



GERALDTON
SENIOR HIGH SCHOOL

ANNUAL REPORT

2025





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Message from the Principal



It is my privilege to present the 2025 Annual Report to the school community and to acknowledge the ongoing commitment to school improvement that we all make.

This report sees the 2023-2025 Business Plan through to its conclusion and enables us to positively reflect on the progress and achievements made through the life, and against the targets of this plan. It demonstrates to our community and the Department of Education that the school culture continues to aspire to our vision and values and operate against our Business Plan priorities.

Specifically, this report celebrates:

- Exceptional ATAR achievement, with our 2025 ATAR Dux achieving an outstanding ATAR score of 97.25, and both the ATAR Dux and Runner-Up Dux achieving a Certificate of Merit.
- A 3-year return received in all domains of our Public School Review, demonstrating significant growth on previous reviews.
- We have a fence, which is so much more than a fence; our continued focus on an orderly learning environment and high expectations for staff and students to enable a focus on teaching and learning.

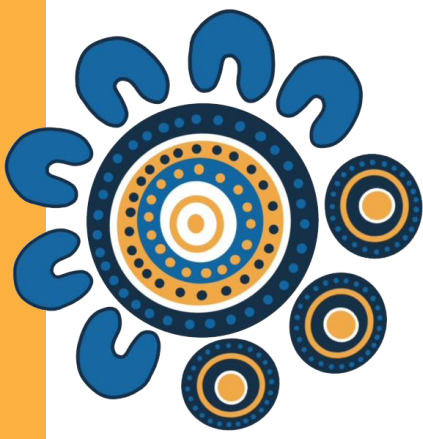
The 2026-2030 Business Plan was presented to the school community in October 2025 and provides clear direction to ensure school improvement and student achievement is guided by Learning Now, for the Future as our vision, and our school values Respect, Responsibility and Doing Our Best. The Leadership Team will drive the implementation of this plan to ensure it meets its objectives and measures. Key strategies to support the commencement of the plan, across priorities include:

- Enhancing cultural safety so that cultural responsiveness in teaching and learning and wellbeing strategies is meaningfully informed and embedded through authentic voice and agency
- A focus on multi-tiered approaches to learning, engagement and wellbeing through our high impact SEEK instructional Model, Positive Behaviour Support and Action Respect Initiative and including the development of a Year 9 discrete program
- Ongoing commitment to ensuring quality facilities and resources support excellence in teaching and learning, beginning with the refurbishment of the Science block and ongoing advocacy for improvements across all learning areas to support contemporary education and learning opportunities

On behalf of the school community, I would like to sincerely thank and acknowledge Principal, Mrs Karena Shearing for her commitment to leading school improvement and driving change to ensure excellence for Geraldton Senior High School students and families. Mrs Shearing is exemplary in her commitment to high expectations for all and consistently modelled this in her “anything is possible” approach whilst leading the school. I wish Mrs Shearing well in her new appointment as Principal at Applecross Senior High School.

The ongoing commitment and contribution provided by our students, families, staff, Parents & Citizens Association, Cultural Reference Group and School Board is much appreciated and is pivotal to ensure the ongoing success within our school. I acknowledge School Board Chairperson, Mr Chad Butler-Henderson, and thank him for his leadership and valued contribution to the School Board. Mr Butler-Henderson leads with integrity, providing strong governance and advocacy in this role. I wish him all the very best for the future.





I look forward to working with you all, as we continue to foster a positive school culture that celebrates our proud history and supports our students to be their best in a future-focussed and ever-changing world.

Rhonda George-Kennedy
Principal



School Board

2025 Board Members

Staff	Parents	Community
Karena Shearing (<i>GSHS Principal</i>) Enan Hann (<i>Deputy Chair</i>) Rhonda George-Kennedy Kartini Signa Julie O'Malley	Chad Butler-Henderson (<i>Chair</i>) Deanne Von Senger Jarna Kendle Bindi Isbister Gemma Porter	Kirrilee Warr May Doncon Michael Cook **Vacant** **Vacant**

This year has been one of purposeful progress, measurable improvement and continued advocacy for the future of Geraldton Senior High School.

At the commencement of 2025, the school completed the installation of new perimeter fencing, funded through the school's own resources. This important security measure has proven highly effective, significantly reducing incidents of burglary and unauthorised access to the grounds. The upgrade has strengthened site security and contributed to a safer environment for students and staff.

Substantial works were also undertaken across the campus to enhance the learning environment. These improvements have created more functional and productive spaces; however, significant infrastructure challenges remain. The need for a new gymnasium, further classroom refurbishments and long-term planning for specialist facilities continues. The Board remains steadfast in its advocacy to secure the level of investment our school requires.

I would like to acknowledge Principal Karena Shearing for her leadership and commitment to Geraldton Senior High School. As she takes up a leadership role in Perth, we thank her for her service and wish her every success in the next chapter of her career. I also thank Rhonda George-Kennedy for stepping into the role during this transition period and providing steady leadership and continuity for our school community.

Our 2025 School Heads, Zade and Zoe, represented the student body with integrity and maturity. They set a fine example and should be proud of the way they carried themselves throughout the year.

Finally, after six years on the School Board, I will be stepping down as Chair, as my family's direct connection with the school has now concluded. I have every confidence the Board will continue to advocate strongly and lead effectively into the future. Serving on the Board is a meaningful opportunity to contribute to the direction and success of our school. I encourage parents and community members who are passionate about education to consider nominating when positions become available.

On behalf of the Board, I thank our staff, students and families for their continued support of Geraldton Senior High School.

Chad Butler-Henderson
GSHS Board Chair





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 census return in February 2025 showed a total of 832 students enrolled at the school; however, this number had decreased to 786 for Semester 2, 2025. The decrease in this period can in part, be explained by accurately adhering to the Student Attendance in Public Schools Policy (Attendance Policy, Department of Education) and applying student management systems to accurately reflect student enrolment. Students continue to leave the school for reasons including further training (TAFE), employment (including traineeships and apprenticeships) and family relocation. There is ongoing concern around the number of disengaged students, and the school continues to monitor and support these students by adhering to the requirements of the Attendance Policy and working with the Midwest Regional Education Office Attendance and Engagement and Transitions Teams.

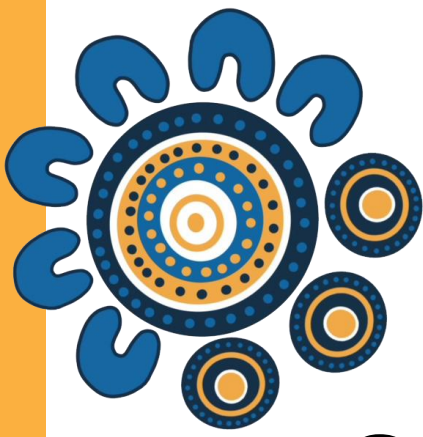
Twenty (20) GSHS students resided at the Geraldton Residential College (GRC) in 2025. The school continues to work in partnership with the GRC to support our students.

The GSHS Index of Community Socio-Educational Advantage (ICSEA) in 2025 was 883, with 4% of the school student population in the top quartile (25%) and 56% 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 2025, the census indicated that 39% 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 celebrate student achievement to increase community confidence through our results in 2026.

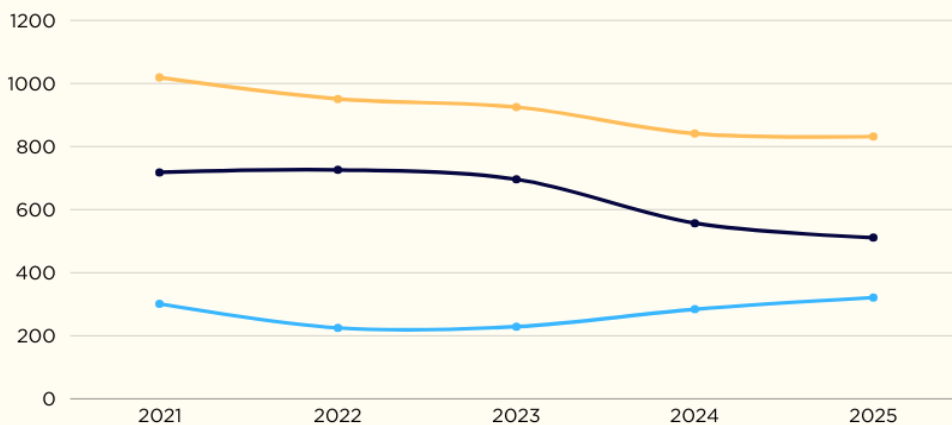




Student Numbers

Semester 1	2021	2022	2023	2024	2025
Lower Secondary	718	726	696	557	511
Upper Secondary	301	225	229	284	321
Total	1019	951	925	841	832

Student Number Trends



Lower Secondary Upper Secondary Total

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 OLN will equal or exceed like schools*. * The individual assessment comparison data is no longer available in 2025.			Numeracy	Reading	Writing
		School- 2025 (WACE eligible)	89%	96%	94%
		School- 2024 (WACE eligible)	89%	89%	87%
		School- 2023 (WACE eligible)	81%	90%	81%
Year 12 students achieving the OLN standard was 53.1%, compared to Like Schools at 47%.					
NAPLAN					
The overall progress of students in NAPLAN is more than half to one Standard deviation above the average progress (Schools online)		Data relevant to this measure is no longer available due to changes to NAPLAN reporting since the inception of this plan.			





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%	21.8%	32%	38.9%	
Non-Academic Targets						
Attendance						
Both Aboriginal Attendance and non-Aboriginal attendance improves incrementally each year against like school data.			2022	2023	2024	2025
		Aboriginal Students	60.6 %	56.0 %	54.0 %	50.7 %
		Non-Aboriginal students	80.4 %	75.7 %	75.0 %	76.5 %
		* Based on Semester 1 data We have not met this target as attendance for Aboriginal students has continued to decline. Aboriginal student attendance is on par with like schools (53.7%). Attendance for non-Aboriginal students have improved slightly in 2025.				
Explained absences increases incrementally each year to ensure 50% by 2025 are explained.		Authorised Absences				
		2022	2023	2024	2025	
		41%	34.5%	43%	37%	
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 2025, 25.3% of students attended regularly; like schools was 31.5%				



Positive Behaviour Support

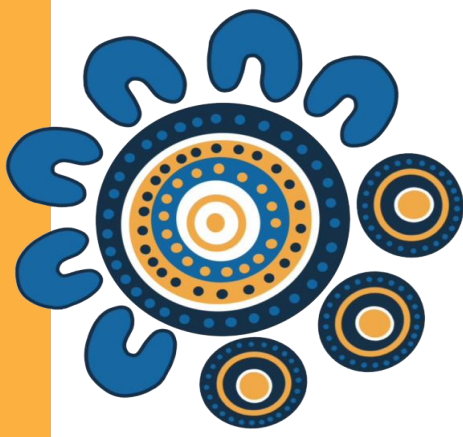
The % of students maintain their Good Standing increases each term, on average, over all year groups.

Where there is a cohort decline maintaining Good Standing it 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	2025
Year 7	74%	57%	39%	44%	65%
Year 8	68%	68%	33%	59%	50%
Year 9	67%	58%	38%	56%	44%
Year 10	54%	67%	43%	58%	45%
Year 11	78%	53%	52%	56%	55%
Year 12	87%	Data not available	Data not available	40%	Data not available

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.

