



GERALDTON
SENIOR HIGH SCHOOL

ANNUAL REPORT

2024





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Message from the Principal



It is my honour to present the 2024 Annual Report and together we can celebrate the many achievements by the school and its community. We have now completed our additional twelve month commitment with Fogarty in 2024 to now become an Alumni member of the Fogarty Team. During this process we designed and commenced the implementation of the our Fogarty EDvance Project Management Placemat. This school improvement document holds our objectives, targets, initiatives and the people responsible for leading the work. Since the plan's inception considerable progress has been made.

This report outlines the successful achievements and areas of ongoing developing for the 2024 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.

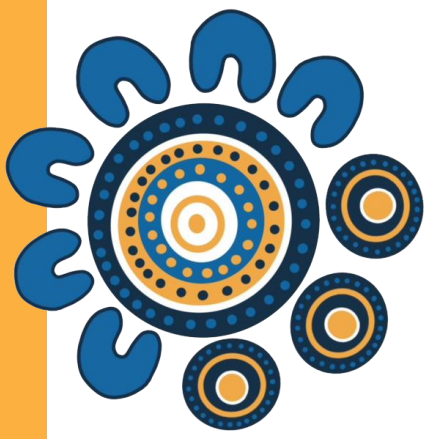
As we wrap up this Business planning cycle, work is already underway to ensure that the next cycle reflects our shared vision, values and new Priorities. The school is working together to elevate the school's vision and moral purpose: Learning Now, for the Future. Going forward it is this that will inform 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 2025 school year. These include:

- The continuation of the Executive leadership position, Associate Principal with a focus on Work, Health & Safety, an improved Learning Environment and Student Services.
- We have continued the role of Aboriginal Education Support Coordinator. A sample of the achievements from this investment include the commencement of Two-Way Science, Arts Cultural Program and our Maajayimanha Mob (Indigenous Student Leadership Team).
- The investment in two new school leadership positions, Program Coordinator Literacy and Numeracy Specialist and Program Coordinator Special Projects. The Program Coordinator Special Projects is exploring programs we currently offer, conducting a research process to propose additional programs to improve our offerings and placements available to students.

We will continue to work to strengthen school processes whilst acknowledging our proud history to lead and create an even better experience and 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

2024 Board Members

Staff	Parents	Community
Karena Shearing (<i>GSHS Principal</i>) Rhonda George-Kennedy Narrelle Bate (<i>Deputy Chair</i>) Enan Hann Jay O'Sullivan	Chad Butler-Henderson (<i>Chair</i>) Melissa Wharekawa Deanne Von Senger Jarna Kendle Bindi Isbister	Lara Dalton May Doncon Michael Cook Ben Puzzar

This past year has been one of growth, collaboration, and commitment to providing the best possible education in a safe and inclusive environment.

Principal Karena Shearing successfully completed her first full year, bringing stability and leadership to our school. Our Student Leaders, Adrianna Wharekawa and James McColl, demonstrated outstanding leadership throughout the year. It was inspiring to watch them grow into their roles and serve as role models for their peers.

Attendance and discipline remained priority areas, and the Board provided input into school strategies to address these challenges. While there is always more work to do, we are committed to supporting policies and initiatives that promote student engagement and positive behaviour.

Additionally, we endorsed new football jerseys - the first update since 2019 - as well as new volleyball uniforms for Country Week, reinforcing school pride and student involvement.

A key focus was infrastructure, including enhanced front office security, perimeter fencing repairs, and fully enclosing the grounds to improve safety. We also focused on upskilling our School Board members by hosting a School Board workshop, the first Geraldton Senior High has hosted for a number of years.

Looking ahead, we are lobbying the state government for major infrastructure upgrades, including a new gymnasium, classroom refurbishments, and a future science block. Our strategic plan for infrastructure funding ensures we maintain momentum.

A strong school community is built on collaboration, and the Board plays a vital role in shaping the future of Geraldton Senior High School. We are always looking for passionate parents and community members who can bring diverse perspectives and skills to our Board. If you are interested in contributing to the school's governance and supporting student success, we encourage you to reach out and get involved.

On behalf of the Board, I extend my gratitude to our students, staff, and families for their support during 2024 and we look forward to another fantastic year ahead.



Our Vision and Values



OUR VISION



OUR VALUES



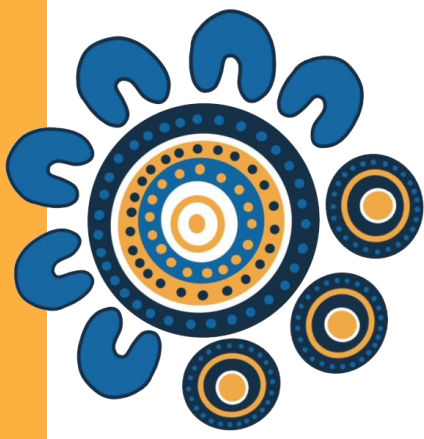
OUR PRIORITIES

- Learning Now, for the Future

- Respect
- Responsibility
- Doing our Best

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





Student Information

The 2024 February census return showed a total of 841 students enrolled at the school; however, this number had increased to 866 by semester 2. This indicates an ongoing decline in enrolments in successive years. 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 by adhering to the requirements of the Student Attendance in Public Schools Policy (Department of Education) and working with the Midwest Regional Education Office Participation Team.

Twenty (20) GSHS students resided at the Geraldton Residential College (GRC) in 2024. The school continues to work in partnership with the GRC to support our students.

The GSHS Index of Community Socio-Educational Advantage (ICSEA) in 2024 was 886, with 3% of the school student population in the top quartile (25%) and 57% in the bottom quartile (25%). This places the school in the 8th percentile of Socio-Economic Advantage. The current school ICSEA 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.

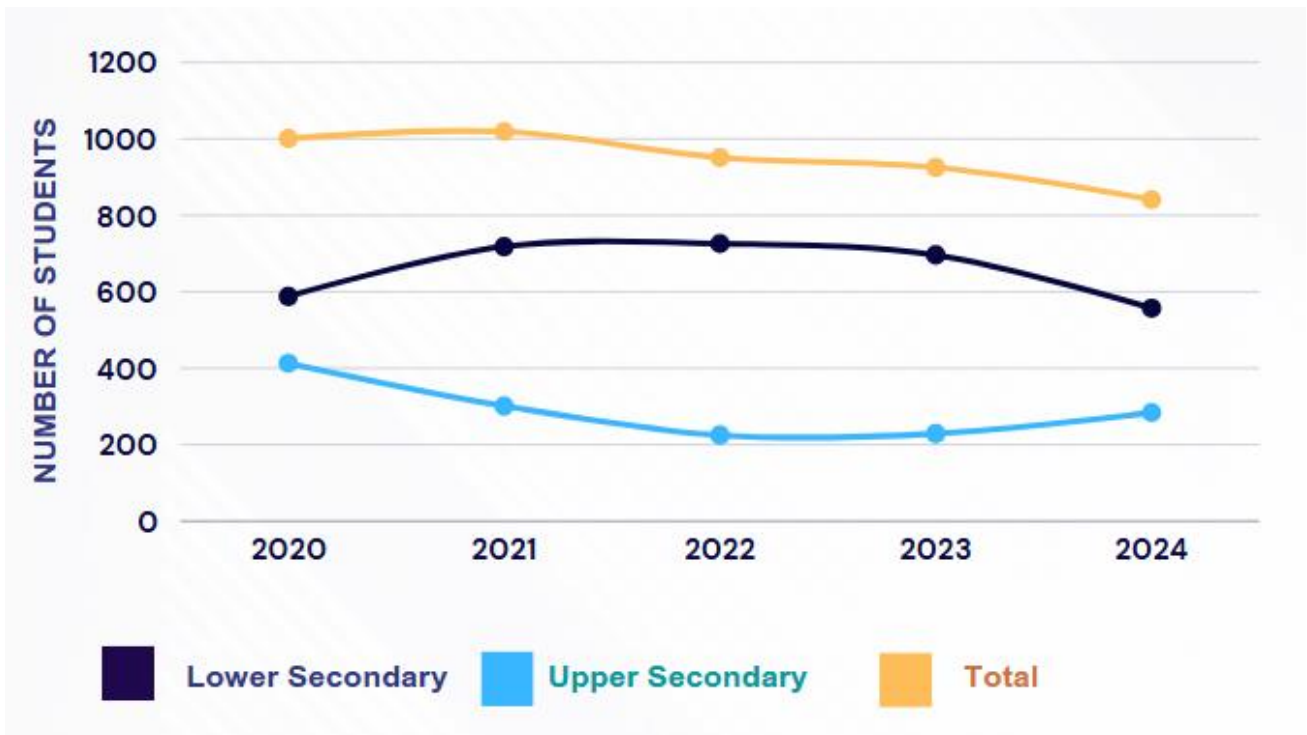
The students at GSHS continue to represent a diverse range of nationalities. In 2024 the census indicated that 36% of the student population identified as Aboriginal. We continue to progress the enrolment of Year 7 students from government primary schools within our local intake area and work to increase community confidence through our results in 2025.

