

2022 Annual Report

Gundagai High School



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Introduction

The Annual Report for 2022 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 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.

School contact details

Gundagai High School

157 Hanley St

Gundagai, 2722

<https://gundagai-h.schools.nsw.gov.au>

gundagai-h.school@det.nsw.edu.au

6944 1233

School vision

Our shared vision is to empower each student to reach their potential by providing high quality educational and cultural experiences through a culture of high expectations. Achieving this through a consistent effort to build teacher capacity in teaching, learning and wellbeing.

School context

Gundagai High School is a small comprehensive rural secondary school with 181 students with 15% ATSI students. School staffing entitlement is 23.8 teachers.

The school has a FOIE of 133 which attracts significant funding for low socio-economic background. As a result the school provides high levels of access to technology across the school. The school utilises the location allowance subsidy to lease a 22 seater bus to provide greater access for educational experiences and activities that strengthen community connections for students.

Learning and Support is an important aspect of the school teaching and learning programs. We offer extensive support to students to reach HSC minimum standard, achieve in general school assessments and cope with the rigors of mandatory courses. Students with additional needs are catered for through a multi-categorical class with an inclusive focus across the school.

Based on our situational analysis, we determined that the school needed to improve literacy and numeracy across all KLAs, provide greater emphasis on building teacher capacity and strengthen the school community's sense of belonging.

The school is committed to continually improving effective classroom practices with staff professional learning being a key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improving teacher excellence, early data collection, analysis and action.

Student Wellbeing is focused on recognising student participation, commitment and community connections in line with the school values of Respect, Responsibility and Integrity. The wellbeing team strives to provide quality initiatives that inform the students about living life well and support networks available to them, allowing them to connect, succeed and thrive in school and society. Students are encouraged to participate in a range of sporting and cultural opportunities, including learning about local Aboriginal culture.

School to work is a strength with a strong careers focused curriculum in place to support Stages 5 & 6 students. We offer extension and vocational education and training (VET) courses. Students have access to a broad range of post-school options within industry and tertiary education providers.

The school strives to continually strengthen a culture of collaborative practice through regularly engaging with P&C, AECG, staff and students to share school decision making and resource allocation. Regularly reviewing and gaining feedback on school policy and practice.

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	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
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: Student growth and attainment

Purpose

To embed quality teaching, curriculum planning and delivery, using consistent whole school assessment practices which maximise student learning.

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.

- Improving Literacy outcomes for all students.
- Improving outcomes for all students

Resources allocated to this strategic direction

Integration funding support: \$89,631.00

Low level adjustment for disability: \$121,741.00

Per capita: \$46,000.00

Summary of progress

Improving Literacy outcomes for all students

The whole year focus included identifying students needs through the use of internal and external data. This was delivered through a whole school focus across Years 7-10 to improve literacy understanding. The school also placed students in small groups to participate in a 10 week tutoring program. Senior students who had not met HSC minimum standards were also supported. Throughout the year the school effectively identified students through external and internal data and triangulated these results to assist in having a specific and narrow focus on skill development in reading. The school employed additional staff to lead and support Learning and Support through a senior executive level and this enabled a clear focus to remain a priority. Additional Student Learning and Support Officers (SLSOs) and para-professional to support the programs were employed by utilising needs-based funding. Support staff were provided with professional learning provided by the Assistant Principal Learning and Engagement to build capacity to lead small group learning with a focus on differentiation. The staff completed significant research into strategies used by other like settings and available professional learning through the newly appointed Head Teacher, Teaching and Learning. Challenges within this initiative came from creating a sustainable model and having staff buy into the whole school process, especially in the KLAs that did not see literacy as their domain. This slowed down the process somewhat but did not halt progress. Regular delivery of whole staff professional learning and the plan to implement across all key learning areas broke down these barriers and unified the staff. Professional learning related to this initiative will be revisited in 2023. The school had planned to implement whole school literacy strategies across all key learning areas, and our progress in 2022 has been well above our previous years progress. To support this in 2023, the school staffing structure will have a designated literacy team, including members from all KLA's to drive this initiative into the future.