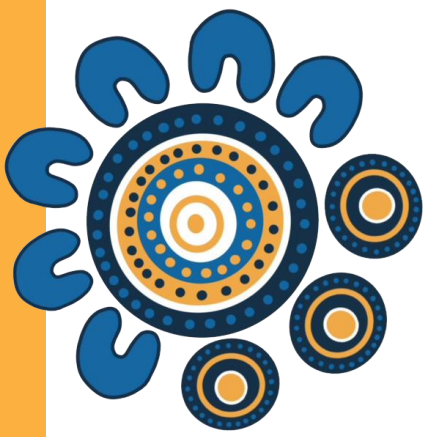
Teachers were surveyed to determine the extent to which they are using elements of the SEEK Instructional Model in their teaching. 26 Respondents indicated the following:

	Always	Usually	Sometimes	Never
How often do you use a SIGNAL TO BEGIN in your lower school classes?	18	8	0	0
How often do you use a SIGNAL TO BEGIN in your upper school classes?	6	9	10	0
How often do you display your Learning Intentions?	11	11	4	0
How often do you use Daily Reviews?	5	18	2	0
How often do you Explicit Teach key concepts and/or skills?	11	13	1	0
How often do you Revise the Key Concepts and/or Skills at the end of the lesson?	2	17	5	0
How often do you use Conditions of Exit in your classes?	10	11	3	1



The number of students in Year 7-12 engaging in career development activities increases each year.		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 specifically in HASS, 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.
The number of parents attending course pathway planning appointments increases, including entry appointments into specialist and engagement programs.		The Year 11 course selection process through Subject Selection Online (SSO) invites parents to meet with the course counselling team. Approximately 50 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. All VETIS programs require parental consent for student enrolment, although interviews were not compulsory. 12 parent/ guardian interviews were conducted in re-counselling students into alternate course pathways (SIDE, Uniready).
Each year the school develops a leadership development plan, and this is implemented and reviewed regularly for achievement of the milestones within it		The Leadership development plan is encompassed within the professional Learning Plan to build the capacity and efficacy of the school leadership team. A program of targeted professional learning builds the technical and adaptive leadership capacity of school leaders. In response to this plan, the school received a 3-year return on the Leadership Domain in the 2025 Public School Review.
School Professional Learning Plan identifies Professional learning specifically relevant to Allied Professionals.		25 Allied Professionals accessed 52 professional learning opportunities.
PRIORITY TWO: Positive Learning Environment		
PBS lessons will be explicitly taught at an agreed time each week and reinforced through classroom lessons.		A PBS focus is determined each fortnight by the PBS team and a lesson developed using the SEEK lesson template. The lesson is shared with form teachers and lessons taught explicitly every second Monday, during form. The expected behaviour is reinforced during regular classes throughout the fortnight.
Artwork which reflects the school values, expectations and house insignia will adorn the external environment.		Learning experiences within the Indigenous Arts program (year 7 & 8) have provided opportunities for students to contribute to art installations within the Arts learning area.





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.

All students in Year 7 and 8 have been tested for reading fluency using DIBELS testing. These results were used to identify students who needed additional support with their reading. A similar testing process was used to identify students in Year 7, and 8 that needed additional support with numeracy through Bond Blocks intervention.

A different data set was used to identify students in Year 6 suitable for our Academic Excellence Program (APEX)

A formalised social and emotional learning program, with a scope and sequence and success criteria is developed from Years 7-12.

Students in Years 7 and 8 take part in a weekly Access lesson focused on social and emotional learning. During these sessions, students work through elements of the *You Can Do It!* program, building skills in resilience, respectful relationships, conflict resolution, and self-esteem.

The Protective Behaviours curriculum continues to be delivered through Health Education for all students in Years 7–10, ensuring they develop the knowledge and confidence to keep themselves safe.

Opportunities for social and emotional learning have also expanded for our senior students, with a growing number of external organisations and agencies now delivering workshops and programs for Years 9–12.

In 2025, GSHS has joined the **Action Respect** pilot program. Through this initiative, the school will work towards designing and implementing a comprehensive whole-school social and emotional learning framework.

Engagement programs are investigated or reviewed and are delivered for at risk students in Years 7-12.

Engagement programs offered to students in Years 10–12 continued to achieve strong outcomes throughout the year, with steady participation rates and consistently positive student feedback. A significant number of students elected to pursue the pathways available at GSHS, demonstrating the ongoing effectiveness of these initiatives.

In Semester 1 of 2025, an L3 Program Coordinator position was established to investigate evidence-based engagement programs suited to the GSHS context. Following a competitive recruitment process, the school appointed a teacher with demonstrated expertise in this field. This role will support the implementation of a dedicated Year 9 engagement model in 2026, operating under a one-teacher structure to provide targeted and consistent support for students.



The Cultural Reference Group and Aboriginal Education Team meets each term to monitor the progress of the Aboriginal Education Plan.

A regular meeting schedule was sustained for both the Cultural Reference Group and Aboriginal Education Team, in 2025.

The Cultural Reference Group serves as an advisory body to inform school-level decision making to improve outcomes for Aboriginal students. Student voice is provided by representative student leaders.

The Aboriginal Education Team meets to consider operational and strategic issues.

The Aboriginal Education Plan has been endorsed by these groups.

PRIORITY THREE: Strong Relationships and Partnerships

Target individual students and encourage diverse representation in leadership opportunities for students from Years 7-12.

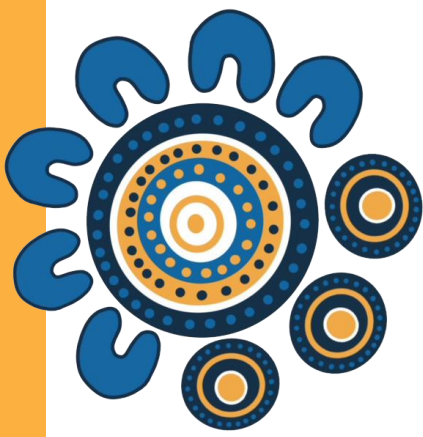
The Year 12 Student Council provided representation from a diverse range of cultural groups, including 4 Aboriginal student leaders.

The Student Services Team worked with groups of students to form student representative groups from each year level.

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.

The Maajayimanha Mob provides leadership representation of Aboriginal students in Years 8 – 12. Year 7 Aboriginal student leaders will be selected over the course of the year.





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

The restructured parent engagement event, Wanggajimahna – talking together, has continued as a key feature of the school calendar. Moving beyond a traditional reporting format, the event maintains a welcoming and family-friendly atmosphere, incorporating musical performances, games, a sausage sizzle and other activities. This environment supports relaxed, meaningful conversations between staff and parents, strengthening relationships and fostering a stronger sense of community connection.

In addition, the Year 10 into 11 course counselling and subject selection process continues to include a dedicated parent information evening and opportunities for families to meet directly with staff. This ensures parents are actively involved in pathway planning and subject selection, reinforcing collaborative decision-making and shared responsibility for student achievement.

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

The school has continued to work in partnership with a broad range of government, non-government and not-for-profit agencies to support student health and wellbeing. These partnerships provide targeted services and strengthen wraparound support for students. Learning Areas have also maintained collaboration with community groups and organisations to enrich classroom programs and provide authentic learning experiences. In addition, Workplace Learning and work experience opportunities continue to be supported by a diverse range of host employers, strengthening career pathways and real-world engagement.

Students have continued to participate in a range of community events across the year, ensuring at least one significant community engagement opportunity each term. These include the Geraldton RSL ANZAC and HMAS Sydney Memorial Services, NCVISSA Carnivals, and Yamatji on Country. Participation in these events strengthens students' civic responsibility, cultural understanding and connection to the broader community.



Student Attendance

The table provided shows attendance data for various collection periods from 2019 to 2025.

Table 1: Longitudinal Student Attendance Data

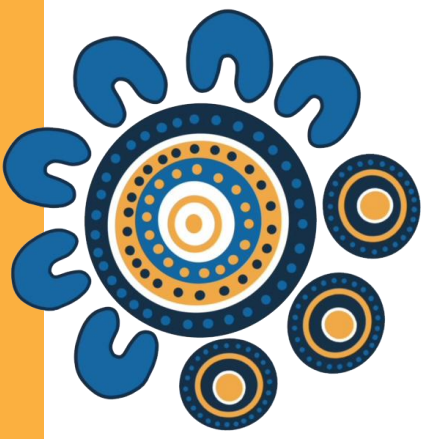
Collection Period	2021 Sem 1	2022 Sem 1	2023 Sem 1	2024 Sem 1	2025 Sem 1	2025 Sem 2
Attendance Rate	79.4%	74.3%	68.8%	66.8%	66.5%	64.5%
Regular Attendance	38.4%	29.5%	28.0%	23.5%	25.3%	20%
Authorised Absence	42.5%	41.7%	37.4%	42.6%	37.1%	36%
Unauthorised Absence	57.5%	58.3%	62.6%	57.4%	62.9%	64%

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

Summary of the attendance trends over the years:

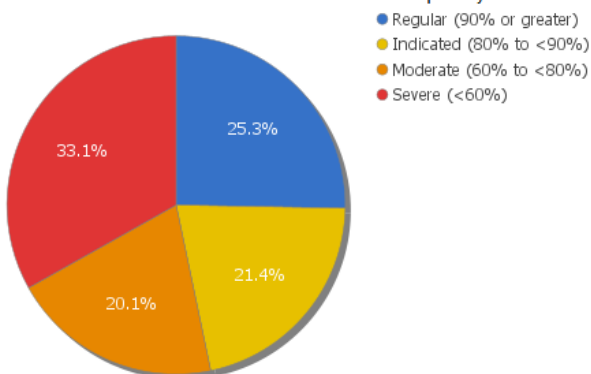
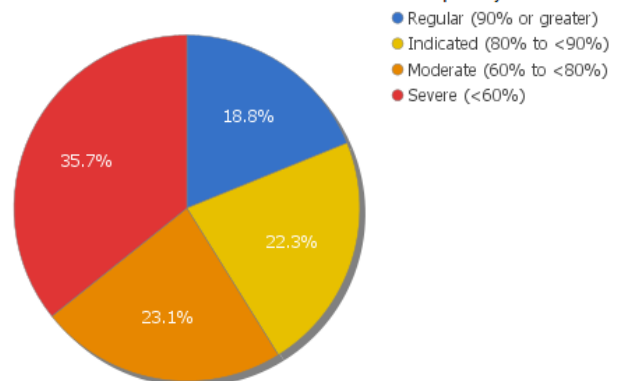
- Attendance declined from 79.4% in Semester 1, 2021 to 66.5% in Semester 1, 2025, representing a significant and sustained downward trend over seven years.
- The sharpest decline occurred between 2021 and 2023, and although attendance has stabilised slightly since then, long-term impacts following COVID have not yet been resolved.
- The proportion of students attending regularly (90% or higher) has decreased from 38.4% in 2021 to 25.3% in 2025, meaning the number of highly engaged students has almost halved over time.
- While the percentage of regular attendance was maintained in 2025, the overall pattern indicates a growing group of students attending inconsistently, which may reflect disengagement, wellbeing concerns, or complex family circumstances.
- Authorised absences declined since 2021, which may suggest increased health-related absences, changing parental attitudes and response toward attendance, or greater acceptance of partial attendance patterns.
- Unauthorised absences have remained consistently high and have returned to 62.9% in 2025, indicating ongoing challenges with engagement, accountability, and effective follow-up processes.
- Overall, the data suggests systemic attendance challenges that may require strengthened early intervention, improved parent communication, targeted case management, and a renewed whole-school focus on engagement and belonging.



