

GLADSTONE HIGH SCHOOL



"We each shape our own destiny."

ANNUAL REPORT 2015

Serving the communities of Appila, Crystal Brook, Georgetown, Gladstone, Gulnare, Laura, Stone Hut, & Yacka

Context

Org Unit No:	0775	Principal:	Mrs. Denise Higgins
School Name:	Gladstone High School	Partnership:	Upper Mid North

Gladstone High School: Category 4 index for social disadvantage and a Commonwealth Community Profile (ICSEA) of 988 with 0% of families in the top quarter.

The school has a range of programs, including, intervention support platforms such as Multi Lit, Career and Life Planning and mentoring, Vocational Education and Training & Flexible Learning options.

Gladstone High School services 6 local primary schools – Wirrabara, Laura, Gladstone, St. Joseph's, Georgetown and Crystal Brook. The majority of students travel to school by bus. The area has a high unemployment rate and single parent or blended families are on the rise.

In 2015 Enrolments were considerably lower than the previous year. The year commenced with 186 students and at the Term 3 Census the enrolment was 182. There were 46 school card, 10 Aboriginal & Torres Strait Islander, 7 Flexible Learning Options, one student enrolled under the Guardianship of the Minister and 14 students with Negotiated Education Plans (NEP). A total of 32% of our students have a disability; cognitive, physical, social/emotional or sensory, that impacts on their learning, as reported against the National Disability Data Collection process.

Average attendance was below the state target of 93%. Attendance is a site priority with a range of measures to improve attendance rates in place.

In 2015 Staff included; 7 Leaders, including Principal, 11 Teaching staff (3 beginning teachers), 12 Support Staff including Admin, Student Support, Aboriginal Community Education Officer, Student Welfare Worker & Grounds.

REPORT FROM GOVERNING COUNCIL

In 2015 we started the year with a special welcome to our new Principal, Sharryn Daly. Her professionalism and enthusiasm was very evident, right from our very first meeting. I stepped into this role being new to Governing Council, along with other new members and soon became aware of the responsibilities and the role we play in the running of a school. Thank you to all our current Governing Council members for their contribution to various tasks that we have undertaken in 2015. I am pleased to say we have a good representation from our entire feeder communities with members taking on various roles on sub-committees. Again, our major fundraisers were the Biscuit Stall at the Laura Folk Fair and the Quiz Night held at the Southern Flinders Sports Stadium. Thank you to the school community for supporting both of the fundraisers which both proved to be very successful. Thank you also to our School Student Leaders that have attended our meetings representing the students of Gladstone High.

Gladstone High School has been fortunate to receive funds to reroof our main building, as well as upgrade air-conditioning and heating. Final draft plans and costing for a new Bus Drop Off and entrance at Ewart Oval were approved in December and the initial works completed. This work remains a current priority for safety reasons.

Governing Council wish to thank Janet Ewens and our ever helpful volunteers for the efficient running of the school canteen. The Canteen provides healthy options for our students, therefore we have a strong desire to keep our canteen viable so it is very important that we all support it.

Well done to the Ag team and students with all their success at Crystal Brook and Adelaide Shows. Reports are the new shirts looked great. Governing Council fundraising purchased 40 new shirts , contributed \$1000 towards a new freezer in Home Ec room and have recognized student success, as well, leaving funds for next year's wish list. We should all be very proud of our High School.

Philip Combe (Chairperson)

SITE IMPROVEMENT PLANNING AND TARGETS

Priority 1 - To improve the Literacy and Numeracy skills of all students at GHS

Goal: 100% of students reach PAT-R and PAT-M SEA standards

Year Level	Reading Standard	Maths Standard	% of students at Reading standard	% of students at Maths standard
8	127	128	78	63
9	130	130	80	57
10	135	132	81	63

The goal of 100% of students reaching the SEA standards was not met, however progress from past years was made. The Year 8 Enriching Maths program began in 2015 and will continue in 2016, which will assist in meeting this goal; as will the continued whole school focus on literacy.