In 2023, this initiative will continue to implement the small group focus areas and data analysis of student progress. The professional learning will continue to focus on engagement and skill building in literacy in data informed priority areas. Additionally the school will continue to support the employment of a senior executive member to lead Learning and Support whilst also additional SLSOs to provide targeted and individualised support to students with additional learning needs. The significant shift for 2023 is the development of a learning team to drive improvement in literacy attainment for students and professional learning for all staff. Reading will be supported through a targeted program facilitated through the school library for Stage 4 students. Identified students initially through the use of internal assessment including class internal assessments, through the Maths Faculty and Learning and Support. This was delivered across Years 7-10. Students were placed in skills appropriate small groups and participated in a 10 week tutoring program. Senior students who had not met minimum standards were also supported. Stage 5 class structure will also be modified to improve student motivation and attainment.

Improving numeracy outcomes for all students

The whole year focus included identifying areas of low skill level across year groups and individuals, through the use of internal and external data. This was delivered through a whole school focus across Years 7-10 to improve numeracy understanding. The school also placed students in small groups to participate in a 10 week tutoring program. Senior students who had not met minimum standards were also supported. Throughout the year the school effectively identified students through external and internal data and triangulated these results to assist in having a specific and narrow focus

on skill development in numeracy. The school employed additional staff to lead and support Learning and Support through a senior executive level and this enabled a clear focus to remain a priority. Additional Student Learning and Support Officers (SLSOs) and para-professional to support the programs were employed by utilising needs-based funding. Support staff were provided with professional learning provided by the Assistant Principal Learning and Engagement to build capacity to lead small group learning with a focus on differentiation. The staff completed significant research into strategies used by other like settings and available professional learning through the newly appointed Head Teacher, Teaching and Learning with the necessary skills required to drive this initiative. Challenges within this initiative came from the inability to maintain consistent staffing and expertise in the numeracy area, therefore the impact was only minor.

In 2023, this initiative will continue to be implemented, however will change focus to systems and processes around the curriculum. The professional learning will continue to focus on engagement and skill building in numeracy in data informed priority areas. Additionally the school will continue to support the employment of a senior executive member to lead Learning and Support whilst also additional SLSOs to provide targeted and individualised support to students with additional learning needs. The significant shift for 2023 is the development of a learning team to drive improvement in numeracy attainment for students and professional learning for all staff.

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
Uplift in the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity.	<ul style="list-style-type: none"> The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has maintained at an average rate as there is a small number of students in each year group, with around 40% attaining the HSC each year..
Uplift in the percentage of HSC course results in top three bands by 8.5% or more.	<ul style="list-style-type: none"> A decreased percentage of students attained results in the top three bands demonstrating progress toward the lower bound target.
Increase in the proportion of students achieving in the top 2 NAPLAN bands in Reading by 5.3%.	<ul style="list-style-type: none"> 2022 NAPLAN data indicates 13.8% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 3% .
Increase in the proportion of students achieving in the top 2 NAPLAN bands in Numeracy by 6.1% or above.	<ul style="list-style-type: none"> 2022 NAPLAN data indicates 0% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
Increase in the percentage of students achieving expected growth in NAPLAN reading to 60% or above	<ul style="list-style-type: none"> Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase in the percentage of students achieving expected growth in NAPLAN numeracy to 63% or above.	<ul style="list-style-type: none"> Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading.	<ul style="list-style-type: none"> An increased percentage of Aboriginal students achieved in the top three skill bands for reading however the school did not meet the system negotiated target. The school progressed marginally above the target baseline. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in numeracy.	<ul style="list-style-type: none"> A decreased percentage of students achieved in the top three skill bands for numeracy however the school did not meet the system negotiated target. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Sustaining and growing in our school self assessment rating for the explicit teaching theme of the school excellence framework	<ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Explicit Teaching in the element of Effective Classroom Practice.

Strategic Direction 2: Teaching Excellence

Purpose

Teachers are collaborative and progressively improving practice and expertise in teaching.

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.

- High Impact Professional Learning
- Teacher collaboration

Resources allocated to this strategic direction

Professional learning: \$28,500.00

Beginning teacher support: \$30,000.00

Summary of progress

High Impact Professional Learning

During 2022, the school completed the 3 part professional learning 'Trauma-informed Practice in School, to develop an understanding of the learning and emotional complexities of students who have experienced trauma. The whole staff were also led through explicit Professional Learning through data analysis, including internal and external data to triangulate the needs of individual learners and year groups. Teaching and Learning programs were developed to include differentiation and targeted strategies to enhance learning outcomes. One area of success of this initiative has been developing whole school strategies and targets. Staff are able to understand learner deficiencies and implemented strategies across the school to target each area. The school did not achieve the level we had desired with the key barriers being slow initial take up of key strategies across the whole school. Professional Learning and consistent feedback from data was key to developing buy in by teachers and the importance of whole school processes. From the professional learning delivered, all staff have collaborated to identify clear direction for whole school professional learning goals for the direction of the school across the next 12 months in teaching and learning strategies.

