

2020 Annual Report

Gundagai High School



8442

Introduction

The Annual Report for 2020 is provided to the community of Gundagai High School as an account of the school's operations and achievements throughout the year.

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

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School vision

Gundagai High School's vision is to develop the potential of each student through quality educational experiences in partnership with families and the wider community.

We strive to develop highly motivated and engaged learners who show respect, responsibility and integrity towards themselves, others and their community.

School context

Gundagai High School is a small comprehensive rural secondary school in the Riverina and an active partner within a broad network of schools.

Gundagai High School is focused on striving towards excellence in the delivery of learning and teaching, and addressing student needs in an inclusive learning environment to improve their educational outcomes. This is underpinned by a supportive values-based framework for student wellbeing which encourages and recognises student development and achievement.

Gundagai High School offers a broad curriculum which includes the sciences, humanities and social sciences, creative and performing arts, and technology. In addition, Gundagai High School also offers extension and vocational education and training (VET) courses to further broaden the senior curriculum, as well as specialised support for students with additional learning needs.

Gundagai High School works collaboratively with its partner schools as well as the wider community. Through the school's strong focus on community connections, students have access to a broad range of post-school options within industry and tertiary education providers.

Students at Gundagai High School are encouraged to participate in a range of sporting and cultural opportunities, including learning about our local Aboriginal culture, and activities to further enhance their physical and emotional development and wellbeing.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Learning

Purpose

To create a school culture that is strongly focused on learning and the building of aspirational expectations of learning progress and achievement for all students

To implement quality learning experiences that build positive, respectful relationships which support the wellbeing of students so they can connect, succeed, thrive and learn

Improvement Measures

Increase the proportion of students achieving proficiency in line with the Premier's Priorities

All students will meet or exceed their expected growth in Literacy and Numeracy

Improved levels of student wellbeing and engagement

Progress towards achieving improvement measures

Process 1: Improving Learning

Develop consistent whole school literacy and numeracy practices.

Evaluation	Funds Expended (Resources)
<p>In 2020 Gundagai High School successfully supported staff in developing analysis of data to inform teaching practice procedures. In line with our school services partnership we identified what data was more useful and how to utilise this data to inform teaching practice. The strategy started as one to develop literacy and numeracy, however was modified when it became apparent that teachers needed more support in filtering data and sourcing the more informative data to inform practice. School services worked with whole staff, small groups, one on one and with the executive team to initiate and improve teachers capacity to use data to inform practice. Developing students ability in reading and comprehension became a focus due to this data analysis. The staff then developed data walls to inform practice for stage 4 students in reading. The executive team also utilised data to inform subjects offered to Year 11, 2021. Using data as evidence to inform our subject offerings was very powerful for the students, parents and teachers. The impact of this focus has been building staff understanding, knowledge and capacity to utilise data to inform teaching. This will remain a focus for next year. In 2021 understanding data will drive new teaching programs and the implementation of new syllabus.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$134000.00)• Professional learning (\$5000.00)• Integration funding support (\$50000.00)• Socio-economic background (\$20000.00)

Strategic Direction 2

Teaching

Purpose

To enable all teachers to demonstrate a strong commitment to understanding and implementing the most effective evidence-based teaching strategies

To enable all teachers to engage in collaboration and feedback to sustain quality teaching practice

Improvement Measures

Increased use of evidence-based practices by all teachers

Improved Tell Them From Me (TTFM) results in the areas of collaboration and learning culture

Progress towards achieving improvement measures

Process 1: Quality Teaching

Implementing Quality Teaching Rounds across faculties and expose teachers to observation and evaluation techniques

Evaluation	Funds Expended (Resources)
In 2020 some staff members attended Quality Teaching Rounds (QTR) training to implement QTR into Gundagai High School. Throughout the year on Tuesday's, numerous groups participated in QTR, using a planned approach to observation and feedback. Staff utilised this structured approach to further enhance their collaboration between faculties and development of personal development plans. This strategy will continue in 2021 and into the next school plan as not all staff have been exposed to the framework.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$10000.00)• Support for beginning teachers (\$32000.00)

Strategic Direction 3

Partnerships

Purpose

To enhance school community partnerships that support a culture of high expectations, are responsive to emerging needs and result in continuous whole school improvement

Improvement Measures

Improved levels of teacher collaboration across our partner schools

Improved levels of community, in particular, parent/carer involvement within the school community

Improved levels of participation in student leadership initiatives

Progress towards achieving improvement measures

Process 1: Building quality Partnerships and communication channels

Consolidating relationships and transition programs with partner schools

Initiating student/parent portal to improve communication and engagement with the school community.