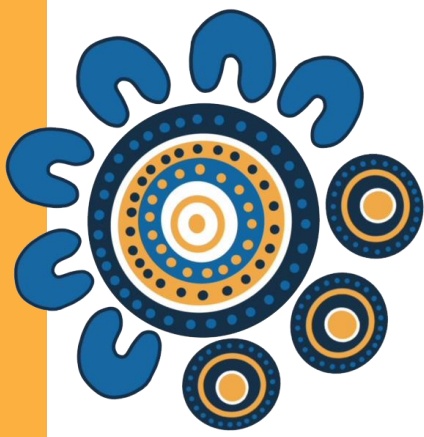


Student Numbers

Semester 1	2020	2021	2022	2023	2024
Lower Secondary	588	718	726	696	557
Upper Secondary	413	301	225	229	284
Total	1001	1019	951	925	841

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

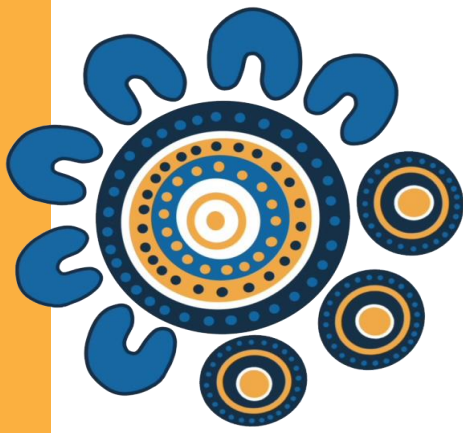
KEY		
ACHIEVED	PROGRESSING	NOT ACHIEVED
Achieved means the school has met the target set and will continue to monitor and progress this area.	Progressing means the school has improved as expected and will continue to progress in this area.	Not achieved means the school has made some improvement and will 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	66.74%	73.07%	67.7%	
	Year 12	67.63%	69.07%	65.46%	
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	
			2024	2024	
	Numeracy		-0.3	0.1	
	Reading		0.7	0.5	
	Writing		0.1	0.8	
	Spelling		0.4	0.4	
Grammar and Punctuation		-0.4	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	
	31.6%	21.08%	32%	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%	43%	Target 50%	
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).	The data related to this target is not represented as a standard deviation. In 2024, 23.5% of students attended regularly; like schools this was 30.8%.				
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%.				
		2021	2022	2023	2024
	Year 7	74%	57%	39%	44%
	Year 8	68%	68%	33%	59%
	Year 9	67%	58%	38%	56%
	Year 10	54%	67%	43%	58%
	Year 11	78%	53%	52%	56%
	Year 12	87%	Data not available	Data not available	40%
Key: Colour indicates cohorts as they progress through years of schooling.					





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.

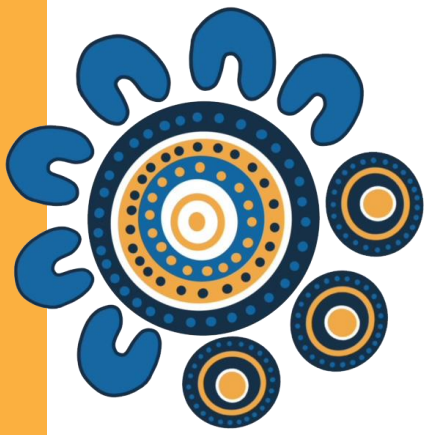
Teachers were surveyed to determine the extent to which they are using elements of the SEEK Instructional Model in their teaching. 43 Respondents indicated the following:

	Always	Usually	Sometimes	Never
How often do you use a SIGNAL TO BEGIN in your lower school classes?	33	9	1	0
How often do you use a SIGNAL TO BEGIN in your upper school classes?	11	28	4	0
How often do you display your Learning Intentions?	19	20	4	0
How often do you Daily Reviews?	13	20	10	0
How often do you Explicit Teach key concepts and/or skills?	23	18	2	0
How often do you Revise the Key Concepts and/or Skills at the end of the lesson?	4	28	9	1
How often do you use Conditions of Exit in your classes?	17	18	5	1



<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 (41). 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>



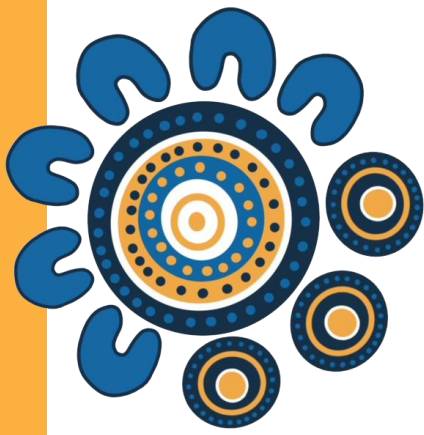


<p>The number of parents attending course pathway planning appointments increases, including entry appointments into specialist and engagement programs. Each year the school develops a leadership development plan, and this is implemented and reviewed regularly for achievement of the milestones within it</p>		<p>The Leadership development plan created a structure to build the capacity and efficacy of the school leadership team. It addressed strategic and operational matters and included a program of professional learning.</p> <p>In response to this plan, the school received a 3-year return on the Leadership Domain in the 2023 Public School Review.</p>
<p>School Professional Learning Plan identifies Professional learning specifically relevant to Allied Professionals.</p>		<p>Professional Learning was given to 50 Allied Professionals, for 142 opportunities.</p>
<p>PRIORITY TWO: Positive Learning Environment</p>		
<p>PBS lessons will be explicitly taught at an agreed time each week and reinforced through classroom lessons.</p>		<p>A PBS focus is determined each fortnight by the PBS team and a lesson developed using the SEEK lesson template.</p> <p>The lesson is shared with form teachers and lessons taught explicitly every second Monday, during form.</p> <p>The expected behaviour is reinforced during regular classes throughout the fortnight.</p>
<p>Artwork which reflects the school values, expectations and house insignia will adorn the external environment.</p>		<p>The school, in collaboration with various committees, continues to enhance its external environment to create a more engaging and functional space for students. The Positive Behaviour Support (PBS) team has successfully designed and installed the Behaviour Expectations Matrix on the Student Services building, prominently facing the main quad. Additionally, the team is in the process of integrating the PBS and house insignia into a series of artwork designs, which will be installed across the school, with completion expected in 2025.</p> <p>The Building and Grounds Committee has also made significant improvements, particularly in upgrading student seating across the campus. This includes the installation of new seating with shade structures, the removal of outdated and damaged seating, and the introduction of house-coloured seating in the main quad area, fostering school spirit and enhancing student comfort.</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>Social and Emotional learning opportunities, provided by external organisations and agencies have increased for students in Years 9-12.</p>
<p>Engagement programs are investigated or reviewed and are delivered for at risk students in Years 7-12.</p>		<p>The engagement programs offered to students in Years 10-12 have continued to deliver strong outcomes, with consistent participation and positive feedback. Many students have chosen to pursue the pathways available at GSHS, reflecting the success of these initiatives.</p> <p>The LUMENS class, piloted during Semester 1, underwent a thorough review after its initial implementation. Based on this review, it was decided not to continue with the class in its current form. However, the insights gained from this evaluation have informed the creation of new positions for 2025. These roles will focus on addressing the literacy and numeracy challenges observed in the lower school years, as well as researching and implementing engagement programs and strategies to better support students in these critical stages of their education.</p>
<p>The Cultural Reference group and Aboriginal Education Team meets each term to monitor the progress of the Aboriginal Education Plan.</p>		<p>A regular meeting schedule was sustained for both the Cultural Reference Group and Aboriginal Education Team, in 2024.</p> <p>The Cultural Reference Group serves as an advisory body to inform school-level decision making to improve outcomes for Aboriginal students.</p> <p>The Aboriginal Education Team meets to consider operational and strategic issues.</p> <p>The Aboriginal Education Plan has been 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 organisation 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 Wanggajimahna – talking together.

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, Yamatji on Country.



Student Attendance

The table provided shows attendance data for various collection periods from 2018 to 2024.

Table 1: Longitudinal Student Attendance Data

Collection Period	2018 Sem 1	2019 Sem 1	2020 Sem 1	2021 Sem 1	2022 Sem 1	2023 Sem 1	2024 Sem 1
Attendance Rate	79.9%	81.1%	78.8%	79.4%	74.3%	68.8%	66.8%
Regular Attendance	42.4%	44.1%	32.3%	38.4%	29.5%	28%	23.5%
Authorised Absence	32.2%	36.9%	43.1%	42.5%	41.7%	37%	43%
Unauthorised Absence	67.8%	63.1%	56.9%	57.5%	58.3%	63%	57%

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 2018 to 2024, 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.



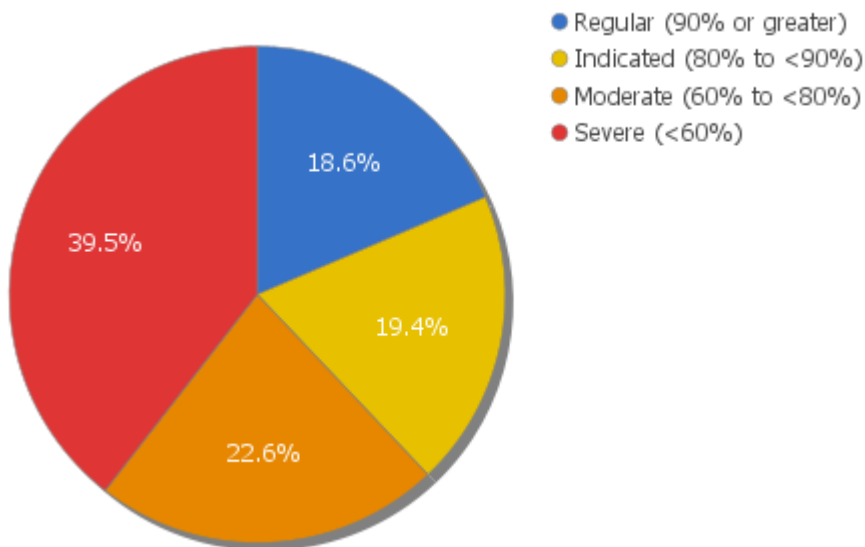


Table 2: Year Group Breakdown

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth %	Unauth %
Year 7	64.0%	19	23	24	41	49%	51%
Year 8	68.6%	36	30	42	48	45%	55%
Year 9	57.2%	17	24	38	69	34%	66%
Year 10	60.7%	35	29	42	77	36%	64%
Year 11	70.0%	41	40	24	61	26%	74%
Year 12	55.7%	19	28	33	59	26%	74%

*Figure without a percentage represents the total number of students in each category