In 2023, in this initiative, there will be a continued focus on professional learning that incorporates using appropriate data sources and access to strategies to improve individual and collective teaching practices by modifying teaching programs and implementing various classroom strategies. As part of an ongoing improvement cycle, the Head Teacher Teaching and Learning will coordinate and deliver strategic professional learning and utilise a schedule to plan and review impact.

Teacher Collaboration

In 2022 the staff continued to engage in Quality Teaching Rounds (QTR) to further build on collaborative process and practice from 2021 with 2 groups each term engaging in teaching rounds, however, QTR was significantly impacted by shortage of casual relief staff to allow adequate time for teachers to participate in the program. The school utilised available staff meetings, faculty meetings and Staff Development Days to provide opportunities for teacher collaboration in wellbeing, Explicit teaching and behaviour management. Faculty leaders worked with staff to identify faculty goals for all staff to have a common focus that provided additional collaborative opportunities. This initiative improved upon 2021 progress and resulted in making progress in teaching and learning intentions, identification of student needs and appropriate evaluation of teaching programs. As such, the school was able to achieve the desired outcomes for staff.

In 2023, in this initiative, we will continue the school's focus on teacher collaboration across the whole school and continue to create common strategies for high impact teaching and learning to improve student outcomes. The school will again attempt to engage and use external expertise to identify and implement best practice models to improve teaching and learning and develop strong professional collaborative networks within the school and learning communities focusing on sharing professional practice and enhancing teacher effectiveness. The school will continue to engage staff in QTR through its links to Professional Development Plans (PDPs) and practice, observation and feedback.

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
60% of teachers have undertaken Quality Teaching Rounds and ALL teachers are working collaboratively with colleagues.	<ul style="list-style-type: none"> • QTR continued throughout the year, with two groups completing the process each term. This catered for 14 teachers to complete the rounds (60% of staff).
Staff data in TTFM indicates that collaborative teaching across the school grows to 60% or above	<ul style="list-style-type: none"> • Tell Them From Me data indicates 51% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
The school Sustaining and Growing in the theme of Data use in teaching from the element of Data Skills and Use (Teaching Domain)	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the school currently performing at delivering in the theme of Data use in teaching in the element of Data Skills and Use.

Strategic Direction 3: School Culture

Purpose

The whole school consistently works to build and maintain a positive school culture where all students can connect, succeed and thrive.

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.

- Wellbeing and Engagement
- High Expectations

Resources allocated to this strategic direction

Location: \$3,500.00

Aboriginal background: \$35,000.00

Student support officer (SSO): \$96,000.00

Low level adjustment for disability: \$16,000.00

Per capita: \$3,679.00

Professional learning: \$5,000.00

: \$0.00

Socio-economic background: \$273,000.00

Summary of progress

Wellbeing and Engagement

In 2022, in response to evaluation of progress in 2021 the school introduced new measures and strategies to improve wellbeing structures and rewards systems. The School continued to utilise Sentral as the focal point for recording and tracking in a centralised online platform. The school continued the focus to increase student, parent and staff engagement with online tracking and notification of student reward points and positive feedback. The Sport Houses inclusion in wellbeing structures became a focus of improvement and student rewards. The school added incentives for positive behaviour by offering a wellbeing excursion at the end of each term for the house with the most reward points. These excursions were divided to be different each term and to facilitate a day of fun. Individual student rewards were acknowledged on a termly basis, with students receiving vouchers from local business houses. Positive student feedback provided through access to an online platform to monitor individual achievements. Parental involvement has improved since 2021, however, we still only have 45% of families engaging in the the online platform. Excursion restrictions and cancellations impacted the school's ability to provide meaningful student rewards and extra-curricular activities.

The school supported the promotion of wellbeing through involvement in whole school sport carnivals, regular house meetings and promotion of individual and house points to raise student, staff and parent buy-in and increase knowledge, visibility and transparency of wellbeing. The school utilised funding to cater for locally resourced rewards and House excursions, whilst also improving the facilities and shelters in the school playground. Installing a new shade shelter large enough for 50% of the school, we will also continue our update of classroom resources and facilities. Additional staff have been engaged to support positive, regular parent engagement. This involves daily SMS positive messages that have been recorded for the student in Sentral. Parent feedback has been positive through P&C discussions. The school engaged two Aboriginal SLSOs to support the PLP process for students, classroom engagement and continued to teach Language to Aboriginal Stage 4 students. The result is increased engagement within both Language classes and their general classes.

