

2022 Annual Report

Gloucester High School



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Introduction

The Annual Report for 2022 is provided to the community of Gloucester High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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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Gloucester High School

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School vision

At Gloucester High School our values of: Care; Achievement; Respect; Effort; and Responsibility are the foundations which underpin high expectations in student performance and outcomes, and the delivery of educational experiences with community support to equip our students for post school pathways and opportunities. 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 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 lifelong employment pathways. Our vision is that our students, our teachers and our leaders will improve every year.

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 town and surrounding villages.

There are three core classes in each of the years 7-10 and two Multicategorical Classes (MC Class) catering to students in years 8 and 9. Years 11 and 12 are offered a range of course electives and we provide supervised support during stage 6 study periods.

We have strong wellbeing support structures for our students. This is provided by school counsellor, school psychologist, head teacher wellbeing, year advisors, boys and girls supervisors and mentors. The school embeds wellbeing lessons into the years 7-10 curriculum and throughout the year holds whole school wellbeing events and activities that are inclusive of community. The school wellbeing program is supported by Catholic Care and the local police.

An Aboriginal Team works closely with Aboriginal students to promote Aboriginal perspectives, student leadership and cultural activities throughout the school. We are supported by the Gloucester Aboriginal Education Consultative Group (AECG).

The SRC actively promotes and leads whole school events, represents the school in the community and is a voice for all students.

The P&C is active within the school, promoting and supporting school events. They manage the school canteen and the uniform shop. The Ag Sub-committee supports the agricultural programs within the school financially, with stock feed, advice, animals and transportation of stock to show events and market.

Students are provided with an array of extra-curricular activities: knock-out sports competitions; in-school computer activities; Duke of Edinburgh; school musical; Tri-Challenge; work experience; work-placement; HSC study Days; University Days; public speaking competitions; Science and Engineering Challenge; Beef Week and Agricultural shows; interschool STEM challenges.

The school has strong links with the community who have assisted school programs and students in-kind: volunteer reading group, Breakfast Club, work-placement; work experience; school based traineeships; local police; service clubs (Rotary, Lions, CWA); Year 10 Interviews; Hunter Regional Enterprise Group; Catholic Care; Gloucester Charities; combined churches for SRE; local farmers.

Significant improvements from the last school plan include: improved Aboriginal student NAPLAN results; year 12 students attaining their post school endeavours (university, TAFE, employment); all stage 6 students were successful in achieving the minimum standards for literacy and numeracy; the trajectory of value-added for student is trending upwards; continued strong wellbeing networks in the school and connections beyond the school to support students and families; students are very conversant with our PBL values and can link these to our merit and discipline systems; continue the improvement of learning spaces and beautification within the school.

Funds have been used to provide additional time for: Learning and Support Teacher, Head Teacher Wellbeing; Deputy Principal; Student Learning and Support Officers; Senior Success Program; Literacy and Numeracy coordinator; SASS for Community Liaison Officer and timetabler; Technical Support Officer and teacher release for data analysis.

The school has completed a situational analysis that has identified the following areas of focus for the school improvement plan: Student Growth and Attainment through; data driven practice and effective teacher practice and collaboration; Whole School Wellbeing through; an inclusive classroom, student wellbeing and engagement; and Connecting the School Community both within the school and the wider 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To ensure students consistently perform at high levels on external and internal school performance measures and reduce equity gaps. Our teachers will develop a strong school culture focused on consistent teacher practice, collaborative practice, use of student assessment data to inform teaching and innovative programs to enhance student learning, engagement and academic outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data driven practices
- Effective teacher practice

Resources allocated to this strategic direction

Low level adjustment for disability: \$145,287.00

Integration funding support: \$67,998.00

Aboriginal background: \$20,941.00

Socio-economic background: \$133,000.00

Professional learning: \$37,837.00

Summary of progress

Data driven practices: Funded for a teacher to manage the collection of data across a number of areas (NAPLAN, Best Start, Valid, Tell Them From Me, attendance, wellbeing, behaviour and school generated surveys). The data is analysed and communicated to staff to determine impact of programs/policies to determine, plan for and implement strategies for improvement. The results indicate improvement in student outcomes as per target results and also indicate areas for improvement such as strengthening our PBL team. Next steps, will be to continue with the funding of this position in to 2023 to drive improvement, based on evidence across a variety of areas.