Attendance Profile 2024 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

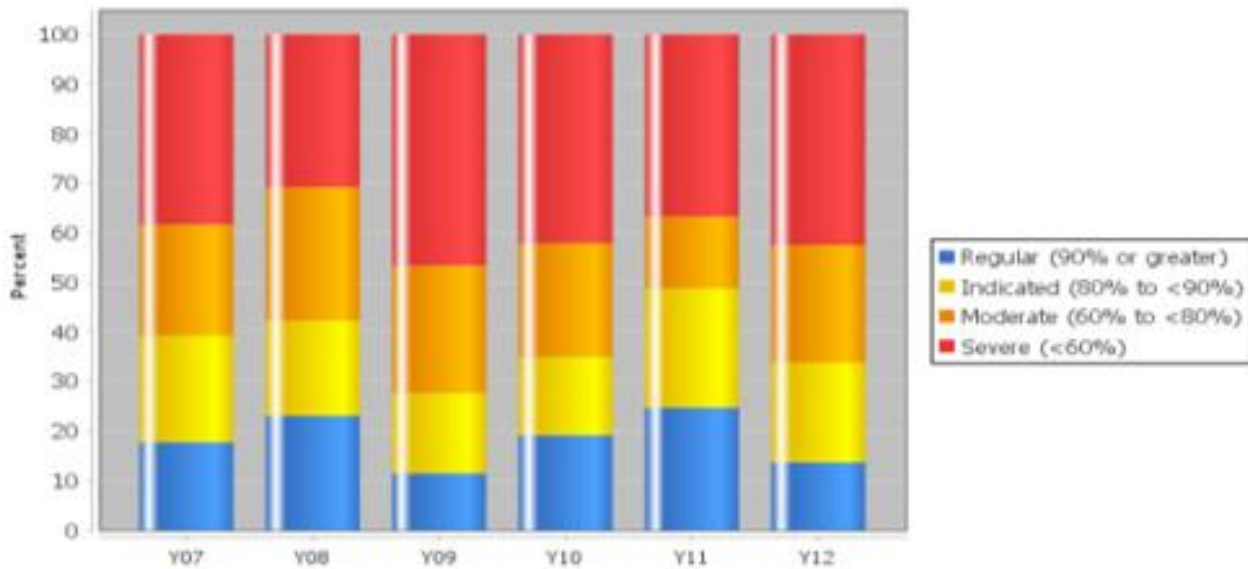
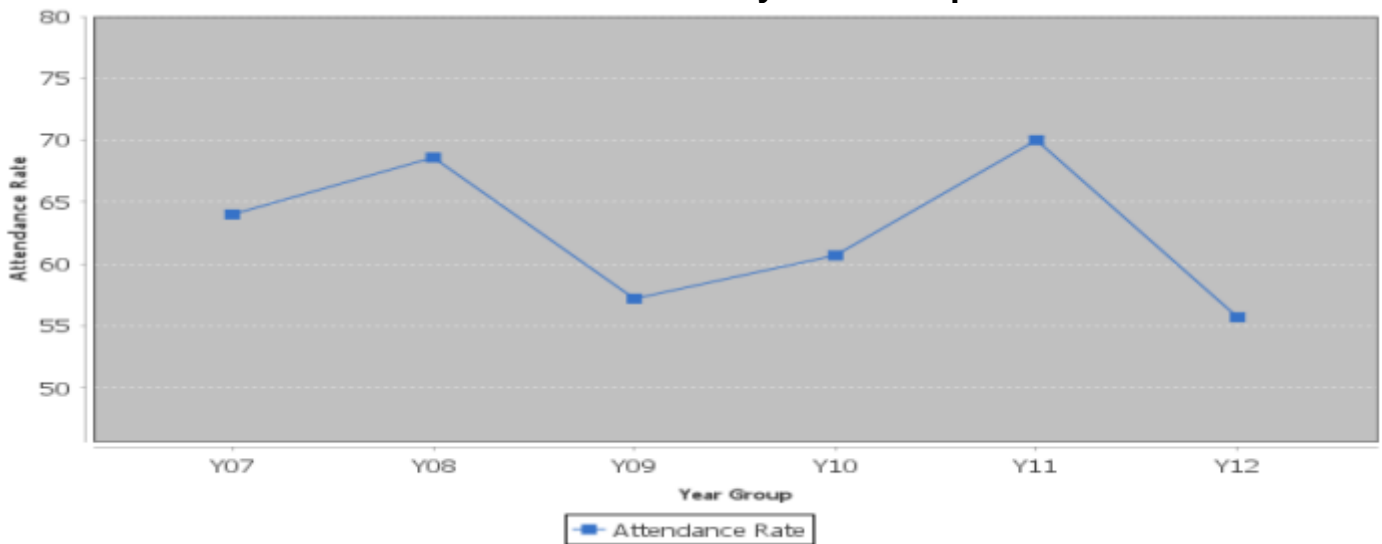




Table 3: Attendance Overall Secondary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
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%
2024	75%	80%	84.7%	54%	55.8%	57.6%	66.8%	72.5%	82.2%

Attendance Rate by Year Group



Attendance Data Summary by Year Group

Year 12 absences have had a significant impact on overall WACE achievement in the following ways:

1. Delays in students progressing through Participation processes.
2. Missed OLNA testing windows.
3. Missed opportunities to complete course assessments on time.
4. Absences from TAFE days, affecting course completion.

Year 9 and Year 12 have the lowest attendance rates, both below 60%, putting them at severe risk.

Year 8 and Year 11 have higher attendance rates, indicating strong engagement. This strength should be leveraged to improve attendance across all year levels.

Strategies to Improve Attendance

- **Foster a Positive School Culture:** Implement Positive Behaviour in School (PBS) to create an inclusive and welcoming environment that strengthens relationships between students, teachers, and staff.
- **Emphasise the Importance of Attendance:** Provide termly educational opportunities for students and parents about the link between attendance and academic success. Clearly communicate each student's Attendance Concern status.
- **Strengthen Attendance Policies & Procedures:** Define clear roles and responsibilities for teachers, student services teams, and Program Coordinators. Regularly review procedures for tracking and monitoring attendance.
- **Offer Targeted Support Services:** Assist students facing attendance barriers such as transportation issues, health concerns, or family responsibilities. Implement Attendance Improvement Plans as needed.
- **Engage with Families:** Build strong partnerships with parents and guardians to collaboratively address attendance concerns. Maintain regular communication via SSOs, AIEOs, and House Coordinators. Bi-termly Attendance Concern letters will be sent to students at risk (below 90% attendance).
- **Monitor & Analyse Attendance Data:** Conduct weekly SAER meetings to track attendance trends and identify intervention needs. Attendance workshops in Week 4 and 8 of each term will further assess data and strategies.
- **Implement Attendance Incentives:** Recognise and reward students with strong attendance through certificates, prizes, and special privileges on a termly or semester basis.
- **Enhance Student Engagement:** Leverage the SEEK Instructional Framework to create engaging, real-world learning experiences that encourage attendance.
- **Promote School Belonging:** Offer before/after-school activities, clubs, and lunchtime programs to help students form positive peer connections.
- **Continuously Evaluate & Adapt Strategies:** Regularly assess the effectiveness of attendance initiatives, adjusting them based on feedback and data to meet evolving student and family needs.

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Positive Behaviour Support (PBS)

The Positive Behaviour Support (PBS) program has made significant strides in 2024. The Tiered Fidelity Inventory (TFI) was successfully completed with the guidance of our external coach, in collaboration with the school's internal coach and team leader. The TFI survey, which gathers input from both staff and students, provides valuable recommendations on the consistency and effectiveness of PBS implementation across the school. Additionally, the TFI evaluates the school's performance at various stages of implementation, and the data collected is presented below.

The Tier 1 team has diligently continued its efforts to teach expected behaviours through the PBS Monday initiative, where lessons are delivered to the entire student body every fortnight. The reinforcement of positive behaviours through the free and frequent "Seeker Points" and the "Seeker Shop" has demonstrated significant growth. Staff participation in acknowledging expected behaviours and students redeeming rewards has increased by 37%, with a total of 42,963 Seeker Points redeemed in 2024.

The Tier 2 team has been established and made notable progress in aligning current school practices with PBS guidelines. Despite the limited time this team has had, they have achieved 54% implementation, a commendable result. We extend our gratitude to all staff who volunteer their time and efforts to support the various PBS initiatives across the school.



Student Achievement Data - Senior Secondary

Year 12 WACE Attainment

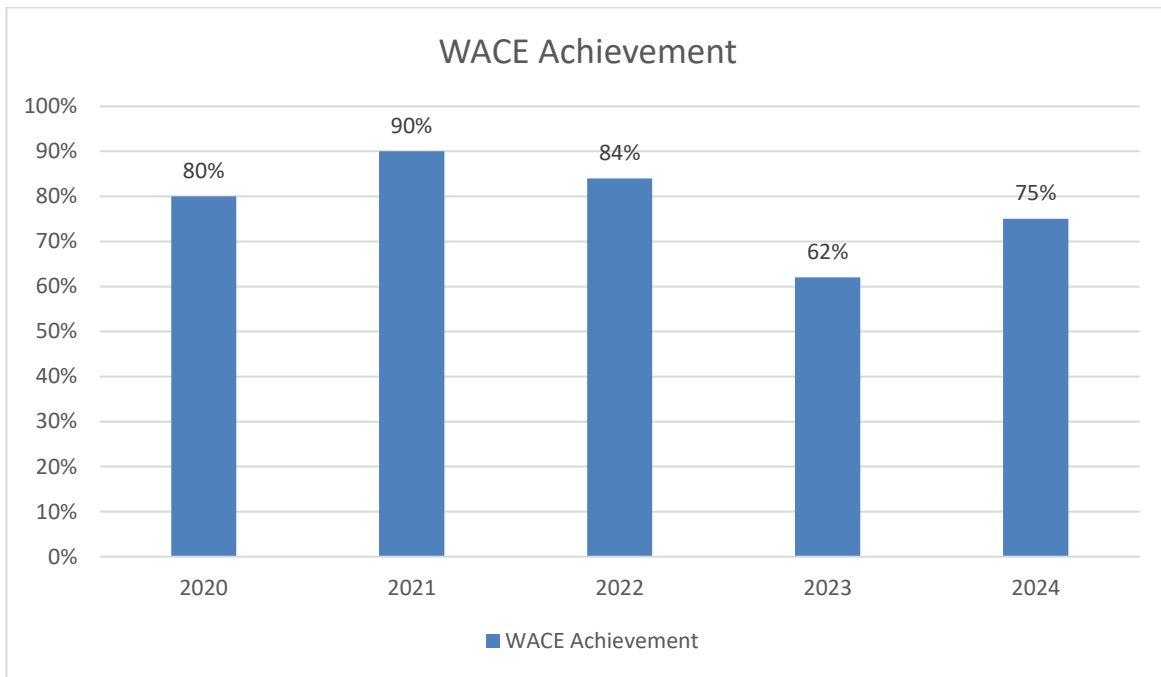
From 2023 to 2024, Geraldton Senior High School has demonstrated significant improvement in key academic and enrolment metrics. The number of WACE-eligible students has more than doubled, reflecting stronger student engagement and achievement. Additionally, the overall cohort size has grown, indicating improved retention and participation. While there was a slight decrease in the Semester 2 Census percentage, the overall increase in student numbers highlights the school's progress. These improvements reflect the school's ongoing efforts to enhance student outcomes and academic success. This achievement is above that of like schools but below all Public schools in Western Australia.