In 2023, in this initiative, the school will continue to improve school culture by engaging external agencies to provide specific gender based wellbeing programs, employing an SLSO to build positive culture in the playground by regularly holding competitions and activities to engage students in meaningful activities. ­­­­ Parent understanding and access to the Sentral portal will be reinvigorated by also including organisation for school extra curricular activities, requiring more parents to engage in the platform. The School Student Support Officer will become more engaged and work as a team with the school counsellors by forming a wellbeing hub. Stage coordinators will engage in termly review of current practice and increasing opportunity for student voice across the school through engagement of the Student Representative Council (SRC). The school will increase its presence in the community and actively promote our involvement in whole community activities.

High Expectations

In 2022, the focus of the initiative was to engage all staff in understanding the impact of student attendance through high expectations and individual student responsibility to attend school on a daily basis. Over the course of the year staff commenced professional learning in classroom management and explicit teaching to create a common and consistent theme of expected behaviours, responsibilities and leader opportunities and extra-curricular experiences. Priority was given to identifying students and families impacted by trauma and providing support to improve learning outcomes. The school made progress in identifying areas of concern of student behaviour and making decisions regarding where to next to support staff in delivery of expectations. The school identified a need to review Stage 4 class structure to allow them to be more responsive to student needs. The school made considerable investment in physical environment, upgrades included updated classroom furniture, rejuvenated the Home economics classroom and exercise equipment. Upgrades were completed to provide spaces for students and staff with flexible and well-presented learning spaces.

In 2023, in this initiative the school will introduce targeted wellbeing programs which will include the Resilience Project in stage 4, Specific Boys and Girls Programs and an ATSI girls program called 'Burrabinya'. This will continue as a major focus and be supported by a strong wellbeing structure because we are working towards sustained success for current and future students. The restructuring of Stage 4 classes has provided a springboard for success and will be utilised as a model to restructure the Stage 5 classes. Continued upgrade to learning spaces in English and TAS facilities is also a priority to support engagement and attendance of students.

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
Uplift in the percentage of students attending 90% of the time or more by 6.8% or above.	<ul style="list-style-type: none"> The number of students attending greater than 90% of the time or more has decreased.
Tell Them From Me student data (advocacy, belonging, expectations) improves to increase by 5.4% or more.	<ul style="list-style-type: none"> Tell Them From Me data indicates results indicate 51% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
At or above 70% At staff job satisfaction as indicated in the People Matter survey	<ul style="list-style-type: none"> 45% of staff report to have a high level of job satisfaction..
Increase in student retention rates from stage 5 to stage 6 by 10%	<ul style="list-style-type: none"> Student retention rate form Stage 5 to Stage 6 decreased indicating that the school has not achieved the desired progress against this measure.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$89,631.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Gundagai 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"> • Improving Literacy outcomes for all students. <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 • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Intense reading groups targeting specific students which resulted in improved reading outcomes. - Support provided in classrooms resulted in increased engagement by students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue with Learning Support Model, however improve the use of performance data to target student in programs.
<p>Professional learning</p> <p>\$33,500.00</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 Gundagai 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"> • High Impact Professional Learning • Teacher collaboration • High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of a teacher on 0.4 FTE <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To ensure staff have access to personalised and targeted professional learning in the form of literacy and numeracy.
<p>Socio-economic background</p> <p>\$273,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gundagai 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"> • High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Review and evaluate current learning environments and set goals to improve facilities and resources.

<p>Socio-economic background</p> <p>\$273,000.00</p>	<p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Improved school facilities and resources available for teaching and learning, which Improved the quality of learning activities and engagement in the classroom. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Further improvement of targeted environments will continue into the future, bringing all school learning environments forward in resourcing and flexibility.
<p>Aboriginal background</p> <p>\$35,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gundagai 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"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - An increase (>50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. - Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Funding will be to continue the program and facilitate external agency access into the school to run targeted programs.
<p>Low level adjustment for disability</p> <p>\$137,741.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Gundagai 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"> • Improving Literacy outcomes for all students. • High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - The school's value-add results have improved. - The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - This funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of SLSOs.