Effective teaching practices: Additional funding was provided to the Learning Support teacher position to: enable more support for teachers through professional learning activities on student behaviours, trauma informed practice and detailed information and strategies to support individual students' learning needs; implement and manage students undertaking the Minimum Standards assessments; managing the Learning Support Officers; and Aboriginal learning support. Teachers are more informed on differentiation of programs and delivery methods to best cater to all learning needs, appropriate support is provided in the classroom as required and students are supported in preparing for and sitting the Minimum Standards assessments. Next steps, will be to continue with the funding of this position into 2023 to drive continued improvement, lesson delivery and student outcomes. Additional funding was provided to manage and coordinate literacy and numeracy strategies across the school. The focus was to embed consistent practices that are employed across the school and are also subject relevant. This year literacy (data analysis, through whole school and faculty professional learning activities) was the focus area. Next year the plan is to continue with literacy and to focus on planning a similar approach with numeracy. The Senior Success program has been successful in a continual improvement in the HSC results. Additional funding is provided to have a teacher timetabled to this room. Next year this position will continue as support for our senior students and it has also proven beneficial to cover junior classes when needed to ensure the continuity of lessons in the classroom. Quality Teaching Rounds was funded and again this program was interrupted due to COVID and teacher absences. This is a renowned evidence based program to improve teacher practice and teacher collaboration. All teachers who have participated in this program provided positive evaluations. This program will be funded in 2023 to ensure all teachers are participating in the program.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Systems Negotiated targets <ul style="list-style-type: none">• Improvement in the percentage of HSC course results in top two bands to the lower bound negotiated target	Currently just below the negotiated targets. There has been a gradual improvement over the past few years and we are on track to meet the negotiated targets.

26% or above	
<ul style="list-style-type: none"> Improvement in the percentage of HSC course results in top three bands to 57% or above 	Surpassed the lower negotiated target of 60% and the upper target of 65%. The 2022 result was 66.67%.
<ul style="list-style-type: none"> Improvement in the proportion of Aboriginal students attaining year 12 whilst maintaining their cultural identity to be at or above the lower bound Great Lakes Network system-negotiated target. (Premier's Priority) 	No Aboriginal students were enrolled in this year's HSC cohort of students.
<ul style="list-style-type: none"> Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be above the school's lower bound system-negotiated target in reading of 23.7% 	There has been a slight decline in the number of students achieving in the top 2 Bands for Reading, from 22.03% to 20.69%, however we are on an increasing trajectory to meet targets.
<ul style="list-style-type: none"> Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be above the school's lower bound system-negotiated target in numeracy of 22.0% 	There is an increase this year in the number of students achieving the top 2 Bands in Numeracy, from 14.75% in 2021 to 15.52% in 2022. We are on a trajectory to meet targets.
<ul style="list-style-type: none"> Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in numeracy 	27% of Year 7 Aboriginal students achieved in the top 3 Bands for Numeracy 30% Year 9 Aboriginal students achieved in the top 3 Bands for Numeracy.
<ul style="list-style-type: none"> Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading. 	42% of Year 7 Aboriginal students achieved Band 7 for Reading 60% Year 9 Aboriginal students achieved in the top 3 Bands for Reading.
<ul style="list-style-type: none"> Student achievement data is unavailable for this progress measure in 2022 with the absence of comparison data from the 2020 cancellation of NAPLAN 	<ul style="list-style-type: none"> Student achievement data is unavailable for this progress measure in 2022 with the absence of comparison data from the 2020 cancellation of NAPLAN. SOUT data shows we are on a trajectory to meet targets.
<ul style="list-style-type: none"> Student achievement data is unavailable for this progress measure in 2022 with the absence of comparison data from the 2020 cancellation of NAPLAN 	<ul style="list-style-type: none"> Student achievement data is unavailable for this progress measure in 2022 with the absence of comparison data from the 2020 cancellation of NAPLAN. SCOUT data shows we are on a trajectory to meet targets.
<ul style="list-style-type: none"> 1% growth for Year 7-10 students improve their co-developed learning goals based on the Learning Progressions 	<ul style="list-style-type: none"> Students showing gradual improvement due to the Covid Intensive Learning Support Program.