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)						
WACE Achievement Rate: count (% of eligible students) Source: SCSA data files						
	2024	2023	2022	2021	2020	2019
School (WACE eligible)	65 (75%)	32 (62%)	77 (84%)	86 (90%)	144 (80%)	157 (87%)
Like Schools (%)	72%	76%	69%	70%	72%	83%
Public Schools (%)	90%	90%	89%	89%	89%	89%
School Semester 2 Census)	65 (47%)	32 (53%)	77 (73%)	85 (77%)	144 (75%)	157 (77%)
School (Cohort)	65 (33%)	32 (23%)	77 (33%)	86 (40%)	144 (40%)	157 (43%)





5 Year WACE Achievement Rate



Online Literacy and Numeracy Assessment

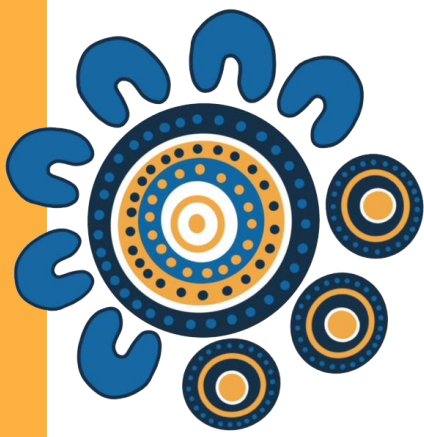
78% of Year 12 students satisfied OLNA requirements in 2024, which is a marked improvement from the year before. This accounted for a significant number of students not attaining their WACE. Most students in this category did not satisfy one OLNA component. Our OLNA data sits above Like Schools for Numeracy but below Like Schools for Reading and Writing.

ONLINE LITERACY AND NUMERACY ASSESSMENTS (OLNA)						
Number of students who met the standard: count (%) Source: SCSA data files						
	2024	2023	2022	2021	2020	2019
Met literacy and numeracy requirement						
School (WACE eligible)	68 (78%)	36 (69%)	79 (86%)	89 (93%)	148 (82%)	167 (93%)

OLNA Data for Years 10-12 in 2024 compared to Year 12 Like Schools Data

	Numeracy	Reading	Writing
Like Schools	66.74%	73.07%	67.7%
Year 12	67.63%	69.07%	65.46%
Year 11	57.51%	63.9%	60.95%
Year 10	46.29%	57.15%	44%





ATAR

Seven students completed an ATAR pathway in 2024, with 3 achieving an ATAR for university entrance. The low median ATAR has meant that not all students in the ATAR pathway have been successful in attaining university offers for 2024. We have supported ATAR students in Year 11 2023 to move to a general pathway with UniReady to allow for an alternative university entry.

ATAR COURSE ENROLMENTS						
Median ATAR (no. of students) Source: SCSA data files and Department calculations						
	2024	2023	2022	2021	2020	2019
School	64.69	63.75	58.3	61.03	64.5	66.25
Expected performance			0.15	0.06	0.75	0.22
Like schools		64.7	56.98	59.35	55.2	63.55
Public schools		82.8	81.9	80.25	79.25	78.25

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

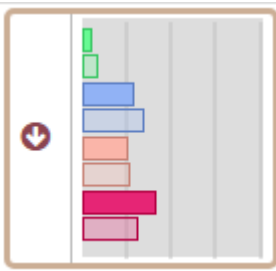
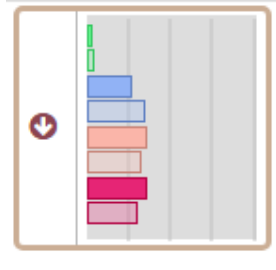
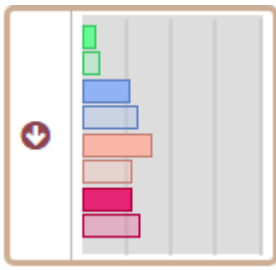
- OLNA tutoring sessions as part of Senior School timetables for students who have yet achieved OLNA.
- Early identification and intervention built into Senior School Assessment and Reporting timeline.
- Curriculum review and assessment support for teachers in senior school through support from Statewide 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.



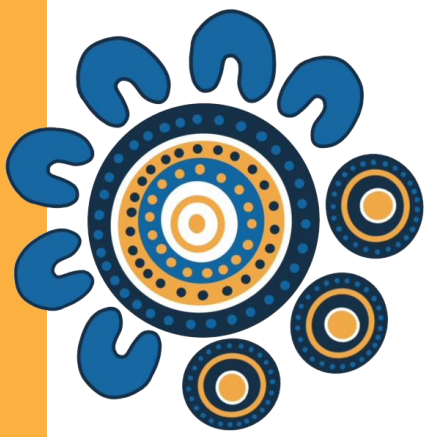
NAPLAN RESULTS

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
		<i>Exceeding</i>	5.0	7.9
		<i>Strong</i>	28.8	34.4
		<i>Developing</i>	25.0	26.5
		<i>Needs additional support</i>	41.3	31.2
Numeracy Proficiency		Category	Primary	Comparison
		<i>Exceeding</i>	2.9	3.8
		<i>Strong</i>	26.5	34.8
		<i>Developing</i>	35.3	31.8
		<i>Needs additional support</i>	35.3	29.6
Writing Proficiency		Category	Primary	Comparison
		<i>Exceeding</i>	7.4	9.4
		<i>Strong</i>	25.9	31
		<i>Developing</i>	38.9	27.8
		<i>Needs additional support</i>	27.8	31.9





Year 9				
Results compared to Like School excluding data from other schools				
Reading Proficiency		Category	Primary	Comparison
		<i>Exceeding</i>	6.8	5.3
		<i>Strong</i>	35.2	35.5
		<i>Developing</i>	34.1	31.7
		<i>Needs additional support</i>	23.9	27.5
Numeracy Proficiency		Category	Primary	Comparison
		<i>Exceeding</i>	0.0	0.9
		<i>Strong</i>	36.7	38.3
		<i>Developing</i>	38.8	35.1
		<i>Needs additional support</i>	24.5	25.7
Writing Proficiency		Category	Primary	Comparison
		<i>Exceeding</i>	12.9	10.3
		<i>Strong</i>	25.7	27.7
		<i>Developing</i>	24.3	29.9
		<i>Needs additional support</i>	37.1	32.2



	2024		2023	
	Number	%	Number	%
Full-time WACE-eligible Year 12 students.	87		52	
Full-time WACE-eligible Year 12 students who have achieved the WACE.	65	74.7	32	61.54
Full-time WACE-eligible Year 12 students who completed four or more year 12 ATAR courses.	7	8	2	3.85
Full-time WACE-eligible Year 12 students who completed a Certificate II or higher but less than four or more Year 12 ATAR courses.	56	64.36	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.	63	72.41	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>	2	3.38	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	71.19	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>	14	23.73	8	16.67





Numeracy Achievement

Prequalified in Year 9 NAPLAN~	42	30.22	0	0.00
Increase (demonstrated standard in OLNA in Years 10, 11 or 12)	52	37.41	42	80.77
Demonstrated the standard by the end of Year 12	77	89	42	80.77

Reading Achievement

Prequalified in Year 9 NAPLAN~	40	28.78	0	0.00
Increase (demonstrated standard in OLNA in Years 10, 11 or 12)	56	40.29	47	90.38
Demonstrated the standard by the end of Year 12	76	87	47	90.38

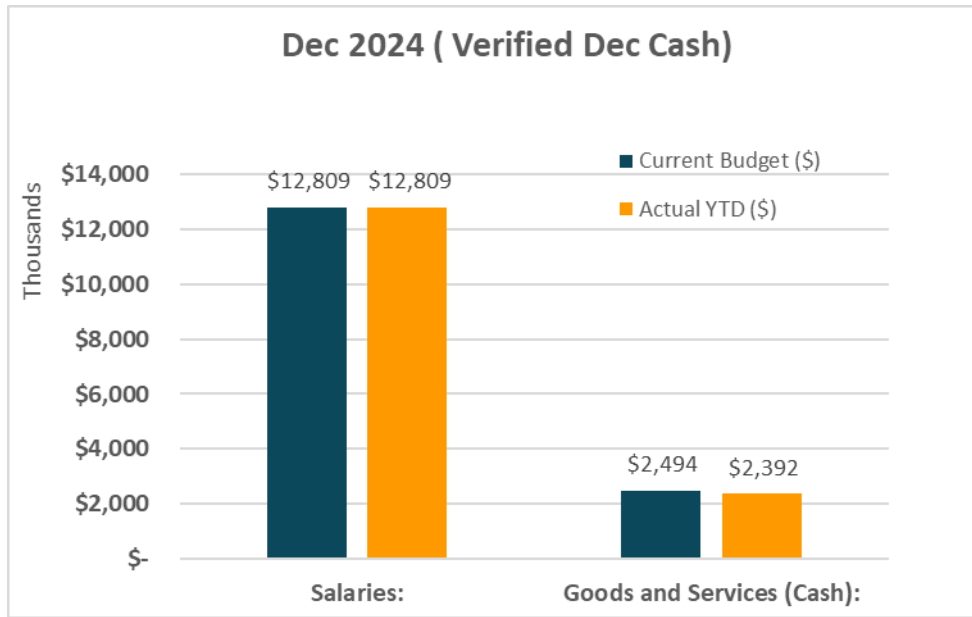
Writing Achievement

Prequalified in Year 9 NAPLAN^	29	20.86	2	3.85
Increase (demonstrated standard in OLNA in Years 10, 11 or 12)	62	44.6	40	76.92
Demonstrated the standard by the end of Year 12	77	91.30	42	80.77