<p>Location</p> <p>\$18,216.00</p>	<p>The location funding allocation is provided to Gundagai 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"> • Wellbeing and Engagement • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Leasing a 22 seat school bus. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Greater access to educational, cultural and sporting opportunities for all students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - The school bus is on a long term lease and this funding will continue to support this initiative.
<p>COVID ILSP</p> <p>\$126,000.00</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>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"> • providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - The majority of the students in the program achieving significant progress towards their personal learning goals <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - This funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.
<p>Student support officer (SSO)</p> <p>\$96,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Gundagai 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"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employing a Student Support Officer on a 1.0 FTE <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Improved access to external referral services for students and a link between students and school counsellors. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - This role of this positional will continue to develop, with the aim of providing greater access to external and self help services.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	106	98	98	87
Girls	91	85	95	78

Student attendance profile

School				
Year	2019	2020	2021	2022
7	88.3	92.3	86.4	86.8
8	88.7	87.5	80.5	71.0
9	87.0	93.8	75.8	73.4
10	81.7	89.6	83.0	71.4
11	77.8	86.9	74.2	73.1
12	89.5	86.8	75.8	75.4
All Years	85.5	89.8	79.8	74.8
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	0	0	0
Employment	0	12	60
TAFE entry	0	0	0
University Entry	0	0	40
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

31.25% of Year 12 students at Gundagai 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 Gundagai 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
Assistant Principal(s)	1
Head Teacher(s)	4
Classroom Teacher(s)	12.9
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	7.38
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 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	265,349
Revenue	4,725,535
Appropriation	4,665,164
Sale of Goods and Services	248
Grants and contributions	34,950
Investment income	1,847
Other revenue	23,327
Expenses	-4,820,324
Employee related	-3,953,864
Operating expenses	-866,460
Surplus / deficit for the year	-94,788
Closing Balance	170,561

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	85,143
Equity Total	447,718
Equity - Aboriginal	35,765
Equity - Socio-economic	273,776
Equity - Language	0
Equity - Disability	138,177
Base Total	3,367,424
Base - Per Capita	49,680
Base - Location	18,216
Base - Other	3,299,528
Other Total	559,142
Grand Total	4,459,427

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

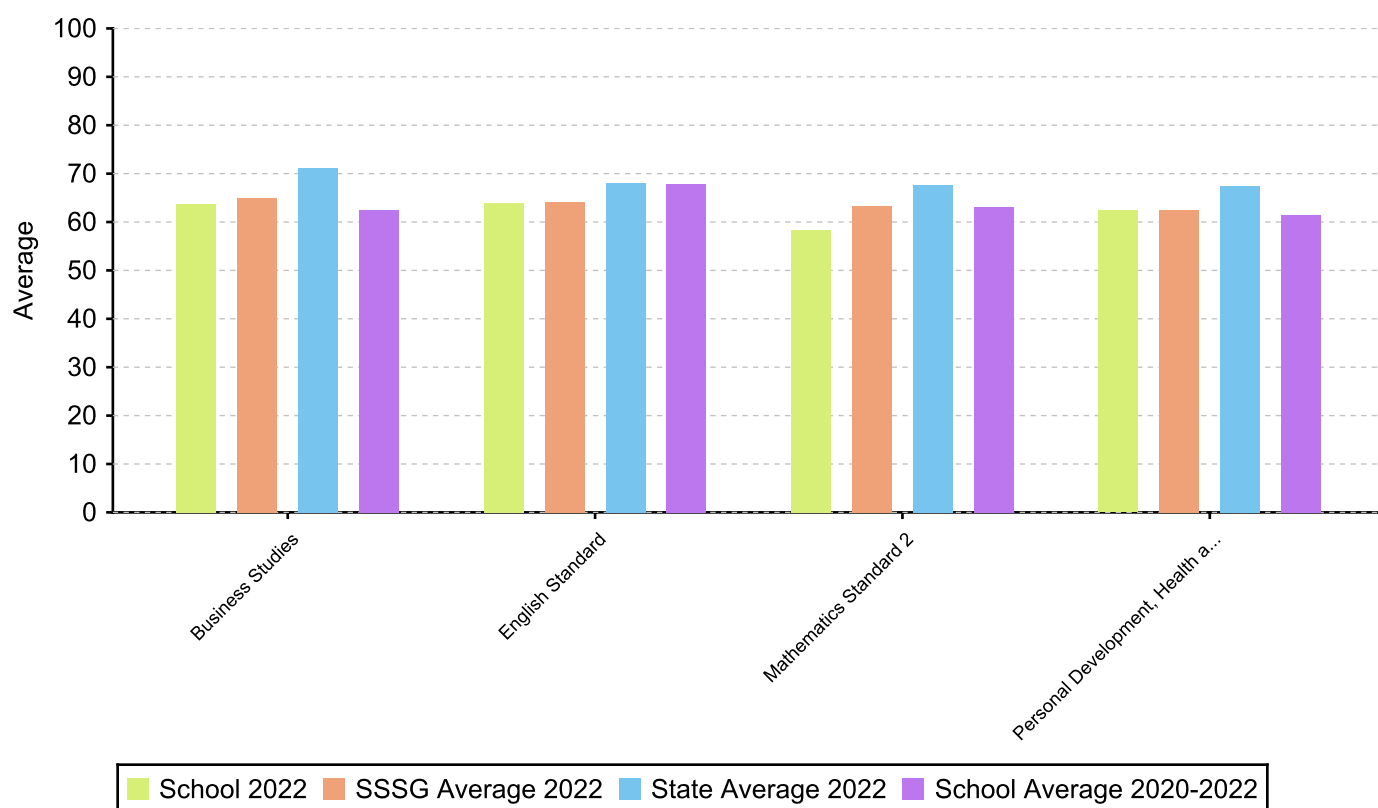
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Business Studies	63.8	65.0	71.2	62.4
English Standard	64.0	64.2	68.1	67.8
Mathematics Standard 2	58.3	63.3	67.6	63.1
Personal Development, Health and Physical Education	62.4	62.4	67.5	61.5