Strategic Direction 2: Connect Succeed Thrive and Learn

Purpose

To ensure all our students are able to connect, succeed, thrive and learn through a planned approach. To develop whole school wellbeing processes that support high levels of wellbeing and engagement. To provide a curriculum that caters for the needs of all students, that improve educational outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Inclusive classroom
- Wellbeing and engagement

Resources allocated to this strategic direction

Socio-economic background: \$44,050.00

Professional learning: \$6,000.00

Aboriginal background: \$14,693.00

Summary of progress

Attendance: Our attendance data for the whole school is below the planned negotiated target trajectory for meeting the lower target band, however, our result is on par with the state average. This is due to the impact of COVID. Throughout the year we have employed the following strategies to improve attendance: staff professional learning to improve roll marking accuracy; additional information to parents through newsletters, SMS and electronic signage; liaising with internal and external support agencies for families, students and staff; Breakfast Club to encourage attendance and engagement for students; support students with lunches, resources, uniforms, excursions and camps; and \$5 for 5 Days for 5 Students weekly draw to encourage regular attendance. Our Aboriginal student attendance data has exceeded expectations, showing a 6% improvement on the previous year's data. This can be attributed to the following programs employed: all Aboriginal students have Personalised Learning Pathways (PLPs); the school has an active Aboriginal Education Team that encourages student/community participation and builds on student leadership skills; opportunities for students to attend cultural experiences; we have employed an Aboriginal worker who connects with students through music, yarning and weaving groups; and the local AECG was re-established in late 2022. Next steps: continue with the strategies that have been employed this year to encourage attendance, with the aim of gradual improvement over the next two years. The relaxation of COVID restrictions, and family concerns related to the infection should reduce over time, to improve attendance rates. Our Aboriginal students will have an opportunity to attend a cultural dance program early next year.

Wellbeing: Our wellbeing data indicates we are on track to meet our negotiated targets. This is attributed to the strong wellbeing programs that are embedded into the curriculum together with the following initiatives that foster expectations for success, advocacy and a sense of belonging: Student Voice through an active SRC has improved their leadership and advocacy skills through internal and external leadership programs; the establishment of an alternate curriculum for stage 4 that aims to improve engagement, wellbeing and attendance through relevant and engaging lessons, consistency of student expectations and teacher practice, more on task learning, a strong transition program, and stronger student/teacher relationships; a culturally inclusive curriculum that provides connection, understanding, advocacy and promotion of culture through; the Aboriginal Education Team, our Aboriginal support staff, professional learning for all staff, building leadership capabilities in students; hosting and participating in cultural events within the school and the broader community, and connecting with significant Elders within our community to support our students and advise us on school curriculum. Feedback from students, staff and the community has been very positive. Next steps will be to continue with our wellbeing and Aboriginal programs and to investigate ways to strengthen PBL throughout the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
System negotiated targets • Increased % of students who attend	• 27.% of students attended 90% or more during the year. This was on par with the state average of 27.0%