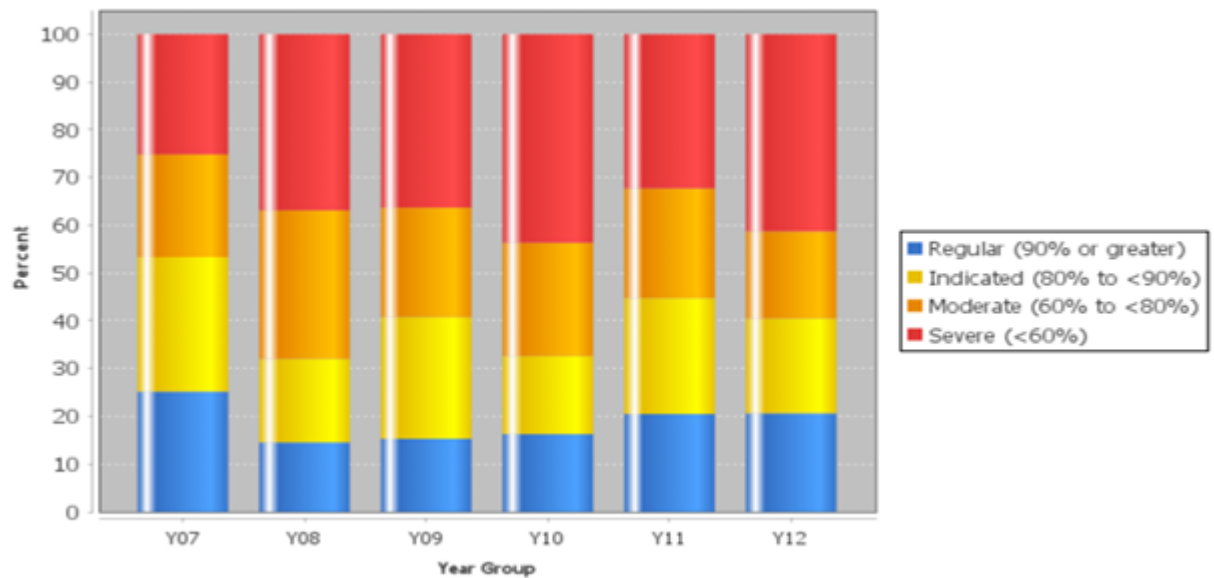
**Table 2: Year Group Breakdown**

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth %	Unauth %
Year 7	76.2%	50	30	31	25	50%	50%
Year 8	67.1%	23	20	17	45	53%	47%
Year 9	70.5%	43	30	36	49	44%	56%
Year 10	59.5%	24	33	32	55	36%	64%
Year 11	65.4%	46	39	34	59	28%	72%
Year 12	60.3%	30	31	22	50	25%	75%

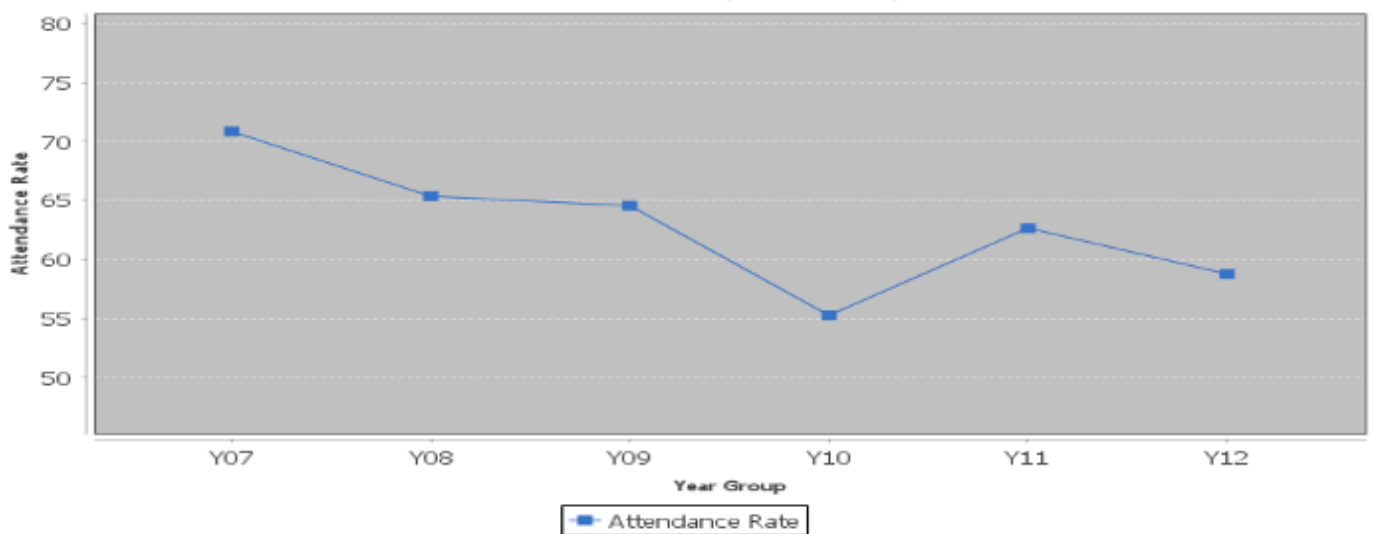
*Figure without a percentage represents the total number of students in each category

Attendance Profile 2025**Attendance Profile 2025 Semester 1 Compulsory****Attendance Profile 2025 Semester 2 Compulsory**

Year Group Breakdown



Attendance Rate by Year Group



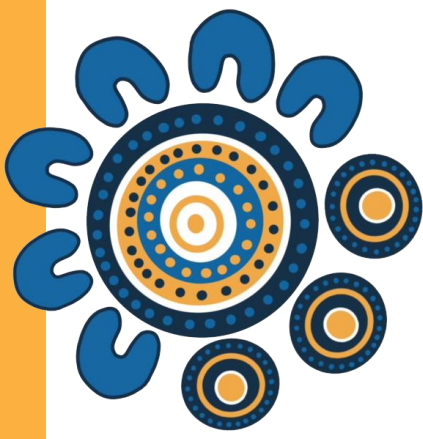


Table 3: Attendance Overall Secondary

	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%
2025	76.5%	78.7%	84.5%	50.7%	53.7%	55.6%	66.5%	71.5%	81.7%



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 OLN testing windows.
3. Missed opportunities to complete course assessments on time.
4. Absences from TAFE days, affecting course completion.

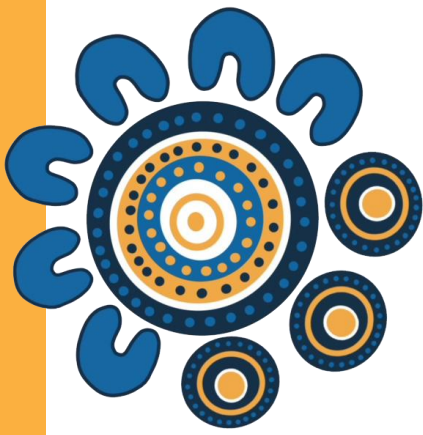
Year 10 has the lowest attendance rates, both below 60%, putting them at severe risk.

Year 7 has higher attendance rates, indicating stronger engagement. This strength should be leveraged to maintain or improve attendance as the cohort progresses through to Year 12.

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: to address attendance barriers. Implement Attendance Improvement Plans as needed.
- Engage with Families: through regular communication. Bi-termly Attendance Concern letters will be sent to students at risk (below 90% attendance).
- Monitor & Analyse Attendance Data: through SAER meetings. Attendance workshops in Week 4 and 8 of each term will further assess data and strategies.
- Implement Attendance Incentives: to acknowledge regular attendance.
- Enhance Student Engagement, including the implementation of the SEEK Instructional Framework
- Promote a sense of Belonging, through breaktime activities and groups.
- Continuously Evaluate & Adapt Strategies: Adjusting them based on feedback and data.





Positive Behaviour Support (PBS)

The Positive Behaviour Support (PBS) program has made strides in 2025. 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 47%, with a total of 63223 Seeker Points redeemed in 2025 through either the Seeker Shop or the Seeker Draw, which has been a new strategy to promote positive behaviour in school.

Below is a breakdown of the Seeker Points from 2025

Atlas =	9589
Mimosa =	19336
Sirius =	10886
Vega =	16582

Seeker Draw

Atlas =	3556
Mimosa =	3722
Sirus =	3745
Vega =	3974

The Tiered Fidelity Inventory (TFI), which gathers input from both staff and students, provides valuable recommendations on the consistency and effectiveness of PBS implementation across the school was not implemented in 2025.

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

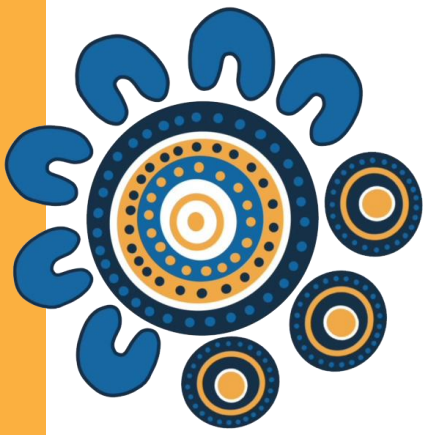
From 2024 to 2025, there has been continued improvement in Year 12 WACE attainment, with the achievement rate increasing from 44% (87 students) to 46% (84 students). While the number of WACE-eligible students decreased slightly from 87 to 84, the proportion successfully attaining WACE rose, indicating strengthened performance among the eligible cohort. The Year 12 cohort size reduced from 198 to 182 students, alongside a small decline in the Semester 2 Census from 137 to 126, suggesting some ongoing challenges in retention through to the end of Year 12. In 2025, the school's WACE achievement rate is equal to that of like schools (46%) and continues to show a narrowing gap when compared with all Western Australian public schools (71%). Overall, the data reflects steady academic improvement, while highlighting the need for continued focus on retention and lifting attainment to align more closely with state averages.

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

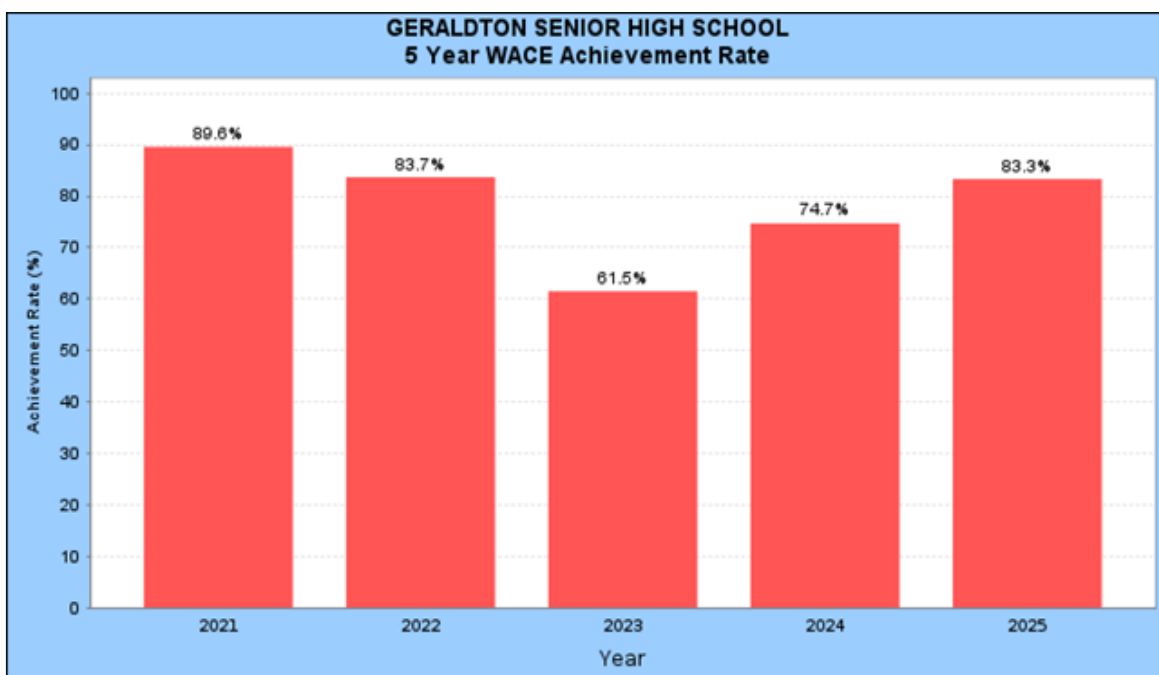
WACE Achievement Rate: count (% of eligible students) Source: SCSA data files

