



# GERALDTON SENIOR COLLEGE

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## Annual Report - 2005

### Introduction

2005 represented the mid year in the implementation of the 2004-2006 College Development Plan.

The purpose of this report is to present data relating to our Key Performance Indicators. It is also an opportunity to celebrate school and student achievements, acknowledge significant events, demonstrate financial accountability and indicate ongoing priorities and strategic directions for improvement.

### Overview

Staffing levels have settled and in 2005 the College was staffed for the second year according to the State Staffing Formula.

Throughout the year students performed impressively with many outstanding achievements in local, state and national academic, music, dance and sporting competitions. Performance at Country Week was exceptional with the College reaching five finals and winning three 'A' division events. These achievements were acknowledged and celebrated during formal assemblies, in newsletters and in the local media. The College continues to provide students with organised socials, excursions and held outstanding public presentations and exhibitions in Art, Drama, Dance and Music.

The College again conducted a number of highly successful formal assemblies with encouraging levels of parent/guardian attendance to celebrate and acknowledge student achievement, induction of College leaders, Founders Day and to farewell Year 12 students. Music, dance and drama performances by students in each of the assembly programs proved to be popular and a public demonstration of outstanding talent.

Evidence based upon an analysis of teacher assessment of Year 10 student performance shown in Student Reports identifies Learning Area outcomes that require focus as well as those where student performance is 'as expected'.

The performance level of Year 11 students, based upon the same source of evidence, shows a considerable number who may not achieve secondary graduation. Early intervention including counseling, subject re-selection and career guidance is planned for early 2006.

The level of Student Graduation, Year 12 TEE and WSA results detailed later in this Report were comparable to previous years. The implementation of strategies by staff following data interrogation work with members of the Post Compulsory Analysis and Performance was an important aspect of our improvement efforts and needs to become embedded in each Learning Area Strategic Plan.

Analysis and strategies for further improvement are also referred to later in this Report.

The number of Indigenous students continuing to year 12 is increasing however the performance gap between Non Indigenous and Indigenous students remains a serious concern. The impact of the Warlugurra Walgamanyulu and Football Academy programs has been significant in terms of improved attendance and participation. Both programs completed their first two year cycle and will aim to include year 10 students through further initiatives in 2006.

The declaration of the State priorities and associated targets in the 2005-2008 Aboriginal Education Operational Plan will require concerted effort across the College community to lift performance with respect to attendance, participation and successful completion to year 12.

The College Council engaged in a wide range of business activity that included revising its Constitution, accepting the 2004 College Report, reaffirming goals for 2005, participating in a community survey, assisting in the review of the College Behaviour Management Policy and leading with initiatives to select Teachers for Excellence Awards. Council also carried out its duties to support the management of the College Budget which expended \$1.14m (99.96% of revenue) on operational and strategic initiatives during the year.

The Colleges' P&C group continued their support for the operation of the canteen services and the Chaplaincy service. Numerous projects were supported financially including the initiative to underwrite an incentive awards scheme aimed at recognizing dress code compliance. An application for Federal Government funds from the "Investing In Our Schools" program was submitted in July. An announcement in late December indicated we had been successful with an amount of \$150000 to be made available during term 1, 2006.

The challenge of creating the opportunities for a greater level of parent participation still persist.

Improvement Notices issued during a Work Safe officer visit in August 2004 were completed in term one with the installation of an improved air circulation system in the D&T workshops. In term four additional funding was approved for the redesign and construction of wheel chair access pathways between the S&E block, English car park and the Arts block.

A Steering Committee for the Secondary Education Revitalisation Project met throughout the year and Working Parties established early in 2005 provided unprecedented community collaboration in the development and submission of an 'Education Brief' for a proposed Education Precinct. The project has acted as a catalyst for broader community collaboration and the lead role played by the Coordinator, Dr Howard Gray is acknowledged.

## Student population

Our population at the February Census was 915. The breakdown was:-

	Non Indigenous	773 (84%)	Indigenous	142 (16%)
Year 10	355	144 m 152 f	30 m 29 f	
Year 11	316	163 m 112 f	28 m 13 f	
Year 12	244	92 m 110 f	22 m 20 f	
		51.6% males 48.4% females	56.3% males 43.7% females	

Interesting to note that by November the student numbers had dropped to 818. The largest reduction was in the Year 12 group (20%) followed by Year 11's (14%). Most left during semester two. The main reasons for students leaving were:- employment and other training opportunities.

In 2006 students are required to stay at school or in training until they finish the year in which they turn 16. By 2008 the leaving age will be 17. There are significant implications for College programs and operations which will be central to the business of committees working on the 'Revitalisation of Secondary Education' project.

It is anticipated the student numbers commencing in 2006 will be 980. This is 6% higher than in 2005 and in part due to raising the leaving age. Appendix 1 shows the student population numbers 2001-2005.