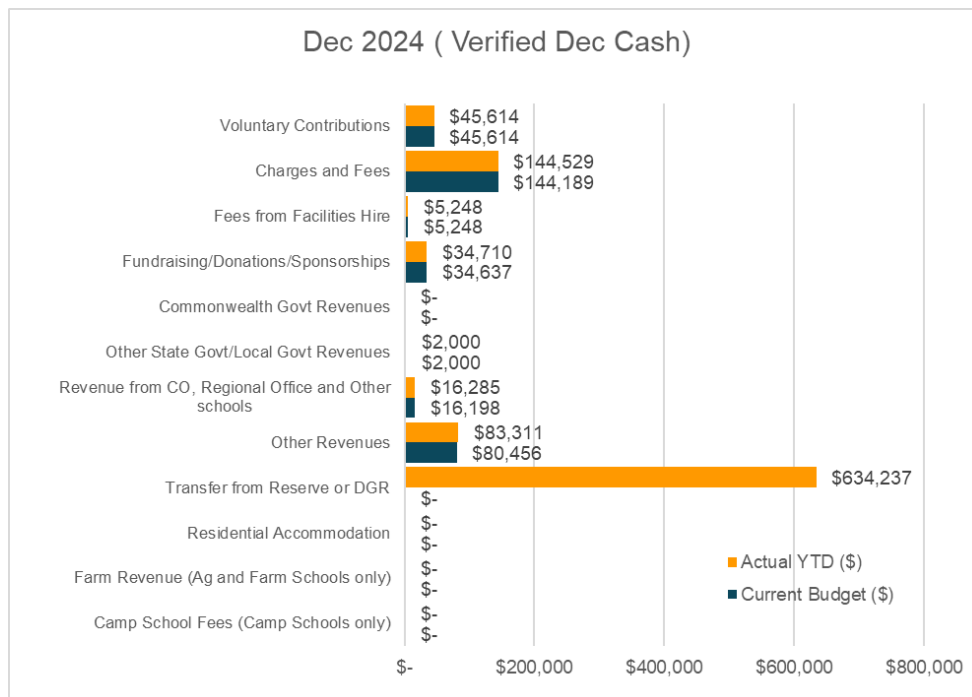


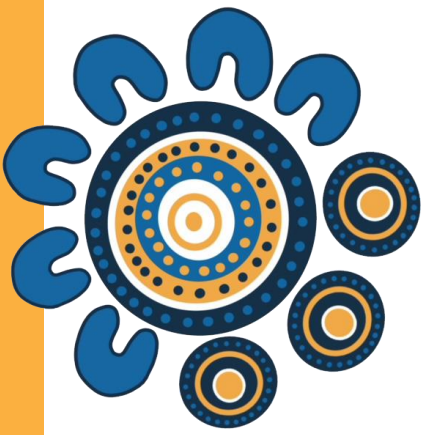
Finance Report

Goods and Services vs Salary Expenditure

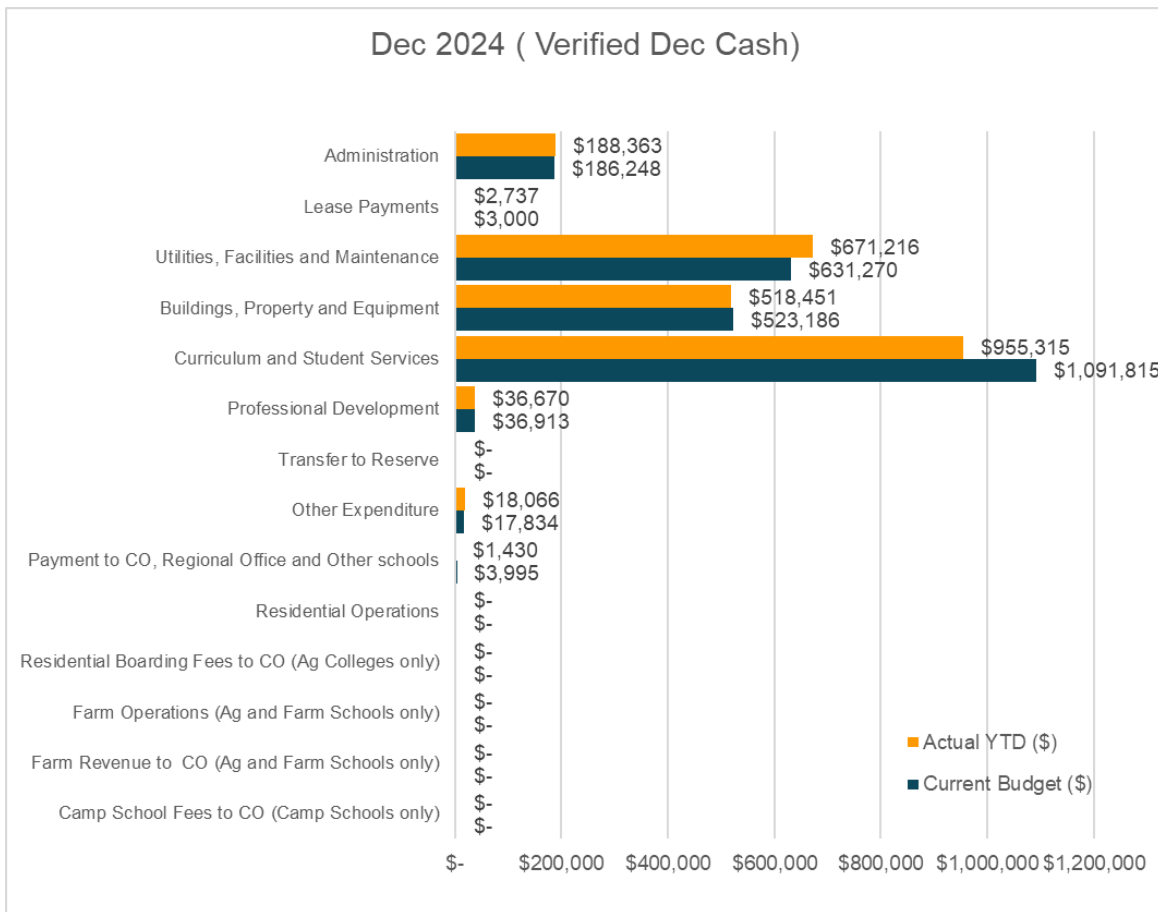


Locally Generated Revenue - Budget vs Actual





Goods and Services Expenditure - Budget vs Actual



One Line Budget December 2024 (Verified December Cash) - Full Report

INCOME - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	552,873	552,873
Carry Forward (Salary)	987,459	987,459
STUDENT-CENTRED FUNDING		
Per Student	8,946,600	8,946,600
School and Student Characteristics	3,619,772	3,619,772
Disability Adjustments	(166,422)	(166,422)
Targeted Initiatives	1,061,637	1,061,637
Operational Response Allocation	559,366	559,366
Total Funds:	14,020,953	14,020,953
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	77,507	77,507
School Transfers – Salary	(1,181,206)	(1,181,206)
School Transfers - Cash	1,183,582	1,183,582
Department Adjustments	0	0
Total Funds:	79,883	79,883
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	45,614	45,614
Charges and Fees	144,189	144,529
Fees from Facilities Hire	5,248	5,248
Fundraising/Donations/Sponsorships	34,637	34,710
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	2,000	2,000
Revenue from CO, Regional Office and Other scho	16,198	16,285
Other Revenues	80,456	83,311
Transfer from Reserve or DGR	0	634,237
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	328,342	965,934
TOTAL	15,969,510	16,607,102





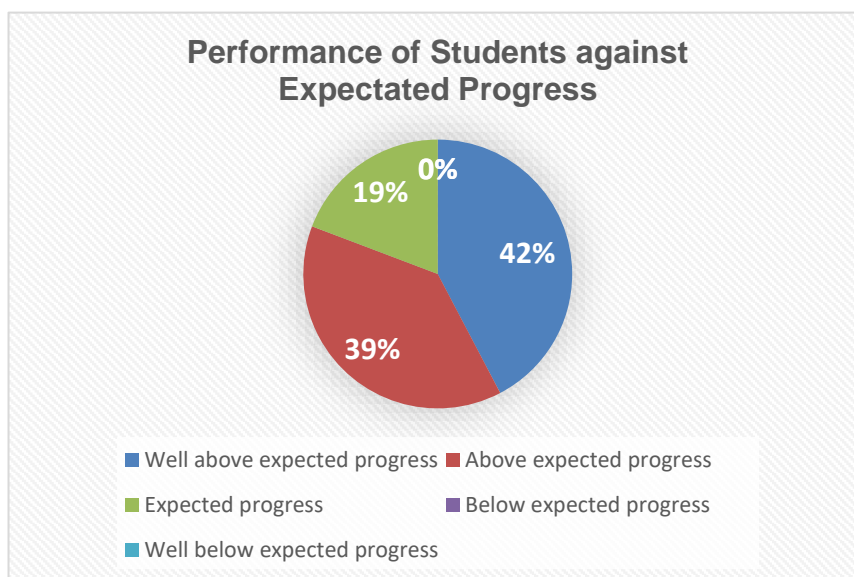
SEEK

Over the past six years, the Teaching and Learning Team has developed, refined, and implemented the SEEK Instructional Model. The school has focused on Priority One: Effective Teaching and Leadership, recognising the need for a shared understanding of what defines highly effective practice to enhance teaching. In response, GSHS introduced its own instructional model. At the close of 2024, teachers were surveyed to assess the extent to which the SEEK Instructional Model/Framework had been integrated into their teaching practices. The results, presented in this Annual Report, show continued positive trends.

