2009 Annual School Report
Gunnedah High School

NSW

Public Schools – Leading the way
Messages

Principal's message

Gunnedah High School is situated 78 kilometres west of Tamworth in the New England Region of the state. It is a comprehensive, co-educational school which serves the town as well as the surrounding rural districts bounded by Boggabri, Breeze, Mullaley and Somerton. Approximately one-third of the student population travels to school by bus. Always Your Best is the translation of the encouraging Latin school motto, Semper Optime.

Gunnedah High School operates within the Priority Schools Program, having been identified as a school with socio-economic disadvantage, and has been inducted into the Schools in Partnership (SiP) Program for schools with high Aboriginal population. Household income reported in the Gunnedah Shire Social Plan is well below that of the rest of New South Wales and the unemployment rate amongst Gunnedah’s workforce is 9%, well above the NSW average. The local economy relies on a rural base with associated service industries. There are proposals for new mines, an ethanol plant and also the Australia/Asia Flight Training Academy in the near future.

Our school mission statement is based on five words beginning with the letter “C”: Gunnedah High School is proud to be a Comprehensive school. This means we accept students from the wide range of backgrounds that make up the Gunnedah community. This gives a wonderful opportunity for students to mix and relate to others from different social circumstances.

To cater for this range of interests and abilities it is important that our Curriculum Choices cater for all students. The school has worked very hard to provide students with a broad school curriculum and a comprehensive array of extra-curricula activities.

If we are to get the best from every student we must provide opportunities that are Challenging. Every student is encouraged to strive for their personal best at school.

Gunnedah High School enjoys a very safe and secure environment. Our welfare structure ensures that we have a Caring group of teachers who are always available if a student experiences difficulties. We believe that this creates a positive atmosphere that ensures that students can perform at their highest level.

The school acknowledges the importance of being Community Centred. We are a school designed to serve the whole of the Gunnedah community and we are proud of our achievements in the local district.

2009 was a very exciting year at Gunnedah High School. This year saw the school included in a number of equity programs for the next three or four years. We were again included on the PSP program for 2010 - 2012, SiP program for 2010 - 2012 and also National Partnerships Low Socio-Economic Schools program for 2010 - 2013. These programs will give us the opportunity to address improved learning outcomes for our students and also provide quality teaching from our staff. We are very fortunate to have this opportunity and look forward to implementing innovative initiatives in these areas during 2010.

The support of the community for our school has been a key factor in our successful year. Many responded to the surveys and made relevant comments in the recent development of our student welfare policy and new school uniform. I would like to formally acknowledge the tireless work of the school’s SiP Advisory Committee. My sincere appreciation and thanks go to Mrs Allyson Watson (Rel. DP), Mr John Watson (Teachers Federation Rep - chair), Mrs Helen Lickorish (AEO), Mrs Marg Kelly and Mrs Jeanette Hinshelwood (SAMs), Mrs Gwen Griffen (President Gunnedah AECG), Mrs Linda Korn (President Gunnedah High (P&C) for your input and support in the administration and development of our SiP program 2007-2009.

Our school has also been very fortunate in receiving funding grants for three major capital works programs for refurbishments or new buildings. Work commenced on the refurbishment of a Food Technology kitchen upgrade to VET Cert. II standard ($625 000) and a new gymnasium ($3 100 000) which will seat 600 students. Both programs were allocated funding through the NSW Government’s ‘Building Better Schools Program’. We also received funding for the refurbishment of four science laboratories ($1 600 000) through the Federal Government’s ‘Building the Education Revolution’. These new facilities are expected to be completed early to mid 2010 and will provide the school with first class facilities in Food Technology / Hospitality, Science and Sport. They are a welcome acquisition to our school.

The Federal Government’s ‘Digital Education Revolution’ has also been an exciting component of our school during the latter half of the year. This has given our school the opportunity to engage students on a higher level within the classroom and gives our students the opportunity to showcase their technology skills.

Thanks must also go to the entire school staff for their professionalism, caring attitude and
persistence. I feel proud and privileged to lead such a supportive team.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mr Rod Jones
Principal

P&C message
Gunnedah High P&C meets each third Wednesday of the month during the school terms.

The object of the P&C is:

a) To promote the interests of the School by bringing parents, students and teaching staff into close co-operation.

b) To assist in providing desirable aids to teaching, which the a N.S.W. Department of Education and Training is unable to supply.

c) To provide recreational equipment for student use.

d) To assist in securing and maintaining the regular attendance of students at school.

e) To advise the N.S.W. Department of Education and Training, at it’s request, in matters relating to the material requirements of the school such as minor repairs, alterations and additions to the school buildings.

f) To act on behalf of the N.S.W. Department of Education and Training in any other matters in which the co-operation of the Association may be sought by the Department.

g) To support the activities of the Federation of P&C Associations of N.S.W. and their District councils.

h) To do all such other things as may promote the interests of education.

The school canteen is our primary fundraiser and this year we have been able to donate $100 to the Royal Far West, $400 to assist with the Year 10 presentation and $2000 was given towards the Year 12 Presentation including prizes and awards. The P&C also purchased the School Captains’ blazers and spent $1800 on postage for the Gunnedah High School Newsletter.

Thankyou to Rod Jones and the staff at Gunnedah High for providing the P&C with reports and keeping the P&C informed with the progress of the innovative programs Gunnedah High School has provided for our students in 2009. We look forward to working together again in the future.

Mrs Linda Korn
P&C President

Student representatives’ message
2009 has been a busy year for the SRC. The Student Representative Council is made up of six Year 12 Senior Council members, six representatives from Years 10 & 11 and four representatives from each Years 7, 8 and 9. We hold a regular weekly meeting during lunch breaks to discuss issues within the school and plan fundraising activities.

Each term we attend the Regional Meeting. Schools take turns in holding the event and students gather and run their own meetings to discuss issues affecting them. This is also a rewarding experience as we can share ideas and discuss plans for future events.

One of the most successful activities we were involved in this year was, in coordination with staff and the Environmental Committee, to organise new seating for the playground. Students were involved in making suggestions as to where new seats were required.

In term three we held an ‘out of uniform day’ to raise money for the Jeans for Genes research foundation. We were able to donate around $300 which we are very proud of.

Also in Term Three Maddie Woodhead and Paige Donnelly (Year 11) travelled to Sydney for State SRC Conference. The girls were two of nine from the New England Region to attend and represent over twenty schools in our area. At the start of this term, our Senior Council and some SRC members attended the Tamworth day of the Student Leadership Road Show. This road show was held to replace the annual Regional Camp which unfortunately was cancelled.

