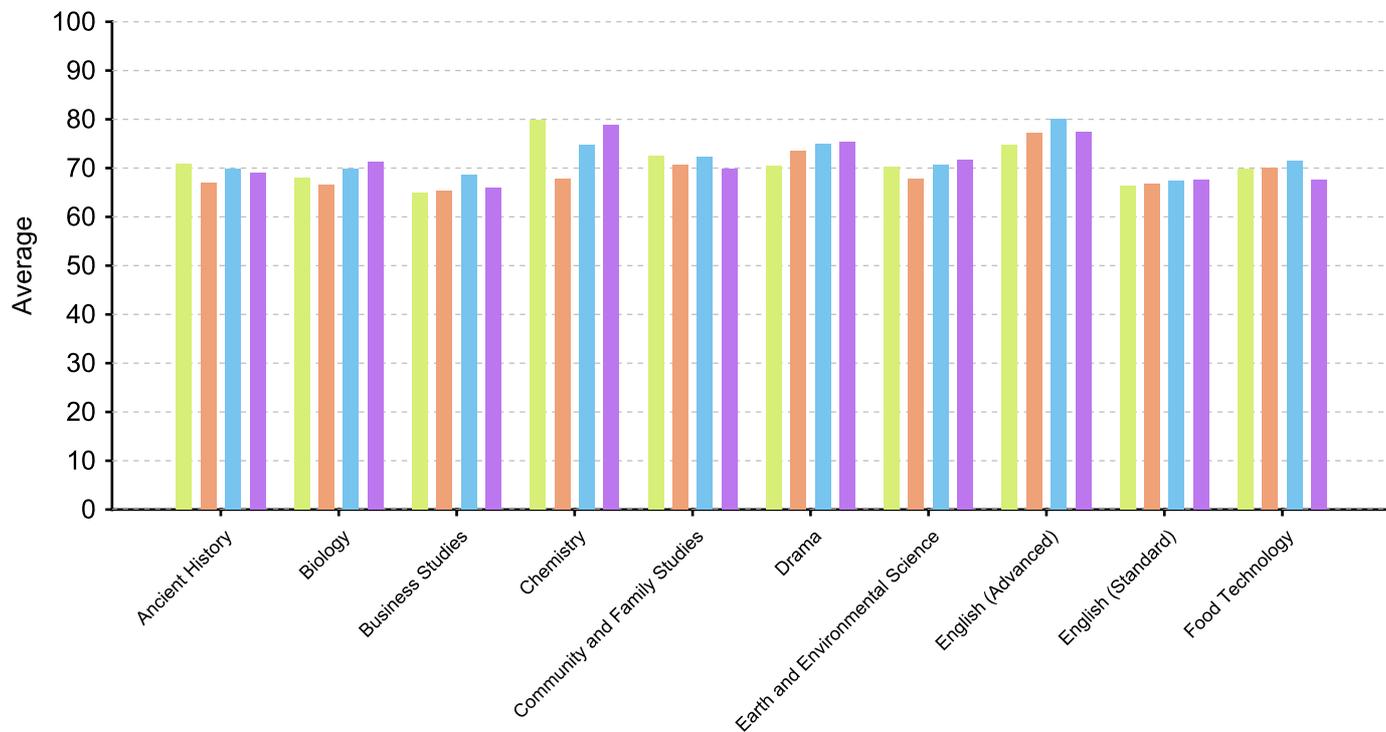
	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	483,528
<b>Equity Total</b>	337,626
Equity - Aboriginal	33,902
Equity - Socio-economic	176,354
Equity - Language	2,145
Equity - Disability	125,226
<b>Base Total</b>	4,826,305
Base - Per Capita	95,024
Base - Location	3,826
Base - Other	4,727,456
<b>Other Total</b>	653,851
<b>Grand Total</b>	6,301,310

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.

## School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



<b>Subject</b>	<b>School 2019</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2015-2019</b>
Ancient History	70.9	67.0	69.9	69.0
Biology	68.0	66.6	69.9	71.3
Business Studies	64.9	65.4	68.6	65.9
Chemistry	79.9	67.8	74.7	78.8
Community and Family Studies	72.5	70.6	72.2	69.8
Drama	70.4	73.5	75.0	75.4
Earth and Environmental Science	70.3	67.9	70.6	71.8
English (Advanced)	74.8	77.2	80.0	77.3
English (Standard)	66.4	66.7	67.3	67.6
Food Technology	69.9	70.1	71.4	67.6
Geography	61.8	67.0	70.6	65.8
Legal Studies	64.6	67.0	70.6	65.3
Mathematics	75.8	72.0	76.9	73.5
Mathematics Standard 2	70.0	66.5	67.7	70.0
Modern History	64.8	66.3	70.2	67.6
Personal Development, Health and Physical Education	67.7	68.8	70.5	70.5
Society and Culture	67.3	74.2	75.9	68.5
Textiles and Design	77.2	72.6	76.6	73.2
Visual Arts	74.4	78.9	78.8	75.6

## Parent/caregiver, student, teacher satisfaction

In 2019, Great Lakes College Senior Campus, in conjunction with the two 7–10 campuses of Great Lakes College, consolidated findings of the Department of Education Communication and Engagement Team. The college adopted the six key messages and actively communicated these messages consistently across the college and to the community. The six key messages are:

1. A world class, local education.
2. One college, unlimited opportunities.
3. A dynamic and focused learning environment.
4. Every student cared for and valued.
5. Professional teachers who engage and inspire.
6. Working together from K–12.

Great Lakes College will continue to promote these key messages and a team from across the college will be evaluating the effectiveness of this strategy in 2020.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.