

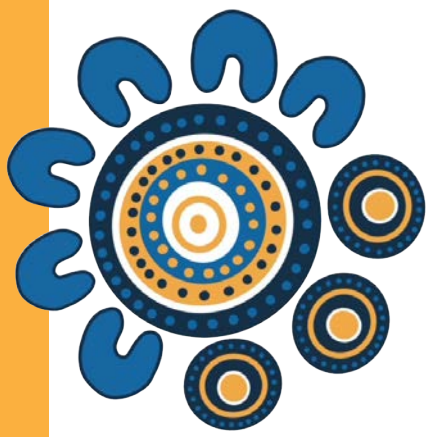


GERALDTON
SENIOR HIGH SCHOOL

ANNUAL REPORT

2023





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Message from the Principal



It is my honour to present the 2023 Annual Report on behalf of my colleagues, Mrs Emma Walker (Term 1 & Term 2, 2023) and Mrs Rhonda Kennedy (Term 3, 2023). It was a turbulent commencement to the school year with two critical incidents in the school community impacting the social and emotional wellbeing of our staff, students, and wider school community. Staff and students showed their strength, resilience and their strong ability to remain focussed on routines and education. These incidents are not without their impact which is evidence with our student attendance data.

In consultation with the school's leadership team, a commitment for a further twelve months with Fogarty in 2024 has been made. The school's leadership team believe the school's engagement is one of the main factors that has supported continued whole school improvement where it is clearly visible in the day-to-day operation of the school environment. The school also completed its Public School Review return process to be assessed on progress related to two domains: Leadership and Learning Environment. As a result of the school's progress in these areas, we were commended on our work and satisfied the requirements for the Reviewers, with the next Public School Review scheduled for three years' time in 2026.

This report outlines the successful achievements and areas of ongoing developing for the 2023 school year. The purpose of the report is to present information that aligns to the 2023-2025 Business Plan and its targets, and to provide information about events and happenings that develop our culture. The report relates to the school vision, priorities and values and provides an assurance that the key focus areas of the school are being addressed. It is an opportunity for us to report to our community and the Department of Education on all aspects that relate to the progress being made by Geraldton Senior High School in the achievement of positive outcomes for our students. It forms the basis by which ongoing reflection and improvements are considered, based on evidence, and is an essential part of the self-assessment process of the school.

As we wrap up this Business planning cycle, work is already underway to ensure that the next cycle reflects our shared vision, values and new Priorities. The school is working together to elevate the school's vision and moral purpose: Learning Now, for the Future. Going forward it is this that will inform our school decision-making processes. As reflected in the School Board Chair's report the school's Leadership Team analysed attendance, behaviour, student achievement and survey data and made well-informed, timely changes for the 2024 school year. These include:

- The creation of a new Executive leadership position, Associate Principal with a focus on Work, Health & Safety, an improved Learning Environment and Student Services.
- The creation of a new position, Aboriginal Education Support Coordinator who will be working alongside the Executive, Leadership and Aboriginal Education Teams to ensure cultural responsiveness and to provide consultancy.
- Changes in the Student Services structure to three Teams: Year 7 & 8 Team; Year 9 & 10 Team; and Year 11 & 12 Team.

We are working to strengthen school processes whilst acknowledging our proud history to lead and create an even better future for our students as a Year 7-12 school. I welcome you on the journey with us and thank you for your contribution to our school.

Karena Shearing – Principal





School Board

2023 Board Members

Staff

Karena Shearing (*GSHS Principal*)
Rhonda George-Kennedy
Narelle Bate (*Deputy Chair*)
Enan Hann
Jay O'Sullivan

Parents

Chad Butler-Henderson (*Chair*)
Melissa Wharekawa
Taryn Winter
Merle Meyer
Derek Couper

Community

Tiambra Calvin
Lara Dalton
Warren Taylor
Ben Puzzar

As we reflect on the events of 2023, it's clear that it was a year marked by significant transformations throughout our school community.

One notable initiative was a new format for form rooms, aimed at bolstering attendance and fostering stronger bonds across different year groups. While experimentation is vital, so too is the recognition of when adjustments are necessary. Consequently, in 2024, we've reverted to form classes held at the start of the school day and organised by year groups.

In addition, we witnessed an animal mascot being added to the already established House names and each is referenced by an Aboriginal word for the animal. The words come from one of the six language groups in the local area. At the beginning of the 2024 school year, this was coupled with the introduction of new house shirts.

Whilst we are on the theme of changes, we bid farewell to Principal Emma Walker. Following a rigorous selection process, we warmly welcomed Principal Karena Shearing into her new role, and she has seamlessly immersed herself in her responsibilities from day one.

Our student leaders, Christian Wright and Keeley Giba, continued to offer invaluable insights to the school board, and we eagerly anticipate the contributions of our 2024 School Captains, Adrianna Wharekawa and James McColl. Their guidance will undoubtedly shape our school's future positively.

2023 was a year marked by change, growth, and adaptation. As we move forward, let us remain steadfast in our commitment to fostering an environment where every student feels valued, supported, and empowered to reach their full potential.



Our Vision and Values



OUR VISION

- Learning now, for the future



OUR VALUES

- Respect
- Responsibility
- Doing your best



OUR PRIORITIES

- Effective teaching and learning
- Positive learning environment
- Strong relationships and partnerships





Student Information

The 2023 February census return showed a total of 925 students enrolled at the school. This indicates a slight decline in enrolments from the previous year. Students continue to leave the school for reasons including further training (TAFE), employment (including traineeships and apprenticeships) and family relocation. There is some concern around the number of disengaged students, and the school continues to monitor and support these students through the Midwest Regional Education Office Participation Team.

Twenty (20) GSHS students resided at the Geraldton Residential College (GRC) in 2023. The school continues to work in partnership with the GRC to support our students.

The school Index of Community Socio-Educational Advantage (ICSEA) in 2023 was 892, with 3% of the school student population in the top quartile (25%) and 55% in the bottom quartile (25%). This places the school in the 9th percentile of Socio-Economic Advantage. The current school average across Australia is 1000. Information related to the ICSEA is available on the My School website: www.myschool.edu.au.

School performance is judged against the norms of Like School performance (schools with a similar profile to GSHS) and against measures determined by the school leadership team in 2022 when establishing the current Business Plan 2023-2025.

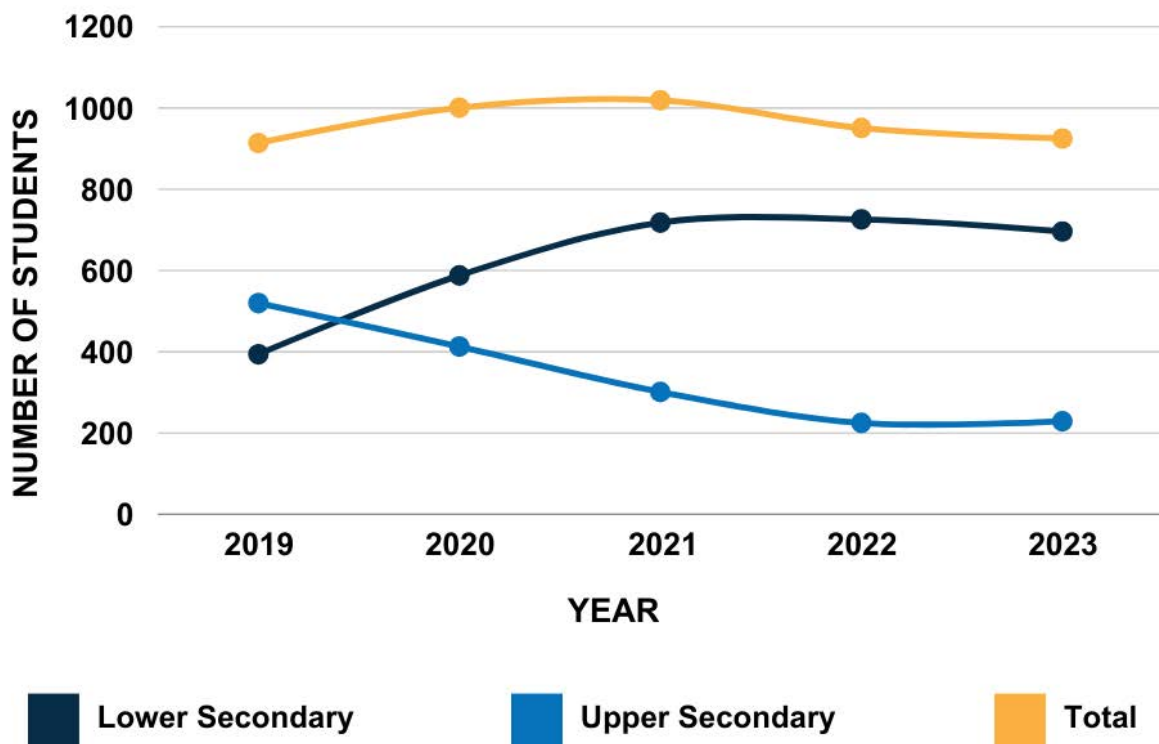
The students at GSHS continue to represent a diverse range of nationalities. In 2023 the census indicated that 36% of the student population identified as Aboriginal. We continue to progress the enrolment of Year 7 students from government primary schools within our local intake area and work to increase community confidence through our results in 2024.

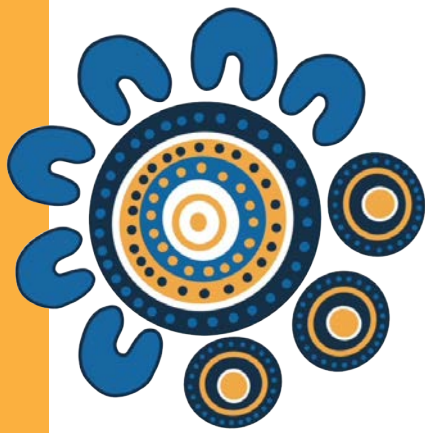


Student Numbers

Semester 1	2019	2020	2021	2022	2023
Lower Secondary	394	588	718	726	696
Upper Secondary	520	413	301	225	229
Total	914	1001	1019	951	925

Student Number Trends





The **Geraldton Senior High School Business Plan 2023-2025** identifies the targets for our school to achieve by the end of 2025, in three priority areas:

- Effective Teaching and Leadership
- Positive Learning Environment
- Strong Relationships and Partnerships

Business Plan Data Targets 2023: Executive Summary

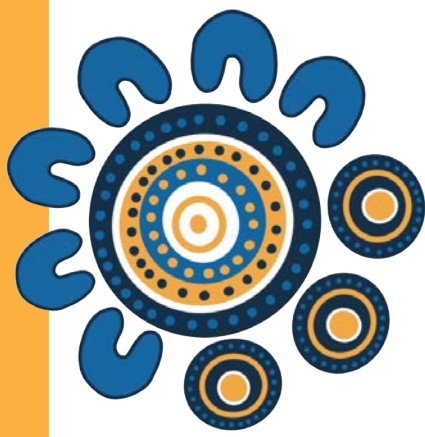
KEY		
ACHIEVED	PROGRESSING	NOT ACHIEVED
Achieved means the school has met the target set and will continue to monitor and progress this area.	Progressing means the school has improved as expected and will continue to progress in this area.	Not achieved means the school has made some improvement and will continue to progress in this area.

Academic Targets				
Literacy and Numeracy				
OLNA				
By the end of Year 12, the percentage of students who have achieved the Literacy & Numeracy standard through NAPLAN prequalification or Category 3 in the OLNA will equal or exceed like schools.		Numeracy	Reading	Writing
	Like Schools	75.53%	80.22%	71.06%
	Year 12	66.67%	71.6%	61.73%
NAPLAN				
The overall progress of students in NAPLAN is more than half to one Standard deviation above the average progress (Schools Online).			Year 7	Year 9
			2023	2023
		Numeracy	-0.1	0.5
		Reading	0.2	0.5
		Writing	0.2	0.6
		Spelling	0.5	0.5
	Grammar and Punctuation	-0.2	0.1	



Secondary metric achievements					
Completion; Year 11 students remain to the end of Year 12 (40%).	Year 12 Completion Rates				
	2022	2023	2024	2025	
	35%	31%	Target 40%	Target 40%	
Non-Academic Targets					
Attendance					
Both Aboriginal Attendance and non-Aboriginal attendance improves incrementally each year against like school data.	We have not met this targeted. Student attendance Aboriginal and non-Aboriginal has continued to decline. Aboriginal student attendance is on par with like schools.				
Explained absences increases incrementally each year to ensure 50% by 2025 are explained.	Authorised Absences				
	2022	2023	2024	2025	
	41%	34.5%			
The percentage of students with regular attendance will be more than one half to one standard deviation above the average percentage of students attending regularly, as compared to like schools (Schools Online).					
Positive Behaviour Support					
The % of students maintain their Good Standing increases each term, on average, over all year groups.	The decline in students maintaining Good Standing correlates with the decline in student attendance. The greatest contributor to the loss of Good Standing is student attendance falling below 90%.				
		2020	2021	2022	2023
	Year 7	71%	74%	57%	39%
	Year 8	68%	68%	68%	33%
	Year 9	N/A (No Year 9s in 2020)	67%	58%	38%
	Year 10	63%	54%	67%	43%
	Year 11	56%	78%	53%	52%
	Year 12	81%	87%	Data not available	Data not available
Key: Colour indicates cohorts as they progress through years of schooling.					