<p>school 90% of the time to be at or above the system-negotiated lower bound target of 71.7%</p> <ul style="list-style-type: none"> Increased % of Aboriginal students who attend school 85% of the time by 2% 	<ul style="list-style-type: none"> In 2021 attendance for Aboriginal students above 85% was 29% of students and in 2022 attendance above 85% is 35% improvement of 6%
<ul style="list-style-type: none"> All years 7,8,9 and 10 students have M Goals 1% reduction in negative recorded behaviours from 2021 All identified students have an attendance plan All identified students have a behaviour/learning support plan and is identified in teaching and learning programs used to inform teaching 	<ul style="list-style-type: none"> Not all Aboriginal students have chosen to link in with MGoals, however all students have Personalised Learning Pathways Had a decrease of 18% in negative student behaviour during the past year All identified students have an attendance plan and regular communication with parents/carers All identified students have a behaviour/learning support plan and is identified in teaching and learning programs used to inform teaching
<p>The proportion of students reporting Expectations for Success, Advocacy at School; and Sense of Belonging from the Tell Them From Me surveys (TTFM) increases to the lower bound negotiated target of 71.4%</p>	<p>An increase in student wellbeing from 59.34% in 2021 to 60.86 in 2022.</p> <p>Expectations for Success:</p> <p>The percentage of overall positive student responses from TTFM survey 2022 was 75% an increase from 72% in 2021. This compares to the State average of 75% and Statistically Similar School Group (SSSG) of 69%.</p> <p>For Aboriginal and Torres Strait Islander students the results remained steady at 71%</p> <p>Advocacy at School:</p> <p>The percentage of overall positive student responses from TTFM survey 2022 was 52% a drop from 56% in 2021. This result was lower than the State average of 54% but better than the SSSG at 50%.</p> <p>Aboriginal and Torres Strait Islander students saw an improvement to 59% in 2022 from 50% in 2021.</p> <p>Sense of Belonging: The percentage of overall positive student responses from TTFM survey 2022 was 55% an improvement from 50% in 2021. This percentage was slightly below the overall State average of 58% but was better than SSSG average of 49%.</p> <p>Aboriginal and Torres Strait Islander students saw an improvement to 47% in 2022 from 39% in 2021.</p> <p>This data indicates we are on track to meeting the negotiated targets.</p>

Strategic Direction 3: Connecting the School Community

Purpose

To build quality relationships across the school community, broader community, local partner schools and other agencies to support student engagement and the wellbeing of students and staff. To provide meaningful pathways for post school opportunities.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Connecting Within The School Community
- Connecting With the Wider Community

Resources allocated to this strategic direction

Professional learning: \$14,200.00

Socio-economic background: \$88,103.00

Low level adjustment for disability: \$2,200.00

Summary of progress

Regular School Plan updates

Throughout the year data from; attendance, wellbeing, discipline, standardised tests has been updated regularly to Sentral, PLAN2 and the school plan, communicated to staff at staff meetings and through minutes recorded in Sentral. Feedback from team meetings (Behaviour, Wellbeing, Learning and Support, Aboriginal Education, Technology, Finance, and Curriculum) are also communicated to staff at staff meetings and through minutes recorded in Sentral. The next steps are to continue with a similar plan for reviews and communication to staff with the aim of strengthening the PLB team and incorporating this with the Behaviour and Wellbeing Teams.

Improving staff culture through a whole school program

This year we continued to engage the support of an external coach, however due to the impact of Covid and competing priorities throughout the year the progress stalled after the executive planning day which focused on role clarity for executive staff. The next steps will be to allocate time to focus on role clarity for whole school teams with the aim of; unifying direction, clear instructions for all, increasing accountability for consistency and standards across all teams., create efficiencies by reducing double-ups and inconsistent messages, fairness and equity, to; reducing staff stress levels and anxiety, improve motivation and moral, improve risk of injury to staff, and improve understanding and management of administration to positively impact teaching accountability.

External Support Agencies and Post School Pathways

We have built strong connections and relationships with the local community to support our students and their families through: wellbeing programs (Love Bite, Free To Be, Smooth Sailing, Bullying No Way), Complex Case Meeting (DoE, Child and Adolescent Mental Health Services; police; Manning Support Services and Catholic Care); a curriculum that promotes authentic post school pathways (work experience/work placement, school based traineeships and apprenticeships, Defense Force and university/TAFE open days). This has resulted in the majority of students entering successful authentic vocational paths post school. These opportunities for student will continue next year.