	2021	2022	2023	2024	2025
School (WACE eligible)	96 (45%)	92 (39%)	52 (38%)	87 (44%)	84 (46%)
Like Schools (%)	59%	51%	60%	50%	46%
Public Schools (%)	70%	64%	68%	69%	71%
School Semester 2 Census	110	106	60	137	126
School (Cohort)	213	235	137	198	182





5 Year WACE Achievement Rate



Online Literacy and Numeracy Assessment

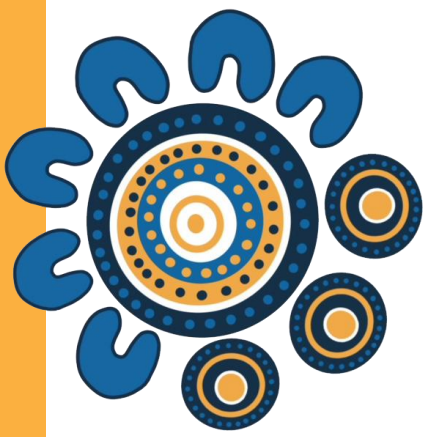
87% of Year 12 students satisfied OLNA requirements in 2025, which is again a marked improvement from 2024 which was 78%. OLNA results show an overwhelming increase in the number of students either qualifying or passing OLNA compared to 2024. This can be attributed to the increased focus and strategies targeted to improving Literacy and Numeracy across the school

	ONLINE LITERACY AND NUMERACY ASSESSMENTS (OLNA)						
	Number of students who met the standard: count (%) Source: SCSA data files						
	2025	2024	2023	2022	2021	2020	2019
	Met literacy and numeracy requirement						
School (WACE eligible)	73 (87%)	68 (78%)	36 (69%)	79 (86%)	89 (93%)	148 (82%)	167 (93%)

OLNA Data for Years 10 and 11 in 2025 compared to 2024 (in Brackets)

	Numeracy	Reading	Writing
Year 11	65.47 (57.51%)	75.54% (63.9%)	65.47% (60.95%)
Year 10	50% (46.29%)	56.25% (57.15%)	56.25% (44%)





ATAR and University Entry

In 2025, nine students completed a full ATAR pathway, demonstrating growth in participation and increased confidence in the academic program. In addition, five students completed UniReady, providing a strong alternative university entry pathway and ensuring broader access to tertiary opportunities. The increase in students undertaking a full ATAR pathway reflects strengthened academic guidance, targeted pathway planning, and improved preparation in Year 11.

The School DUX and Runner-Up Dux also did the school proud by achieving Certificates of Merit for their overall WACE performance.

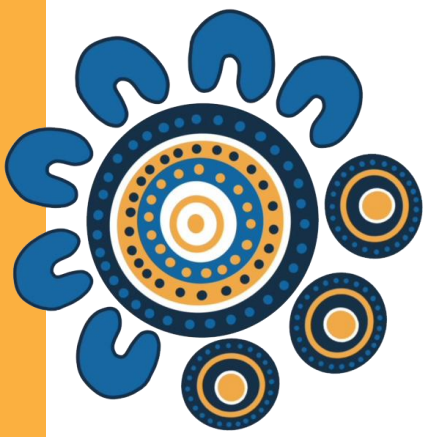
The continued offering of UniReady alongside ATAR ensures flexible, student-centred pathways aligned to post-school aspirations. Our focus remains on maximising student achievement and university readiness through structured exam preparation, embedded study skills, early identification of students at risk of underachievement, OLN support where required, and ongoing parent and community engagement. Together, these strategies aim to further improve senior secondary outcomes and increase successful university entrance offers.

	Curtin	ECU	Murdoch	NDU	UWA	Total
Number of students with a 1 st preference (includes students without an ATAR)	3	3	2	0	1	9
Number of students offered their 1 st preference	2	2	2	0	1	7
Number of students offered any of their preferences	2	3	2	0	1	8
Number of students who have enrolled	2	2	2	0	1	7
Number of students who have deferred	0	0	0	0	0	0



	2024		2025	
	Number	%	Number	%
Full-time WACE-eligible Year 12 students.	87	46	84	44
Full-time WACE-eligible Year 12 students who have achieved the WACE.	65	74.7	70	83
Full-time WACE-eligible Year 12 students who completed four or more year 12 ATAR courses.	7	8	9	11
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	48	63
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	57	74
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	1	1
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	35	46
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	10	13





NAPLAN RESULTS

In 2025, the school implemented a range of strategies to support student engagement and success in the NAPLAN tests. These included:

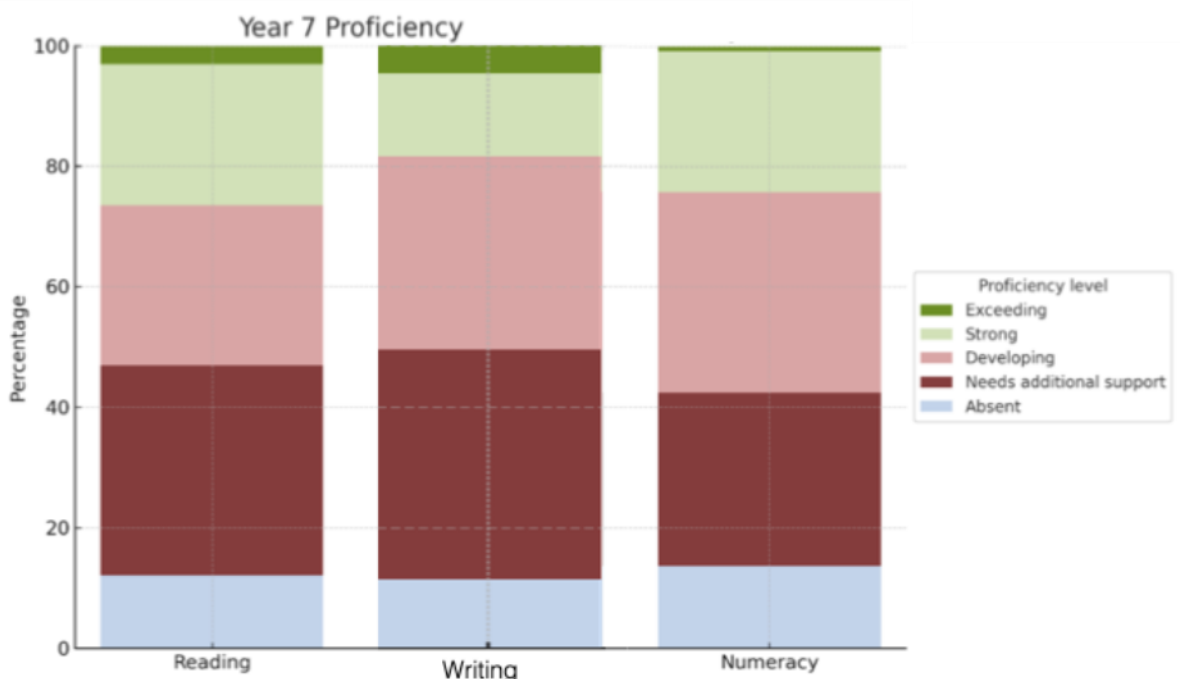
- Teachers and students use individual diagnostic information to identify gaps in knowledge and address these issues.
- Interactive PowerPoint presentations delivered to students, so that they were aware of what to expect.
- In both English and Mathematics class ongoing explicit instruction to improve mathematical skills and literacy components.
- Practice tests and associated activities as part of regular classroom learning.
- Testing taking place within class groups with regular and familiar teachers
- More opportunities for catch up sessions to run to allow absent students to sit the tests.

Overall Year 7 Proficiency in NAPLAN in 2025:

Overall, for the Year 7 Cohort there has been an increase from 2024 to 2025 in the number of students who were present for testing. Over half of the Year 7 cohort are Developing or above in terms of both Reading and Numeracy. There are approximately 30% of students in Year 7 who Need Additional Support in Reading which equates to approximately 40 students. For Numeracy approximately 25% of students Need Additional Support and this is 30-35 students.

Four students achieved Exceeding, 31 were Strong, and 35 Developing in Reading. There are 46 Year 7 students who need Additional Support in Reading.

One student in Year 7 achieved Exceeding for Numeracy, 31 were Strong, 44 Developing and 38 Need Additional Support.

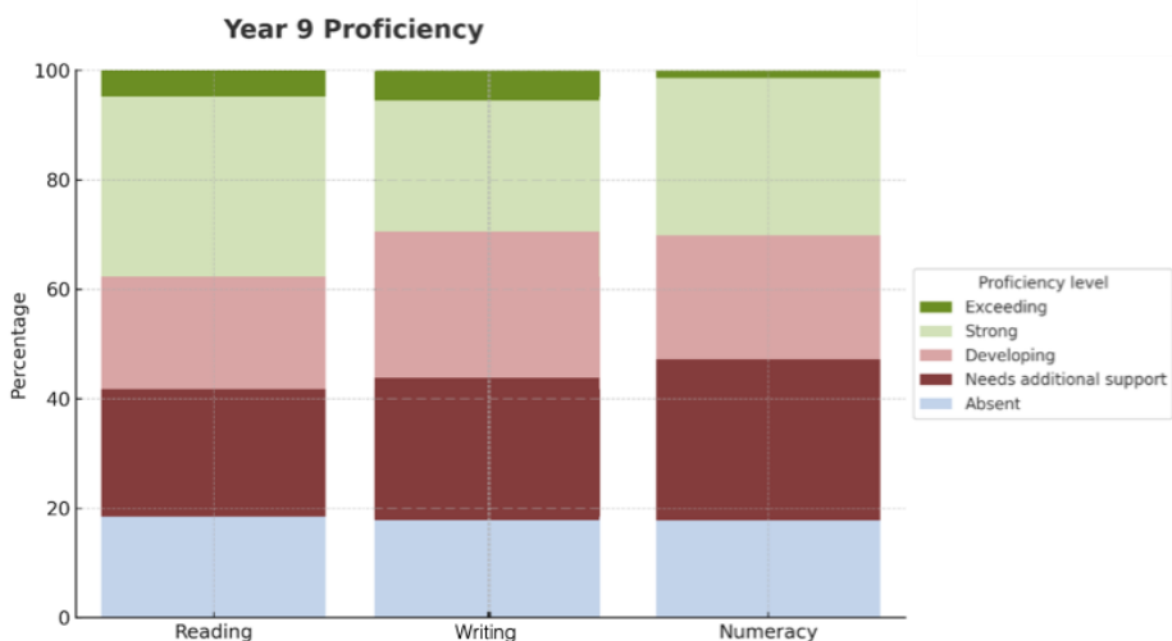


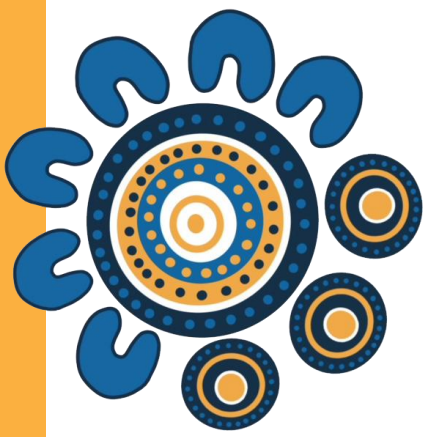
Overall Year 9 Proficiency in NAPLAN in 2025:

Overall, for the Year 9 cohort, there has been a significant improvement in the number of students who were present for testing.. Almost 60% of the cohort are achieving in Developing or above in Reading. For Numeracy, over 50% of the cohort are achieving Developing or above and there are students in 2025 who have achieved Exceeding. In 2024, no students achieved Exceeding in Numeracy whilst in 2025, two students achieved Exceeding in Numeracy. In Year 9, 7 students achieved Exceeding in Reading. There were 48 students who were Strong and 30 who are Developing in Reading. 34 students Need Additional Support for Reading. Two students achieved Exceeding for Numeracy in Year 9. There were 42 students who achieved Strong and 33 who are Developing. There are 42 students in Year 9 who Need Additional Support in Numeracy and 1 student who achieved below this.