Evaluation	Funds Expended (Resources)
In 2020 Gundagai High School further developed the communication channels with parents via Sentral. The parent portal was introduced, texting was opened up to the whole executive and we employed a School Administration Officer to keep positive notifications rolling out to parents. We continually utilise facebook and the school website to keep people informed. Goals with bringing the community into school and strengthening our partnerships with local schools were unfortunately adversely affected by the C-19 epidemic and restriction on social interaction. The local paper links continued to improve and GHS regularly featured in the local paper.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$46000.00)• (\$0.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$24 000.00) 	Beginning teachers and mentors were provided with timetabled Professional Learning time. Mentors and Beginning Teachers timetables aligned so that support could be provided regularly. Beginning teachers were also provided with externally provided resources and courses to cater for their needs.
Targeted student support for refugees and new arrivals		Gundagai High School was not eligible to receive any funds to support this initiative.
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$30 537.00) 	Gundagai High School was unable to employ a ATSI support staff member in 2020. The funds were therefore utilised to coordinate and run whole year group activities in term 1. Students were supported with educational materials and compulsory educational excursions. The school built a resource within the school grounds to create an ATSI meeting area with purchased furniture and landscaping to provide for a cultural learning area that can be utilised by our students and the local Aboriginal community.
English language proficiency		Gundagai High School was not eligible to receive any funds to support this initiative.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$133 218.00) 	Gundagai High School employed a Learning and Support Teacher as a 0.9 position to cater for literacy and wellbeing needs of the students. There was also a numeracy Learning and Support Teacher employed as 0.2 to support students with numeracy support needs.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	102	104	106	98
Girls	89	86	91	85

Student attendance profile

School				
Year	2017	2018	2019	2020
7	92.1	90.7	88.3	92.3
8	90.1	83.5	88.7	87.5
9	89.5	88.3	87	93.8
10	88.2	85.1	81.7	89.6
11	85.5	87.7	77.8	86.9
12	90.2	84.4	89.5	86.8
All Years	89.1	86.9	85.5	89.8
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	2	0	0
Employment	13	18	40
TAFE entry	2	0	20
University Entry	0	0	40
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

36.00% of Year 12 students at Gundagai High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

93.8% of all Year 12 students at Gundagai High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	4
Classroom Teacher(s)	13.4
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.38
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	590,237
Revenue	4,426,237
Appropriation	4,373,206
Sale of Goods and Services	-2
Grants and contributions	48,091
Investment income	462
Other revenue	4,479
Expenses	-4,548,018
Employee related	-3,636,656
Operating expenses	-911,362
Surplus / deficit for the year	-121,781
Closing Balance	468,456

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.

	2020 Approved SBA (\$)
Targeted Total	179,923
Equity Total	373,545
Equity - Aboriginal	30,567
Equity - Socio-economic	209,760
Equity - Language	0
Equity - Disability	133,218
Base Total	3,333,552
Base - Per Capita	48,207
Base - Location	17,169
Base - Other	3,268,177
Other Total	389,409
Grand Total	4,276,428

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 - 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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.



Subject	School 2020	SSSG	State	School Average 2018-2020
Mathematics Standard 2	65.8	55.2	64.9	63.1

Parent/caregiver, student, teacher satisfaction

Gundagai High School has an active Parent and Citizens (P&C) committee. They meet three times a term to discuss school operations, staffing, curriculum and planning for future P&C initiatives. The school canteen is operated by the P&C, they employ a canteen manager to coordinate all things canteen. The canteen is the major fundraising initiative for the P&C. In 2020 the P&C supported the student body through funding wellbeing activities to boost morale and appreciation of their efforts through the covid-19 school closures. They also contributed to the Year 12 farewell formal and assemblies, by providing financial assistance and gifts to the students. The P&C has also responded to a business closure in the town and are providing a service for families to purchase all books and learning material through the canteen. They also coordinate and hire school lockers for students to have a safe place to keep belongings. They also provide financial assistance to cater for communication to families through the schools the text messaging system.

Parents were all contacted regularly during the covid-19 school closures, they were consistently happy with the school providing online learning and access to hard copy workbooks for the students. Families without access to internet and computers were able to access school devices and departmental supplied internet dongles and laptops, which increased student levels of engagement and also satisfaction around support for our students.

The schools resources and facilities were not as well utilised by the community in 2020, due to the Covid outbreak and cleaning requirements placed on users.

The school has also received glowing evaluation reports and local press articles on improvements made in 2020. Department of Education maintenance projects combined with school initiatives have improved the school environment, resources and facilities to enhance learning experiences.

The local newspaper regularly printed articles about student activities, achievements and school improvements throughout the year to enhance the public profile of the school in the community.

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.