Communication

We are regularly updating to improve communication and processes based on staff/parent feedback and best practice by strengthening knowledge, understanding and practice with: Code of Conduct; Complaints Handling; roles of staff within the school; communicating expectations with the community (P&C, newsletter, website); staff professional learning on processes and procedures. We will continue with these improvement plans to build community relationships, and strengthen parent as partners through; parent teacher evenings; subject/course/transition information meetings; HSC information evenings for parents and students, and the P&C.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • 10% Improvement in proportion of staff feeling that the Grievance processes; Senior managers and Action on surveys from the People Matter Surveys have improved • Direct observations from Head teachers that staff have improved their knowledge and ability to embed school plan strategic directions and Increased staff engagement and contribution to school plan and strategic directions • 25% Improvement in staff attendance at professional development linked to the school plan and their PDP 	<ul style="list-style-type: none"> • Feedback from head teachers indicate that most teachers have a good understanding of the school plan, however some teachers are still reluctant to actively contribute and take on leadership roles within the plan. • All staff attend professional learning sessions as evidenced from sign on sheets. Head teachers have stated that all staff have PDPs and linked to professional goals
<ul style="list-style-type: none"> • 25% Parents completing the TTFM survey • 25% Improvement in parent attendance at school information nights (electives and HSC) from 2021 baseline data • 25% Improvements in students attendance, and positive behaviour, entries and referrals • 50% Increase in students positive post school pathway options (Employment, TAFE, University) from current baseline data 	<ul style="list-style-type: none"> • 49 from 200 parents completed the TTFM survey (24.5%). We had not conducted a survey for 2 years due to Covid restrictions. • Increased parent participation in the stage 6 parent teacher evenings, however numbers were slightly reduced in the stage 4 and 5 parent teacher evenings • Over the whole year 25.8% of students improved their attendance compared to last year. Our overall attendance rate is 78.5% which is lower than State and Network but higher than SSSG with 27.3% attending 90% of the time (higher than state and SSSG but not Network) • Positive incidents have dropped from 5599 to 5317 so that's a drop of 5%. Negative incidents have also dropped by 18% • All our 2022 year HSC students obtained entry to either university, TAFE or obtained an apprenticeship/traineeship or employment

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$67,998.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Gloucester High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around supporting students with additional learning needs and embedding strategies into teaching and learning programs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments • consultation with external providers for the implementation of behaviour strategies • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: The Learning and Support Teacher provides Individual Education Plans (IEP) and professional learning to staff to support lesson delivery and engagement for students. The Wellbeing Team and the Learning and Support Team engaged with external agencies to provide a holistic approach to improving student outcomes. The Aboriginal workers are spending more time in the SLSO role rather than working with the Aboriginal Education Team to develop and implement programs for Aboriginal students.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to fund the additional SLSO staff to support teachers and students in the class room and programmed activities across the school.</p>
<p>Aboriginal background</p> <p>\$65,354.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gloucester High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices • Inclusive classroom • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff to support Aboriginal students • employment of additional staff to support literacy and numeracy programs and provide professional learning to teachers • employment of additional staff to analyse data and communicate impact to staff to inform teaching and procedures

<p>Aboriginal background</p> <p>\$65,354.00</p>	<p>The allocation of this funding has resulted in the following impact: The Learning and Support Teacher (LST) has provided Individual Education Plans and professional learning to staff to support lesson delivery and engagement for students. The LST works with external agencies and the wellbeing team to provide a holistic approach to student learning and planning for post school pathways. The Aboriginal workers are spending more time in the SLSO role rather than working with the Aboriginal Education Team to develop and implement programs for Aboriginal students</p> <p>With support from the Gloucester AECG Executive Team, we have additional strategies to support student attendance, improve NAPLAN results, and introduce a variety of culturally specific activities that support, student voice, student engagement and retention.</p> <p>After evaluation, the next steps to support our students will be: The AECG have started a weaving group at school, will investigate Tobwabba establishing a Yarning Group; Chatham High School dancers to teach students and the AECG executive. The AECG will assist us in establishing a Junior AECG team and we will invite an executive to the school Aboriginal Education Team meetings. Investigate person to implement Sista Speak.</p>
<p>Low level adjustment for disability</p> <p>\$148,587.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Gloucester High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices • Connecting With the Wider Community • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The Learning and Support Teacher (LaST) has developed a strong relationship with students, teachers, families and external agencies to provide guided and strategic support to ensure students' learning needs are met. All identified students have Individualised Education and or Behaviour Plans which are regularly communicated to staff and regularly reviewed in consultation with families and the student. The additional SLSOs have improved student engagement in the classroom and supported teachers in the delivery of their lessons. The Aboriginal staff have improved student connection to culture through their encouragement and knowledge of culture and improved student confidence with our Aboriginal students taking on leadership roles by organising events such as NAIDOC Day activities at school and cultural activities.</p> <p>After evaluation, the next steps to support our students will be: To continue the additional funding for the Learning and Support Teacher in order to have this position as a full-time entitlement. To continue to fund the additional SLSO staff to support all identified students in their learning and their teachers in the delivery of differentiated lessons. To continue to fund the Aboriginal staff who authentically connect our students to culture and together with teachers, promote Aboriginal perspectives throughout the curriculum.</p>