In Year 9, 13 students prequalified for all three elements of OLNA. An additional 12 students prequalified in two elements and a further 21 students prequalified for one element of OLNA. There were 27 students who prequalified for Numeracy, 32 for Reading, 25 for Writing.

Just over 20% of the cohort, approximately 30 students, Needs Additional Support and a similar number were absent from the tests both in Reading and Numeracy. However, the chart also shows that approximately 25% of the cohort Needs Additional Support for Numeracy. This equates to approximately 37 students. Just under 40% of the cohort (60 students) are Strong or Exceeding for Reading and approximately 35% of the cohort are Strong or Exceeding for Numeracy





Numeracy Achievement

Prequalified in Year 9 NAPLAN~	0	0	27	23
Demonstrated the standard by the end of Year 12	94	68.7	86	73.5

Reading Achievement

Prequalified in Year 9 NAPLAN~	0	0	32	27
Demonstrated the standard by the end of Year 12	96	70.1	98	83.8

Writing Achievement

Prequalified in Year 9 NAPLAN^	2	3.85	25	21.4
Demonstrated the standard by the end of Year 12	91	66.4	85	72.6

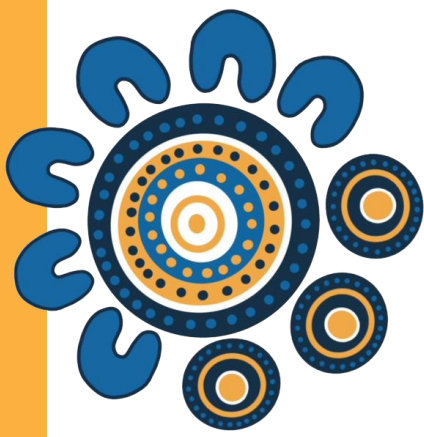


Finance Report

One Line Budget December 2025 (Verified December Cash) - Full Report

INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	803,111	803,111
Carry Forward (Salary)	602,383	602,383
STUDENT-CENTRED FUNDING		
Per Student	9,131,691	9,131,691
School and Student Characteristics	3,887,502	3,887,502
Disability Adjustments	115,104	115,104
Targeted Initiatives	1,150,896	1,150,896
Operational Response Allocation	488,556	488,556
Total Funds:	14,773,749	14,773,749
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	11,322	11,322
School Transfers – Salary	(1,724,386)	(1,724,386)
School Transfers - Cash	1,725,046	1,725,046
Department Adjustments	(16,545)	(16,545)
Total Funds:	(4,563)	(4,563)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	26,829	27,328
Charges and Fees	82,908	91,820
Fees from Facilities Hire	26,278	26,278
Fundraising/Donations/Sponsorships	25,207	25,597
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	5,401	5,401
Other Revenues	121,240	124,305
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	287,863	300,729
TOTAL	16,462,543	16,475,409



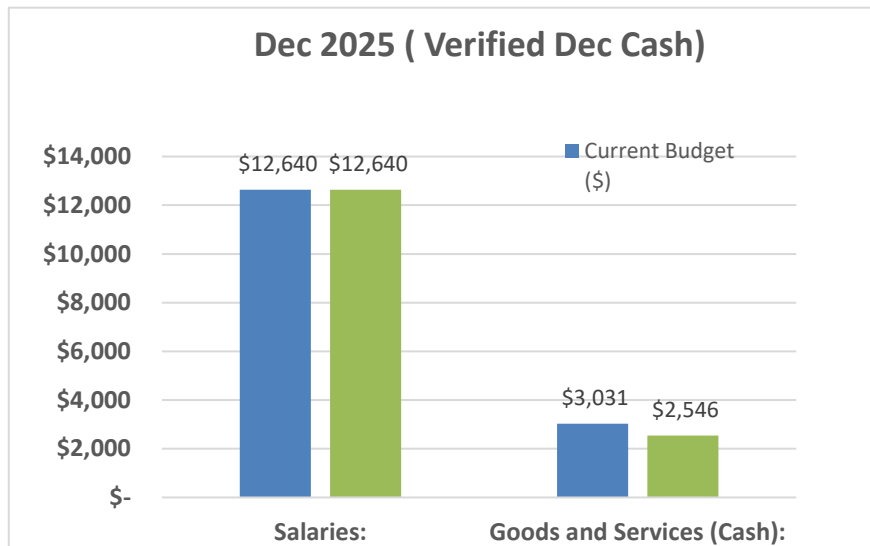


One Line Budget December 2025 (Verified December Cash) - Full Report – continued

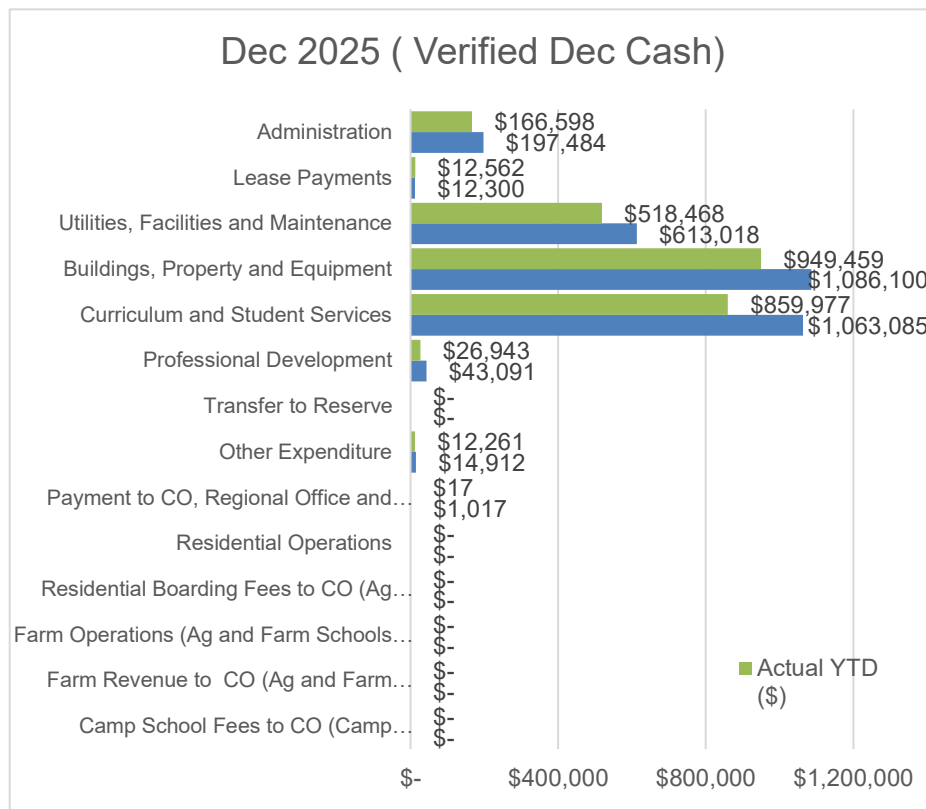
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	12,153,740	12,153,740
New Appointments	0	0
Casual Payments	406,488	406,488
Other Salary Expenditure	79,421	79,421
Total Funds:	12,639,649	12,639,649
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	197,484	166,598
Lease Payments	12,300	12,562
Utilities, Facilities and Maintenance	613,018	518,468
Buildings, Property and Equipment	1,086,100	949,459
Curriculum and Student Services	1,063,085	859,977
Professional Development	43,091	26,943
Transfer to Reserve	0	0
Other Expenditure	14,912	12,261
Payment to CO, Regional Office and Other schools	1,017	17
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	3,031,007	2,546,285
TOTAL	15,670,656	15,185,934

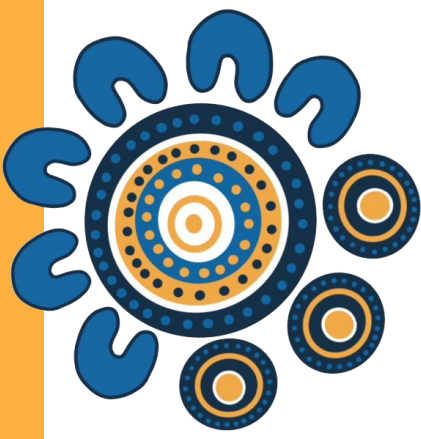


Goods and Services vs Salary Expenditure

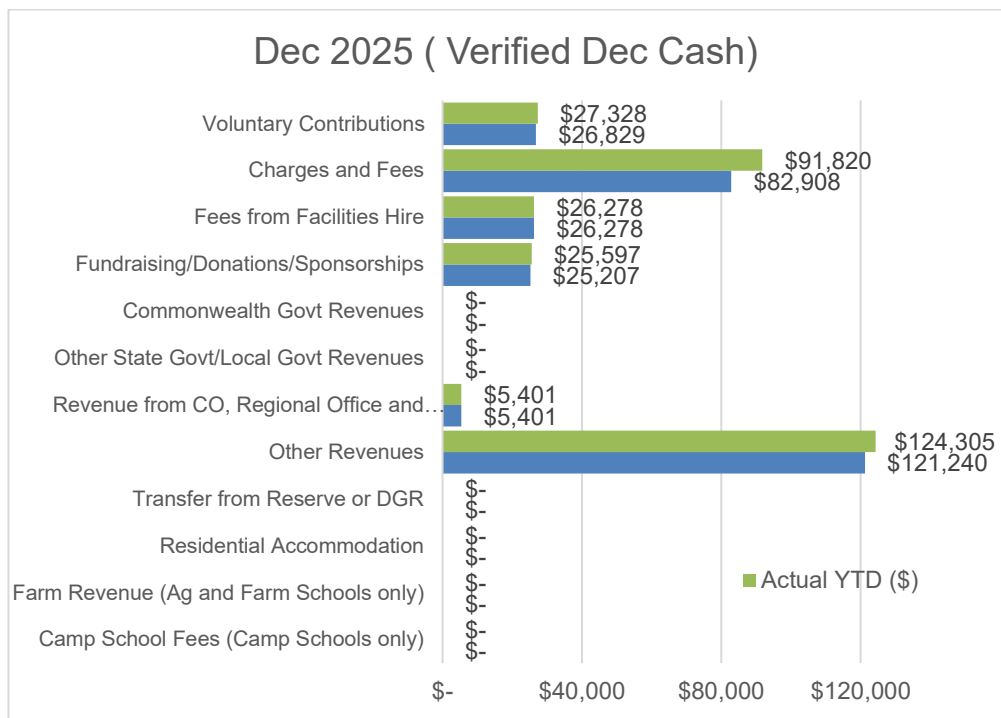


Locally Generated Revenue - Budget vs Actual





Goods and Services Expenditure - Budget vs Actual



SEEK

SEEK Instructional Model

Over the past six years, the Teaching and Learning Team has developed, refined, and embedded the SEEK Instructional Model, positioning it as the cornerstone of Geraldton Senior High School's approach to high-quality teaching. In alignment with the WA Teaching for Impact priorities, particularly building expert teaching teams, strengthening instructional quality, and ensuring consistency of practice.