Community Perception Surveys						
National School Opinion Survey (NSOS) Scores						
Students feel safe at this school 3.8-4.		In each of the student, staff and parent/caregiver NSOS surveys, respondents were asked if students feel safe at this school, with 1 being Strongly disagree and 5 being Strongly agree. The median results for each survey were as follows:				
		Student	2.7			
		Staff	2.3			
		Parent/caregiver	2.6			
I would recommend this school to others 4.		In the staff and parent/caregiver NSOS surveys, respondents were asked if students feel safe at this school, with 1 being Strongly disagree and 5 being Strongly agree. The median results for each survey were as follows:				
		Staff	2.7			
		Parent/caregiver	2.6			
PRIORITY ONE: Effective Teaching and Leadership						
Implementation of the SEEK Framework is measured each year to determine the extent to which teachers are using elements of the model in their teaching. Measures will indicate a positive trend.		Teachers were surveyed to determine the extent to which they are using elements of the SEEK Instructional Model in their teaching. 45 Respondents indicated the following:				
			Always	Usually	Sometimes	Never
		<i>Signal to begin</i>	36	9	0	0
		<i>Learning intentions</i>	29	15	1	0
		<i>Full participation</i>	19	20	5	0
		<i>Daily review</i>	13	29	3	0
		<i>Explicit instruction</i>	26	18	1	0
		<i>Revise key concepts</i>	7	27	11	0
		<i>Review learning intention</i>	6	27	11	0
<i>Conditions of exit</i>	19	19	7	0		

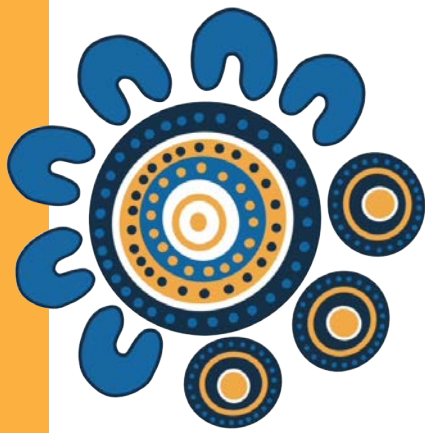


<p>Student survey is conducted each year to measure student perception of the implementation of the SEEK Framework across learning areas. Data will indicate a positive trend.</p>	<p>406 student respondents were asked which elements of the SEEK Instructional Model are implemented across learning areas.</p> <table border="1" data-bbox="644 640 1452 1167"> <thead> <tr> <th></th> <th>A</th> <th>H</th> <th>PE</th> <th>HA</th> <th>S</th> <th>M</th> <th>E</th> <th>T</th> <th>N</th> </tr> </thead> <tbody> <tr> <td><i>Signal to begin</i></td> <td>125</td> <td>150</td> <td>174</td> <td>234</td> <td>234</td> <td>261</td> <td>327</td> <td>107</td> <td>23</td> </tr> <tr> <td><i>Learning intention</i></td> <td>37</td> <td>77</td> <td>36</td> <td>284</td> <td>209</td> <td>231</td> <td>341</td> <td>32</td> <td>9</td> </tr> <tr> <td><i>Full participation</i></td> <td>56</td> <td>96</td> <td>121</td> <td>189</td> <td>224</td> <td>261</td> <td>254</td> <td>44</td> <td>25</td> </tr> <tr> <td><i>Non-volunteers</i></td> <td>51</td> <td>89</td> <td>67</td> <td>166</td> <td>207</td> <td>222</td> <td>215</td> <td>48</td> <td>38</td> </tr> <tr> <td><i>Regular review</i></td> <td>70</td> <td>102</td> <td>91</td> <td>219</td> <td>235</td> <td>255</td> <td>243</td> <td>48</td> <td>33</td> </tr> <tr> <td><i>Explicit instructions</i></td> <td>70</td> <td>115</td> <td>114</td> <td>231</td> <td>233</td> <td>268</td> <td>298</td> <td>82</td> <td>14</td> </tr> <tr> <td><i>Revise key concepts</i></td> <td>60</td> <td>90</td> <td>75</td> <td>196</td> <td>233</td> <td>223</td> <td>239</td> <td>55</td> <td>27</td> </tr> </tbody> </table> <p>Key: A = Art H = Health PE = Physical Education H = Humanities & Social Science S = Science M = Mathematics E = English T = Technologies N = None of my classes</p>		A	H	PE	HA	S	M	E	T	N	<i>Signal to begin</i>	125	150	174	234	234	261	327	107	23	<i>Learning intention</i>	37	77	36	284	209	231	341	32	9	<i>Full participation</i>	56	96	121	189	224	261	254	44	25	<i>Non-volunteers</i>	51	89	67	166	207	222	215	48	38	<i>Regular review</i>	70	102	91	219	235	255	243	48	33	<i>Explicit instructions</i>	70	115	114	231	233	268	298	82	14	<i>Revise key concepts</i>	60	90	75	196	233	223	239	55	27
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<p>The number of students in Year 7-12 engaging in career development activities increases each year.</p>	<p>The Year 7 & 8 Access program contains a career development component which all students undertake. The Career Taster program provides the career development focus in Year 9. Year 10 students complete career discovery and development activities, culminating in senior secondary course selection. Year 11 & 12 students engage in career development activities through course work, are supported on an individual basis and assisted with transition planning to ensure post-school success.</p>																																																																																
<p>The number of parents attending course pathway planning appointments increases, including entry appointments into specialist and engagement programs.</p>	<p>The Year 11 course selection process through Subject Selection Online (SSO) invites parents to meet with the course counselling team. Approximately 30 parents/guardians availed themselves of this opportunity. The parents/guardians of every student entering STEP and VIP attended an on-entry interview as part of the program selection process (33). All VETIS programs require parental consent for student enrolment, although interviews were not compulsory. Nine (9) parent/ guardian interviews were conducted in re-counselling students into alternate course pathways (SIDE, Uniready).</p>																																																																																



<p>Early diagnostic testing at the beginning of each year and/or enrolment is used to identify students for intervention programs developed in lower school. Assessment at the end of each year indicates a positive trend.</p>		<p>Year 6 students in all feeder primary schools have been tested for reading competencies. These results were used to identify students suitable for the LUMENS and APEX (low / High literacy/ numeracy classes) for Years 7 and 8.</p> <p>A different data set was used to track progress for students across the year. This was taken during the school year and will indicate progress over this time. This is available upon request.</p>
<p>A formalised social and emotional learning program, with a scope and sequence and success criteria is developed from Years 7-12.</p>		<p>Year 7 & 8 students are timetabled one block per week into Access. During this class, students complete elements of the “You Can Do It” social and emotional learning program focusing on resilience, respectful relationships, conflict resolution and self-esteem.</p> <p>The Protective Behaviour curriculum is delivered through Health Education in years 7-10.</p>
<p>Engagement programs are investigated or reviewed and are delivered for at risk students in Years 7-12.</p>		<p>The Year 10 – 12 engagement programs continue to be subscribed at full capacity with significant achievements in post-school and SEL outcomes.</p> <p>Engagement programs in Years 7-9 were investigated including external programs such as Big Picture. An analysis of the data of students in Years 7-8 found that the larger need was in addressing low literacy and numeracy, and thus the access of information by students who were disengaged. Low literacy and numeracy intervention classes, LUMENS have since been implemented in Years 7 and 8 for 2024.</p>
<p>The Cultural Reference group and Aboriginal Education Team meets each term to monitor the progress of the Aboriginal Education Plan.</p>		<p>Initial meetings were held at the beginning of 2022 for both the Cultural Reference Group and Aboriginal Education Team, however a regular meeting schedule was not sustained.</p> <p>Individual members of both groups were invited to assist in tasks including selection panel membership for positions for Aboriginal staff, and advice and opinion was sought on a range of matters pertaining to school operations and outcomes for Aboriginal students.</p> <p>The Aboriginal Plan is yet to be finalized and endorsed by these groups.</p>
<p>PRIORITY THREE: Strong Relationships and Partnerships</p>		
<p>Target individual students and encourage diverse representation in leadership opportunities for students from Years 7-12.</p>		<p>The Year 12 Student Council provided representation from a diverse range of cultural groups, including 4 Aboriginal student leaders.</p> <p>The Student Services Team worked with groups of students to form student representative groups from each year level.</p> <p>These students were active in mentoring younger students, particularly through year 7 Access classes and were involved in the organization of events which reflected active citizenship.</p>





Increase the number and range of strategies and opportunities for parents to be engaged with the school.

After consultation with staff, the School Board, Aboriginal Education Team and community members, the traditional “Parent Night” was reviewed and restructured to be a more open and welcoming event in which more relaxed communication was enabled between staff and parents and where musical performances, games, a sausage sizzle and other activities created a family-friendly environment. The event was titled Wangajimahna – talking together.

Initially planned for June, the event was rained out, and rescheduled for August. We therefore only conducted one whole school parent event, instead of the usual two.

The course counselling and selection process (for Years 10 into 11) included a parent night and the opportunity for parents to meet with staff to support subject selection.

Maintain or improve the number of agencies we engage with and engage in a community event at least once per term.

The school continued to work in partnership with a significant number of government, non-government and not-for profit agencies to support student health and wellbeing. Learning Areas collaborated and accessed community groups and organizations to enhance classroom learning experiences. Workplace Learning and work experience opportunities were provided by a range of host employers.

Examples of community events students engaged in include Geraldton RSL ANZAC Service, NCVISSA carnivals, Department of Communities Reconciliation Walk, Walk Against Violence, Yamaji on Country.



Student Attendance

The table provided shows attendance data for various collection periods from 2017 to 2023.

Table 1: Longitudinal Student Attendance Data

Collection Period	2017 Sem 1	2018 Sem 1	2019 Sem 1	2020 Sem 1	2021 Sem 1	2022 Sem 1	2023 Sem 1
Attendance Rate	80.8%	79.9%	81.1%	78.8%	79.4%	74.3%	68.8%*
Regular Attendance	46.1%	42.4%	44.1%	32.3%	38.4%	29.5%	28.0%*
Authorised Absence	33.9%	32.2%	36.9%	43.1%	42.5%	41.7%	37.4%*
Unauthorised Absence	66.1%	67.8%	63.1%	56.9%	57.5%	58.3%	62.6%*

* Indicates that data is not final.

Note: that the Absences are proportions of half days in each category.

Summary of the attendance trends over the years:

- The attendance rate has shown a general decline from 2017 to 2023, with a significant drop from 2022 to 2023.
- Regular attendance has also decreased over the years, with a noticeable decline in recent years.
- Authorised absences have fluctuated but have generally remained within a similar range.
- Unauthorised absences have fluctuated as well but have shown an overall increasing trend, particularly from 2017 to 2022.

The decline in attendance rates, especially regular attendance, and the increase in unauthorised absences from 2022 to 2023 suggest potential challenges or issues impacting student attendance that may need to be addressed by the school. These could include factors such as changes in school policies, student engagement, or external factors affecting students' ability to attend school regularly.