For World Teachers day the students wrote messages to the staff and handed out a lolly bag and message page to all teachers. On the page they had written their thanks and some positive messages for the staff. These small tokens were greatly appreciated.

Four of our Year Ten representatives also assisted the RSL by selling Poppies for Remembrance Day.

We have had a successful year and look forward to another busy and fulfilling year next year.

Olivia Havilah and Carly Howard
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>298</td>
<td>300</td>
<td>301</td>
<td>291</td>
<td>277</td>
</tr>
<tr>
<td>Female</td>
<td>305</td>
<td>288</td>
<td>299</td>
<td>288</td>
<td>296</td>
</tr>
</tbody>
</table>

Student attendance profile

The attendance pattern of most students at Gunnedah High School is satisfactory and well above the regional average, but the overall attendance rate is pulled down by a relatively small group of chronic non-attendees. Some of these are mobile students who enrol and rarely attend school. Improving the attendance rate will continue to be a challenge in the future.

Management of non-attendance

In 2009 Gunnedah High School employed an additional Head Teacher Attendance and an additional School Learning Support Officer, Attendance. Strategies undertaken included:

- Telephoning parents after two days absence where no contact has been made by parents/carers.
- DET pass outs for students requiring appointments in school time.
- Awards given for outstanding attendance at the Annual Presentation Day.

Retention to Year 12
Post-school destinations
The post school destinations of students completing their HSC in 2009 at Gunnedah High School can be summarised as follows:
- 29% (14) university placement.
- 33% (16) TAFE.
- 26% (13) employment
- 12% (6) other

Year 12 students undertaking vocational or trade training
Of the 49 students who completed their HSC at Gunnedah High School in 2009, 65% (32) undertook a vocational training course during their HSC year.

Year 12 students attaining HSC or equivalent vocational educational qualification
In 2009 our Year 12 totalled 49 students. All students attained their HSC at Gunnedah High School.

Staff information
Gunnedah High School had a total staff allocation of 50.6 teaching staff and 12.082 support staff in 2009. An additional four, above establishment, staff have been employed this year through our PSP and SiP initiatives. Twelve of our teaching staff were in their first two years of teaching.

Our support staff entitlement for 2009 was 12.082 which includes a school administrative manager, school administrative officers, general assistant, farm assistant, Aboriginal Education Officer and school learning support officer attached to our support class and tutorial centre.

An additional 5.4, above establishment administrative staff and 1.0 additional School Administrative Manager positions have been employed through our equity programs.

In October 2009, the Principal of Gunnedah High School Mr Rod Jones was presented with the William Walker Award for Excellence in Educational Leadership from the Australian Council for Educational Leaders. The photograph to the right is Mr Jones accompanied by Deputy Principal Mr Murray Borham at the Award presentation dinner.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>34.4</td>
</tr>
<tr>
<td>Teaching Concessional Allowances</td>
<td>0.6</td>
</tr>
<tr>
<td>Priority Schools Funding Scheme</td>
<td>1.5</td>
</tr>
<tr>
<td>Small Schools Supplementation</td>
<td>2.6</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0.8</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.1</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Behaviour Disorders</td>
<td>1</td>
</tr>
<tr>
<td>School Learning Support Coordinator</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>12.1</td>
</tr>
<tr>
<td>Total</td>
<td>69.1</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Within the teaching staff at Gunnedah High School 2% have indicated that they identify as Aboriginal and within the SASS staff 18% identify as Aboriginal.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>92%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>8%</td>
</tr>
</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>480 491.31</td>
</tr>
<tr>
<td>Global funds</td>
<td>432 352.70</td>
</tr>
<tr>
<td>Tied funds</td>
<td>667 841.42</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>183 388.30</td>
</tr>
<tr>
<td>Interest</td>
<td>19 487.35</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>34 125.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1 817 687.03</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>97 252.66</td>
</tr>
<tr>
<td>Excursions</td>
<td>36 954.85</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>56 330.36</td>
</tr>
<tr>
<td>Library</td>
<td>5 896.27</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>693 129.27</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>107 358.98</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>114 536.53</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>101 363.05</td>
</tr>
<tr>
<td>Maintenance</td>
<td>63 432.72</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>35 866.56</td>
</tr>
<tr>
<td>Capital programs</td>
<td>99 174.18</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1 411 295.43</td>
</tr>
</tbody>
</table>

Balance carried forward  406 391.60

In reference to the summary above, the following allowances must be considered:

- The amount of interest was greatly reduced by the dramatic drop in the global interest rate.
- Expenditure on casual relief increased due to the availability of casual staff.
- Gunnedah High School purchased a new school bus for use on curriculum and sporting excursions.
- The balance of funds carried forward includes:
  - Tied and trust funds of $281,460.00.
  - Casual salaries not yet invoiced of $101,640.00.
  - Outstanding orders totalling $17,731.00.
  - The balance of funds for the excursion to France totalling $50,800.00.

A full copy of the school’s 2009 financial statement is tabled at the annual general meetings of the School P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Gunnedah High Dance Group 2009

2009 was a great year for the group. They performed at a number of functions throughout the region.

Highlights for the year included a spectacular contemporary performance titled ‘Wiyathul’. Kimberly Smith had the honour of performing the Welcome to Country against the background of dancers.

The group had the privilege of being invited to perform Wiyathul’ in Armidale for the launch of the 2009 ‘Aboriginal Policy’. The group performed for district Principals and other School Representatives throughout the region.

The group opened the ‘New England Dance Festival’, ‘Narrabri Artsfest’, Massed Choir, GHS ‘One Night Only’ and our end of year ‘School Presentation Day’ with this performance.

The group also showcased other variety dances including ‘Collins Street at 5pm’ (Poker Face), ‘The Fear of Dolls’ and ‘Bollywood’, all vibrant and highly entertaining variety dances and received excellent feedback from the local and district communities.
Sport

Gunnedah High has had another great year in sport in 2008.

Some highlights for the year included:

- Excellent attendance at swimming carnival. Nandewar was the winning house.
- Athletics Carnival was another success this year, with high levels of attendance and participation. Kaputar was the winning house.
- Dominic Rankmore and Chloe Davis won the cross country event on the newly named “Len Sefflet running track.”
- Five students were selected in the North West Swim team this year; Molly Dawson, Kalin Eade, James Ford, Sam Schubert and Shannon Small.
- Under 14s Netball team made the quarter finals of the North West knockout competition.
- Open Girls Tennis team made it into the Regional Final. Although our girls played well they were defeated by Oxley High School.
- Bryce Ellis won the 16yrs Champion for Horse Sports in Mullaley.
- Sam Schubert won a silver medal in 400m Individual Medley at the CHS State Carnival.