Recognising the need for a shared vision of what highly effective practice looks like in every classroom, GSHS implemented a clearly articulated instructional model that supports explicit instruction, predictable lesson structures, and high-impact pedagogies. This model provides teachers with clarity, consistency, and a common language for teaching and learning across all learning areas.

At the end of 2025, teachers participated in a whole-school survey measuring the extent to which the SEEK Instructional Framework was being applied in daily practice. The SEEK Instructional Model survey data shows strong and consistent adoption of key teaching practices across the school, with staff routinely implementing Signals to Begin, Full Participation Tactics, Daily Reviews, and Explicit Instruction in their classrooms. High-use strategies such as non-volunteer questioning, Think-Pair-Share, physical demonstrations, and movement-based engagement continue to drive high levels of student participation, while definitions, images and diagrams, and graphic organisers remain the most frequently used tools for concept development. A key area for growth is lesson closure, where only around half of teachers regularly review the Learning Intention at the end of the lesson, an improvement focus that could strengthen consolidation and clarity for students.

These findings confirm the significant progress GSHS is making in establishing a whole-school instructional culture aligned with state-wide expectations for high-impact teaching.

Professional Learning Investment and Instructional Coaching

Throughout 2025, the school continued to deepen instructional expertise through targeted professional learning and sustained coaching. Steplab remained the central platform for instructional coaching, enabling evidence-based and timely feedback cycles. In 2025, 94% of staff engaged in coaching 'Drop-In' sessions, while a substantial proportion participated in formal coaching cycles, reflecting a strong staff commitment to continuous improvement. The school's lead instructional coach supported the Midwest Region in delivering Stap Lab training as part of the Region's Targeted Teaching initiative.

A key professional learning focus for the year was the development of high-quality questioning strategies, aligned with Teaching for Impact's emphasis on formative assessment and activating students as owners of their learning. Staff engaged in workshops during EBA meetings and Staff Development Days exploring how effective questioning:

- Allows teachers to check for student understanding
- Causes students to think

Professional learning was intentionally designed to ensure all staff had the tools and confidence to incorporate high-impact questioning into their everyday practice. To further accelerate growth, GSHS appointed a Level 5 Deputy Principal in 2025 to lead the Quality Teaching Strategy across the school. This role has strengthened the school's leadership capacity, ensuring coaching, curriculum support, and professional learning align cohesively with both SEEK priorities and statewide Teaching for Impact.





Vocational Education Pathways

Aboriginal School Based Training

Aboriginal students in Year 10 continued to have the opportunity to participate in Certificate I programs delivered through Central Regional TAFE, in partnership with Champion Bay Senior High School, Nagle Catholic College. This collaboration has broadened the range of pathways available and strengthened access to vocational learning opportunities across schools.

In 2025, Certificate I programs continued to provide strong foundation pathways, with students achieving qualifications in Leadership and Automotive Vocational Preparation. These early-stage qualifications support engagement, build confidence and contribute positively towards WACE achievement by providing credit and recognised industry skills.

VETDSS Programs (Central Regional TAFE)

The VET Delivered to Secondary Students (VETDSS) programs offered through Central Regional TAFE continued to deliver strong outcomes for students committed to vocational pathways.

In 2025, 111 students enrolled in external VET qualifications, with 69 students successfully achieving their certificate (approximately 62% overall completion). A significant proportion of these were at Certificate III and IV level, including:

Certificate III in Business (100% completion)

Certificate III in Visual Arts (100% completion)

Certificate III in Laboratory Skills (100% completion)

Certificate III in Screen and Media (100% completion)

Certificate IV in Preparation for Health and Nursing Studies (100% completion)

A number of Certificate II programs also recorded 100% completion rates, including Automotive Servicing Technology, Electrotechnology (Career Start), Cookery, Aquaculture, Conservation and Ecosystem Management, Autonomous Workplace Operations, Retail Cosmetics, Hospitality, Fishing Operations and Animal Care.

These results highlight strong performance in targeted pathway programs, particularly where student selection, readiness and industry alignment are high. Lower completion rates in some Certificate II foundation courses reflect the ongoing challenge of attendance and sustained engagement, particularly for students requiring additional support structures.

Several students transitioned into apprenticeships and traineeships following successful completion of pre-apprenticeship programs, reinforcing the strength of vocational pathways as a post-school destination.



AUSPICED Programs

The school continued its partnership with IVET to deliver VET qualifications on-site as part of the school timetable. This model remains a critical strategy for increasing accessibility for students engaged in alternative and engagement programs.

In 2025, 68 students were enrolled in AUSPICED programs across Years 11 and 12, reflecting sustained growth in uptake. As these programs are delivered over a two-year period and often target students with historically low attendance patterns, completion rates vary. Attendance remains the most significant factor impacting successful qualification attainment in this cohort.

Despite this challenge, AUSPICED delivery continues to play an essential role in retention, engagement and pathway development, ensuring students remain connected to schooling while working towards nationally recognised qualifications.

VET RTO Partnerships

All Registered Training Organisations demonstrated timely provision of results for reporting and certification purposes. Central Regional TAFE and IVET again ensured Year 12 qualifications were processed in time for Valedictory recognition, reflecting strong collaborative practice.

The ongoing partnership with Maxima continued to support traineeship growth across a two-year cycle. Vocation Training Services remained a flexible and responsive primary RTO, accommodating program adjustments to meet student and industry needs.

Construction-based programs, including partnerships that enable students to obtain White Cards and access on-site industry experience, continued to provide valuable applied learning alternatives and strengthen post-school employment pathways.





Year 10

Qualification Code	Qualification Name	Full Qual Enrolments	Achieved Qualifications	% Achieved
AUR10120	Certificate I in Automotive Vocational Preparation	5	3	60.00%
52878WA	Certificate I in Leadership	8	0	0.00%

Year 11

Qualification Code	Qualification Name	Full Qual Enrolments	Achieved Qualifications	% Achieved
ACM20121	Certificate II in Animal Care	4	4	100.00%
AUR20520	Certificate II in Automotive Servicing Technology	1	1	100.00%
RIL21222	Certificate II in Autonomous Workplace Operations	1	1	100.00%
52893WA	Certificate II in Building and Construction (Pathway - Trades)	2	1	100.00%
CHC22015	Certificate II in Community Services	1	1	100.00%
CPC20220	Certificate II in Construction Pathways	3	3	100.00%
SIT20421	Certificate II in Cookery	1	1	100.00%
52913WA	Certificate II in Engineering Foundations	2	2	100.00%
SFI20219	Certificate II in Fishing Operations	2	2	100.00%
SHB20121	Certificate II in Retail Cosmetics	3	3	100.00%
AHC21216	Certificate II in Rural Operations	17	6	35.29%
SHB20216	Certificate II in Salon Assistant	1	1	100.00%
HLT33021	Certificate III in Allied Health Assistance	1	1	100.00%
BSB30120	Certificate III in Business	2	2	100.00%
CUA31120	Certificate III in Visual Arts	3	3	100.00%



Year 12

Code	VET qualification	Enrolled	Achieved	Percent
FSK20119	CII in Skills for Work and Vocational Pathways	13	6	46.2
AHC21216	CII in Rural Operations	13	6	46.2
SHB20216	CII in Salon Assistant	11	7	63.6
BSB20120	CII in Workplace Skills	10	3	30
SIS20122	CII in Sport and Recreation	7	3	42.9
BSB30120	CIII in Business	6	6	100
CPC20220	CII in Construction Pathways	6	3	50
52878WA	CI in Leadership	4	4	100
UEE22020	CII in Electrotechnology (Career Start)	3	3	100
AUR20520	CII in Automotive Servicing Technology	3	3	100
RII20120	CII in Resources and Infrastructure Work Preparation	3	1	33.3
CUA31120	CIII in Visual Arts	3	3	100
52895WA	CIV in Preparation for Health and Nursing Studies	3	3	100
52860WA	CI in Industrial Skills (Entry Level Training)	2	0	0
SIT20421	CII in Cookery	2	2	100
AUR10120	CI in Automotive Vocational Preparation	2	2	100
SFI20119	CII in Aquaculture	2	2	100
MEM20422	CII in Engineering Pathways	2	1	50
AHC21020	CII in Conservation and Ecosystem Management	2	2	100
MSL30122	CIII in Laboratory Skills	2	2	100
RII21222	CII in Autonomous Workplace Operations	2	2	100
SHB20121	CII in Retail Cosmetics	1	1	100
CUA31020	CIII in Screen and Media	1	1	100
SIT20322	CII in Hospitality	1	1	100
SFI20219	CII in Fishing Operations	1	1	100
AHC20116	CII in Agriculture	1	0	0
AUR20720	CII in Automotive Vocational Preparation	1	0	0
ACM20121	CII in Animal Care	1	1	100





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 office. In 2025, two Year 12 students successfully completed a School Based Traineeship with Westpac Bank. and Australia Post and One Year 11 student is currently on track to complete in 2026.

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 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.

Instrumental music -2, Uniready -5, ASDAN-10

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.

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.

14 students began the program with 3 leaving for an alternative pathway during the year. Students studied one of 2 certificates – Certificate II Construction Pathways or a Certificate II Rural Operations



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	3	0	0	9	3
RIL20120	Certificate II in Rural Operations	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 2025 the Gigaman Gawala program continued to offer students a program at TAFE. The skill set AE386 Work Safety in Construction continued to be an effective way to reengage students who may have had reduced attendance in year 11. Students built on skills learnt in Year 11 in the Certificate II Rural Operations to extend the project started in 2024. The resulting structure has been a great success.



The Warlugurra Walgamanyulu Program in 2025 was invigorated with new staff joining the team including a coordinator which enabled improved planning. The inclusion of ASDAN units allowed students to participate in project work. The program had enough students to run separate Year 11 and 12 classes in some subjects. Students completed Certificate II Skills for Workplace. It was very pleasing to see that the attainment of WACE was possible for a number of students.





Music Report

Celebrating Growth and Achievements in the Music Program

The Music program at Geraldton Senior High School reached remarkable milestones in 2025, 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.

Sustained Commitment to Musical Growth

The strength of our Music program is evident in the steady dedication students show toward their musical growth. Throughout the year, most students continued with their chosen instruments, demonstrating genuine commitment and perseverance. Their sustained engagement reflects a growing enthusiasm for music across the school and highlights the program's success in fostering that passion. This dedication helps students develop not only as musicians but also as individuals who value discipline and resilience. Our visiting IMSS teachers, Josh Crothers, Anne Williams, Alida Wright, and Leonie Courtney, continued to provide high-quality instruction each week, and participation in school ensembles remained consistently strong.

Regular Performances and Strong Community Connections

Throughout 2025, students were actively involved in a wide range of performances, contributing significantly to the vibrancy of school life and strengthening ties with families and the broader community. These regular appearances at assemblies, community functions, and parent events allowed students to share their growth as performers and connect with supportive audiences. A standout achievement for the year was the four-show season of *Matilda the Musical Jr.*, which drew impressive crowds and received enthusiastic praise from staff, parents, and local community members. Together, these opportunities not only highlighted students' developing skills in the performing arts but also helped reinforce a strong sense of connection, pride, and shared celebration across the school community.