Parent/caregiver, student, teacher satisfaction

In 2022 the school sought the opinions of parents, students and teachers in a variety of ways. These included surveys, questionnaires, meetings and direct feedback from staff, parents and students.

Parents

Gundagai High School has an active Parent & Citizen committee who engage in regular formal meetings. Members of this committee provide constructive feedback to the school around daily operations of the school. The Principal and P&C president remain in regular contact regarding school issues outside of these meetings. Parents express satisfaction in being able to communicate directly with teachers. The consultation process also involves the P&C regularly being involved in school improvement decisions and resource allocation. The school continues to seek opportunities to promote parent voice in school operations.

Parents/carers agree that the school environment is welcoming and that staff are always approachable and helpful. Family engagement in Teacher Parent interview evenings occurred throughout the year a variety of mediums, these interactions have increased in number and will result in changes to the structure for 2023 so staff and parents have more opportunities to meet and discuss student progress.

Parent participation in school activities is usually regular and positive.

Students

Students regularly participate in class surveys and give feedback on learning activities, they are also surveyed regarding success and satisfaction of whole school events and programs. A high percentage of Year 7-12 students completed the Tell Them From Me (TTFM) survey in 2022. Students have reported through TTFM surveys that the school is maintaining the same level in expectation for success, advocacy and belonging over the past few years. Indicating we still have work to do in the goals we are setting. When referenced with internal data sources, it is evident that a large percentage of our students believe schooling is useful in their everyday life and into the future and that they believe they try hard to succeed.

Most students also indicate teachers are responsive to their need, staff have high expectations for them to succeed and learning time is used effectively to support learning. The students indicated that they are well supported with their learning and understand the significance of constructive and timely feedback.

Aboriginal students are supported through connecting with their Personalised Learning Pathway and being supported to reach their learning goals.

Teacher

Teachers participate in regular staff meetings to discuss general running of the school and also are able to convey information through daily morning meetings and executive meetings. Teachers agree that school leaders have supported staff to create and embed evidence-based, differentiated teaching and learning opportunities for students of all abilities and that this has had a positive impact on increasing student performance and engagement in the classroom. Staff also had the opportunity to participate in the people matter survey 2022, the school had a 51% response rate, with results being used at executive level to improve workplace conditions and employee engagement.

Staff use their PDP to articulate individual areas they wish to lead or receive extra support and professional learning. Staff have indicated their desire to be given further opportunities to collaboratively work in professional learning teams within the school.

Professional learning in literacy and numeracy in line with our School Improvement Plan was a focus in 2022 and will continue into 2023. The staff also completed training in Trauma informed practice to facilitate greater awareness and engagement with students at risk.

School leaders reported an increased understanding of the School Excellence Framework and The School Plan and how these support teaching and learning programs. Overall the evaluation process showed high levels of staff satisfaction with the vision of the school.

Information collected from staff, students and parents is utilised to form future goals and directions.

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.