Academic

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 the assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 7

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 the assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The percentage of students accessing the combined lower three bands for reading was less than the five year average for the school and for our like school group.
The percentage of students achieving in the higher two bands for writing in 2009 was above the five year school average and above the like school group.

The percentage of students achieving in the higher three bands for spelling in 2009 was above the performance of the like school group.

The percentage of students achieving in the higher four bands for grammar and punctuation in 2009 was above the performance of the like school group.

Numeracy – NAPLAN Year 7

The average performance of students in the top three bands for numeracy is comparable to the
school’s five year average and above the average for the like school group.

**Literacy – NAPLAN Year 9**

The percentage of students achieving in the higher four bands for reading in 2009 was above the performance of the like school group.

The average performance of students in the top three bands for spelling is comparable to the average for the like school group.

The percentage of students achieving in the higher five bands for writing in 2009 was above the performance of the like school group.

The percentage of students achieving in the higher three bands for grammar and punctuation in 2009 was above the performance of the like school group.
The percentage of students accessing the combined lower three bands in numeracy was higher than our like school group.

School Certificate

The average performance of students in Bands 3 to 5 for English-literacy is above the five year average for the school. The percentage of students accessing the combined lower two bands in English-literacy is an improvement on our five year average.

The averaged performance of students in the higher three bands is comparable to the school’s five year average in Mathematics.

Students in the top three bands are underrepresented compared to the school
average and like school group average for Australian Geography, Civics and Citizenship.

The averaged performance of students in the higher three bands is comparable to the school’s five year average and the like school group for Science.

Compared to school average, there has been an improved performance in Bands 4 – 5 for Australian History, Civics and Citizenship.

While growth across most subject areas is less favourable than the like school group, there has
generally been a positive improvement compared to the five year school average.

Higher School Certificate

The performance of students in the nominated subjects is generally above the like school group average. A range of performances was demonstrated in the subjects presented.

For the HSC, only subjects that have ten students or more are reported on in this format.

Higher School Certificate relative performance comparison to School Certificate (value-adding)

The average performance of students across the three ranges was less favourable than our five year average.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>82.1</td>
</tr>
<tr>
<td>Writing</td>
<td>78.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>86.8</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>77.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>85.7</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Schools in Partnership (SiP)

The final stage of the initial three year school plan for our SiP program was completed in 2009. Regular consultation with members of the SiP Committee during the development phase saw the six target areas set, then endorsed by the School Education Director. The SiP plan aligned the school's priorities with those of the state and region by focusing on outcomes associated with literacy and numeracy, Aboriginal education, student engagement, quality teaching and building capacity. Regular meetings of the SiP Management Committee ensured successful communication and administration of
the initiatives. Targets were set in the following areas:

- **Attendance, Retention and Student Wellbeing**
  - Continuation of the Head Teacher Attendance position in order to maintain significant contact with parents and provide proactive supervision.
  - Regular and close contact with the HSLO by HT Attendance and Deputy Principals to ensure a close working relationship for the benefit of students and to address long standing attendance problems in the light of new policies and requirements.
  - Employment of Aboriginal SAO to assist with administration of the program and to conduct the phone home strategy. A notable improvement has occurred in parental contact regarding student absence.
  - Playground supervision structural changes to provide extra support for students in break times.
  - Recognition of excellence in attendance through the merit system on the school’s Positive Behaviour Model and through certificates on Assembly.
  - Transition programs in all stages to encourage a smooth transition for Year 6 students and their parents and to encourage student retention and thorough knowledge of course opportunities and requirements.
  - Revision and display in classrooms of promotional material for the Core Values and Rules.
  - Continued representation by our students in regional and state leadership programs.

- **Quality Outcomes and Building Staff Capacity**
  - Continued mentoring and professional leadership in the field of quality outcomes provided by Andrew Snowden and Gail Hill with concessional relief provided.
  - Appointment of a Head Teacher Mentor to assist the new members of staff in applying quality outcomes approximately 15 members of staff participated in this year long program).
  - Support offered by Regional Staff in conducting workshops in building staff capacity. In particular, Kerry Betts’ work with the beginning teachers saw improvement in effective classroom management and teaching by those members of staff.
  - PLP’s implemented across the whole school with a booklet provided for roll classes and encouragement for students to achieve personal and community goals.
  - Continuation of a language unit in English classes to improve student knowledge and ability in preparation for NAPLAN.
  - Continued allocation of full face-to-face teaching of senior classes with low class enrolment.
  - Reviewed curriculum offerings for senior students supplemented by release of a number of executive staff to provide counselling in subject choice and goals for students and parents.
  - Continuation of Quicksmart for students in Stage 4 through employment of Teacher’s Aides to conduct the program. These students demonstrated improved results in NAPLAN in 2009.
  - Extensive feedback to staff given on test results through faculty meetings and staff meetings by analysis of data.

- **Strengthening Outcomes through Technology**
  - Concessional relief allocated to a teaching staff member (B. McRae) for technological support for both staff and students in the classroom with a result that confidence in application of technology and software has improved as has student engagement in lessons using technology.
  - Professional development in the use of Smartboard.
  - Continuation of team teaching with classroom teachers in implementing ICT skills across the curriculum.
  - Upgrading of technology, sound and lighting in the school hall has allowed effective communication with parent and community groups. This has been used on several occasions throughout the year.

- **Community Participation**
  - Advice and direction has been given via the Schools in Partnership Advisory Board which has met regularly throughout the year.
  - Newsletter has been posted throughout 2009 resulting in improved communication with parents and carers and greater attendance at school functions, including P&C representation. Copies have also been left at supporting venues for community members perusal and this has been very favourable received.
  - Revised format of the Newsletter continues to receive favourably comments and promotion of student achievement is notable.
● Students have continued to participate in community organised competitions (e.g. public speaking) and charity fundraisers (Red Shield Appeals) earning community recognition.
● Parent support evenings were held to offer information and the opportunity to discuss strategies for encouraging students in their senior years, especially those preparing for the HSC. These were very well attended and appreciated by parents.