Professional learning investment and data on instructional coaching

In 2024, the school invested in two staff members completing the StepLab Leadership of Coaching program and its associated platform. Additionally, two more staff members are set to become CMS Conference Accredited Trainers in 2024. Through the Quality Teaching Strategy, GSHS partnered closely with John Curtin College of the Arts (JCCA) as a lead school, supporting the enhancement of practices in English, Science, and the Performing Arts. While the primary focus was on effective questioning and differentiation for students, the collaboration between GSHS and JCCA allowed experienced practitioners at both schools to share expertise and plan further improvements in Learning Area processes and pedagogy.

Data collected during the impact cycle showed that every student involved in classes focused on improving questioning techniques performed at or above expectations. To support continued growth in 2025, a Level 5 Deputy Principal was appointed to lead the Quality Teaching Strategy across the school in partnership with JCCA, driving instructional development among the staff.



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 two 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 2024 three certificates were on offer Certificate I in Automotive Vocational Preparation, Certificate I Industrial Skills and Certificate I Leadership. Eight 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) continues 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 2024, a total of 103 students from Years 11 and 12 were enrolled of which 72 achieved the qualification. Around a third of the certificates were of certificate III or IV level. 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. Five students gained apprenticeships having completed a pre-apprenticeship in 2024.

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. As this provision of VET was aimed at students in engagement programs the overall completion rate in 2024 has not been as high as the VET in Profile group. This can largely be attributed to the attendance issue within these programs. AUSPICED programs are completed over two years. Sixty students were enrolled in Year 11 and eight students in Year 12 a significant increase from the previous year.

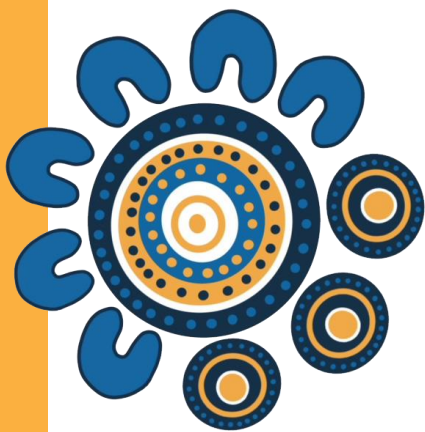
VET RTOs

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

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	3	0	0	0	3	3

Year 11

Qualification Code	Qualification Name	Grade	Cert I	Cert II	Cert III	Cert IV & over	Enrolments	Achieved Qualification
52887WA	Certificate II in Plumbing	11	0	1	0	0	1	1
52895WA	Certificate IV in Preparation for Health and Nursing Studies	11	0	0	0	3	3	0
ACM20121	Certificate II in Animal Care	11	0	5	0	0	5	5
AHC21020	Certificate II in Conservation and Ecosystem Management	11	0	2	0	0	2	2
AHC21216	Certificate II in Rural Operations	11	0	10	0	0	10	2
AUR20520	Certificate II in Automotive Servicing Technology	11	0	2	0	0	2	2
BSB20120	Certificate II in Workplace Skills	11	0	14	0	0	14	0
BSB30120	Certificate III in Business	11	0	0	1	0	1	1
CPC20220	Certificate II in Construction Pathways	11	0	9	0	0	9	5
CUA31120	Certificate III in Visual Arts	11	0	0	2	0	2	2
FSK20119	Certificate II in Skills for Work and Vocational Pathways	11	0	12	0	0	12	0
MSL30122	Certificate III in Laboratory Skills	11	0	0	1	0	1	1
RII20120	Certificate II in Resources and Infrastructure Work Preparation	11	0	7	0	0	7	4
SFI20119	Certificate II in Aquaculture	11	0	1	0	0	1	1
SFI20219	Certificate II in Fishing Operations	11	0	1	0	0	1	1
SHB20121	Certificate II in Retail Cosmetics	11	0	1	0	0	1	1
SHB20216	Certificate II in Salon Assistant	11	0	11	0	0	11	7
SIS20122	Certificate II in Sport and Recreation	11	0	8	0	0	8	0
SIT20421	Certificate II in Cookery	11	0	4	0	0	4	4
UEE22020	Certificate II in Electrotechnology (Career Start)	11	0	4	0	0	4	1



Year 12

Qualification Code	Qualification Name	Grade	Cert I	Cert II	Cert III	Cert IV & over	Enrolments	Achieved Qualification
52893WA	Certificate II in Building and Construction (Pathway - Trades)	12	0	2	0	0	2	1
52895WA	Certificate IV in Preparation for Health and Nursing Studies	12	0	0	0	3	3	3
ACM20121	Certificate II in Animal Care	12	0	1	0	0	1	1
AHC21216	Certificate II in Rural Operations	12	0	5	0	0	5	5
AUR20520	Certificate II in Automotive Servicing Technology	12	0	1	0	0	1	0
BSB20120	Certificate II in Workplace Skills	12	0	12	0	0	12	6
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	5	0	5	1
CUA31120	Certificate III in Visual Arts	12	0	0	1	0	1	1
FSK20119	Certificate II in Skills for Work and Vocational Pathways	12	0	11	0	0	11	5
HLT33015	Certificate III in Allied Health Assistance	12	0	0	2	0	2	2
MAR20321	Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal)	12	0	1	0	0	1	1
MEM20105	Certificate II in Engineering	12	0	1	0	0	1	1
MSL30122	Certificate III in Laboratory Skills	12	0	0	1	0	1	1
RII21222	Certificate II in Autonomous Workplace Operations	12	0	3	0	0	3	3
SFI30119	Certificate III in Aquaculture	12	0	0	4	0	4	4
SHB20121	Certificate II in Retail Cosmetics	12	0	2	0	0	2	1
SHB20216	Certificate II in Salon Assistant	12	0	4	0	0	4	1
SIS20122	Certificate II in Sport and Recreation	12	0	7	0	0	7	4
SIT20322	Certificate II in Hospitality	12	0	1	0	0	1	1
UEE22020	Certificate II in Electrotechnology (Career Start)	12	0	1	0	0	1	1
52893WA	Certificate II in Building and Construction (Pathway - Trades)	12	0	2	0	0	2	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 2024, a Year 12 successfully completed a School Based Traineeship with Westpac Bank. Two Year 11 students are currently on track to complete in 2025.

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 organizations like Maxima play a crucial role in facilitating these opportunities and empowering students to pursue their career goals.

Endorsed Programs

Most 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. Twenty-two Year 11 students and eight Year 12 student completed at least one unit with most completing two.

Provider developed endorsed programs continue to offer students an opportunity to value add to their education with activities both inside and outside of school. In 2024 we had a significant increase in students bringing in evidence of out of school achievements.

Instrumental music -3, Uniready -7, ASDAN-4, Duke of Edinburgh -1, Airforce cadets -2, Girl Guides -1

Academic Programs

The senior school ATAR programs have continued with support from SIDE to provide opportunities for our students to complete a wider range of courses. The students studying in this way improved on their Year 11 results and it significantly contributed to their final marks. The Regional Learning Specialists who provided support by visiting at least once a term enabled students to have specific concerns revised. Uniready was a success in 2024 with 5 out of 7 students attaining the 4 units of the bridging course within the school year. One student redid a unit over the summer which enabled him to get an offer at university.

Engagement Programs

STEP - This program integrates various components, including academic studies within the school curriculum, vocational education and training (VET) certificates, and work placements.

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.

16 students began the program with 3 leaving for an alternative pathway during the year. Students studied one of 2 certificates. In 2024 we selected the Certificate II in Resources and Infrastructure but will not continue in 2025 after feedback from students. Certificate II in Rural Operations will be offered instead.



Qualification Code	Qualification Name	Grade	Cert I	Cert II	Cert III	Cert IV & over	Enrolments	Achieved Qualification
CPC20220	Certificate II in Construction Pathways	11	0	9	0	0	9	5
RII20120	Certificate II in Resources and Infrastructure Work Preparation	11	0	7	0	0	7	4

Gigaman Gawala and Warlugurra Walgamanyulu

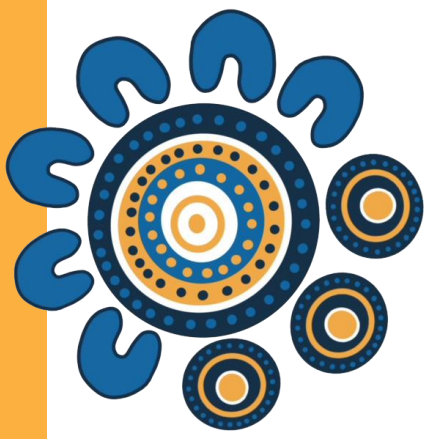
These program provides Year 11 and 12 Aboriginal students with a culturally appropriate academic program within a caring and supportive learning environment, which has:

- Culturally Responsive Curriculum
- Indigenous Language and Cultural Studies
- Culturally Safe Spaces

In 2024 the Gigaman Gawala program continued to offer students a program at TAFE most pleasing was the Year 12 group who were able to complete a Skill Set for the first time. All twelve students achieved the AE386 Work Safety in Construction. Three Year 12's were also able to catch up with missed competencies and achieve the Certificate II Rural Operations bringing to a total of 8 completions.