Goal: 100% of students achieve Stage 1 Literacy and Numeracy component

Stage 1 Literacy – C and above – 90.8% (females 92.1% and males 88.9%)

Stage 1 Numeracy – C and above – 73.5% (females 86.1% and males 59.4%)

The Numeracy component of the SACE Certificate requires one semester of mathematics be successfully completed. Of the 36 students attempting stage 1 in 2015 34 achieves a C or above thus achieving the Numeracy requirement.

Goal: To have 25% of students in the top 2 bands of NAPLAN

Figure 1: Year 9 Proficiency Bands by Aspect

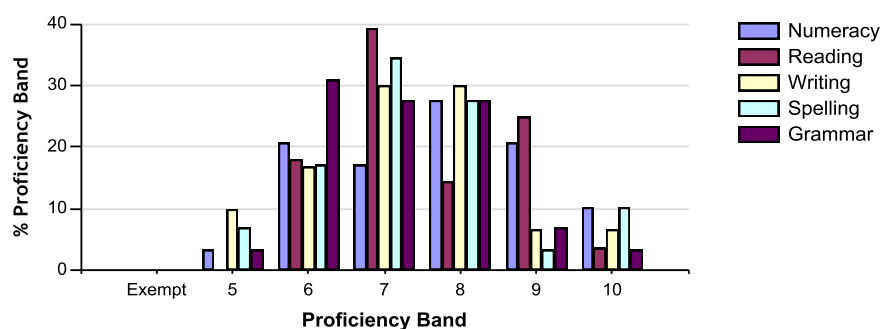


Table 1: Year 9 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 9						
	Exempt	5	6	7	8	9	10
Numeracy		3.4	20.7	17.2	27.6	20.7	10.3
Reading			17.9	39.3	14.3	25.0	3.6
Writing		10.0	16.7	30.0	30.0	6.7	6.7
Spelling		6.9	17.2	34.5	27.6	3.4	10.3
Grammar		3.4	31.0	27.6	27.6	6.9	3.4

There are 15 students (11 boys, 4 girls) who have achieved in the top two bands in one or more areas, which equates to 53% of our Year 9 cohort who sat the tests. The Site Improvement Plan for 2015 states the goal is to have “25% of students ... in the top two bands of NAPLAN”, which has clearly been exceeded. There were 9 students who did not demonstrate the Standard of Educational Expectation (band 7). Two of these students were absent.

Student Mean Scores

Figure 2: Year 9 Mean Scores

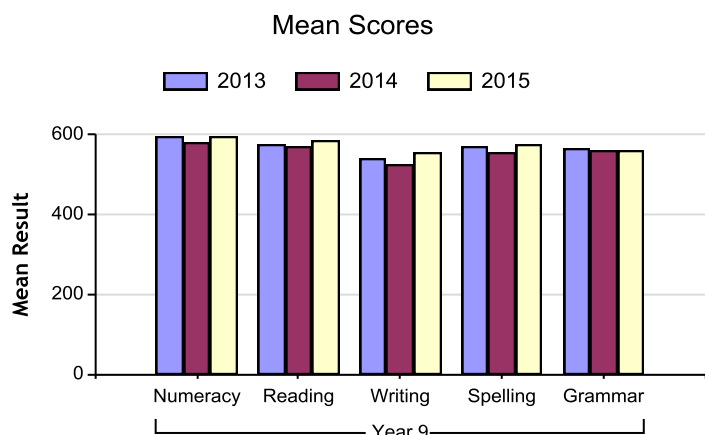


Table 2: Year 9 Mean Scores

Mean Scores by Test Aspect	Year 9		
	2013	2014	2015
Numeracy	595.4	581.2	596.5
Reading	578.2	572.4	588.1
Writing	539.0	526.3	557.6
Spelling	571.5	555.9	576.4
Grammar	566.0	559.0	560.9

There have been some pleasing developments in the mean scores, particularly in writing, which was the focus of a student free day in 2015, however both spelling and grammar and punctuation remain concerns when comparing the national and Gladstone HS mean scores. That said, in general, we have outperformed the nation, as well as the state and region, consistently in the majority of areas over time.