● Value, respect and appreciate Australian culture and individual identity

● Organised NAIDOC Week activities were very well received and attended and included culturally relevant sporting activities, food and speakers. These were coordinated by Judy Squires and Helen Lickorish (AEO).
● Increased concessional periods for Aboriginal Initiatives Co-ordinator, Judy Squires, meant additional time was available for planning initiatives and assisting students with assessments etc.
● Once again the employment of a School Learning Support Officer to support the role of the AEO in promoting student participation and learning outcomes.
● Continued increase in the involvement of Aboriginal parents in school activities and readiness to enter school grounds to work with staff for improved outcomes for their students.

● Administration

● Employment of an additional SAM, Jeanette Hinshelwood, to assist with the administrative management of the SiP initiative.
● Employment of Allyson Hoban in front office to assist with community enquiries.

Priority Schools Program (PSP)

Gunnedah High School has successfully implemented the vast majority of the initiatives planned in 2009 using our PSP staffing supplementation and funding. We have streamlined the program base within the school, which is associated with our equity programs, to make certain the widest possible coverage for the whole school to improve learning outcomes for all levels of student ability. This has been achieved through professional learning and staff and program development to facilitate a sustainable improvement in learning outcomes in Literacy and Numeracy for our students.

Our PSP program cannot be viewed in isolation. Programs and initiatives have been developed with funding and criteria from the school’s Improvement Plan, school budget and SiP entitlements. We have developed an integrated approach across the school with a focus on sustainability in Teacher Quality, the Quality Teaching Framework, Reading to Learn, Aboriginal education improvements, Plant It Youth mentoring, strengthening outcomes through technology & the engagement of our community.

In 2009, the following focus areas were established and initiatives implemented:

Quality Teaching and Learning

● The establishment of lesson observations and reflection using a buddy system encompassing the NSW Quality Teaching Framework.
● Revisit Literacy / Numeracy within each KLA.
● Student self assessment of work.
● The integration of ICT into course programming.
● Innovative quality assessment strategies
● Parent and student awareness of the Quality Teaching Framework
● Investigation into Yr 10 Learning Portfolios for implementation in 2010.
● Creation of Nor’wester magazine editing team.

School Organization and School Culture

● Consistency in programs, assessment, reporting, polices, procedures, rules and homework.
● Student leader opportunities through the students’ voice.
● Focus on students being prepared for work.
● Pride in appearance – new school uniform, clean well kept grounds and classroom fixtures.
● New reward system to replace our previous levels system.
● Focus on attendance/retention in association with SiP initiatives. Continuation of the Head teacher Attendance initiative.
● New Senior Student Common Room.
● Strengthening of six stage transition program.
● Emailing to staff of daily absence report each morning.
● Plan It Youth mentoring program.
Partnerships in Action

- Appointment of a Community Liaison Officer and development of statement of duties.
- Development of a GHS website through the DET, integrating curriculum, assessment and community news.
- Evaluation of the content of newsletter focusing on student achievement.
- Establishment of Parent/teacher night guidelines for teachers.
- Establishment of positive and proactive relationships, not negative reactive relationships.
- Early parent communication strategy for students at risk.

We have experienced difficulties in some initiatives and these will be fostered to a greater degree in 2010.

In 2009, the PSP coordination was the responsibility of the Deputy Principal, Mr Murray Borham. Mr Borham assembled quality teams in the form of an advisory committee consisting of staff, students, P&C and AECG representative and also teams to evaluate policies and procedures.

The significant focus in 2009 was on the Quality Teaching Framework and staff professional learning with two exciting new initiatives being introduced - Yr 10 Learning Portfolios and the CLO position. Many of the initiatives started in 2008 were continued in 2009, all committed to improving literacy, numeracy or participation outcomes.

Mr Ray McCoy was appointed to the position of Community Liaison Officer & provided the school with the opportunity to engage with our community in a more significant and professional way.

One of the most successful programs implemented was the Plan It Youth mentoring initiative. Thirteen community members completed TAFE accredited training as mentors and three others completed one day training and work with Yr 10 students. This culminated in the end of year Regional Celebration Assembly being held at Gunnedah High School. This was a wonderful gathering for students and mentors from across our region and a great way to cap off a great year.

Congratulations to our school coordinator Mrs Ann Thomas for a fantastic job.
• Handout day was organised.
• Students were given the laptops by English class.
• During an hour long information session the student logged into the laptop, checked internet connectivity and browsed to several web pages, were advised about safe internet usage and cyber-bullying.
• Any problems were addressed.

**Number of Laptops**

Laptops Delivered: 136
Laptops commissioned to students: 103
Laptops in Pool (Spares): 33

**Aboriginal education**

Gunnedah High School has a range of initiatives in line with the Department’s Aboriginal Education Policy. Some feature initiatives and activities include:

- Scholarships for Aboriginal Students (5).
- Giyanha Dirrabuu Murri Awards – Encouragement Award, Performing and Creative Arts Award, Vocational Education Training Award, Outstanding School Award (Secondary) - Gunnedah High School.
- Members of Student Representative Council (5).
- Members of School Senior Council (3).
- In Class Tuition Program years 7 – 10 Employment of Aboriginal Tutors (3).
- Norta Norta Program years 11 – 12.
- Aboriginal Student Leadership Camp – eligible students gain an insight into leadership qualities.
- Schools in Partnership Program (SIP).
- A.E.C.G. actively participating in collaboration with the school and community to address programs and issues that may arise affecting students’ schooling. Ms Cindy Berwick State A.E.C.G. President visited the school to speak to staff and students stating EDUCATION was the KEY to a BETTER FUTURE.
- NAIDOC Week the best ever. Year 9 students had a superb Bush Tucker Day enjoying the delights of their cooking Kangaroo etc..
- Elder’s Morning Tea.
- Weapons and usage explanation - Mr Peter Beale.
- Live snake education and snake bite first aid - Mr Steve Paull, Teacher.
- Festival of Champions week.
- Scavenger Hunt.
- Rock Bands.
- Resource Centre opens recess and lunch for assessment task assistance.
- Nanga Mai State Awards (2).
- Encouragement Award.
- Performing and Creative Arts Award.
- Artist in Residence Murals.
- Aboriginal Sites Tour for all school staff.
- Introduction of Aboriginal Studies Year 9.

**Multicultural education**

Gunnedah High School adheres to the Cultural Diversity and Community Relations Policy: Multicultural education in schools and the Anti-Racism Policy. Some initiatives include:

- Nomination and training of an Anti-Racism Contact Officer (ARCO).
- Inclusion of the ‘Bend it Like Beckham’ unit in Stage 5 PDHPE, which focuses on cultural diversity and racism.
- Celebration of Harmony Day.
- Purchase of multicultural wristbands for students to signify a respect for all cultures.