Award winners

During the year, we participated in a number of competitions - including the Geraldton Music Festival, where each of our schools ensembles performed; the combined concert band, vocal ensemble, guitar ensemble, rock band and combined vocal ensemble, 50c swing band - with all groups taking away a "high distinction" award. A big congratulations to the combined concert band and 50c swing band who were also awarded

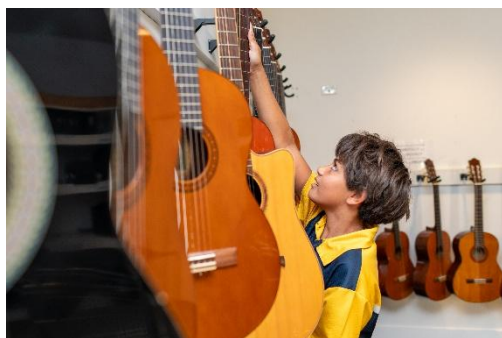


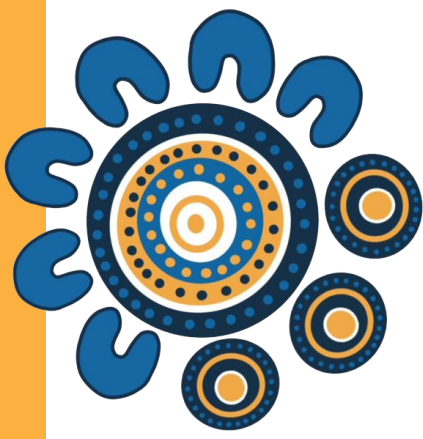
first place in their competing category; best concert band and best jazz band. A whole music-team effort, demonstrating the spirit of our supportive and vibrant music program.

Our contemporary groups visited Perth to participate in the WA Public Schools Contemporary Music Ensemble festival, where the rock band and guitar ensemble were awarded a “distinction” in their categories, thanks to the hard work of students and Josh Crothers.

Continued Growth and Development

With the future in sight, the Music program continues to strive for excellence, growth, and continual 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. This includes the addition of music technology and music production skills into our performing arts and music curriculums, which will equip students with skills required in the modern music industry, and increase the diversity in the talented musicians who graduate from our music program. Additionally, increasing the availability and quality of instrumental and technology resources will further support the students’ musical journeys and ensure they have access to the necessary high-quality resources that will enhance their learning experience. By addressing these areas, the Music program will continue to build on its success and inspire future





Country Week and Carnivals

Country Week

In Week 10 of Term 2, 40 students and five staff members travelled to Perth to participate in the School Sport Western Australia Senior High School Country Week tournament. Four teams represented Geraldton Senior High School: Netball, Boys Basketball, and Girls and Boys Volleyball. Students competed in a round-robin format, with finals held on Friday.

The event was supported by generous contributions from the school P&C, Batavia Concrete, the Geraldton Sporting Aboriginal Corporation, and the State Government. Alongside their sporting commitments, students enjoyed a range of activities, including movies, an Italian dinner, the Wembley Golf driving range, and late-night shopping.

Staff were extremely proud of how students upheld the school's values throughout the week, and thrilled to return home with two shields. Final results were:

- Netball – 1st
- Girls Volleyball – 8th
- Boys Volleyball – 1st
- Boys Basketball – 2nd

Netball Carnival

Miss Rebecca Boni and Miss Zoe Sellers took 60 students to the Midwest Gascoyne High School Netball Carnival, where five teams competed. The Country Week team placed first in their division. These carnivals continue to be highly valued opportunities that extend our school programs and provide students with experiences they may not otherwise access.

Eagles Cup

At the 2025 Eagles Cup AFL Carnival, the Year 7/8 team performed exceptionally, finishing the tournament undefeated and bringing home another shield. The Year 9/10 team also impressed, recording two wins from four games and demonstrating enthusiasm, growth, and strong teamwork. Both teams represented the school with pride, reflecting their dedication and commitment.

Girls AFL Football Carnival

Our girls put in an outstanding effort during the carnival, held in wet and challenging conditions. Despite an early loss to Geraldton Grammar, the team demonstrated resilience and determination, bouncing back to secure strong wins over Nagle Catholic and Champion Bay. Their impressive record of three wins and one loss showcased their skill, teamwork, and sportsmanship.

Many of the girls usually compete against each other in the Youth Girls competition, making it particularly special to see them unite and display such cohesive team play.



Swimming Carnival

Held in Week 4 of Term 1, the Swimming Carnival was a vibrant and highly anticipated event. Students embraced the perfect weather and participated enthusiastically in a wide range of activities, including championship races, novelty relays, and house-spirit events.

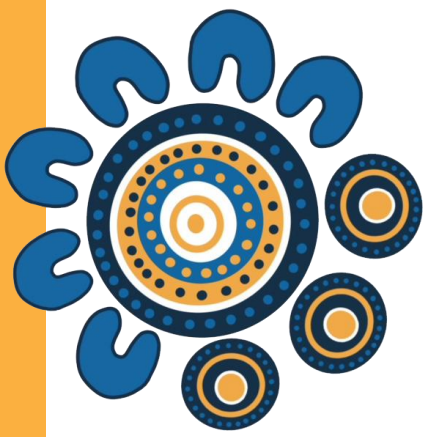
The atmosphere was fantastic, with students giving their best both in the pool and from the sidelines. At the end of a full day of competition, the Mimosa Marlus claimed the overall victory. Congratulations to all students for their effort, sportsmanship, and contribution to a memorable event.

Athletics Carnival

The Annual Athletics Carnival took place in Week 5 of Term 3 and brought together the whole school community for a day of spirited competition and teamwork. With ideal weather conditions, students participated enthusiastically in a variety of track and field events.

Mimosa once again emerged victorious, securing the overall shield for the fourth consecutive year through consistent dedication and strong performances. Congratulations also go to our individual award winners in both the Swimming and Athletics Carnivals, whose achievements across multiple events were outstanding.





Student Leadership

In 2025, student leadership continued to strengthen in both depth and impact. What began the previous year with 20 Senior Leaders expanded to 30 student leaders across all year groups, with sustained momentum throughout 2025. Student voice became increasingly visible in decision-making processes, and participation in leadership initiatives continued to grow across the school.

In Term 1, 18 student leaders attended the GRIP Leadership Conference and Leadership Camp delivered by GRIP Leadership. This experience provided practical strategies to build confidence, resilience and initiative. Students reported feeling more empowered to lead within their year groups and to take greater responsibility in shaping school culture. The camp component further strengthened teamwork, communication skills and peer connection.

A significant highlight of 2025 was the development of our Aboriginal student leadership group, Maajayimanha Mob. Through the Yamatji On Country experience, these students stepped forward as leaders not only within the school but also within the wider community. Their involvement strengthened cultural identity, pride and representation, and provided authentic leadership opportunities grounded in culture, voice and community responsibility.

School Captains continued to represent the student body with distinction at key events, including the RSL ANZAC Service and School Board meetings. Their presence at these formal occasions reinforced the importance of student representation in governance and community engagement. Student leaders also continued to contribute to local initiatives, including engagement opportunities connected to the youth precinct development and regional events.

Junior leaders remained active in practical school-based initiatives, including supporting the Seeker Shop, developing rosters and contributing ideas to promote positive student behaviour. Their willingness to take initiative demonstrated that leadership capacity is developing strongly across all year levels.

Overall, student leadership in 2025 reflected a maturing culture of voice, agency and representation. Students increasingly recognised that their perspectives influence decision-making and contribute meaningfully to both school improvement and community connection.



Year 12 School Ball

The 2025 Geraldton Senior High School Ball was an unforgettable evening that brought together elegance, celebration, and the vibrant spirit of the Year 12 cohort. Held on 5 April 2025, the event showcased the maturity and unity of our senior students as they marked one of the most significant milestones of their final school year.

With the theme being 'Glitz and Glamour', the students arrived in stunning formal attire, welcomed by a beautifully styled venue that set the tone for a night of fun and celebration.

During the night the students enjoyed dancing to fantastic music, a light supper and photography that offered students the chance to connect, create memories, and celebrate their journey through secondary school.

🎀 Belle of the Ball — Mysha Finch

Recognised for her elegance, poise, and warm presence, Mysha represented the spirit of the evening with grace and style.

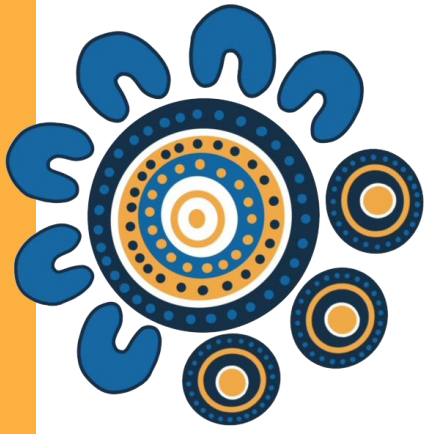
👦 Beau of the Ball — Zama Aman

Zama was celebrated for his charm, presentation, and the positive way he engaged with peers and staff throughout the night.

★ Star of the Night — Te' Ahi Kaa Kauwhata

Awarded for embodying the energy and heart of the event, Te' Ahi Kaa shone through with enthusiasm and joy that uplifted everyone around them.





NAIDOC

Annually in Term 3, NAIDOC Week is proudly celebrated at Geraldton Senior High School. In 2025, the school marked the occasion with a vibrant and inclusive program of activities designed to honour and celebrate the histories, cultures and achievements of Aboriginal and Torres Strait Islander peoples. Throughout the week, a range of meaningful events provided opportunities for First Nations students and staff to proudly share, strengthen and showcase their resilient and enduring cultural heritage, while encouraging understanding and respect across the wider school community.

As part of our pre-NAIDOC celebrations, we were excited to welcome Sean Choolburra to the school. Sean performed his *Live and Deadly Show* for our Year 11 and 12 students, delivering an engaging and dynamic performance that combined humour, storytelling, dance and cultural knowledge. A proud First Nations comedian, dancer, storyteller and cultural ambassador, Sean is recognised as one of Australia's leading Indigenous entertainers. His ability to weave traditional Aboriginal culture with contemporary comedy created an experience that was both highly entertaining and educational. Students were thoroughly engaged and responded positively to his authentic and energetic presentation. As a gesture of appreciation, students from the WW program presented Sean with a unique artwork carrying local significance, a meaningful token of thanks for sharing his culture and talent with our school.

The Aboriginal Education Team proudly hosted this year's NAIDOC Week celebrations, guided by the 2025 theme, *'The Next Generation: Strength, Vision & Legacy.'* The theme strongly resonated within our school context, highlighting the importance of empowering young people to carry culture forward with pride, confidence and vision. A variety of activities were carefully planned to ensure all students and staff had opportunities to be involved in the celebrations.

The week commenced with a whole-school NAIDOC assembly. First Nations student presenters led the assembly with confidence and pride as they welcomed invited guests, staff and peers. We were privileged to host two inspiring guest speakers who generously shared personal yarns about their life journeys, cultural identity and the importance of remaining connected to community and culture. Their words were delivered with wisdom, strength and authenticity, leaving a lasting impression on the audience. Staff and students alike expressed their appreciation for the opportunity to listen and learn from such influential women within our community.

To conclude the assembly, the newly named Wirri Bundara Dance Group, meaning 'Blackfulla Stars' in Wajarri language, performed a powerful modern routine infused with traditional movements. The group, made up of proud First Nations boys and girls and choreographed by Aboriginal Education Support Coordinator Kim Ryder, captivated the audience. Their performance blended contemporary beats with the powerful sounds of traditional instruments, symbolising the strength of culture in both modern and traditional contexts. Following the assembly, guests were invited to a morning tea, providing a valuable opportunity to yarn with presenters, performers and staff in a relaxed and welcoming setting.

Another highlight of the week was the Sand Art Project. Students had the opportunity to work alongside talented Noongar/Yamatji artist Arthur Garlett to create a striking sand art masterpiece using locally donated sand. Through collaboration and creativity, students contributed to an artwork that symbolised



the deep interconnectedness of land, sea, sky, animals and people within Aboriginal culture. The piece also represented unity and the coming together of communities to celebrate 50 years of NAIDOC. The project provided a hands-on cultural learning experience that students embraced with enthusiasm and pride.