<p>Location</p> <p>\$41,380.00</p>	<p>The location funding allocation is provided to Gloucester High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Students having more resources available to them to assist in their learning, more engaging spaces for learning and improved outdoor areas for social connection.</p> <p>After evaluation, the next steps to support our students will be: Continue to improve the resources for students and teachers and to improve the learning environment and out door areas for students.</p>
<p>Professional learning</p> <p>\$95,037.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Gloucester High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices • Effective teacher practice • Inclusive classroom • Connecting Within The School Community • Connecting With the Wider Community • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • employment of additional teacher to analyse data to provide a platform to develop strategies to improve performance or procedures <p>The allocation of this funding has resulted in the following impact: The detailed data informs areas of student behavioural concerns, where students need additional support in Literacy, and numeracy and attendance interventions. This is readily available for teachers to use when planning lessons and supporting student wellbeing needs. Attendance data is referred to the attendance team for intervention measures and communication with families. There has been a greater understanding of data analysis and its use to improve student outcomes.</p> <p>After evaluation, the next steps to support our students will be: To implement action plans that develop and monitor explicit strategies focused on literacy, numeracy and reading, in particular, vocabulary to be a focus across all faculty areas. Professional learning to be explicitly developed around Improving Reading Comprehension Yrs 3-8 Guide. Staff to complete professional learning from Literacy and Numeracy Professional Learning Suite with the focus on improving vocabulary.</p>
<p>COVID ILSP</p> <p>\$158,513.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p>

<p>COVID ILSP</p> <p>\$158,513.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy focus area of grammar and comprehension • providing targeted, explicit instruction for student groups in numeracy - fractions and percentages • providing intensive small group tuition for identified students who were below benchmarks in NAPLAN and Check-in standardised tests • releasing staff to participate in professional learning • providing intensive small group tuition for identified students who were below the benchmarks for HSC Minimum Standards <p>The allocation of this funding has resulted in the following impact: Feedback from students was very positive, confidence improved and all students showed improvement from the beginning of the tuition. However, for some students this was not sustained due to the program ending and lack of ongoing individualised support. Feedback from staff was positive. Teachers could recognise improvement in most students and the results provided them with a guide to differentiate lessons.</p> <p>After evaluation, the next steps to support our students will be: Will fund this into 2023 at a reduced level.</p>
<p>Per capita</p> <p>\$87,900.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Gloucester High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • employ teacher to manage standardised testing and whole school surveys • External upgrades 4 x table/benches (year 7 and year 8 areas) 3 eco picnic shade tables 3 broad cover picnic tables • Internal upgrades classroom furniture library furniture blinds in classrooms <p>The allocation of this funding has resulted in the following impact: improved learning and social spaces for students and staff</p> <p>After evaluation, the next steps to support our students will be: continue to improve internal and external spaces around the school to improve connection and engagement</p>
<p>Student support officer (SSO)</p> <p>\$55,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Gloucester High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • From semester 2 we were provided with an SSO. Semester 1 this position