**Respect and responsibility**

Students at Gunnedah High School are provided with a variety of initiatives targeted at developing respect and responsibility. Students are involved in community service through the achievement of their community goal in their Personalised Learning Plans. Examples include participation in initiatives such as ‘Clean Up Australia Day’ and the option of attending Rural Fire Service & SES training during sport time.

16
Our Senior Council and SRC offer numerous student leadership opportunities for students. The PDHPE curriculum allows opportunities for the investigation of Respect and Responsibility. Units such as ‘Equal and Respectful Relationships’ specifically promote Respect, Responsibility and Core Values in Education.

Other programs

Blokes Business

Blokes Business is a student welfare program for boys at risk of disengaging in school. The program was coordinated by Gunnedah High and Gunnedah TAFE and the program is unique to the New England Region.

Highlights of the program included:
- Self Defence
- First Aid and CPR
- Archery and Abseiling at Lake Keepit
- Motor Vehicle Maintenance
- Bush Skills and Orienteering
- Boxing and Personal Fitness
- Front End Loader Operation
- Horticulture Equipment Use
- Vet Talk
- Personal Health
- Music Day with Steve McCauley

Progress on 2009 targets

In 2009 Gunnedah High School was selected to participate in the Commonwealth and State Government National Partnerships Program. To prepare for this, the school undertook a Situational Analysis which involved an intensive evaluation of school targets and Literacy and Numeracy outcomes.

Our achievements include:

Student enrolment

Enrolments at Gunnedah High School are remaining reasonably static for 2010 compared to recent years.

It is predicted that our enrolments will decrease from 2011 as there are a significant drop in students enrolled in our partner primary schools.

Student attendance

The attendance pattern of most students at Gunnedah High School is satisfactory and well above the regional average in the junior years but the overall attendance rate is pulled down by a small group of chronic non-attendees. Some of these are mobile students who enrol and rarely attend school. Improving the attendance rate will continue to be a challenge in the future. There is also a group of students whose parents have no control over them attending school. Senior students who work part-time (more than 20hrs/week) is still of concern to the school and also plays a significant role in time spent away from school.

The data from 2009 strongly indicates a significant improvement in attendance in Semester 1, 2009. This may be due, in part, to the significant effort which the Head Teacher Attendance and the School Administrative Officer, who work on our absenteeism, have put into improving this rate. This would continue to be a focus area for Gunnedah High School for future years.

Student retention

As indicated in the graph, retention of students from Yr 10 to Yr 12 has seen our school well above the SEG average and at State average or above, with the exception of 2008. The anomaly last year was the result of four students leaving school to take up permanent work with a traineeship or apprenticeship from associated fields of study during their schooling. Our school was proud of them and congratulates them on their success.
There were also six students who left the school due to them not meeting the ‘N’ Award requirements in three or more subjects. These students were given every support but chose not to complete the mandated requirements.

Gunnedah High has implemented a Senior Student-Parent Support Group under the current SiP funding to provide support and guidance for both our senior students and their families to ensure the maximum possibilities for each student to reach their full potential.

Student performance

NAPLAN

Numeracy: Students at Gunnedah High perform significantly lower than their state counterparts in all strands of numeracy. The year 9 cohort showed 9% more students in the lower bands than the same cohort in Year 7.

Growth patterns for Year 9 students showed a significant increase in growth for lower achieving students and less than expected growth for higher achieving students. This was particularly true for indigenous students.

Overall Numeracy achievement could be improved through a concentration on Number Patterns and Algebra in both Year 7 and Year 9. High achieving students could be catered for with tasks differentiated to develop higher order concepts.

Individual items in Year 7 that were completed least well were basic number activities including fractions and mental computation. One item was reading a protractor.

In Year 9 the individual items where Gunnedah HS students performed less well than the state were mainly items testing the Patterns and Algebra strand. One item was about angles.

Literacy: The school has recognised that student performance in literacy is not on a comparable level to their performance in numeracy. The school is implementing programs in 2009 and onwards to address this performance issue. The school has introduced in Semester 2, 2008 the “Reading to Learn” program. The school is planning to introduce new literacy intervention programs in 2010.

Year 7 Aboriginal students growth compared with non Aboriginal students for NAPLAN

<table>
<thead>
<tr>
<th>Strand</th>
<th>Year 7 Growth Reading</th>
<th>Year 7 Growth Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>57.6%</td>
<td>50.5%</td>
</tr>
<tr>
<td>Aboriginal Students</td>
<td>55.6%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Year 9 Aboriginal students growth compared with non Aboriginal students for NAPLAN

<table>
<thead>
<tr>
<th>Strand</th>
<th>Year 9 Growth Reading</th>
<th>Year 9 Growth Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>41.9%</td>
<td>34%</td>
</tr>
<tr>
<td>Aboriginal Students</td>
<td>50%</td>
<td>60%</td>
</tr>
</tbody>
</table>

From growth data from Year 7 to Year 9, Aboriginal students are performing better than their counterparts. Particularly in the case of numeracy, Aboriginal students are performing nearly double their non-indigenous counterparts. The QuickSmart program has been demonstrated to have contributed to these results.

NAPLAN Results (Aboriginal Students)

<table>
<thead>
<tr>
<th>School (Below Minimum)</th>
<th>Year 7 Reading</th>
<th>Year 7 Numeracy</th>
<th>Year 9 Reading</th>
<th>Year 9 Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>32%</td>
<td>17%</td>
<td>21%</td>
<td>11%</td>
<td></td>
</tr>
</tbody>
</table>

The school is addressing the issue of reading by the implementation of the Reading to Learn program. The success has been evidenced by the decrease in the numbers of students between Year 7 to Year 9 below minimum standard in reading. The Quicksmart program has contributed to the reduction of the students in Numeracy from Year 7 to Year 9.
School Certificate