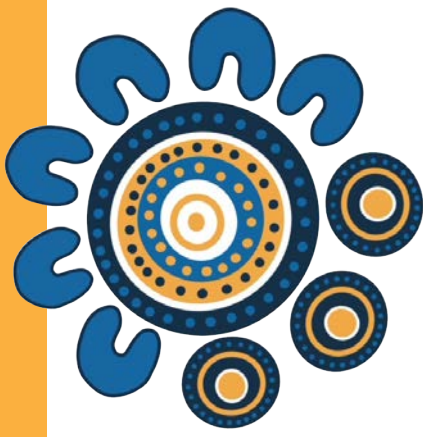
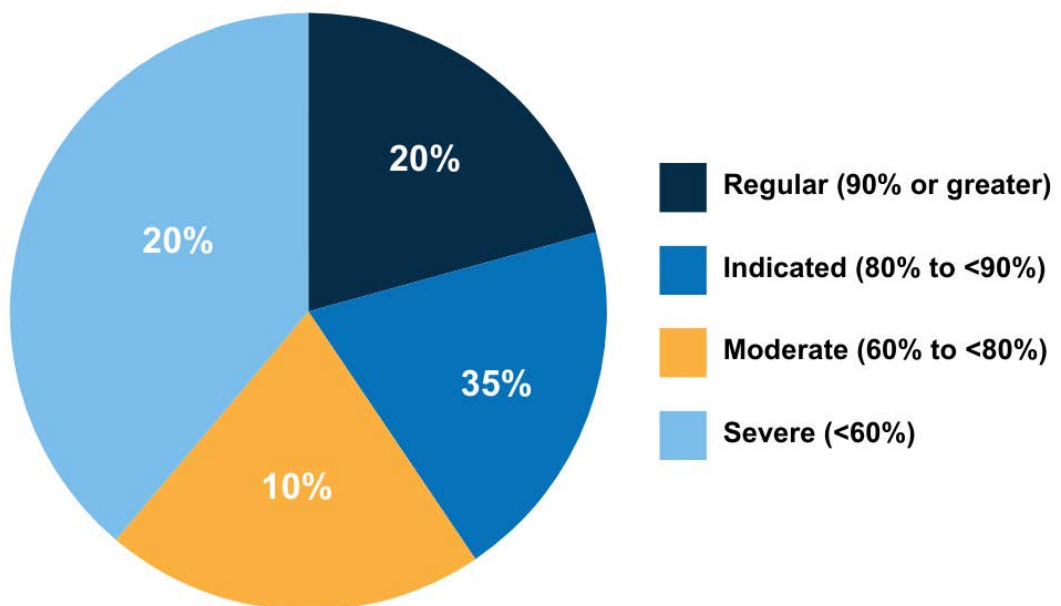


Table 2: Year Group Breakdown

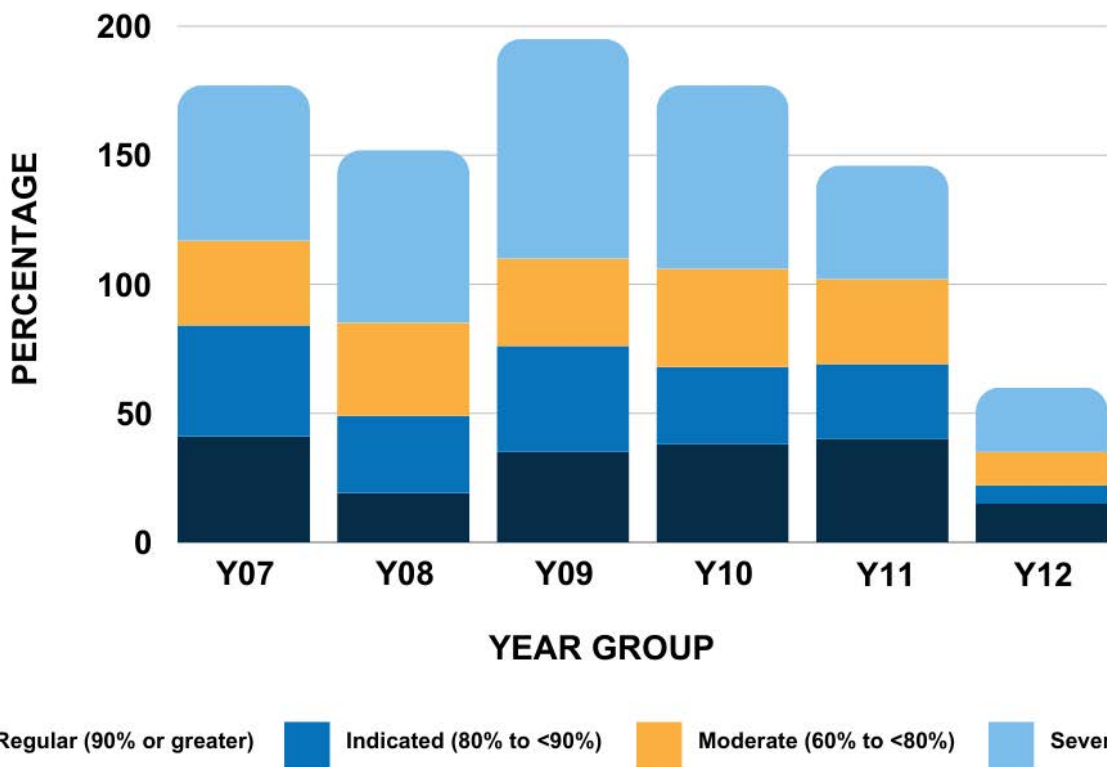
Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth %	Unauth %
Year 7	67.8%	41	43	33	60	36%	64%
Year 8	60.2%	19	30	36	67	33%	67%
Year 9	60.4%	35	41	34	85	30%	70%
Year 10	63.4%	38	30	38	71	31%	69%
Year 11	69.5%	40	29	33	44	36%	64%
Year 12	63.5%	15	7	13	25	23%	77%

Attendance Profile 2023 Semester 2



This breakdown provides insights into the attendance patterns and risk levels across different year levels, indicating the percentage of students in regular attendance and those categorised as at risk with varying degrees. Additionally, it outlines the percentage of authorised and unauthorised absences for each year level.

Year Group Breakdown



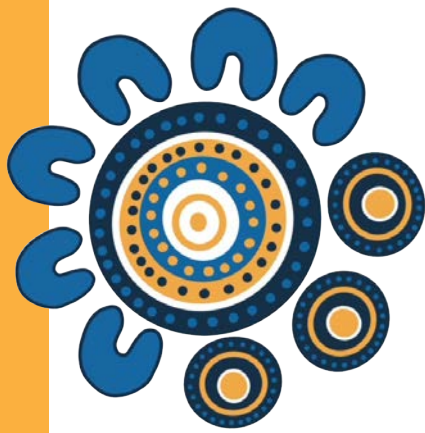
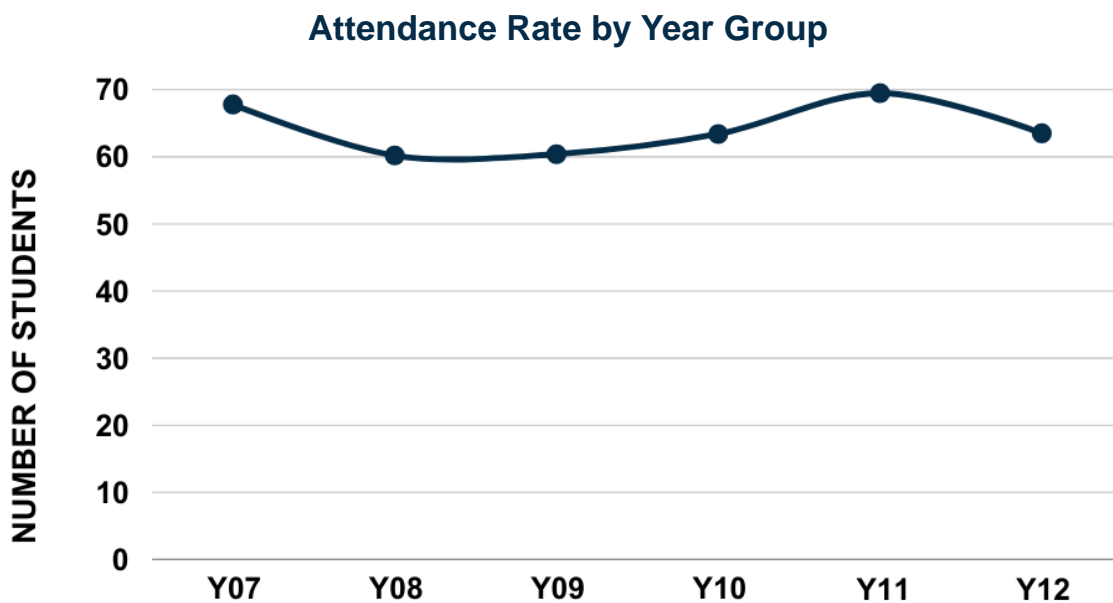


Table 3: Attendance Overall Secondary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	83.5%	82.1%	86.5%	68.4%	61.1%	62.6%	79.4%	77%	84.4%
2022	80.4%	76%	83%	60.6%	53.9%	55.2%	74.3%	70.5%	80.4%
2023	75.7%	78.2%	84.9%	56%	56.6%	59.2%	68.8%	72.7%	82.5%



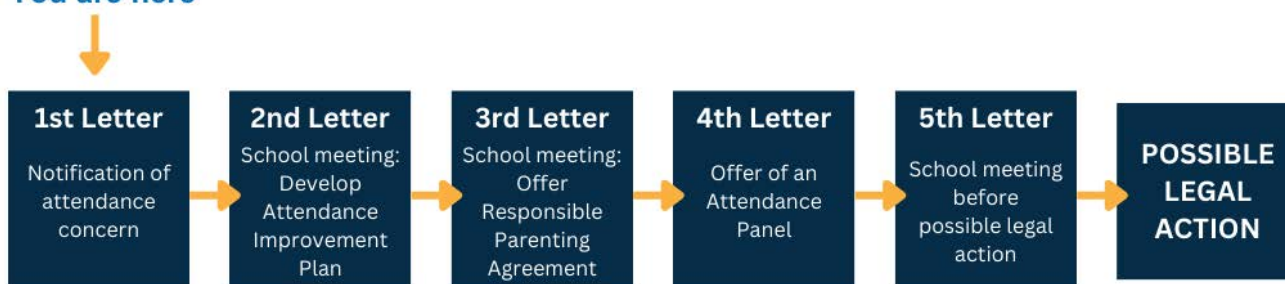
Summary of the attendance data of year groups:

- Year 12 absences have significantly impacted overall WACE achievement for students in the following ways:
 - Students who have not returned, not moved on quickly enough through Participation processes
 - Students missing OLNA testing windows
 - Students missing opportunities to complete course assessments in a timely manner
 - Students missing TAFE days and impacting on completion.
- The lowest group of attendance is the Year 8 and Year 9 group at just above 60% attendance which sits it severe risk.
- Higher attendance of Year 7 and Year 11 students suggest a focus on engagement in both year groups and should be leveraged for future improvements in attendance.

Steps for improvement of attendance:

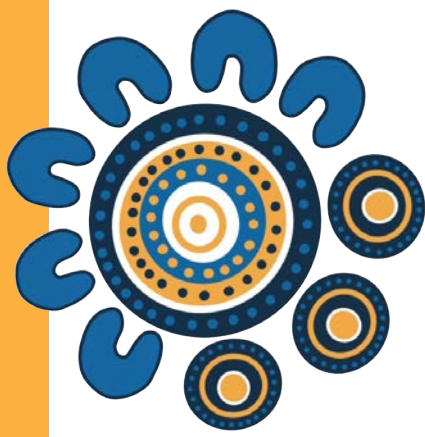
- Establish a Positive School Culture: Positive Behaviour in School (PBS) will foster a welcoming and inclusive environment, and encourage positive relationships between students, teachers, and staff members.
- Promote the Importance of Attendance: Termly opportunities to educate students and parents about the significance of regular attendance for academic success. Highlight the correlation between attendance and achievement. This includes being explicit about the stage of Attendance Concern their child is at.

You are here



- Implement Attendance Policies and Procedures: Outline the responsibilities for classroom teachers, student services teams and Program Coordinators. Ensure that procedures for tracking and monitoring attendance are in place and regularly reviewed.
- Provide Support Services: Offer support services for students who may be facing challenges that impact their attendance, such as transportation issues, health concerns, or family responsibilities. This may be in the form of an Attendance Improvement Plan.