The Warlugurra Walgamanyulu Program was a combination of Year 11 and 12 students due to a low number of Year 12 students. Students had the opportunity to complete a Certificate II in Salon Assistant during the year – four students were successful at this but due to a wide range of different interests we will not pursue this in 2025. The appointment of a coordinator to the program and the ability to run separate Year 11 and 12 groups will be an advantage





Music Report

Celebrating Growth and Achievements in the Music Program

The Music program at Geraldton Senior High School reached remarkable milestones in 2024, reflecting its dedication to excellence, student engagement, and the development of well-rounded young musicians. This year was marked by both significant achievements and exciting growth.

A Milestone Achievement: Sydney Opera House Performance

One of the highlights of the year was the school band's trip to Sydney, where they gave a number of performances including at the Opera House. This performance not only showcased the immense talent and hard work of our students and teachers but also provided a valuable experience that will resonate with them for years to come. The event was an achievement for the Music program and a proud moment for the entire school, underscoring the standard of musical education that Geraldton Senior High School offers.



Sustained Commitment to Musical Growth

The success of our Music program is also reflected in the continued commitment of students to their musical development. The majority of students enrolled in the program persisted with their instrument studies throughout the year, demonstrating long-term dedication. This ongoing engagement highlights the growing passion for music within the student body and the program's ability to nurture and foster that commitment, ensuring that students are not only growing as performers but also as individuals who value discipline and persistence. Visiting IMSS teachers Josh Crothers, Anne Williams, Alida Wright and Leonie Courtney continued to offer their experienced teaching every week and enrolment in school ensembles remained strong.

Regular Performances and Strong Community Connections

Throughout 2024, students regularly performed at school assemblies and parent nights, enriching the school's culture and strengthening the connection between the students and the wider community. These performances offered students invaluable opportunities to showcase their progress and engage with an enthusiastic audience. Additionally, a highly successful showcase and a performance of 'We Will Rock You' were held during the year, attracting large audiences and garnering positive feedback from parents, staff, and the wider community. These events not only provided a platform for students to demonstrate their musical skills but also fostered a deeper connection between the school and local supporters, creating a sense of pride and unity.

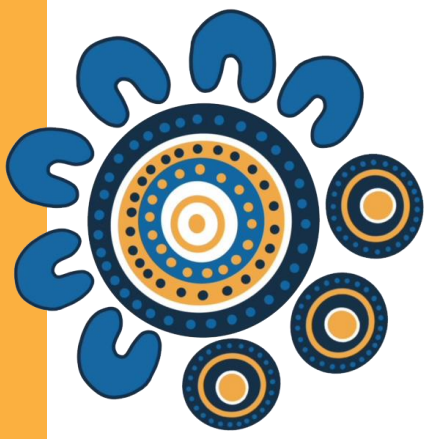
Looking Ahead: The New Zealand Band Tour

Looking forward, the Music program is already preparing for its next exciting chapter: the upcoming New Zealand band tour in 2026. This new milestone promises even greater opportunities for students to perform, collaborate, and grow as musicians. The trip will open doors to a broader cultural experience, allowing students to immerse themselves in New Zealand's vibrant music scene and further enrich their musical education. The program's continued expansion into international opportunities highlights its commitment to providing students with unique and transformative experiences.

Continued Growth and Development

As we look to the future, the Music program remains focused on continual growth and improvement. One key area of development is expanding the diversity of musical genres and styles available to students, which would provide them with a more well-rounded and expansive understanding of music. Additionally, increasing the availability of instrumental resources will further support the students' musical journeys and ensure they have access to high-quality instruments that will enhance their learning experience. By addressing these areas, the Music program will continue to build on its success and inspire future generations of musicians at Geraldton Senior High School.





Country Week and Carnivals

Country Week

In Week 11 of Term 2, 39 students and five staff members traveled to Perth for the School Sport Western Australia Senior High School Country Week tournament. Four teams participated: Netball, Boys Basketball, and Girls and Boys Volleyball. The students competed in a round-robin format, with finals on Friday. The event was made possible by generous donations from the school P&C, Lara Dalton, Glenfield IGA, the JK Foundation, and the Geraldton Sporting Aboriginal Corporation. In addition to sports, students enjoyed activities like movies, an Italian dinner, the Wembley driving range, and late-night shopping. The staff were proud of how the students upheld the school's values. Final results were: Netball – 3rd, Girls Volleyball – 4th, Boys Volleyball – 2nd, and Boys Basketball – 2nd.

Netball Carnival

Miss Claire Garnaut and Miss Zoe Sellers also took 60 students to the Midwest Gascoyne High School Netball Carnival, where five teams competed, with the Country Week team placing second in their division.

Eagles Cup

At the 2024 Eagles Cup AFL carnival, the Year 9/10 team shone, finishing undefeated and displaying exceptional skill and teamwork throughout the tournament. The Year 7/8 team also made a strong impact, securing two wins from four games and showing impressive promise and enthusiasm. Both teams represented our school with pride, and their performances highlighted their hard work and dedication.

Surfing Competition

Six of our students competed in the School Surf Titles at Sunset Beach, an event organized by Surfing WA. The competition featured three schools from Geraldton and Exmouth District High School, creating an exciting and competitive atmosphere.

With perfect weather and solid swell, our students had an excellent opportunity to showcase their skills in front of the judges. The school entered three senior boys' teams: Luke & Jacob, Miles & Finn, and Kylan & Jasper. Each team put on an impressive performance, representing their school with respect and pride. Kylan and Jasper advanced to the senior boys' semi-finals, capping off a great day of surfing.

Swimming Carnival

After a two-year break, the highly anticipated Swimming Carnival made a thrilling return, and it did not disappoint! With perfect weather setting the scene, students embraced the day with enthusiasm, participating in a variety of events, including competitive championship races, exciting novelty relays, and high-energy house spirit activities.



It was fantastic to see so many students dive in, give their best effort, and earn valuable points for their houses. Whether they were racing for victory or cheering from the sidelines, everyone contributed to the incredible atmosphere of the day.

After a full day of competition and spirited performances, the ****Mimosa Marlus**** emerged as the overall champions, celebrating their well-earned victory. Congratulations to all participants for their dedication, effort, and sportsmanship in making the carnival such a memorable event!

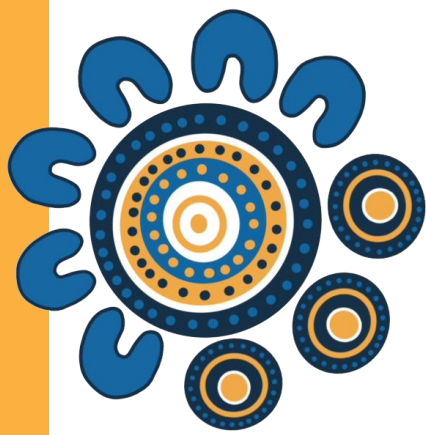
Athletics Carnival

Our Annual Athletics Carnival took place on August 16th, bringing together students for a day of exciting competition, teamwork, and school spirit. With fantastic weather setting the perfect backdrop, the event was filled with energy as students gave their all in a variety of track and field events.

After a full day of intense races, field events, and enthusiastic house support, Mimosa emerged victorious, claiming the overall shield for the third consecutive year! Their dedication, teamwork, and outstanding performances secured them a well-deserved win.

We also extend our congratulations to our individual award winners, who put in exceptional efforts across multiple events. Their hard work and achievements were truly commendable.





Student Leadership

Last year the students went on a journey, what started with 20 Senior Leaders turned into 30 across all year groups in Term 3. Students stepped up to make a meaningful impact both within our school and the wider community. Towards the end of the year student voice was a lot stronger and participation was increasing.

In Term 1 student Leaders attended the GRIP Leadership Conference, where students gained valuable insights into leadership and personal growth. Georgia Raffan shared that the experience "made her more confident, motivated her, and helped her take more initiative in many aspects of school and life."

Our leaders also played a key role in shaping the new youth precinct in town. Through a series of workshops held in our Art Theatre, students contributed their ideas and even documented the site before renovations, eagerly anticipating the transformation to come.

Student voice was further amplified in discussions about uniform adjustments, where students provided feedback to make the uniform more comfortable and practical. They took great pride in seeing their suggestions implemented, knowing their opinions truly mattered.

Beyond school grounds, four of our student leaders attended a ministerial visit, representing youth perspectives on important issues affecting the Mid-West. In a remarkable achievement, Jasmine Walker was accepted into the Department of Education Student Council, proudly representing our region in Perth.

Junior leaders also took initiative in improving the Seeker Shop, creating rosters to assist and suggesting incentives that would encourage positive student behaviour. Their efforts ensured the shop remained relevant and engaging for students.

Our student leaders were also active in the wider community, representing our school at significant events such as the Sydney War Memorial and ANZAC Service. Their respect and commitment to these occasions demonstrated their deep sense of school and national pride. Many Junior leaders eagerly embraced responsibilities, proving that young people are capable of great leadership.

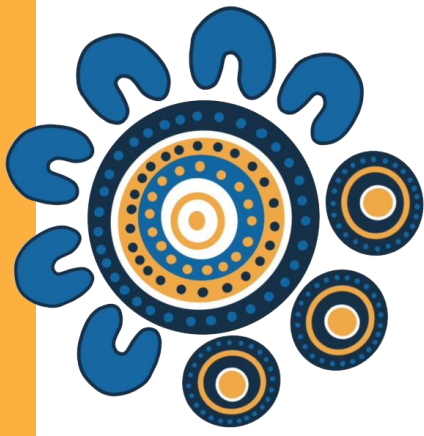


Year 12 School Ball

School Ball Celebrations for our Year 12 students It was a wonderful 'Enchanted Forest' Ball and a fabulous night of celebration with our Year 12 students on Saturday 23rd March. Students presented beautifully and were respectful and responsible for the whole evening. This year was particularly special as our Year 12 cohort are the first students to enter Year 7 at Geraldton SHS. Many staff attended and felt an enormous sense of pride in seeing this group of young adults conduct themselves in an exemplary manner.

We have been overjoyed by the positive feedback we have received from the community following the ball. Congratulations to our award winners on the night; Nariko - Star of the Ball, Michelle - Belle of the Ball and Waydn - Beau of the Ball.