As shown in the School Certificate table below, ‘the Z scores’ have been improving since the implementation of the SIP program since 2006. The school has focussed on Stage 4 and Stage 5 students through SIP funded programs. English and mathematics are the two top performing subjects at the school certificate level.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course</th>
<th>Z-score 2008</th>
<th>Z-score 2007</th>
<th>Z-score 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Geography, Civics and Citizenship</td>
<td>5050</td>
<td>.50-</td>
<td>.67-</td>
<td>.79-</td>
</tr>
<tr>
<td>Australian History, Civics and Citizenship</td>
<td>5040</td>
<td>.73-</td>
<td>.95-</td>
<td>1.00-</td>
</tr>
<tr>
<td>Computing Skills</td>
<td>6000</td>
<td>.41-</td>
<td>.85-</td>
<td>.76-</td>
</tr>
<tr>
<td>English - literacy</td>
<td>5000</td>
<td>.30-</td>
<td>.53-</td>
<td>.59-</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5010</td>
<td>.39-</td>
<td>.70-</td>
<td>.73-</td>
</tr>
<tr>
<td>Science</td>
<td>5020</td>
<td>.56-</td>
<td>.57-</td>
<td>.65-</td>
</tr>
</tbody>
</table>

Higher School Certificate

Due to the small cohort size and the focus on Stage 4 and Stage 5 the HSC has been not been the priority of SIP funding at this stage. As the cohorts move through, the focus will be on Stage 6 during 2010 – 2012.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of the Mathematics Faculty and the Positive Behaviour Model.

Educational and management practice

Positive Behaviour Model (PBM)

Background

In late 2008, a review of the then current discipline system was undertaken, resulting in the Positive Behaviour Model (PBM) for implementation in 2009.

PBM is designed to reflect the positive culture of the school by focussing more on positive behaviours and less on negatives. Consisting of two sections, all students begin with fifty points. The top ‘positive’ section reflects students achieving stages via ‘reward’ points. The bottom ‘negative’ section is modelled on the NSW drivers licence demerit system where points are lost for inappropriate behaviours. Once the issue/behaviour has been satisfactorily resolved the student will have the demerit points returned.

Students were able to monitor their progress via the school intranet with their data converted into graphs (as shown) indicating their current point balance. Many students attended the library during break times to check on the status of their points. Individual points were identified by dragging the mouse across the graph until the individual points were located.

System Stages

All students start the school year with 50 points. Students are rewarded points according to the significance of the task undertaken. Point values vary from 10 (for merit certificates) through to 30 points for state representation and 50 for national representation. Students receive ‘demerits’ to values that vary between 10 for detention and 50 for suspension. The stages are;

- Bronze = 150 points,
- Silver = 250 points,
- Gold = 350 points,
- Platinum = 450 points,
- Diamond = 460 points and above.

Students who were on values of <50 were ineligible to represent the school in extra curricular and sporting events.

The tables below indicate the ‘points’ balances per student, per year group at the end of 2009.
Evaluation
The following questions were used to evaluate the success of the PBM.

1. Did you understand clearly how the system worked?
2. Did you find the points provided for each activity adequate?
3. Did you find the ‘rewards’ received for each ‘stage’ satisfactory?
4. Should the demerits continue? Yes/No
5. Did you feel that the availability of graphs on the school intranet showing current point values relevant?

Results

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td>72%</td>
<td>15%</td>
<td>13%</td>
</tr>
<tr>
<td>Question 2</td>
<td>96%</td>
<td>1%</td>
<td>3%</td>
</tr>
</tbody>
</table>
Conclusions
As a result of the evaluation the following were identified for 2010:
1) Increased/more effective parental communication,
2) Demerits to be related to after school detention (ASD) and suspension. Minor misbehaviour will be addressed through HELProgram and planning room and thus should not have demerit values.
3) Awards provided at each stage to be refined,
4) Student graphs must continue with investigation into web access for students from home.
5) Senior students are not receiving ‘merit’ reinforcers at a rate similar to those in Year 7 and 8.

Although students in the senior school were not receiving the same level of merits as those in the junior years of the school, there are a significant number of opportunities for senior students to participate in other activities within the school and wider community to accumulate points.

Future directions
Continuation of the Positive Behaviour Model (PBM) into 2010 with the above points focus areas to be addressed.

Curriculum
Mathematics Faculty Evaluation
Background
Gunnedah High School conducts regular reviews of policies, programs and faculties. In 2009 the Mathematics faculty was selected for review. The faculty volunteered for this review to assist them in strengthening student engagement and results in external examinations.

An intensive school self evaluation of student engagement was planned with the co-operation of the Head Teacher and Mathematics staff working with two School Development Officers and a Regional Consultant.

The process was conducted utilising:
- staff and student surveys
- student interviews
- document analysis of assessment tasks, policies and teaching and learning programs
- data analysis including on task assessment and
- lesson observations

21
Findings and conclusions

The school self evaluation conclusions were based on gathering, analysing and synthesising information according to effective practice and DET policies. This process provided a basis for professional judgments and subsequent recommendations.

Findings from the staff survey indicated areas for professional learning were:
- Assessment Practices to incorporate Quality teaching framework.
- Planning.
- Time management and organisational skill development.
- Classroom management
- Curriculum Knowledge – particularly senior syllabus.
- Technology to improve range of teaching strategies.
- Experience with all ability levels.

Findings from the student surveys indicated:

The students at GHS agree that they are receiving a good education and that teachers know their subject.

The highest level of positive responses from students is that teachers know their names, offer extra help and prepare them for tests.

The areas where students show concern are with classroom control, understanding students’ problems and marking and returning assignments promptly.

In their comments students very strongly suggested that teachers could improve by making the subject more exciting.

Future directions

The faculty will address student engagement through the development and implementation of a Professional Learning Plan which will address:
- The Quality Teaching Framework with an emphasis on Intellectual Quality.
- A range of teaching learning strategies, with an emphasis on the effective delivery of vocabulary development and use of metalanguage to enable differentiation of the curriculum.
- The use of technology as a teaching and learning tool.
- Assessment for Learning principles and strategies including Lesson Intentions, feedback and questioning.

The faculty will co-operatively review and develop policies and procedures in relation to:
- Teaching Learning Plan format and development.
- Career planning for students including units of work in Vocational Mathematics.
- The management, purchase and development of resources including classroom displays.
- Professional Learning Plans with clear targets which address school improvement areas.
- The faculty will address these findings in a systematic, planned sequence.

2009 Science ESSA Results

2009 ESSA results show that the overall result was an improvement from 2008. The school’s mean improved and the gap between the school and the New England Region narrowed.
When compared with our like school group, Gunnedah High School attained a higher mean for each component of ESSA.

The percentage of students accessing the combined lower three bands was above the state and more comparable to the region. There has also been an increase in the percentage of students in the combined top three bands.
With the exception of question four and six, the vast majority of student responses for the area of teaching were positive.