- **Build Relationships with Families:** Establish strong partnerships with parents and guardians to address attendance concerns collaboratively. Communicate regularly with families to keep them informed about their child's attendance and progress through SSOs, AIEOs and House Coordinators. Letters of Attendance Concern will be sent bi-termly to all students whose attendance are at risk (below 90%).
- **Monitor and Analyse Attendance Data:** Regularly monitor attendance data to identify trends, patterns, and areas for improvement at SAER weekly meetings, and at Attendance workshops in Week 4 and 8 of each term.
- **Implement Incentive Programs:** Create incentive programs to recognise and reward students for good attendance. Offer incentives such as certificates, prizes, or special privileges for students who consistently attend school as a termly or semester reward.
- **Provide Engaging and Relevant Instruction:** Our SEEK Instructional Framework is designed to provide engaging and relevant instructional activities that capture students' interest and motivation. Further planning to incorporate hands-on learning experiences, real-world applications, and student-centered approaches to promote attendance and engagement.
- **Foster a Sense of Belonging:** Create a sense of belonging and connectedness within the school community through before/ after school, or recess/lunch activities and clubs where students can find their interests and form positive peer relationships.
- **Continuously Evaluate and Adjust Strategies:** Regularly assess the effectiveness of attendance improvement strategies and make adjustments as needed based on feedback and outcomes. Continuously seek input from stakeholders and adapt strategies to meet the evolving needs of students and families.



Positive Behaviour Support (PBS)

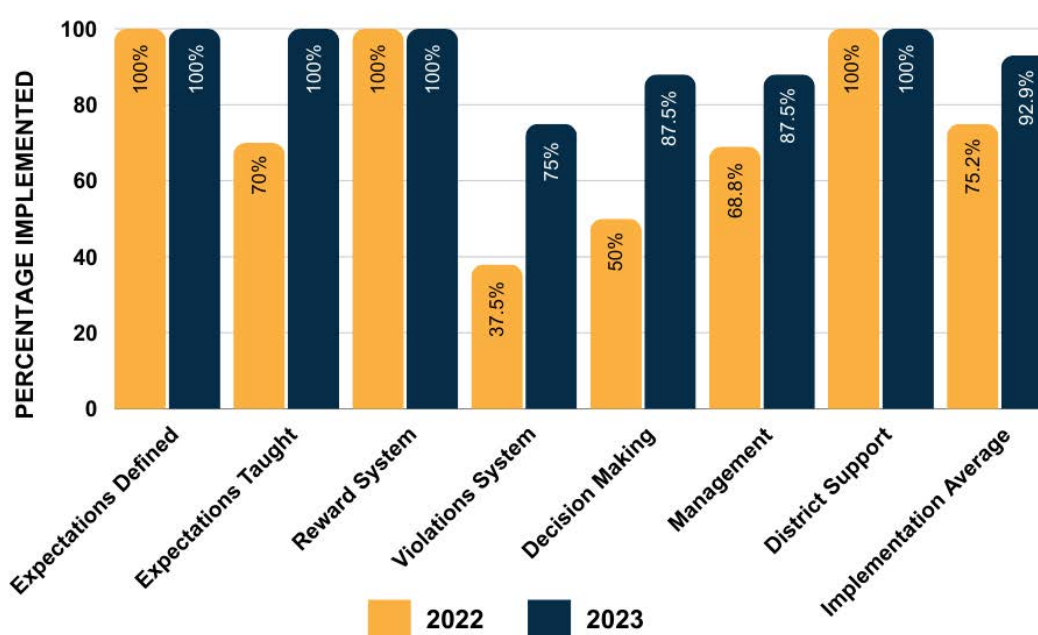
PBS has progressed to an overall implementation average of 92.9% over the course of 2023. The successes and improvements have only been possible by the hard-working PBS team, and the whole Geraldton Senior High School Staff for their support of the team. The School Evaluation Tool (SET) is undertaken by our external coach and outlines PBS implementation through out the school by interviewing staff and students. The overall results chart is attached below.

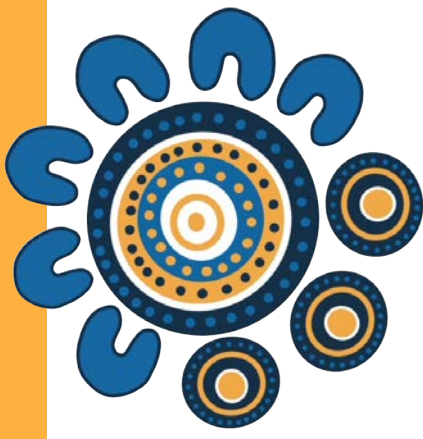
Some of the initiatives that have the PBS Team have developed and strengthened in 2023 include the Student Engagement and Well Being plan (SEWB). This plan outlines the procedures for responding to all types of behaviour and interventions offered through the multi-tiered system of support and is in line with the Department of Education, Student Behaviour in Public School policy. The uptake from staff has been positive and will only improve with fine tuning and further implementation.

The Free and Frequent encouragement system (Seeker Points) have had excellent uptake from both staff and students. 90% of staff report to be handing out seeker points with 94% of students reporting to being offered a seeker point. The points handed in at both the seeker shop and weekly prize draw reached 29,250.

The biggest improvement has been in the teaching of expected behaviours. Members of the PBS team create a short lesson addressing the behaviour focus of that fortnight, for all form teachers to deliver to students at the start of the week. Over the last two years since these lessons have started, students having the PBS lesson delivered in form class has risen from 38% to 94%.

Geraldton SHS SET Features and Implementation Scores 2022-23





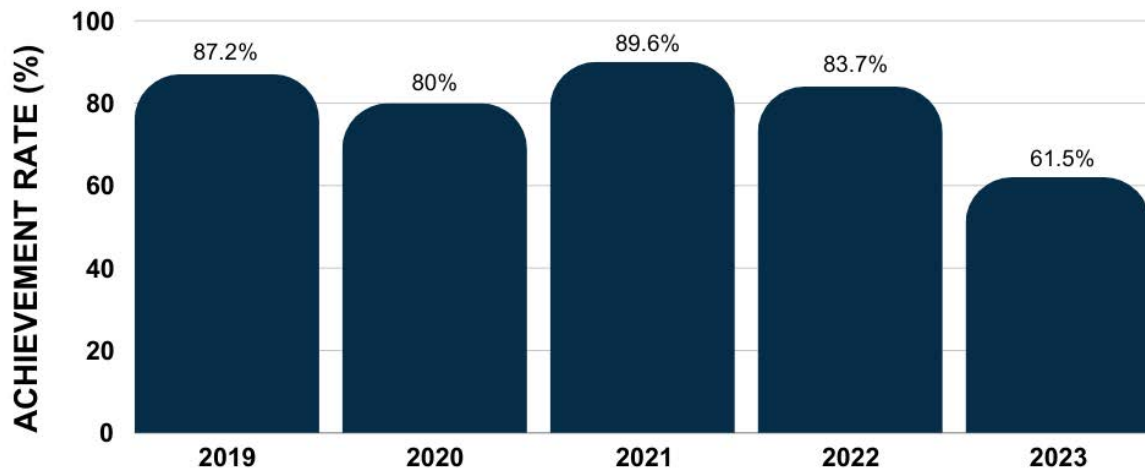
Student Achievement Data - Senior Secondary

Year 12 WACE Attainment

2023 was an anomalous year with a significantly smaller cohort 62% (32 students) achieving the requirements for graduation of the WACE. This achievement is below that of like schools and all Public schools in Western Australia.

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)						
WACE Achievement Rate: count (% of eligible students) Source: SCSA data files						
School (WACE eligible)	32 (62%)	77 (84%)	86 (90%)	144 (80%)	157 (87%)	145 (82%)
Like Schools (%)	76%	69%	70%	72%	83%	83%
Public Schools (%)	90%	89%	89%	89%	89%	89%
School Semester 2 Census)	32 (53%)	77 (73%)	85 (77%)	144 (75%)	157 (77%)	145 (74%)
School (Cohort)	32 (23%)	77 (33%)	86 (40%)	144 (40%)	157 (43%)	145 (41%)

5 Year WACE Achievement Rate



Online Literacy and Numeracy Assessment

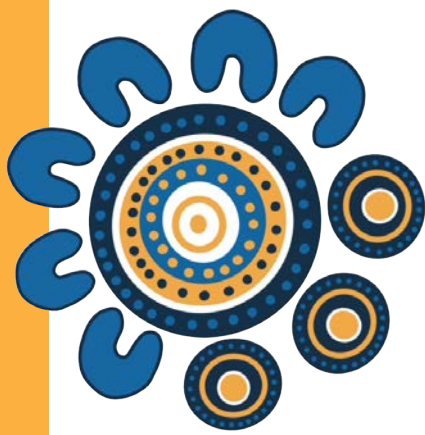
Sixty-nine per cent (69%) of Year 12 students satisfied OLNA requirements in 2023. This accounted for a significant number of students not attaining their WACE. Most students in this category did not satisfy one OLNA component. Our OLNA data sits below Like Schools for all components.

ONLINE LITERACY AND NUMERACY ASSESSMENTS (OLNA)						
Number of students who met the standard: count (%) Source: SCSA data files						
	2023	2022	2021	2020	2019	2018
Met literacy and numeracy requirement						
School (WACE eligible)	36 (69%)	79 (86%)	89 (93%)	148 (82%)	167 (93%)	156 (89%)

OLNA Data for Years 9-12 in 2023 compared to Year 12 Like Schools Data

	Numeracy	Reading	Writing
Like Schools	75.53%	80.22%	71.06%
Year 12	66.67%	71.6%	61.73%
Year 11	62%	63%	63%
Year 10	50%	53%	49%
Year 9	27%	22%	16%





ATAR

Two students completed an ATAR pathway in 2023, achieving an overall ATAR median just below that of Like Schools, and better than the school's performance in the last two years. The low median ATAR has meant that not all students in the ATAR pathway have been successful in attaining university offers for 2024.

ATAR COURSE ENROLMENTS						
Median ATAR (no. of students) Source: SCSA data files and Department calculations						
	2023	2022	2021	2020	2019	2018
School	63.75	58.3	61.03	64.5	66.25	71.4
Expected performance		0.15	0.06	0.75	0.22	0.56
Like schools	64.7	56.98	59.35	55.2	63.55	69.65
Public schools	82.8	81.9	80.25	79.25	78.25	79.5
School median ATAR TISC applicants	63.75	65.85	64.15	64.5	69.13	81.25

To improve Year 12 WACE (Western Australian Certificate of Education) results and overall senior school performance, GSHS will be implementing the following targeted improvement strategies:

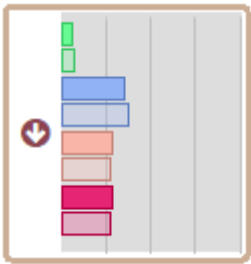
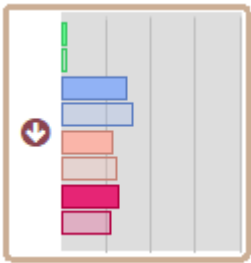
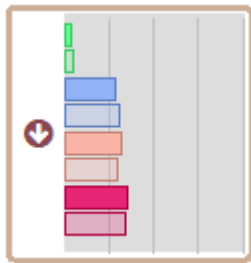
- OLNA tutoring sessions as part of Senior School timetables for students who have yet achieved OLNA.
- Early identification and intervention built into Senior School Assessment and Reporting timeline.
- Curriculum review and assessment support for teachers in senior school through support from Statewide Services.
- Exam preparation and study skills for students in ATAR courses.
- Parent and community engagement and support for students in Senior School courses.
- Peer support and collaboration including the use of in school study sessions and before school Study Zones.
- Student Services support through early identification of students at risk for attendance and attainment.



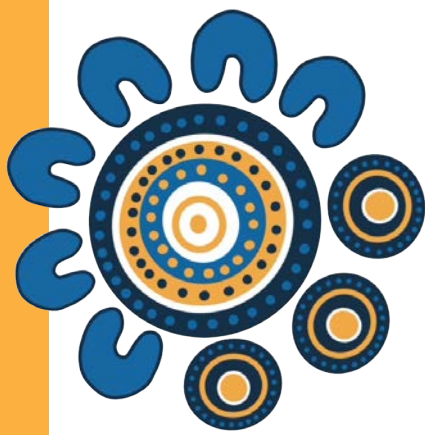
NAPLAN RESULTS

The school designed several strategies to support student engagement and success in the NAPLAN tests. These included:

- Teachers and students using individual diagnostic information to identify gaps in knowledge and addressing these.
- Interactive PowerPoint presentation delivered to students so they were aware of what to expect.
- In both English and Maths class ongoing explicit instruction to improve mathematical skills and literacy components.
- Practice tests and associated activities as part of regular classroom learning.