NAIDOC

At Geraldton Senior High School, in Term 3 every year, the much-anticipated NAIDOC week celebration are scheduled. In 2024 at Geraldton Senior High School, the week was overflowing with celebratory activities devoted to ensuring that the Indigenous students and staff have a sense of pride in willingly sharing their long-lasting culture.

The week begins with a formal opening day assembly, that the whole student body, staff and invited guests attend. The master of ceremonies for the assembly were Indigenous students, Tremaine and Charlize. Year 10 student Meika proudly delivered the Welcome to Country and added her own personal spin, by allowing the audience to know where her ancestral roots belong too. The national NAIDOC theme for the year was 'Keep the Fire Burning – Blak, Loud and Proud'. A poem by AESC – Kim Ryder was written to pay homage to the theme, and the poem was read out by Charlize. The invited guest speaker, Adrian Bartlett, spoke about his personal and educational journey and he added that he was once the Head Boy at Geraldton Senior High School, in fact he was the first Indigenous Head Boy to be given that honour. The dance groups Yamatji Boys and Buggur Mayu performed on stage once again at the end of the assembly, this performance left the audience in awe with the ochre dust flying around in the still air. After the assembly the invited guest, the assembly hosts, the dance performers, and some staff were offered a special morning tea outside the Language Centre.

In addition, as advised by the Aboriginal Education Team, to add a cultural flair, the school bell was changed throughout NAIDOC week to have the soulful sounds of the didgeridoo playing through the PA system. Also, every morning over the week, Indigenous student volunteers recite Wajarri words and give the definitions of the words over the PA system. The display cabinet outside the staff room, showcased many interesting and culturally significant items that are meaningful to the Indigenous peoples.

The sand art mural had also begun on Monday, this project involved the AIEOs interacting with different group of students while creating an art piece made using several shades of sand, the sand is kindly donated by a local business located in Geraldton. The sand art mural is a week-long endeavour.

During lunch time on Monday the staff and students were treated with two cakes, the cakes display both First Nations flags on them, and the Stars students set up a station on the grass and offered to students for their face to be painted in dot paint style.

On Tuesday, the Stars mentors hosted a mini expo and invited community organisations to attend the event. The organisations set up stalls with activities and giveaways. The students took part in the expo at recess and lunch times, there was also face painting and bead making available to students.

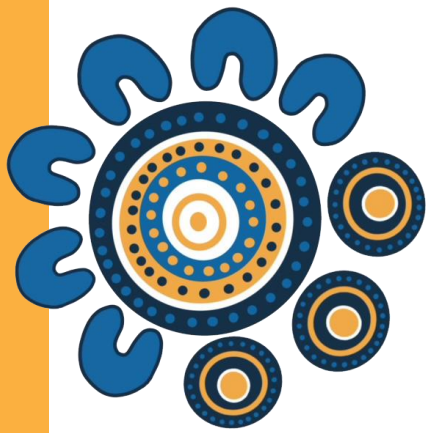


The much awaited cook up day is on Wednesday a hot meal is shared at lunch time. This year the Indigenous staff within the Aboriginal Education Team collectively decided to make the traditional dishes rather than outsource a cater. The dishes included kangaroo stew and kangaroo curries that were accompanied with steamed rice and freshly cooked damper.

With the week nearly over, at recess time on Thursday the AIEO team had an arts and craft table, there were colouring in sheets, scratch boomerangs and beads that were accessible to students. At the gym during lunch time, a basketball contest took place, there was a staff versus students' game. The best player of the contest Haki was awarded with a personally Indigenous inspired designed basketball, the artist AIEO Arthur.

To end the week of NAIDOC celebrations for 2024, at lunchtime on Friday there was another contest this time on the football oval. The staff versus student's match was much awaited and there were many contestants. The best on ground player, like the basketball game, was awarded with a personally Indigenous inspired designed basketball, the artist AIEO Arthur.





Clontarf Academy

This year the Geraldton Clontarf Academy celebrated its 20-year anniversary in Geraldton. We continue to maintain a strong relationship with the school and work towards our shared goal of engaging Indigenous boys in education.

In 2024 students had the opportunity to develop themselves through our learning areas of education, sport, leadership, wellbeing and employment.

Education

In 2024, 16 young men completed year 12 with the Geraldton Clontarf Academy with one student achieving WACE. This is the highest number of students to complete year 12 with the Geraldton Academy in the last four years. The OLNA test is still the greatest barrier to students achieving a WACE.

The Academy started the year with 115 students engaged in the Academy and finished with 104. This represents a retention in the programme of 90%. Average attendance for the year was 71%.

We have reviewed the challenges with attendance including marking of attendance, TAFE issues for the GG programme, Academy operations and attendance follow-ups. Adjustments have been made to all these areas for 2025 which we believe will assist with improving attendance.

Sport

Sport gives academy members the opportunity to develop skills, resilience, sportsmanship and enables staff to mentor and model behaviour through play.

Morning training ran twice a week before school assists to build healthy habits and promote exercise. 68 morning training sessions were delivered and attended by an average of 28 boys per session. Each training session is followed by a cooked breakfast where the boys share a meal, and presentations are held to acknowledge the efforts of Academy members.

The Academy attended three football carnivals, two basketball carnivals and an indoor cricket carnival with our year 8/9 team winning the Midwest Cup football carnival. All carnivals were run in line with Clontarf values promoting fair play, respect and sportsmanship which we call the Clontarf Spirit.

Leadership

Clontarf staff promote leadership by acting as positive role models and mentoring Academy members.

The Academy attended 13 camps in 2024 to various locations including Cervantes, Kalgoorlie, Perth, Shark Bay and our major trip to Brisbane/GoldCoast. These camps expand the students' world view by experiencing new places and activities, improve communication and interpersonal skills through interactions with other Academies and Clontarf partners and give staff an extended period to build relationships and model behaviour.



Within the local community Academy members participated in community clean-ups, volunteering, buddy reading at local primary schools and umpiring primary school carnivals.

Wellbeing

Clontarf promotes physical and mental wellbeing by assisting students to access local health providers and encouraging healthy lifestyles.

Geraldton Regional Aboriginal Medical Service completed 74 health checks in 2024 which assess students mental and physical wellbeing. Seven students received referrals for further assessment based on the outcomes of these health checks.

The Academy hosted 6 health sessions during the year which covered drug and alcohol, sexual health, mental health and nutrition.

Employment

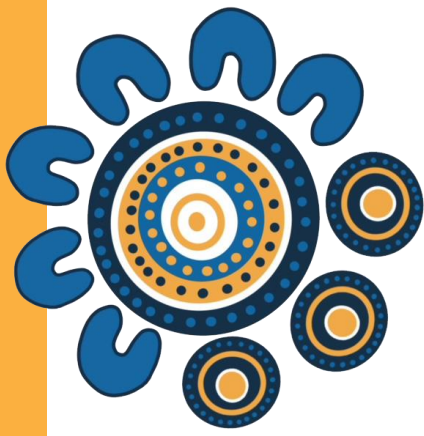
Support to improve employment outcomes was provided through exposure to the workplace, developing work ready skills, and obtaining documentation required for work. Fourteen worksite visits occurred across the mining, oil and gas, defense, retail, logistics, police, fire and rescue, and health industries. Year 11 and 12 students participated in an employment forum with 14 local partners which gave them the opportunity to discuss job opportunities and build a network for future employment.

Our L2P driving program funded by the Road Safety Authority assisted 14 students to obtain their learners permit and 6 students to obtain a provisional license.

All year 12s completed a transition plan with our employment officer and will be supported into employment or further study in 2025.

The Geraldton Clontarf Academy has created many opportunities for our Academy members to develop themselves and improve life outcomes throughout the year. Whilst we acknowledge the need to improve attendance and have put actions in place to achieve this, the growth in year 12 completion is a positive trend which we see continuing over the near future.





Stars at GSHS

In 2024, the Stars Foundation marked its fourth year of operations at Geraldton Senior High School, continuing to provide consistent support to Indigenous girls and young women. The program remained focused on its core mission: helping students stay engaged in school, complete Year 12, and successfully transition into employment or further study.

Support was delivered through well-planned and dynamic team-time activities, aligned with the Stars Plan focus areas:

- Healthy lifestyles
- Education, employment, and training
- Wellbeing
- Community, culture, and leadership.

Stars mentors worked closely with students, providing holistic support to build self-esteem, confidence, and essential life skills needed for a successful and independent future.

2024 saw strong participation, fostering greater connection across the school and broader community. The introduction of a new role in Geraldton Stars is a Geraldton-based Transitions Coordinator, dedicated to supporting Year 12 students and past graduates in navigating their employment and further study pathways.

Geraldton Stars Foundation highlights include:

- Year 12 Induction Camp – The year began with a camp in Perth, designed to prepare students for their final year while exposing them to employment and study opportunities.
- Stars Room Engagement – Daily lunch gatherings brought more students into the Stars Room, strengthening relationships between students, Stars mentors, and GSHS staff. These interactions contributed to greater trust and engagement in classrooms.
- Sports Carnivals – Stars members participated in multiple sports events, including basketball, netball, and football. A standout moment was the invitation to the Deadly Minds Matter Netball Carnival, where students had the chance to meet Australian Diamonds superstar Donnelle Wallam.
- Jambinu Football Carnival – Stars competed in the Jambinu Football Carnival, where younger members had their first football experience, while more seasoned players refined their skills against local and visiting teams.
- Camps & Excursions – Students attended camps in Kalbarri, Mandurah, and Perth, while the Year 12 Major Camp took them all the way to Brisbane. These experiences created lifelong memories and friendships for all involved.
- End-of-Year Celebration – The program concluded with the Annual End-of-Year Celebration, recognising students' achievements and commitment throughout 2024. Families, staff, and community members came together to reflect on the year's successes.

The Stars Foundation is grateful for the continued partnership with Geraldton Senior High School and looks forward to another successful year in 2025.







GERALDTON

SENIOR HIGH SCHOOL

Learning Now, for the Future



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