The respondents surveyed scored in the ‘Almost Always / Usually’ sections for the majority of the question.
Survey Area: Teaching
Respondent: Parents

Parent responses show a correlation for most questions with either staff and/or student responses.

Survey Area: Culture
Respondent: All Students (Male + Female)

The majority of student responses were positive for the area culture.
Survey Area: Culture
Respondent: Staff

Gunnedah High School (8188) - Staff Responses to the Culture Survey  (Number of Respondents = 12)

0% 20% 40% 60% 80% 100%

- Staff understand and respond to the context of the community in which they work. - (1)
- School leaders have a positive influence on the school culture. - (2)
- The school recognises and celebrates achievement. - (3)
- Meeting the needs of students is the school’s main priority. - (4)
- Staff support what is happening at the school. - (5)
- I am proud of my school. - (6)
- The school recognises, values and supports the contribution of new members to the culture of the school. - (7)
- The school culture supports a sense of ownership of the school. - (8)
- The school encourages students to achieve their best. - (9)
- The school encourages everybody to be a continuing learner. - (10)
- The school’s curriculum caters for the learning needs of all students. - (11)
- The school is continually finding ways to improve what it does. - (12)
- When necessary, the school makes important changes to what it does. - (13)

Almost Always (1) Usually (2) Sometimes (3) Rarely (4)

Survey Area: Culture
Respondent: Parents

Gunnedah High School (8188) - Parent Responses to the Culture Survey  (Number of Respondents = 36)

0% 20% 40% 60% 80% 100%

- The school knows about the families and community in which it serves. - (1)
- School leaders have a positive influence on the school culture. - (2)
- The school often praises and rewards individuals who are successful. - (3)
- The students are the school’s main concern. - (4)
- Parents support what is happening at the school. - (5)
- I am proud of my school. - (6)
- The school encourages new students and their families to be involved in school activities. - (7)
- The school appreciates having my child as a student. - (8)
- The school encourages students to achieve their best. - (9)
- The school encourages everyone to learn. - (10)
- The school caters for the learning needs of all students. - (11)
- The school is continually finding ways to improve what it does. - (12)
- When necessary, the school makes important changes to what it does. - (13)

Almost Always (1) Usually (2) Sometimes (3) Rarely (4)

For the two graphs on this page, responses from staff and parent were positive.
Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. Both formal and informal data was collected through parent/teacher interviews, staff meetings, stage meetings, P&C meetings, newsletters, teacher assessment, review meetings, interagency meetings and surveys.

Of note were the following responses.
- Both staff and students have high expectations for students
- Classroom resources and physical school grounds are highly regarded by parents, staff and students
- Access to quality computer technology is highly valued by staff, students and parents
- Developing leadership is a high priority for staff and students
- Parents and staff work together to support a quality student welfare program
- Staff collegiality, professionalism and support are highly valued.

Satisfaction survey questions and domains

<table>
<thead>
<tr>
<th>No.</th>
<th>PARENT SURVEY</th>
<th>TEACHER SURVEY</th>
<th>STUDENT SURVEY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOMAIN: Safety</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The school provides a safe learning environment</td>
<td>The school provides a safe learning environment</td>
<td>I feel safe at school</td>
</tr>
<tr>
<td>2</td>
<td>My child gets teased at school</td>
<td>The school has effective procedures to deal with teasing</td>
<td>I get teased at school</td>
</tr>
<tr>
<td>3</td>
<td>My child gets bullied at school</td>
<td>The school has effective procedures to deal with bullying</td>
<td>I get bullied at school</td>
</tr>
<tr>
<td><strong>DOMAIN: Learning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The teachers at my school provide learning that engages my child</td>
<td>I provide engaging learning experiences to students</td>
<td>The teachers provide interesting lessons</td>
</tr>
<tr>
<td>5</td>
<td>The teachers at my school encourage my child</td>
<td>I am able to encourage my students to do their best</td>
<td>Teachers encourage my learning</td>
</tr>
<tr>
<td>6</td>
<td>The teachers at my school help students with learning difficulties</td>
<td>I cater for students who have difficulties in learning</td>
<td>Teachers support me when I find learning difficult</td>
</tr>
<tr>
<td>7</td>
<td>The teachers at my school make learning enjoyable for my child</td>
<td>I try to make my lessons enjoyable</td>
<td>The teacher makes learning fun</td>
</tr>
<tr>
<td><strong>DOMAIN: Behaviour</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The teachers manage behaviour well at my school</td>
<td>I have the skills to deal with student misbehaviour</td>
<td>The teachers know how to treat students who misbehave</td>
</tr>
<tr>
<td>9</td>
<td>The teachers are fair when dealing with behaviour</td>
<td>I deal with misbehaviour in a fair manner</td>
<td>The teacher is fair in dealing with misbehaviour</td>
</tr>
<tr>
<td>10</td>
<td>My child’s learning is disrupted by the behaviour of others</td>
<td>I try not to let students disrupt the learning of others</td>
<td>My learning is disrupted by other students</td>
</tr>
<tr>
<td><strong>DOMAIN: Consultation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I am encouraged to be involved in school planning for the future</td>
<td>I am encouraged to be involved in school planning for the future</td>
<td>The school listens to the suggestions of the students</td>
</tr>
</tbody>
</table>
There is good communication between the school and parents and carers. There are good communication procedures between the school and parents / carers. There is good communication between the school and the parents and carers.

The school encourages my participation in decision making. The school encourages my participation in decision making. Students are encouraged to contribute to decision making in the school.

The school consults with parents in making school policies. I am consulted in school policy development. Students have a say in the school policies.

**DOMAIN: Relationships**

My child enjoys being at school with his peers. I provide an environment where students can enjoy being with their friends. I enjoy being with the other students in my year level.

My child gets on well with other children. The school has systems to ensure students get along. I get on well with other students.

My child wants to be at school to learn. I provide an environment where the student can enjoy their learning. I like being at school to learn.

**Wording for overall scoring in domains.**

Extremely satisfied [Average score 1 -1.49]
Very satisfied [Average score1.5 – 2.49]
Satisfied [Average score 2.5 – 3.49]
Not satisfied [Average score3.5 – 4.49]
Dissatisfied [Average score 4.5 +]

The follow table has been based on the scores obtained by averaging the scores from each domain.