Year 7				
Results compared to Like School excluding data from other schools				
Reading Proficiency		Category	Primary	Comparison
		Exceeding	6.5	7.3
		Strong	35.5	37.7
		Developing	29.0	27.4
		Needs additional support	29.0	27.7
Numeracy Proficiency		Category	Primary	Comparison
		Exceeding	2.4	2.4
		Strong	36.2	39.7
		Developing	29.1	30.7
		Needs additional support	32.3	27.2
Writing Proficiency		Category	Primary	Comparison
		Exceeding	3.8	5.6
		Strong	28.8	30.5
		Developing	32.5	29.6
		Needs additional support	35	34.4



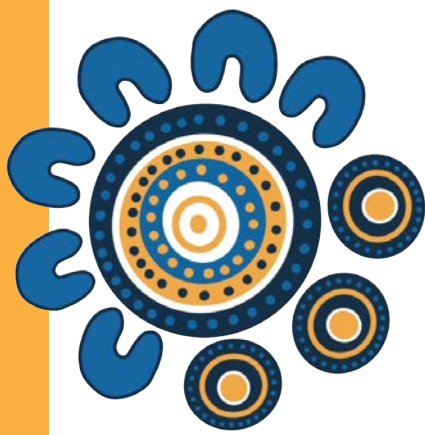


Year 9				
Results compared to Like School excluding data from other schools				
Reading Proficiency		Category	Primary	Comparison
		<i>Exceeding</i>	6.9	7.3
		<i>Strong</i>	38.8	38.2
		<i>Developing</i>	39.7	32.4
		<i>Needs additional support</i>	14.7	22.1
Numeracy Proficiency		Category	Primary	Comparison
		<i>Exceeding</i>	4.7	2.4
		<i>Strong</i>	43.3	42.1
		<i>Developing</i>	32.3	32.4
		<i>Needs additional support</i>	19.7	23.2
Writing Proficiency		Category	Primary	Comparison
		<i>Exceeding</i>	9.5	10.2
		<i>Strong</i>	27.0	26.8
		<i>Developing</i>	32.4	30.4
		<i>Needs additional support</i>	31.1	32.6



	2022		2023	
	Number	%	Number	%
Full-time WACE-eligible Year 12 students.	92		52	
Full-time WACE-eligible Year 12 students who have achieved the WACE.	77	83.70	32	61.54
Full-time WACE-eligible Year 12 students who completed four or more year 12 ATAR courses.	13	14.13	2	3.85
Full-time WACE-eligible Year 12 students who completed a Certificate II or higher but less than four more more Year 12 ATAR courses.	65	70.65	32	61.54
Full-time WACE-eligible Year 12 students who completed four or more Year 12 ATAR courses or a Certificate II or higher.	78	84.78	34	65.38
Number of Certificate I completed in Year 10 - Year 12 by full-time WACE-eligible Year 12 Students. <i>Percentage refers to total number of certificates issued.</i>	12	14.12	6	12.50
Number of Certificate II completed in Year 10 - Year 12 by full-time WACE-eligible Year 12 Students. <i>Percentage refers to total number of certificates issued.</i>	51	60.00	34	70.83
Number of Certificate III or higher completed in Year 10 - Year 12 by full-time WACE-eligible Year 12 students. <i>Percentage refers to total number of certificates issued.</i>	22	25.88	8	16.67





Numeracy Achievement

Prequalified in Year 9 NAPLAN~	38	41.30	0	0.00
Increase (demonstrated standard in OLNAs in Years 10, 11 or 12)	46	50.00	42	80.77
Demonstrated the standard by the end of Year 12	84	91.30	42	80.77

Reading Achievement

Prequalified in Year 9 NAPLAN~	38	41.30	0	0.00
Increase (demonstrated standard in OLNAs in Years 10, 11 or 12)	52	56.52	47	90.38
Demonstrated the standard by the end of Year 12	90	97.83	47	90.38

Writing Achievement

Prequalified in Year 9 NAPLAN^	20	21.74	2	3.85
Increase (demonstrated standard in OLNAs in Years 10, 11 or 12)	64	69.57	40	76.92
Demonstrated the standard by the end of Year 12	84	91.30	42	80.77

* Schools with fewer than 20 full-time WACE-eligible Year 12 students are displayed in 2023. In previous years, these students were not displayed.

~ Year 12 students in 2023 did not have an opportunity to prequalify through Year 9 NAPLAN in 2020 due to the cancellation of NAPLAN that year.

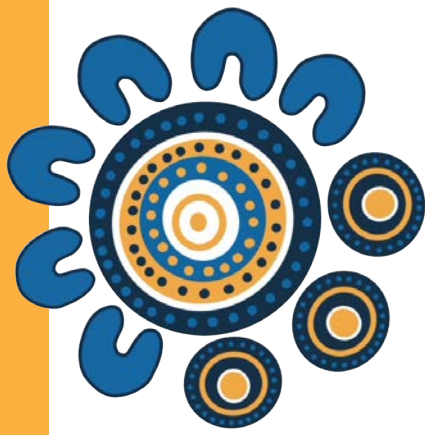
^ Year 12 students in 2023 did not have an opportunity to prequalify through Year 9 NAPLAN in 2020 due to the cancellation of NAPLAN that year. Students who achieved Band 8 or above in Year 7 NAPLAN Writing (2018) were deemed to have prequalified).



In 2023, students were supported to achieve their OLNA through several strategies. Small group tutoring was provided to Year 12 students in the GG program by the Literacy Coordinator and Education Assistants every Friday morning in the Library. These students were also provided with support to complete elements of their School Based Traineeships which were challenging due to low literacy. All Year 11 and 12 students who had OLNA components to complete were provided with logins for OLNAWA.com.au, a self-directed revision tool paid for by the school. Support and resources were given to Follow the Dream tutors and teachers in the WW program. Students were placed in the Foundation English and Foundation Maths courses where possible (Year 11 only - a Year 12 class did not run).

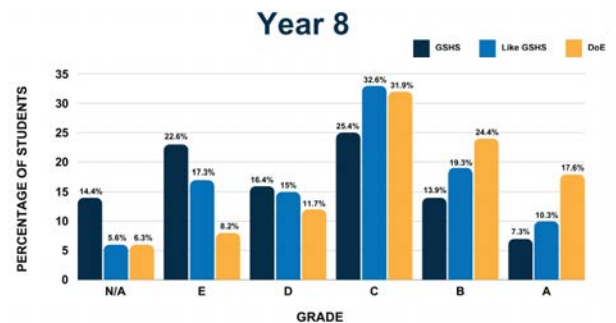
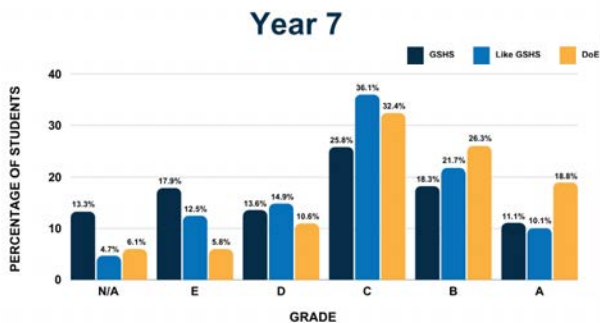
In 2024, we have increased the support provided to students to complete OLNA. Year 11 and 12 students in discrete programs (WW and GG) are provided with tutoring sessions weekly in literacy and numeracy. Students who are not in a discrete program and do not attend TAFE are required to attend tutoring on Thursdays in Block 5 (previously not compulsory, but it is this year). The school has subscribed to EducationPerfect for Year 11 and 12 students' OLNA revision, as this website assigns recommended revision lessons based on the student's diagnostic test results. This is adaptive, so while more expensive than OLNAWA, is tailored to each individual learner. OLNA diagnostics and revision information are given to the students' English and Maths teachers. Students are placed in Foundation English and Foundation Maths where possible (running in both Year 11 and Year 12 in 2024).



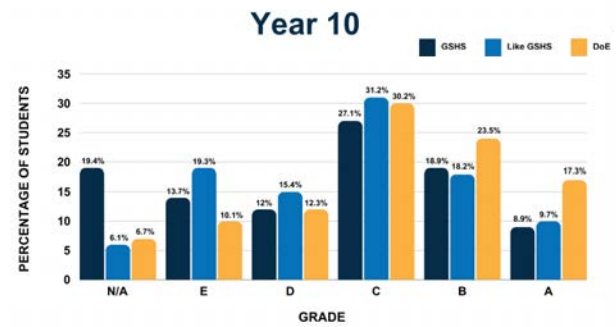
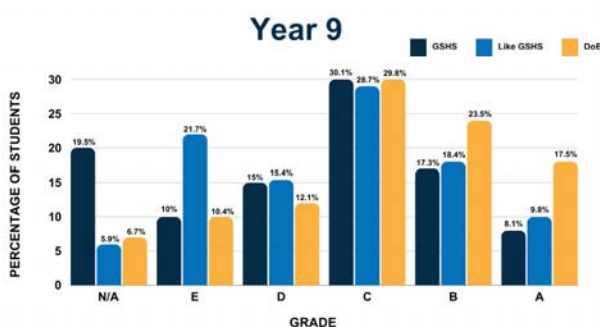


7-10 Grade Distribution

The below graphs compare the grades awarded to students in years 7 – 10 in the subjects of Mathematics, English, Science and Humanities and Social Sciences (MESH). These grades are then compared to both “Like Schools” and the Department of Education (DOE).



Across years 7 and 8, A,B and C grades awarded are below both Like School and DOE. The alignment of D and E grades is closer or above Like School and well above DOE. The high percentage of N/A grades awarded is attributed to those students who have not had a genuine attempt of the teaching and learning in the class. The main factor of this is attendance.



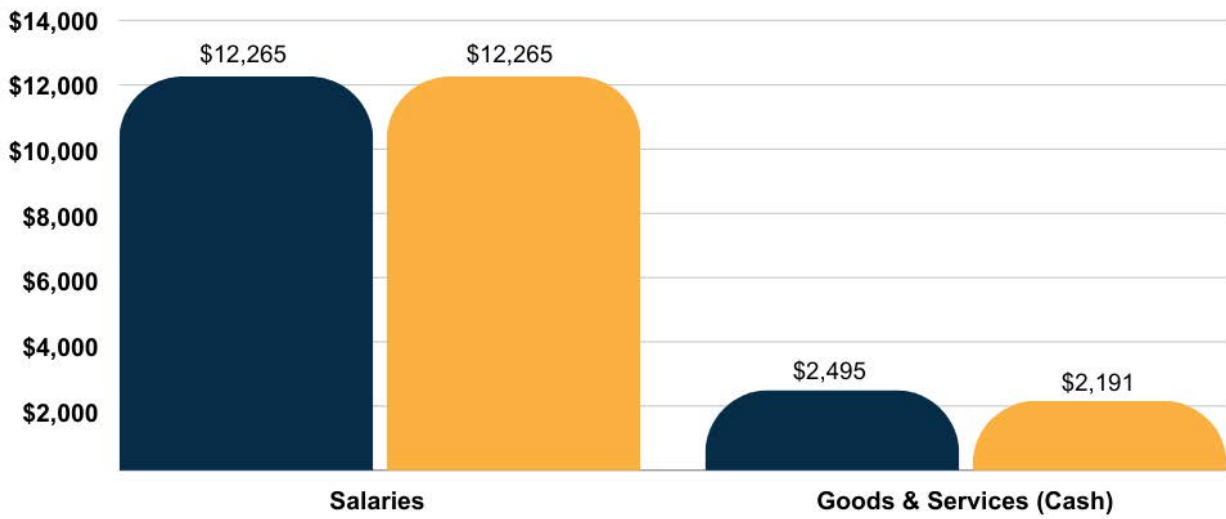
In Years 9 and 10, the grade distribution is more closely aligned with Like Schools and DOE. D and E grades more closely align with DOE over Like Schools which is a positive trend. The high percentage of N/A grades awarded is attributed to those students who have not had a genuine attempt of the teaching and learning in the class. The main factor of this is attendance.

Each Learning Area (LA) will complete further analysis of the grades given through the reporting period. This information will be presented in the LA Report 2023. The strategies and initiatives used to make identified curriculum improvements and outline the targets for achievement will be presented in the LA Plan 2024.