Growth

Figure 3: Year 7-9 Growth

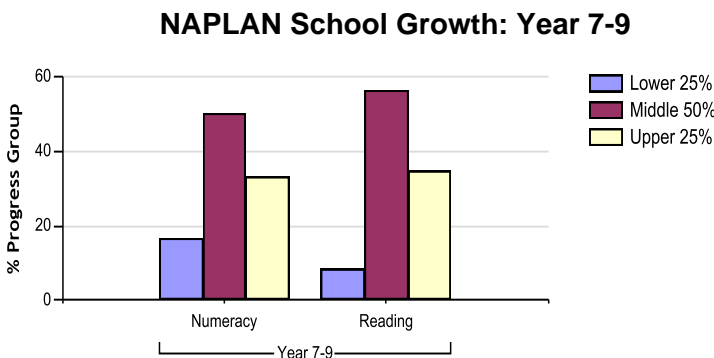


Table 3: Year 7-9 Growth

Growth by Test Aspect	Year 7-9	
	Progress Group	Site
Numeracy	Lower 25%	16.7
	Middle 50%	50.0
	Upper 25%	33.3
Reading	Lower 25%	8.7
	Middle 50%	56.5
	Upper 25%	34.8

Attendance

PRIORITY 2 – TO IMPROVE THE ATTENDANCE RATES OF STUDENTS.

ACHIEVEMENT STANDARDS:

Overall student attendance for 2015 is 90.1% which is a growth of over 1% from 2014. This is a continued attendance improvement, moving close toward the DECD Target of 93%.

Particular focus has been strategies including fortnightly attendance reports to home group teachers to ensure more effective follow up of unexplained absences, and the continued use of letters and family meetings regarding non-attendance. The increase positively reflects the school's improved policies and procedures.

Figure 4: Attendance by Year Level

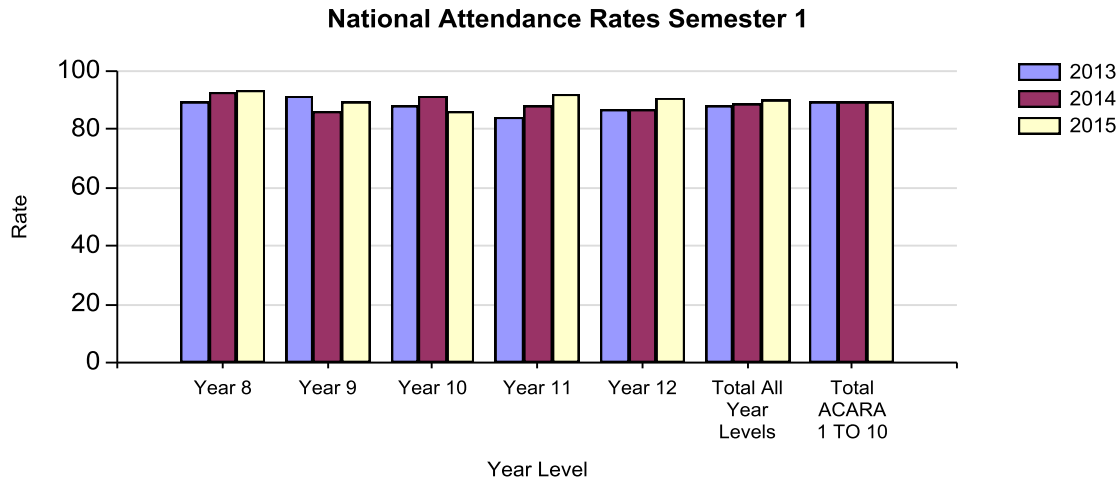


Table 4: Attendance by Year Level

Attendance by Year Level	% Attendance		
	2013	2014	2015
Year 8	89.6	93.1	93.2
Year 9	91.4	86.4	89.7
Year 10	88.3	91.5	86.0
Year 11	84.3	88.3	91.9
Year 12	87.1	86.7	90.5
Total All Year Levels	87.9	88.9	90.1
Total ACARA 1 TO 10	89.6	89.8	89.5

Note: Year 8 students reached the DECD target of 93%.