<table>
<thead>
<tr>
<th></th>
<th>Parent</th>
<th>Teacher</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety</strong></td>
<td>Very satisfied</td>
<td>Extremely satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td><strong>Learning</strong></td>
<td>Very satisfied</td>
<td>Extremely satisfied</td>
<td>Very satisfied</td>
</tr>
<tr>
<td><strong>Behaviour</strong></td>
<td>Satisfied</td>
<td>Extremely satisfied</td>
<td>Not satisfied</td>
</tr>
<tr>
<td><strong>Consultation</strong></td>
<td>Satisfied</td>
<td>Very satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td><strong>Relationships</strong></td>
<td>Very satisfied</td>
<td>Very satisfied</td>
<td>Very satisfied</td>
</tr>
</tbody>
</table>

**Areas of high satisfaction (where the ratings are very satisfied or higher for all three groups)**
The school had high satisfaction ratings for the following domains:
Learning, Approachability and Relationships

**Areas for improvement from satisfaction surveys (where the rating is satisfied or lower in a particular domain for one or groups)**
Parent satisfaction is of concern in behaviour and consultation.
Student satisfaction is if of concern in safety and consultation.
Consultation has been identified by parents and students as an area of concern. While staff may think there is effective consultation these groups do not think this the case. This needs to be investigated more thoroughly.
Professional learning

The following professional learning activities have been completed or are underway:

- Replicated Professional Learning activity from 2008 Reading to Learn as a catch up and for new staff members.
- Faculty afternoons for each KLA in the use of Smartdata for SC and HSC results.
- Held faculty afternoons for each KLA in the use of the BOS RAP.
- Continuation of the use of QT and assessment coding with use and review of school developed tasks with Jo Burgess.
- Newsletter update for parent / community information.
- Attended NAPLAN training at Westdale Primary School for Principal and Head Teacher HSIE.
- Professional development of staff on NAPLAN.
- Careers Adviser attendance at Career Search training in Sydney.
- Attended Professional Leadership course to assist with QT organization.
- Staff, SASS and community volunteers trained as mentors for Plan-it-Youth program.
- 90% of staff were trained in ‘Essential Skills for Classroom Management’ and ‘Assessment for Learning’ as the two whole school focus programs for 2010. Catch up program for remaining staff will be conducted in 2010.
- 90% of staff, in faculty groups, participated in external training for technology associated with the implementation of the ‘Laptops for Learning’ program.

Future Directions

- Use of School Map to survey the school on “Teaching”
- Use of revised QT assessment tasks to showcase students work
- Newsletter update for parent / community information
- Use of Career Search as a QT task / showcase
- Catch up program for Essential Skills for Classroom Management’, ‘Assessment for Learning’ and ‘Laptops for Learning’ will be facilitated in 2010.
- All Professional learning must be tied to the directions of our school improvement plan or an initiative in one of our equity programs.

School development 2009 – 2011

Targets have been explicitly set in the 2009 - 2011 School Improvement Plan.

Targets for 2010

Target 1

*Increase the performance of Yr 7 & 9 in NAPLAN Literacy (Refer to School Improvement Plan)*

Strategies to achieve this target include:

- Implementation of the QuickSmart Literacy initiative as a regional trial school.
- All staff to be trained in the use of Smart data and the planning processes for improved student outcomes.
- Plan and develop workshops which address: Differentiation of the Curriculum, Assessment for Learning and Concept Programming.

Our success will be measured by:

- Significant and measurable achievement will be accessed with the QS program.
- Decrease in the proportion of lowest performing students not meeting literacy minimum standard.
- Increase in the proportion of students meeting or exceeding literacy proficiency standards in accordance with the school plan.
- Indication of growth measured from the Smart data.

Target 2

*Increase the performance of Yr 7 & 9 in NAPLAN Numeracy (Refer to School Improvement Plan)*

Strategies to achieve this target include:

- Implementation of the QuickSmart Numeracy initiative
- Use of whole school planning process to identify aspects of numeracy underperformance for particular student cohorts and also for individual students.
- Implementation of school based, regional and state professional learning programs that will
increase teacher capacity to identify and address students’ numeracy learning needs.

Our success will be measured by:

- Significant and measurable achievement will be accessed with the QS program.
- Deputy Principal 3 will formulate professional learning initiatives to train all staff in the effective use of Smart data.
- Increased percentage of students meeting or exceeding numeracy proficient standards.
- Indication of growth measured from the Smart data.

**Target 3**

*Increase school attendance rates to at or above Region. (Refer to School Improvement Plan)*

Strategies to achieve this target include:

- Maintain the position of Head Teacher Attendance with associated SASS staff support.
- Strengthen procedures for contacting parents and carer regarding absenteeism.
- Provide appropriate in-class tutor support for identified students in need.
- Early intervention with parent for student at risk of suspension.

Our success will be measured by:

- Our attendance to be at region level.
- Successful student engagement.
- Reduction in the number of suspensions.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

- Mr Rod Jones          Principal
- Mr Josh Edwards       HT PDHPE
- Mrs Allyson Watson    Rel. Deputy Principal
- Mrs Linda Korn        P&C President
- Mrs Narelle Hertslet  HT Attendance
- Mrs Wendy Blaker      HT CAPA
- Mrs Marg Kelly        SAM
- Mrs Jeanette Hinshelwood SAM
- Mrs Louise Hill       CAPA staff
- Mrs Helen Lickorish   AEO
- Mrs Anne Thomas       SLSO
- Mr Barry McRae       ICT Coordinator
- Mr Glen Coombs        TSO
- Ms Rachel Maybury     SRC Coordinator
- Miss Olivia Hailah    SRC Student
- Miss Carly Howard     SRC Student
- Mrs Kerie Betts       New England SDO

**School contact information**

Gunnedah High School
Marquis St, Gunnedah, NSW. 2380
Ph: 02 6742 0155
Fax: 02 6742 4429
Email: gunnedah-h.school@det.nsw.edu.au
Web: www.gunnedah-h.schools.nsw.edu.au
School Code: 8188

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:


Photographs on page 31 (clockwise from top left)
Shire Band Participants, SIP music program, AECG State and Regional Presidents, Hospitality Catering Crew, Plan It Youth Mentoring, ANZAC Day March, Staff in first two years of service with Principal, Year 11 Agriculture lesson, Horse Sports Champion.

Photographs on page 32 (clockwise from top left)
Under 15 Boys Rugby League MVP with CRL representative, CHS Girls Cricket Team, Year 11 Agriculture Students, Year 9 DER Laptops for Learning, musical performance, School Captains 2009.
Gunnedah High School 2009