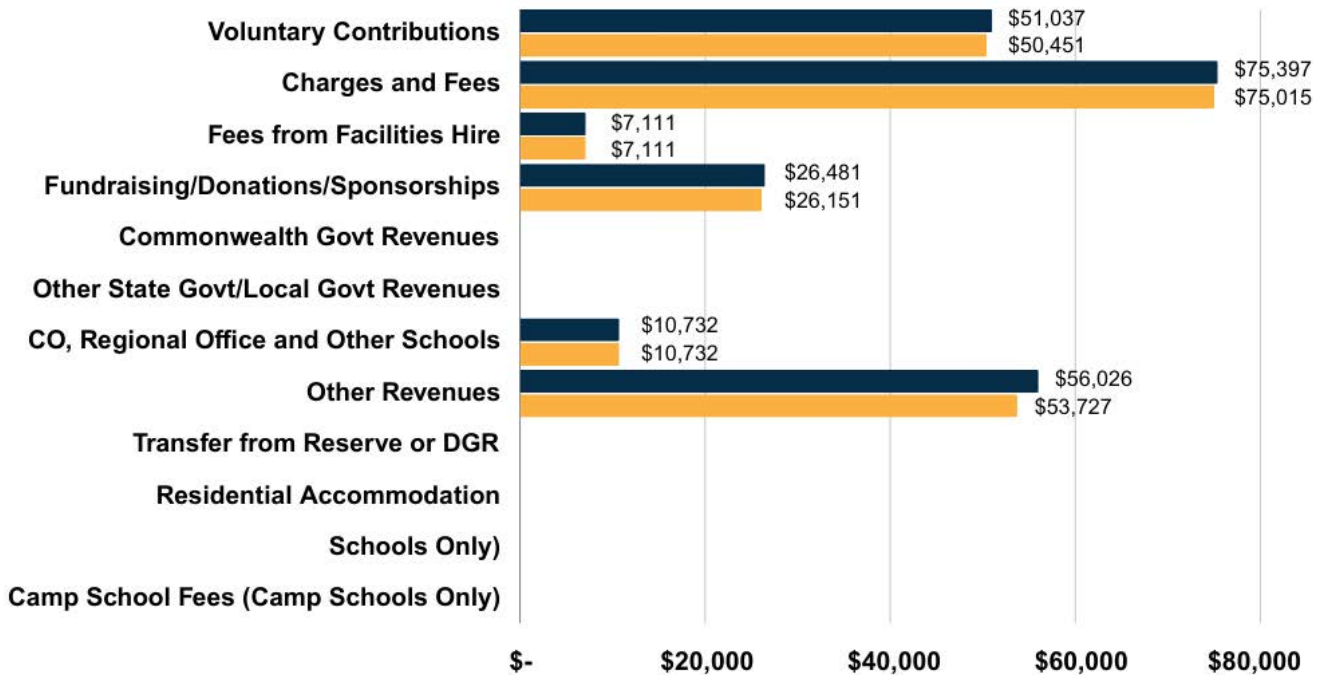


Finance Report

Goods and Services vs Salary Expenditure

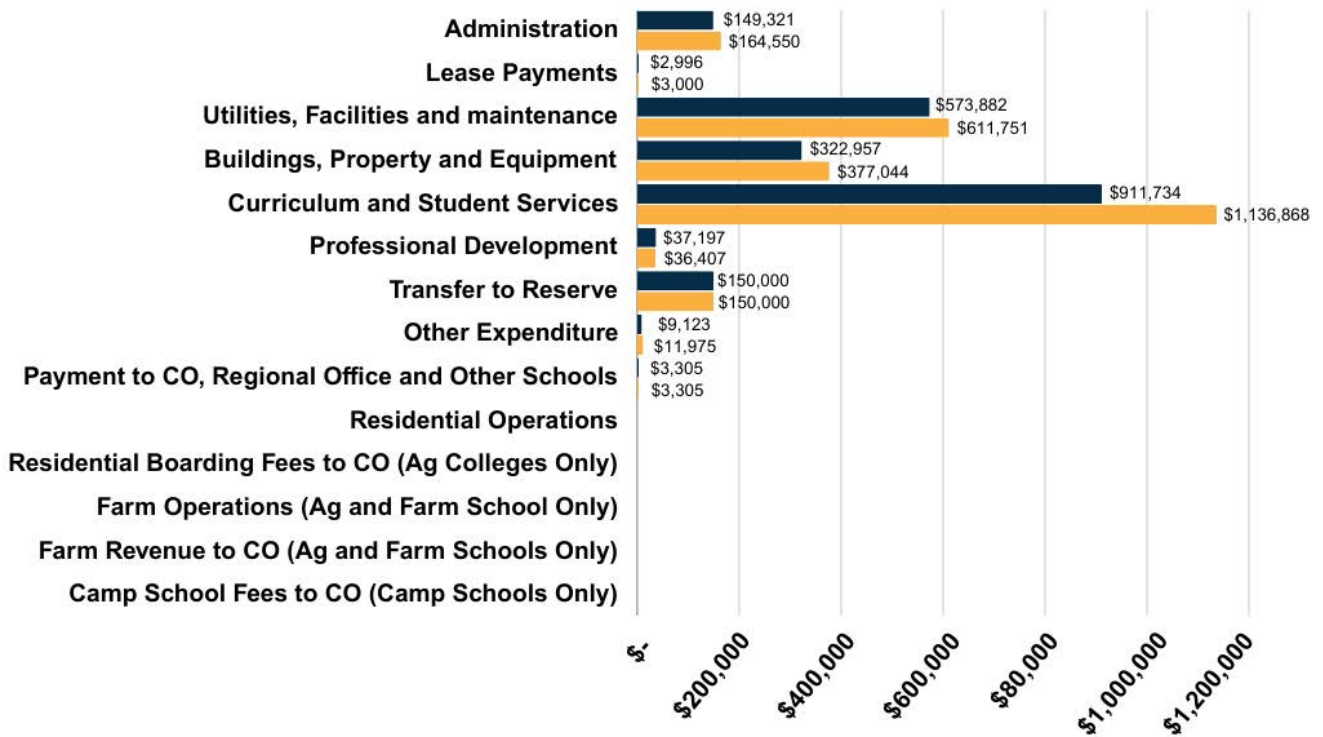


Locally Generated Revenue - Budget vs Actual





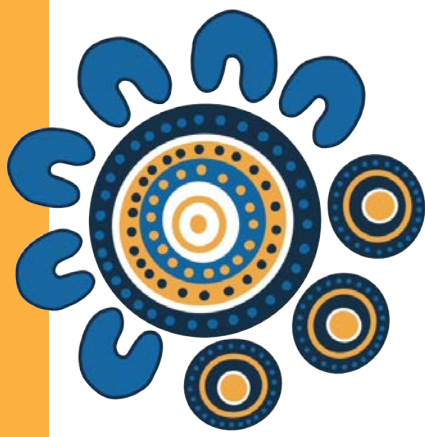
Goods and Services Expenditure - Budget vs Actual



On Line Budget December 2023 (Verified December Cash) - Full Report

INCOME - Dec 2023 (Verified Dec Cash)				
	Current Budget (\$)		Actual YTD (\$)	
Carry Forward (Cash)	\$	614,098.00	\$	614,098.00
Carry Forward (Salary)	\$	1,120,878.00	\$	1,120,878.00
STUDENT-CENTRED FUNDING				
Per Student	\$	9,455,041.00	\$	9,455,041.00
School and Student Characteristics	\$	2,943,265.00	\$	2,943,265.00
Disability Adjustments	\$	389,944.00	\$	389,944.00
Targeted Initiatives	\$	979,752.00	\$	979,752.00
Operational Response Allocation	\$	290,039.00	\$	290,039.00
Total Funds:	\$	14,058,041.00	\$	14,058,041.00
TRANSFERS AND ADJUSTMENTS				
Regional Allocation	\$	33,305.00	\$	33,305.00
Transition Adjustment	\$	-	\$	-
School Transfers - Salary	-\$	1,356,390.00	-\$	1,356,390.00
School Transfers - Cash	\$	1,314,189.00	\$	1,314,189.00
Department Adjustments	-\$	45,536.00	-\$	45,536.00
Total Funds:	-\$	54,432.00	-\$	54,432.00
LOCALLY RAISED FUNDS (REVENUE)				
Voluntary Contributions	\$	50,451.00	\$	51,037.00
Charges and Fees	\$	75,015.00	\$	75,397.00
Fees from Facilities Hire	\$	7,111.00	\$	7,111.00
Fundraising/Donations/Sponsorships	\$	26,151.00	\$	26,481.00
Commonwealth Govt Revenues	\$	-	\$	-
Other State Govt/Local Govt Revenues	\$	-	\$	-
Revenue from CO, Regional Office and Other Schools	\$	10,732.00	\$	10,732.00
Other Revenues	\$	53,727.00	\$	56,026.00
Transfer from Reserve or DGR	\$	-	\$	-
Residential Accommodation	\$	-	\$	-
Farm Revenue (Ag and Farm Schools Only)	\$	-	\$	-
Camp School Fees (Camp Schools Only)	\$	-	\$	-
Total Funds:	\$	223,187.00	\$	226,784.00
TOTAL:	\$	14,226,796.00	\$	14,230,393.00





On Line Budget December 2023 (Verified December Cash) - Full Report

EXPENDITURE - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	\$ 11,438,618.00	\$ 11,438,618.00
New Appointments	\$ -	\$ -
Casual Payments	\$ 717,657.00	\$ 717,657.00
Other Salary Expenditure	\$ 108,247.00	\$ 108,247.00
Total Funds:	\$ 12,264,522.00	\$ 12,264,522.00
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	\$ 164,550.00	\$ 149,321.00
Lease Payments	\$ 3,000.00	\$ 2,996.00
Utilities, Facilities and Maintenance	\$ 611,751.00	\$ 573,882.00
Buildings, Property and Equipment	\$ 377,044.00	\$ 322,957.00
Curriculum and Student Services	\$ 1,136,868.00	\$ 911,734.00
Professional Development	\$ 36,407.00	\$ 37,197.00
Transfer to Reserve	\$ 150,000.00	\$ 150,000.00
Other Expenditure	\$ 11,975.00	\$ 9,123.00
Payment to CO, Regional Office and Other Schools	\$ 3,305.00	\$ 3,305.00
Residential Operations	\$ -	\$ -
Residential Boarding Fees to CO (Ag Colleges Only)	\$ -	\$ -
Farm Operations (Ag and Farm Schools Only)	\$ -	\$ -
Farm Revenue to CO (Ag and Farm Schools Only)	\$ -	\$ -
Camp School Fees to CO (Camp Schools Only)	\$ -	\$ -
Total Funds:	\$ 2,494,900.00	\$ 2,160,515.00



SEEK

Over the past five years the Teaching and Learning Team have created, refined, and implemented the SEEK Instructional Model. The school has worked towards Priority One: Effective Teaching and Leadership, a shared understanding of what constitutes highly effective practice is needed to improve teaching practice. In light of this, GSHS implemented its own instructional model. Towards the end of 2023, Teachers were surveyed as to the extent of the implementation of the SEEK Instructional Model/Framework into their teaching practices. Students were also surveyed to measure their perception of the implementation of the SEEK Instructional Model/Framework across the learning areas. The results of these surveys are within this Annual Report, however both indicate positive trends.

Professional learning investment and data on instructional coaching

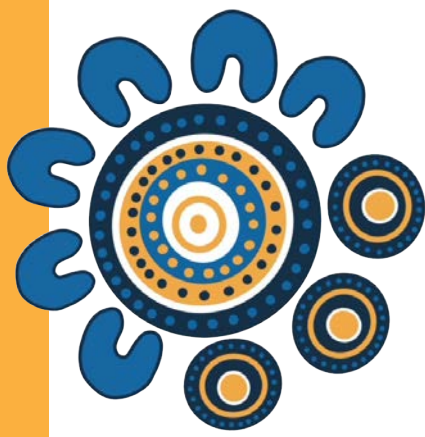
In 2023, GSHS invested in three coaches, Simon Keemink (0.4), Narelle Bate (0.3), and Kayleigh Kimber (0.2). As the coaches, we used the SEEK Instructional Model to observe, coach, mentor, and conference, about fifteen teachers on a consistent basis. The team also undertook a coaching course (Introduction to Steplab), thereby leading to professional learning opportunities for 2024.