<p>Student support officer (SSO)</p> <p>\$55,000.00</p>	<p>was funded from the school budget to support student wellbeing and work closely with the school counsellor and Head Teacher Wellbeing</p> <p>The allocation of this funding has resulted in the following impact: An additional person to support student wellbeing and connect with families and community to develop strategies to support student engagement and wellbeing</p> <p>After evaluation, the next steps to support our students will be: This position will now be funded by the Department</p>
<p>Socio-economic background</p> <p>\$285,153.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gloucester High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices • Effective teacher practice • Inclusive classroom • Wellbeing and engagement • Connecting Within The School Community • Connecting With the Wider Community • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy implementation. • employment of additional staff to support the Aboriginal Education program implementation. • employment of additional staff to support data collection, analysis and communication of trends to staff to improve practice and procedures • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: greater awareness, regular communication to support teachers manage student learning, identifies areas for improvement Not all faculties had explicitly used data to embed literacy strategies in programs. Vocabulary to be focus across all KLAs. PL to be explicitly developed around Improving Reading Comprehension Yrs 3-8 Guide.</p> <p>After evaluation, the next steps to support our students will be: Staff to complete PL from Literacy and Numeracy Professional Learning Suite- focus on improving vocabulary. To develop consistent practice using SEEC model when teaching vocabulary. Will need to complete pre and post surveys. Faculty Action plans developed to implement and monitor explicit strategies focused on vocabulary. Regular activities in whole school meetings and support from Literacy Co-ordinator across KLAs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	176	163	164	155
Girls	200	196	178	174

Student attendance profile

School				
Year	2019	2020	2021	2022
7	91.9	91.3	88.9	86.1
8	86.9	86.9	85.7	78.4
9	85.1	88.6	83.9	80.9
10	89.6	86.0	84.9	80.0
11	87.3	83.7	79.8	76.9
12	90.1	88.1	89.5	85.3
All Years	88.5	87.5	85.3	80.8
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with

previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	6	0	0
Employment	2	2	16
TAFE entry	13	2	12
University Entry	3	2	64
Other	72	90	8
Unknown	4	4	0

Year 12 students undertaking vocational or trade training

62.50% of Year 12 students at Gloucester High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Gloucester High School expected to complete Year 12 in 2022 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
Head Teacher(s)	5
Classroom Teacher(s)	23.2
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	9.58
Other Positions	1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	889,973
Revenue	6,552,877
Appropriation	6,418,532
Sale of Goods and Services	2,467
Grants and contributions	125,066
Investment income	6,813
Expenses	-6,479,004
Employee related	-5,563,990
Operating expenses	-915,014
Surplus / deficit for the year	73,873
Closing Balance	963,846

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.

	2022 SBAR Adjustments (\$)
Targeted Total	91,902
Equity Total	491,420
Equity - Aboriginal	54,299
Equity - Socio-economic	291,498
Equity - Language	0
Equity - Disability	145,623
Base Total	4,993,753
Base - Per Capita	87,912
Base - Location	39,380
Base - Other	4,866,460
Other Total	566,005
Grand Total	6,143,080