Midweek, the Aboriginal Education Team hosted the annual NAIDOC cook-up, providing a traditional lunch for invited guests, staff and students. The menu featured a variety of kangaroo dishes, including curries, stews, mince, kebabs, sausages and a sweet and sour option, all served with damper and steamed rice. The cook-up was warmly received, with many students eager to try the dishes and expand their cultural experiences through food. Sharing a meal together reflected the true spirit of NAIDOC, community, connection and celebration.

On Thursday, the Stars Foundation mentors coordinated an engaging expo on the school oval during recess and lunch. A variety of community organisations generously supported the event, including GRAMS, Bunnings, Real Futures Parent Pathways, Geraldton Universities Centre, Geraldton Police, Meedac, PCYC and the Geraldton Museum. Their involvement strengthened the sense of community partnership and provided students with access to valuable information, activities and opportunities in a positive and supportive environment.

The week concluded with a friendly and spirited football match hosted by the Clontarf Academy staff. The lunchtime game was fast-paced and highly entertaining, with students enthusiastically demonstrating their football skills while staff members joined in the fun. A standout feature of the match was the Player of the Match award, which included a one-of-a-kind football specially designed by Arthur Garlett. The presentation of this unique prize brought the celebrations to a memorable close.

Overall, NAIDOC Week 2025 at Geraldton Senior High School was a proud and successful celebration of culture, identity and community. The week's events not only honoured the theme of *'The Next Generation: Strength, Vision & Legacy'* but also reinforced the school's ongoing commitment to supporting and celebrating Aboriginal and Torres Strait Islander students, families and communities.





Clontarf Academy

In 2025, The Geraldton Clontarf Academy continued its long-standing partnership with Geraldton Senior High School. Academy members were provided with meaningful opportunities to develop academically, socially, and personally through Clontarf's core focus areas: education, sport, leadership, wellbeing, and employment.

Education

In 2025, 17 young men completed Year 12, with three students achieving their Western Australian Certificate of Education (WACE). This represents the Academy's highest Year 12 completion count in the past four years. The Online Literacy and Numeracy Assessment (OLNA) continues to be the greatest barrier to students attaining their WACE. The Academy commenced the year with 107 enrolled students, concluding with 100, resulting in a 93% retention rate. The average attendance rate was 71%, consistent with attendance trends observed in 2024. Despite this, the Academy continues to see steady improvement in Year 12 completion.

Sport

Sport remains an important avenue for developing resilience, teamwork, sportsmanship, and positive relationships between students and Academy staff. Morning training sessions were delivered twice a week before school, promoting healthy routines and regular physical activity. Across the year, 76 training sessions were conducted, with an average attendance of 25 students per session. Each training session concluded with a cooked breakfast, allowing students and staff to build camaraderie and acknowledge student achievements. The Academy participated in six football carnivals and two basketball carnivals. The Year 8/9 football team achieved outstanding results, winning the Clontarf Junior Football Carnival (Armada), Binjareb Wirrin Cup (Mandurah), Coral Coast Cup (Carnarvon), and the Wadjemup Cup. All carnivals were delivered in alignment with Clontarf values, emphasising fair play, respect, and the Clontarf Spirit.

Leadership

Leadership development is fostered through positive role modelling and consistent mentoring provided by Academy staff. In 2025, students participated in 15 camps across locations including Cervantes, Carnarvon, Kalbarri, Perth, Mandurah, and the major end-of-year trip to Brisbane and the Gold Coast. These experiences broaden students' perspectives, build communication and interpersonal skills, and strengthen relationships between staff and students. Academy members also contributed to the local community through community clean-ups, volunteering, buddy reading at primary schools, and umpiring school carnivals.



Wellbeing

The Academy continues to prioritise physical, social, and emotional wellbeing by supporting access to local health services and encouraging healthy lifestyle choices. The Clontarf Foundation gives Academy members access to a free health check every year. The Geraldton Regional Aboriginal Medical Service (GRAMS) conducted 77 health checks in 2025, assessing both physical and mental health. Nine students received referrals for further assessment. The Academy also facilitated four health education sessions covering drug and alcohol awareness, sexual health, mental health, and nutrition.

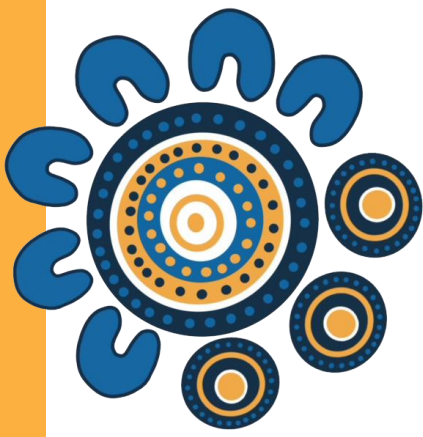
Employment

The Academy supported improved employment outcomes by facilitating workplace exposure, developing work-readiness skills, and helping students obtain necessary employment documentation. Students participated in ten worksite visits across a range of industries including mining, construction, defence, retail, logistics and health. Year 11 and 12 students also attended an employment forum featuring 17 local partners. The L2P Driving Program assisted 11 students in obtaining their learner's permit and 10 in achieving their provisional licence. All Year 12 students completed a transition plan and will continue to receive support into employment or further study in 2026.

Conclusion

The Geraldton Clontarf Academy continues to provide valuable opportunities that support the personal growth, educational engagement, and long-term outcomes of its members. In 2025, the Academy strengthened Year 12 completion outcomes and continued working with the school to reduce barriers to education and improve attendance.





Celebrating 10 Years of Stars

2025 marked a significant milestone as the Stars Foundation proudly celebrated its 10-year anniversary. Over the past decade, our commitment has remained steadfast: to support Aboriginal and Torres Strait Islander girls to attend school regularly, engage meaningfully in their education, and build confident pathways toward successful futures.

This year reflected growth, resilience, and strengthened outcomes for our students and the wider community at Geraldton Senior High School.

Our Commitment to Greater Outcomes

Our program continues to focus on five key pillars:

- Wellbeing
- Healthy Lifestyles
- Education, Employment & Training
- Community & Culture
- Leadership

At the beginning of 2025, we supported whole-school induction days across each year group. During these sessions, we revisited Stars expectations, aligned shared values, and guided students through meaningful goal-setting activities for the year ahead.

Following induction, students participated in a team-building excursion to the Aquarena on the Biff. This provided an opportunity for the girls to connect outside the classroom environment before sharing a healthy lunch together. The day set a positive and unified tone for the year.

Throughout 2025, structured activities before school, during breaks, Form, and Team Time sessions created deeper engagement opportunities. A change to Team Time scheduling strengthened participation and relationship-building across year groups. Our hands-on and engaging sessions included cooking challenges, weaving and painting art sessions, gallery visits, workout sessions with GRAMS at Point Blank Fitness, incorporating “Deadly Talks” for each year group and creative arts sessions focused on culture and self-expression. These experiences strengthened confidence, teamwork, cultural pride, and healthy lifestyle habits.



Successful Transitions – Year 12 Graduates

We are proud of our 2025 Year 12 cohort and the pathways they have secured, including, employment opportunities, traineeships, further education and training pathways.

All 2025 graduates now have access to the exclusive Stars Alumni App, which provides employment connections, sponsor engagement opportunities, ongoing mentoring and continued connection to the Stars network

We are fortunate to have a dedicated Transitions Coordinator onsite. In 2025, we hosted our inaugural Futures Forum — a significant success. Students gained valuable experience engaging directly with potential employers, building confidence, and practicing professional communication skills. Several students secured employment opportunities as a result of their strong first impressions and positive interactions.

Graduates continue to receive individualised transition support to ensure no student navigates post-school life alone.

Student Success & Leadership

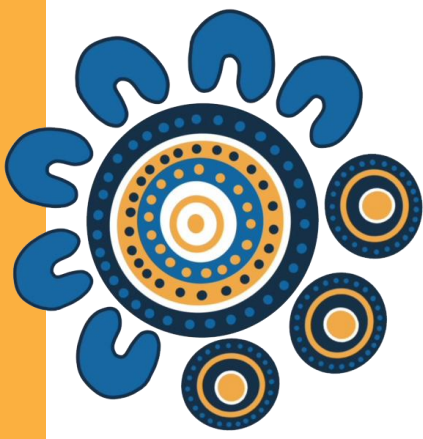
Throughout 2025, our students received student awards and formal recognitions, stepped confidently into leadership roles, applied for and secured traineeship opportunities, overcame personal and physical challenges through participation in swimming and athletics carnivals and celebrated not only achievement winners but also those who courageously stepped outside their comfort zones. Their growth, resilience, and courage are achievements in themselves.

Partnerships, Worksite Visits & Community Connections

Strong partnerships remain central to our success. In 2025, we strengthened relationships with local organisations and community partners, collaborated with in-school programs to support holistic student outcomes, hosted a successful NAIDOC Expo, conducted worksite visits to Kmart and Bunnings, providing valuable exposure to workplace environments, supported students with TAFE visits, applications, and transport while completing certificate courses

We also acknowledged and celebrated important cultural and national dates, including Reconciliation Week, National Sorry Day, Mabo Day, Women's Health Week, Harmony Day, NAIDOC Week, International Women's Day and ANZAC Day. These events provided opportunities for education, reflection, celebration, and cultural pride.





Sport, Camps & Cultural Engagement

Our program actively supported girls in extracurricular, sporting, and cultural engagement opportunities. Highlights included:

- Hosting a Netball Carnival in Geraldton, welcoming Stars members from schools across Western Australia. The visit included a Cultural Day hosted by GSAC, strengthening connections and forming a powerful sense of sisterhood.
- Attending the Deadly Minds Matter Netball Carnival hosted by Shooting Stars, where students engaged with Australian Diamonds player Donnell Wallam.
- Participating in — and winning — the Jambinu Football Carnival hosted by the Stephen Michael Foundation.
- Supporting participation in swimming and athletics carnivals.
- Facilitating On Country Days and hosting camps.

Students enjoyed camp experiences in Kalbarri and Perth, strengthening friendships and building independence.

Our Year 12 cohort also experienced a memorable reward camp in Queensland and favourite activities, enjoyed by students were visiting Australia Zoo, enjoying a boat cruise, dining out as a group and visiting Wet'n'Wild. For some students, it was their first time flying — an experience they will cherish for years to come. These opportunities built resilience, confidence, independence, and lifelong memories.

Women's Health & Wellbeing Focus

Women's Health Week was a key highlight, reinforcing our commitment to empowering young women with knowledge, confidence, and self-care strategies. Wellbeing initiatives remained a consistent and integral part of weekly programming throughout the year.

Growing Our Team

2025 saw exciting growth within our program team, including the appointment of a new Program Coordinator and recruitment of three additional staff members.

This expansion strengthened our capacity to deliver meaningful engagement and individualised support.

End-of-Year Celebration

We restructured our end-of-year celebration to increase inclusivity and community involvement, resulting in over 60 students in attendance, a record number of families present and a strengthened sense of community pride and connection.

The event reflected both the growth of the program and the trust built with families over time.



Supporting Transient Families

With increased family movement anticipated in 2026, we are grateful that as Stars continues to expand nationally, students transferring to participating schools can remain connected within the Stars network. This ensures continuity of care, support, and belonging.

Looking Forward

As we reflect on 2025, we celebrate 10 years of impact, stronger transitions and career pathways, increased engagement and participation, deepened community partnerships, meaningful camp and cultural experiences and a growing and dedicated team. We remain committed to walking alongside our girls — supporting them to attend, engage, achieve, and transition confidently into life beyond school.





GERALDTON
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Learning Now, for the Future



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