CMS and Teachwell audits were also carried out, leading to a systemised approach commencing in 2024. The school appointed a HALT (Highly Accomplished Lead Teacher) Program Coordinator for the Quality Teaching and Learning portfolio. This is a new leadership portfolio across the Department, focusing on ensuring schools implement the ten key messages derived from the Teaching for Impact strategy.

In addition to the above coaching, six teachers were coached in Classroom Management Strategies (CMS).

In 2024, the school has invested in two staff completing the StepLab Leadership of Coaching and the associated platform. A further two staff will become Conference Accredited Trainers in 2024.





Vocational Education Pathways

Aboriginal School Based Training

Aboriginal students in Year 10 have the opportunity to be involved in Certificate I programs at Central Regional TAFE for 2 terms. This program is a collaboration between Champion Bay SHS, Nagle Catholic College and Geraldton SHS. This has enabled a wider range of programs to be offered. In 2023 three certificates were on offer Certificate I in Automotive Vocational Preparation, Certificate I Industrial Skills and Certificate I Leadership. Nine students succeeded in obtaining this qualification. An achievement which gives them a head start in WACE achievement.

VETDSS Programs (CR TAFE)

The VETDSS programs offered by CR TAFE (Central Regional TAFE) continue to bring significant success to students who demonstrate dedication and commitment. These programs provide a diverse range of certificates catering to various interests and career paths, ranging from Certificate II through to Certificate IV.

In 2023, a total of 57 students from Years 11 and 12 successfully completed a VET qualification through these programs. 12% of our Year 12s attained more than one qualification on the completion of their school year. This achievement underscores the value and effectiveness of VETDSS initiatives in equipping students with practical skills and knowledge that are directly applicable to their chosen fields of study or future careers. Four students gained apprenticeships having completed a pre-apprenticeship in 2023.

AUSPICED Programs

The school continued to auspice with iVET to enable the delivery of VET programs as part of the school timetable. This provides a valuable avenue for students to participate in VET at the schools location. Certificate II Sport and Recreation resumed delivery for Year 11 students after an absence in 2022. AUSPICED programs are completed over two years. 29 students were enrolled in Year 11 and eight students in Year 12.

VET RTOs

All Registered Training Organizations (RTOs) demonstrated promptness in providing results for reporting purposes. Notably, CRTAFE and iVET went above and beyond in ensuring timely processing of Year 12 certificates for Valedictory ceremonies, showcasing their commitment to supporting students' academic achievements.

The ongoing partnership with Maxima has yielded positive results, leading to an increase in the uptake of Traineeships over a two-year cycle. Vocation Training Services (VTS) remains the primary RTO, exhibiting flexibility by accommodating late changes to meet evolving needs.

Construction-on-Site continues to offer valuable alternatives to TAFE in the STEP area, providing on-site training and delivering additional services such as issuing White cards to VIP program participants. This collaboration adds significant value to the educational landscape and enhances the learning experience for students.



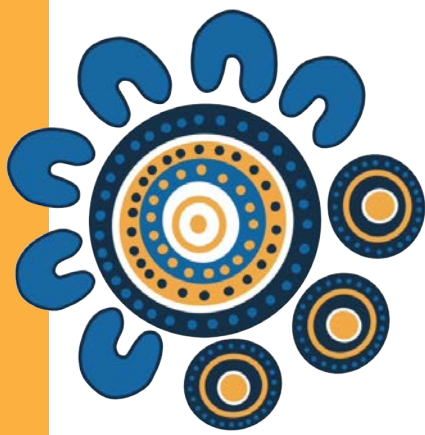
Year 10 VET

Qualification Code	Qualification Name	Grade	Cert I	Cert II	Cert III	Cert IV & over	Enrolments	Achieved qualification
52860WA	Certificate I in Industrial Skills	10	3	0	0	0	3	0
52878WA	Certificate I in Leadership	10	4	0	0	0	9	4
AUR10120	Certificate I in Automotive Vocational Preparation Skills	10	4	0	0	0	4	3

Year 11 VET

Qualification Code	Qualification Name	Grade	Cert I	Cert II	Cert III	Cert IV & over	Enrolments	Achieved qualification
52887WA	Certificate II in Plumbing	11	0	2	0	0	2	2
ACM20121	Certificate II in Animal Care	11	0	1	0	0	1	1
AHC21216	Certificate II in Rural Operations	11	0	9	0	0	9	4
BSB20120	Certificate II in Workplace Skills	11	0	14	0	0	13	Ongoing 2024
BSB30120	Certificate III in Business	11	0	0	1	0	1	1
CHC22015	Certificate II in Community Services	11	0	1	0	0	1	1
CHC30121	Certificate III in Early Childhood Education and Care	11	0	0	5	0	5	Ongoing 2024
CPC20220	Certificate II in Construction Pathways	11	0	4	0	0	4	4
CUA31120	Certificate III in Visual Arts	11	0	0	1	0	1	1
FSK20119	Certificate II in Skills for Work and Vocational Pathways	11	0	11	0	0	11	0
MEM20105	Certificate II in Engineering	11	0	3	0	0	3	3
MEM20413	Certificate II in Engineering Pathways	11	0	7	0	0	7	6
SFI20119	Certificate II in Aquaculture	11	0	8	0	0	8	8
SFI20219	Certificate II in Fishing Operations	11	0	1	0	0	1	1
SHB20216	Certificate II in Salon Assistant	11	0	1	0	0	1	1
SIS20115	Certificate II in Sport and Recreation	11	0	6	0	0	6	Ongoing 2024
UEE22020	Certificate II in Electrotechnology (Career Start)	11	0	7	0	0	7	7





Year 12 VET

Qualification Code	Qualification Name	Grade	Cert I	Cert II	Cert III	Cert IV & over	Enrolments	Achieved qualification
52893WA	Certificate II in Building and Construction	12	0	1	0	0	1	0
52895WA	Certificate IV in Preparation for Health and Nursing	12	0	0	0	2	2	2
ACM20121	Certificate II in Animal Care	12	0	2	0	0	2	2
AUR20520	Certificate II in Automotive Servicing Technology	12	0	3	0	0	3	3
BSB20120	Certificate II in Workplace Skills	12	0	11	0	0	11	7
CHC22015	Certificate II in Community Services	12	0	1	0	0	1	1
CHC30121	Certificate III in Early Childhood Education and Care	12	0	0	1	0	1	1
CUA31120	Certificate III in Visual Arts	12	0	0	3	0	3	3
HLT33015	Certificate III in Allied Health Assistance	12	0	0	3	0	3	2
MEM20105	Certificate II in Engineering	12	0	1	0	0	1	0
MEM20413	Certificate II in Engineering Pathways	12	0	1	0	0	1	1
SFI20219	Certificate II in Fishing Operations	12	0	2	0	0	2	2
SHB20121	Certificate II in Retail Cosmetics	12	0	1	0	0	1	1
SHB20216	Certificate II in Salon Assistant	12	0	1	0	0	1	1
SIT20316	Certificate II in Hospitality	12	0	1	0	0	1	0
SIT20416	Certificate II in Kitchen Operations	12	0	1	0	0	1	1

School Based Traineeships

School-based traineeships have primarily been embraced by our Aboriginal students, who have been connected through Maxima with opportunities at local banks and post offices. In 2023, three male students successfully completed their traineeships at the Post Office, marking a significant achievement. Two additional students secured positions at the bank for 2023, highlighting the ongoing success and growth of the program.

These initiatives not only provide valuable hands-on experience and skill development for students but also contribute to fostering greater inclusivity and diversity in the workforce, particularly within our Aboriginal community. The continued support and collaboration with organisations like Maxima play a crucial role in facilitating these opportunities and empowering students to pursue their career goals.

Students are often kept on by the employer. In 2023 Westpac bank had two former SBT students (Class of 2020 and 2022) working in the branch in addition to our current placement. One of the Post Office students has been employed full time by Australia Post.



Endorsed Programs

The majority of students involved in endorsed programs did so through the Authority Developed Workplace Learning. These students completed this as part of their Pre apprenticeship in Schools program, TAFE link or STEP program. Thirty-one Year 11 students and eight Year 12 student completed at least one unit with most completing two. We had a talented athletics student complete the Authority Developed Elite Sports program.

Provider developed endorsed programs continue to offer students an opportunity to value add to their education with activities both inside and outside of school. Instrumental Music, Cadet programs and the Curtin University – Uniready are some examples.

Academic Programs

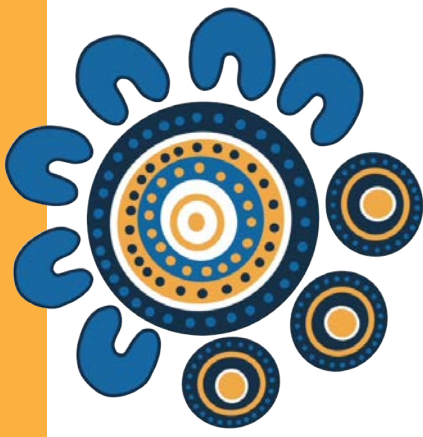
2023 was an anomalous year with a significantly small cohort, and only two students in ATAR course which saw most of our courses pivot to SIDE. It did however see the start of the UniReady Enabling Program, offering a flexible academic pathway geared toward facilitating successful entry into higher education. This program prioritises the development of essential skills such as academic literacy, numeracy, and critical thinking, along with fostering an understanding of discipline-specific concepts.

By focusing on these fundamental areas, the UniReady Enabling Program has equipped General students with the necessary tools and knowledge to thrive in university environments. Through its comprehensive approach, the program serves as a bridge to higher education, laying a robust foundation for both academic and career endeavours. Both ATAR students have been offered places at University. Three of the Uniready students were able to apply for university. One has obtained a deferred offer for 2025 and two are seeking to further studies at TAFE.

Engagement Programs

Program	Details
Year 11 STEP (Skills Through Enterprise Program)	<p>This program integrates various components, including academic studies within the school curriculum, vocational education and training (VET) certificates, and work placements.</p> <p>By engaging in hands-on training and exposure to industry settings, students can develop essential employability skills, industry-specific knowledge, and a deeper understanding of potential career pathways.</p>
Warlugurra Walgamanyulu	<p>This program provides Year 11 and 12 Aboriginal girls with a culturally appropriate academic program within a caring and supportive learning environment, which has:</p> <ul style="list-style-type: none"> • Culturally Responsive Curriculum • Indigenous Language and Cultural Studies • Culturally Safe Spaces • Indigenous Role Models and Mentors • Support Services • Community Engagement





Gigaman Gawala

This program for Year 11 and 12 Aboriginal boys aim to empower Indigenous students to achieve their full potential and succeed in various aspects of life.

Key components of the program include:

- Academic Support
- Vocational Training
- Personal Development
- Health and Wellbeing
- Transition Support



Music Report

GSHS's Music Program a vibrant melody of success

Geraldton Senior High School's music program boasted a flourishing year in 2023, characterised by growth, talent, and memorable performances. At the heart of this success were the dedicated IMSS teachers who nurtured and inspired students with weekly lessons: Leonie Courtney (brass), Josh Crothers (contemporary instruments), Anne Williams (woodwind), and Alida Wright (vocals).

Throughout the year students participated in numerous events that showcased their talents and the program's diversity. One of the highlights was the primary schools tour in Term 4, comprising of three days touring and showcasing our bands at primary schools in our region, sparking their interest in music. Earlier in the year the combined schools vocal showcase allowed students to demonstrate their vocal talents alongside students from other schools.

The Band Spectacular, a grand event at the Queens Park Theatre featuring a finale with over a hundred musicians on stage, was a fantastic showcase of music at Geraldton Senior High School. Our involvement in community events such Christmas in the Terrace and Battle of the Bands highlighted its commitment to community engagement.

Throughout the year we had two workshops given by outside providers, namely Nick Courtney on percussion as well as the unforgettable workshops/performances by Tura Music. The school band also provided great music at Anzac Day and other school assemblies.

The program also provided enriching experiences through various camps. The Senior and Junior band camps in Perth offered students the opportunity to hone their skills in a different setting. Both bands played at Churchlands Senior High School in front of large audiences. The Contemporary Band camp in Perth, including a performance to WAAPA, exposed students to professional musical environments, enhancing their learning experience.

Notable performances included the vocal ensemble's moving performance at the HMAS Sydney Memorial, attended by naval representatives from around the world, showcasing the program's ability to touch hearts and transcend borders.

The program culminated in the Summer Soiree where instrumentalists and class bands delivered captivating performances, bringing the school and the community together in a celebration of music. Overall, Geraldton Senior High School's music program in 2023 was a testament to the power of music education in fostering talent, building community, and enriching lives.