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

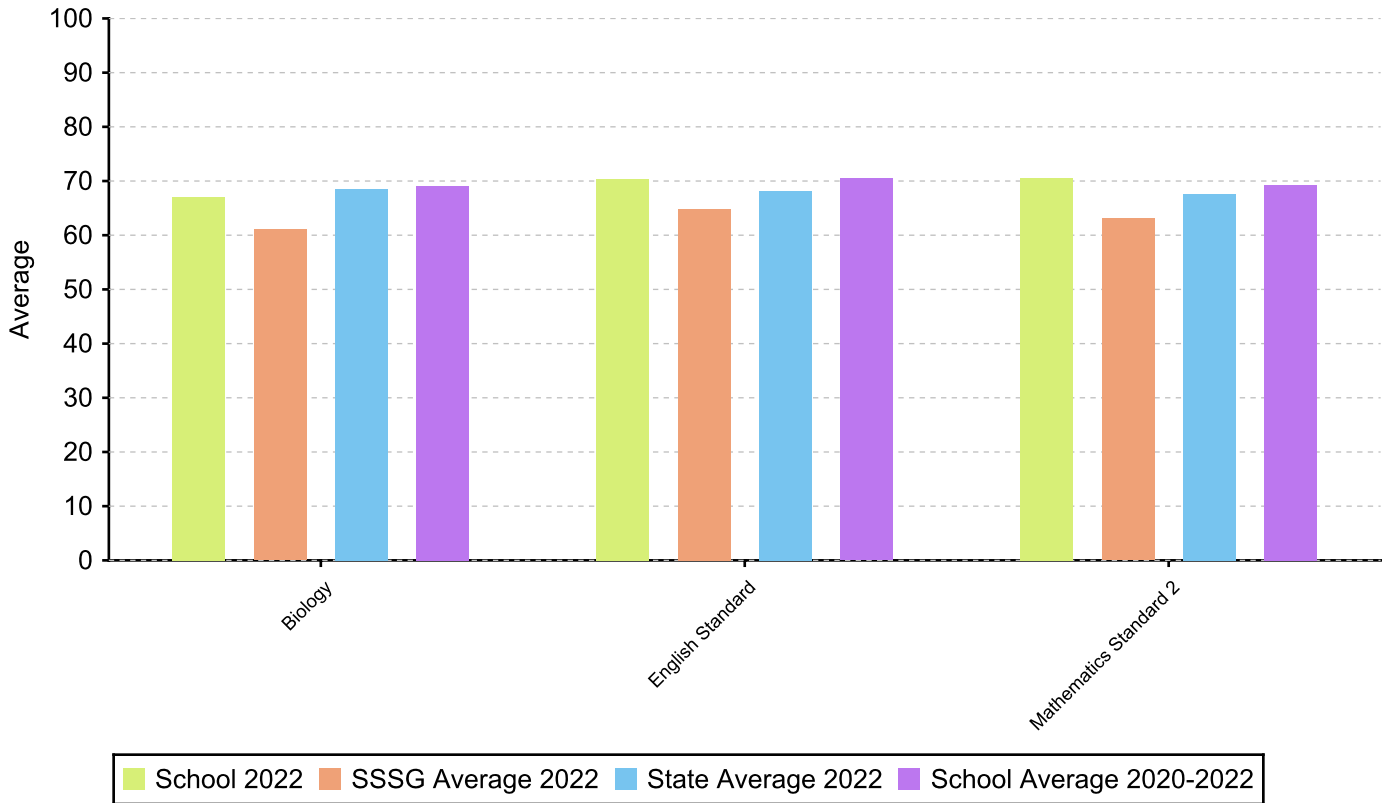
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2022	SSSG	State	School Average 2020-2022
Biology	67.1	61.1	68.5	69.1
English Standard	70.4	64.9	68.1	70.5
Mathematics Standard 2	70.6	63.1	67.6	69.3

Parent/caregiver, student, teacher satisfaction

Student satisfaction

An increase in student wellbeing from 59.34% in 2021 to 60.86 in 2022.

Expectations for Success: The percentage of overall positive student responses from TTFM survey 2022 was 75% an increase from 72% in 2021. This compares to the State average of 75% and Statistically Similar School Group (SSSG) of 69%. For Aboriginal and Torres Strait Islander students the results remained steady at 71%

Advocacy at School: The percentage of overall positive student responses from TTFM survey 2022 was 52% a drop from 56% in 2021. This result was lower than the State average of 54% but better than the SSSG at 50%. Aboriginal and Torres Strait Islander students saw an improvement to 59% in 2022 from 50% in 2021.

Sense of Belonging: The percentage of overall positive student responses from TTFM survey 2022 was 55% an improvement from 50% in 2021. This percentage was slightly below the overall State average of 58% but was better than SSSG average of 49%. Aboriginal and Torres Strait Islander students saw an improvement to 47% in 2022 from 39% in 2021.

Parent satisfaction

49 from 200 parents completed the TTFM survey (24.5%). We had not conducted a survey for 2 years due to Covid restrictions.

Increased parent participation in the stage 6 parent teacher evenings, however numbers were slightly reduced in the stage 4 and 5 parent teacher evenings

Teacher satisfaction

39% responded and areas for improvement are being addressed.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.