The school will continue to implement successful strategies and review our progress, as we aim to increase our Attendance Rate to the DECD target of 93%.

PRIORITY 3 – IMPROVE SACE ACHIEVEMENT STANDARDS

ACHIEVEMENT STANDARDS:

- 14% of SACE Stage 1 and 2 subject results are in the A grade band.

“A” Grades

Stage 1

Stage 2

2011	17.9 %	15.3 %
2012	16.8%	18.9%
2013	12.9%	11.4%
2014	12.61%	7.52%
2015	23.9%	13.1%

Improving the learning outcomes for all students at GHS is a Site Priority. The 2015 improvement in the number of “A” Grades is encouraging, indicating that strategies implemented through the work of the SACE Improvement Team are impacting positively on students.

Improving SACE achievements remains a Site Priority in 2016. Our focus will continue be to move student achievement into the higher grade bands of A’s and B’s.

STUDENT ACHIEVEMENT

Senior Secondary

SACE students Undertaking Vocational or Trade Training:

A significant number of students at Gladstone High achieve their SACE and are successful in entering further study and / or trainee programs & employment. During 2015 31% of the Year 12 students undertook Vocational Training as part of their Year 12 studies. School Based Apprenticeships represented 6% whilst Vocational Education and Training represented 25% of this total.

The percentage of SACE completers for 2015 has improved from 2014, and remains below the state average. An important data set for us to consider is the set below indicating many of our students use VET as a component of their SACE. Gladstone High School offers both an academic and vocational pathway, with our families and students using the VET opportunities to their benefit.

Year	No. of GHS students who completed SACE using VET	% of GHS students who completed SACE using VET	% of students in SA who completed SACE using VET
2011	7	50%	37.58%
2012	9	47.37%	37.56%
2013	19	76%	41.02%
2014	17	85%	40.77%
2015	20	95.24%	40.74%

DESTINATION DATA

Table 5: Intended Destination

Leave Reason	2014			
	School		Index	DECD
	No	%	%	%
Employment	19	37%	3.8%	2.9%
Interstate/Overseas	2	3.9%	7.6%	9.5%
Other			1.0%	1.4%
Seeking Employment	4	7.8%	5.2%	3.8%
Tertiary/TAFE/Training	8	15.8%	4.0%	3.6%
Transfer to Non-Govt Schl	6	11.8%	7.8%	9.8%
Transfer to SA Govt Schl	5	9.8%	49.1%	48.8%
Unknown	7	13.8%	21.5%	20.3%
Unknown (TG - Not Found)				0.0%

CLIENT OPINION

Feedback from parents, students and staff is very positive in nature and confirms widely held views that GHS provides a high quality educational service for the local communities. Opportunities for improvement do exist and are summarised below.

- Provide timely and effective feedback to students and staff
- Further develop programs to meet the learning needs of individual students, particularly those with learning difficulties, and minority groups
- Review and implement the Student Behavior Management policy and procedure.
- Set high expectations of students learning – Develop a deeper understanding of performance standards in all subject areas.

ACCOUNTABILITY

BEHAVIOUR MANAGEMENT

A number of behavior management issues in 2015 related to the category of “Threatening Good Order”. There were a total of 7 suspensions for the year, - consistent with 2014 data. Bullying information is consistent with previous years; however more bullying incidents have been related to cyber bullying. In response to this increase, the school collaborated with SAPOL to run information sessions for all students in relation to cyber bullying.

HUMAN RESOURCES - Workforce Data

Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	34
Post Graduate Qualifications	7

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0.00	17	0.27	7.3
Persons		19	1	11

FINANCIAL STATEMENT

Income by Funding Source

	Funding Source	Amount
1	Grants: State	2,971,940.00
2	Grants: Commonwealth	
3	Parent Contributions	59,000
4	Other	22,392
5	Better Schools funding	17,840