Country Week and Carnivals

Country Week

The school took four teams to Country Week in 2024, with Girls and Boys Volleyball, Boys Basketball and Netball. Students in Year 10-12 were selected to go and trained throughout term two in preparation for competition.

Students travelled to Perth on Sunday the 25th of June ready for the opening ceremony and matches on Monday. Our Country Week captains, Ky and Sophie represented the school with dignity at the opening ceremony and it was fantastic to see all the schools ready for the week ahead.

With promising starts from the girls' teams and some wins on the board, it took a bit longer for the boys to join the club with some tough competition in their grades. There were some fantastic games throughout the week, with the Girls Volleyball and Netball teams finishing in the top four of their grades.

With a rocky start to the week with injuries to some students, the teams enjoyed some bonding time with each other as they went bowling on Monday night, followed by dinner in Fremantle Tuesday evening and an expo at and tour of UWA with a movie to finish in one of their lecture theatres on Wednesday. As tradition follows, students were treated to some late-night shopping at Carousel before returning to our accommodation to pack and prepare for their final games Friday.

Friday saw the Netball team play off for third and fourth, coming away with the win and the Volleyball Girls finishing fourth after going down in their final game. The boys' teams played with excitement and willingness all week but unfortunately missed out on finals.

The closing ceremony saw Ky, one of our captains, selected to give the Acknowledgement of Country. He delivered this to 3,627 students from fifty-one different schools, at the biggest annual high school event in Australia. With week 10 ending, some very tired students travelled home to Geraldton ready for a well-earned holiday.

Netball Carnival

The 9th of June saw five teams of students from Year 7-12 represent Geraldton at the Midwest High School Cup. With two Year 7 teams, a 9 and 10 team and the Country Week team, we all looked forward to a day of fun and competition.

One of our Year 7 teams won their grade and were undefeated for the day, and the Country Week team finished second after some tough battles on the court. Our other teams all had a wonderful day and represented our school values exceptionally.

Eagles Cup

The Eagles Cup was held on the 9th of June, with two teams from Geraldton Senior High School venturing to GBSC Park to compete against other schools in our area. Some exciting games were played and in a thrilling final, the 9/10 team came away with the win, with the 7/8 team winning their final as well.



Athletics Carnival

Our annual Athletics Carnival was held on Friday the 25th of August. It was a sensational day with perfect weather and lots of house spirit. Students participated in events throughout the day with some thrilling competition in the Year 10 boys high jump and the 100m sprints. The day culminated with a staff vs. student relay and for the first time in a very long time, the students came out of top! Mimosa was the winning house, with results depending on the final student relays of the day.

Badminton Tournament

The Badminton Tournament was played on the 20th of October with three teams selected to represent the school. Students enjoyed a day of competition against other schools in Geraldton in singles, doubles, and mixed doubles games.



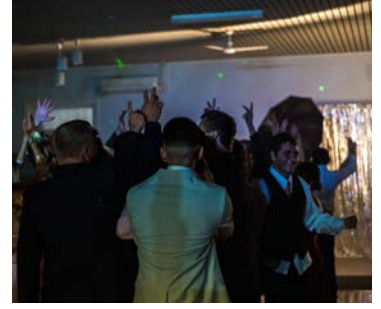


Year 12 School Ball

The 2023 Ball celebrated a smaller Year 12 cohort than previous years so the students' Ball Committee were excited to select a more intimate venue, and organised a unique event at the Geraldton Yacht Club on Saturday the 25th of March.

Our close-knit group of Year 12s and their guests created a wonderful atmosphere, enjoying a suitably grand and vibrant 'Great Gatsby' themed evening, thanks to generous contributions from our P&C and local businesses. The event was also well-attended by staff members, proudly supporting this special celebration of our graduating class of 2023.







NAIDOC

Geraldton Senior High School 2023 NAIDOC week began with our formal assembly, which is officiated by our senior Aboriginal students on the Monday. We had a Welcome to Country, and Guest speaker, Mr Barry Dodd. A poem "For Our Elders" written by our AIEO Kim Ryder and read by Tyra.

Our Aboriginal student dance group Yamatji Boys & Buggur Mayu, played the didgeridoo and did a joint dance performance to open the assembly. After the assembly we had a morning tea for all the parents that came and the students that had taken part. We had transport available for anyone that needed it. Wajarri students performed a poem that they learnt in language during the morning tea.

Every day the school had a NAIDOC quiz during form that focused on Aboriginal Culture, an Acknowledgment to Country done by different students, also some Wajarri words and their meanings, and the school bell recording was changed to a didgeridoo. A display case outside the staffroom showcased NAIDOC and the theme for the year.

During our lunch break, the AIEO's, staff and students shared two NAIDOC cakes with the whole school, and we had face painting for the students as well. A Sand Art Mural was started outside on the science lawn, this was to be done during the week with lots of students from many varied classes and completed on Friday.

On the Tuesday, we had a MINI EXPO on the oval. This was taking place from recess through to after lunch and many local businesses came with lots of fun activities for the students.

Radio MAMA came down also on the Tuesday and did an Outside Broadcast from the oval. This involved staff and students from school talking about the programs available for the aboriginal students, plus they did music request. Many family members listen to this station.

On Wednesday, we had the Cultural Food and Music Day. We hired a local Aboriginal lady to cater. We had Kangaroo stew, curry, damper with golden syrup and rice. Music was played by staff in the courtyard.

On Thursday we had a craft day during recess. Student made iced biscuits (iced in the aboriginal colours), scratch boomerangs to decorate and face painting.

The Friday was the last day and a mixed football match was played on the oval by students to close the week.



Clontarf Academy

In 2023, students were supported to achieve their OLNA through several strategies. Small group tutoring was provided to Year 12 students in the GG program by the Literacy Coordinator and EAs every Friday morning in the Library. These students were also provided with support to complete elements of their School Based Traineeships which were challenging due to low literacy. All Year 11 and 12 students who had OLNA components to complete were provided with logins for OLNAWA.com.au, a self-directed revision tool paid for by the school. Support and resources were given to Follow the Dream tutors and teachers in the WW program. Students were placed into partnerships with Geraldton Senior High School, the Geraldton Clontarf Academy supported academy members to achieve success at school and in the community through our focus areas of Education, Employment, Wellbeing, Sport and Leadership.

Education

The Geraldton Clontarf Academy completed the 2023 with 113 academy members engaged in the programme and an average attendance rate of 75%. This is compared to 101 Academy members at 76% attendance in 2022.

10 Academy members completed year 12 with 4 students achieving WACE. Compared to 9 year 12s completing in 2022.

The Academy ran weekly classes with students from year 7 to 10 focusing on developing life skills, community engagement and building strong relationships.

In term 4 we hosted a transition day for year 6 students from local feeder schools to give new Academy members a taste of academy life.

Employment

Clontarf aims to build capacity for students to transition to the work place by building employability skills and exposure to the workplace.

The Academy hosted 12 worksite tours in industries including construction, mining, logistics, retail, utilities, defence and emergency services. Highlights being a visit to the Construction Futures Centre in Perth and our annual Marandoo Mine Site Tour.

Year 11 and 12 students participated in the Clontarf Employment Forum with Champion Bay Academy which allowed students to build a network with local employers and discover job opportunities.

Wellbeing

Academy staff are available to academy members each day to support them with their wellbeing needs, including social and emotional support, providing meals and assisting with resolving any issues/challenges in the school or community.

The Geraldton Academy supports the health and wellbeing of Academy members through health checks and education. Geraldton Regional Aboriginal Medical Services conducted 81 health checks and delivered health clinics on smoking/vaping, drug and alcohol, and mental health to our Academy members.





Sport

The Academy delivered 41 morning training sessions with various sports including football, basketball, cricket and swimming.

Geraldton Clontarf Academy competed in eight sports carnivals including five football carnivals two basketball carnivals and a cricket carnival. Main Highlights being Clontarf Cup, Wadjemup Cup, Coral Coast Cup and Binjareb Wirrin Cup. Students also participated in individual football games against Champion Bay Academy, Swan View Academy and Nagle Catholic College.

Year 12 student Calarni Dann represented Western Australia in our inaugural Clontarf State of Origin Carnival in Melbourne.

Leadership

The Academy hosted 16 camps to destinations including Perth, Carnarvon, Shark Bay, Rottnest, Mandurah Marandoo Mine/Karajini National Park and the Gold Coast which included various cultural, sporting, community and employment activities.

The Leadership Camp to Shark Bay in Term 1 provided an opportunity for year 12 students to set goals and commit to completing their final year of school. The boys also engaged in cultural activities and a community clean-up with the Shire of Shark Bay.

All year 12s attended the Major Trip to Gold Coast in term 4. The trip was a celebration of the boys' success including a presentation of their journey through school to a Clontarf partner and inter-academy and community activities.

Academy members represented the Academy in various community activities in Geraldton and the Midwest including NAIDOC activities at Kalbarri DHS, Northampton DHS, Waggrakine PS and Beachlands PS. Boys also umpired at local sporting carnivals including Good Time Together Cup and the School Slam Series Basketball.

2023 saw an increase in engagement and year 12 completion for the Geraldton Clontarf Academy. We have continued to support the development of our Academy members at school and beyond. The success of the programme is underpinned by our strong relationship with Geraldton Senior High School. We look forward to seeing more growth and success in the years to come.

The Foundation English and Foundation Maths courses where possible (Year 11 only - a Year 12 class did not run).

In 2024, we have increased the support provided to students to complete OLNA. Year 11 and 12 students in discrete programs (WW and GG) are provided with tutoring sessions weekly in literacy and numeracy. Students who are not in a discrete program and do not attend TAFE are required to attend tutoring on Thursdays in Block 5 (previously not compulsory, but it is this year). The school has subscribed to EducationPerfect for Year 11 and 12 students' OLNA revision, as this website assigns recommended revision lessons based on the student's diagnostic test results. This is adaptive, so while more expensive than OLNAWA, is tailored to each individual learner. OLNA diagnostics and revision



information are given to the students' English and Maths teachers. Students are placed in Foundation English and Foundation Maths where possible (running in both Year 11 and Year 12 in 2024. Class sizes are small - possibly due to timetabling conflicts. Ideally, all students needing to pass OLNAs would be in Foundation, so they receive targeted support).

OLNA revision resources are also available in the GSHS Literacy and Numeracy Connect group, though this is not kept up to date. I am aiming to transfer these resources over to the Whole School Literacy Sharepoint page.





STARS AT GSHS

The Stars Foundation entered its 3rd year of operations at Geraldton Senior High School in 2023.

The program continued to provide consistent support to Indigenous girls and young women to attend and remain engaged in school, complete year 12 and move into work or further study. The support involved well planned and dynamic team time activities which focus on the Stars plan areas of healthy lifestyles, education, employment and training, wellbeing and community culture and leadership. Stars mentors worked closely with our members to provide holistic support to ensure students developed the self-esteem, confidence and life skills students needed to successfully participate in school and transition into a positive and independent future.

2023 saw another increase in enrolment numbers with Stars creating an opportunity for more greater connection across the school. With the increase in numbers the Stars team also grew welcoming a new Program Coordinator and Mentor to the team.

There were many highlights throughout the year beginning with the year 12 induction camp in Perth which welcomed the students and prepared them for their final year of school while exposing them to employment and further study opportunities. Our daily lunches saw more Stars members coming into the Stars room building relationships with both Stars Staff and GSHS Staff. Various sports carnivals were held throughout the year which include basketball, netball and football. A highlight being that the GSHS Stars walked away as winners of the Steven Michael Foundations Jambinu Football Carnival.

Throughout the year students worked towards reward camps that were held in term 4. Reward camp destinations included Mandurah, Coral Bay, Kalbarri, Shark Bay and the end of year 12 camp being in Broome. Students of each year group had an incredible time and will forever hold the memories and friendships made during the camps.

The program closed 2023 with the Annual End of Year Celebration event. It was a great evening celebrating student achievement and commitment throughout the year. Warming highlights of the year were shared with students, families and staff and gave everyone a chance to come together. They also were extremely proud to announce the academic achievements of one of our year 12 Stars members. This particular student graduated and received many accolades including GSHS Year 12 Dux.

The Stars program are thankful for the continued partnership with Geraldton Senior High School and are looking forward to working together in 2024.







GERALDTON

SENIOR HIGH SCHOOL

Learning now, for the future



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