## Staff

Our teaching staff allocation was 70.51. During the year eight staff took up extended leave entitlements and at the end of the year eight staff chose to seek appointments elsewhere. Three staff will be on leave for the duration of 2006. Ms Rhonda Kennedy returns to her substantive position as Manager, Student Services.

Mrs Trudy Chick was appointed to the Mathematics Program Coordinator position at South Fremantle SHS. Twelve staff had their Senior Teacher status confirmed. All teachers were notified of the requirement to register with the WA College of Teaching by March 2006.

School Officers and the Registrar participated in a position classification review which resulted in five of the eight positions being reclassified upwards based on a work value assessment.

The cleaning service contract finished at the end of the year and appointments were made for a full complement of staff ready for a training program and start up for the 2006 school year.

## Budget (Outcome 6)

There are four main components which need to be considered to demonstrate financial accountability and effective resource management.

### 1. Staffing deployment

From a total allocation of 70.51 FTE teaching staff, 69.24 (98%) were deployed to meet the timetabled programs and specialist roles required to lead and manage the College. An equivalent of 3% was converted to the salary pool to purchase additional services VIZ. IT Technician support; First Aid Officer; VIP Education Assistant; and to implement strategies outlined in the College Plan.

A Memorandum of Understanding with the Central West College of TAFE and a Service Agreement with the Clontarf Foundation were developed to ensure ongoing staffing support for the MidWest Football Academy 'Kicking Goals' program.

The staffing commitment to other discrete programs (Warlugurra Walgamanyulu; Marine Construction; Skilling Through Enterprise Program; Year 10 VIP) was maintained.

Additional staffing was allocated for Career Development initiatives this year. Improving participation and retention rates and ensuring all year 10 students were comprehensively supported in their decision making for year 11 programs required a 'whole of school' approach to the Career Education program.

All Year 10 Careers classes were run with approximately 15 students to ensure a greater degree of individual attention.  
A Career Development Coordinator position was created within the CAVE establishment.

### 2. Salary Pool expenditure

This is the College's largest cost centre. Funds are directed here from numerous sources including converted FTE, School Grant allocations for staff Professional Development, Commonwealth Literacy and Numeracy program allocations and other Commonwealth and State specific purpose grants.

Expenditure represented \$205072 and was directed to the following strategies and programs:-

• Teacher relief for College Plan activities	\$57517
• Professional Development relief	\$22945
• Office & clerical support	\$36445
• Commonwealth Literacy program	\$30108
• Youth Advantage Strategy & IESIP support for the Walugurra Walgamanyulu program	\$30888
• First Aide Officer and VIP Education Assistant	\$24890
• MidWest VET cluster	\$ 2279

An additional amount of \$33051, being the initial allocation for a Parent School Partnership Initiative called 'Removing Local Barriers', is carried over to be expended when it commences in 2006.

### 3. Finances

Revenue and expenditure presented in comparative budget reports and shown in the analysis summary in Appendix 8 illustrates that 99.96% of funds allocated for 2005 were spent during the year.

Total funds available were \$1,317,487 which included a \$202,722 carryover from 2004.

Total Expenditure was \$1,114,272 with a carryover of \$203214 available for 2005.

The College currently holds \$426,261 in Reserve accounts primarily for the replacement of plant and equipment.

### 4. Buildings and plant.

An audit of school buildings was conducted early in 2005. This was a benchmarking exercise in preparation for the capital works program that will flow from the 'Revitalising Secondary Education' project.

Based on our student numbers we meet the benchmark figure for the required number of 'Effective Teaching Areas' (EFTA's). The formula however does not take into consideration the impending demands and potential for further demands on accommodation brought about by different curriculum delivery methods and the discrete program needs of those who return to school under the 'Raising the Leaving Age' strategy.

A request for additional classroom accommodation has been presented through the District Education and Training Plan.

Toward the end of the year and after extensive consultation an Education Brief for the refurbishment of the College and development of a 'Precinct' site was presented to Education Department Officers for their consideration. Concept plans are currently being developed.

General Restoration Maintenance Funding (\$870,000) announced in late 2004 was not drawn on during 2005 and it is most likely that at least half of it will be allocated for the 2006 financial year with the balance being incorporated into the major capital works program during 2007-'08.

The 'Learning with Information and Communication Technology' program moved slowly during the year as ongoing revision of the infrastructure requirements caused the program timeline to be extended. The data point and power outlet installation work is likely to conflict with the capital works program. Coordination of the various programs will be essential to avoid duplication and/or wastage.

The College was successful in attracting \$150,000 through the Commonwealth's 'Investing In Our Schools' program however the timeline to spend the funds on improving student facilities and installing computer benches will need revision based on the other programs mentioned above.

## COLLEGE PERFORMANCE INDICATORS

The College Strategic Plan 2004-2006 has three key objectives and within each of these areas there are a set of strategies, which are further supported by actions outlined in our Aboriginal Education, Technology and Literacy Plans.

The collective effort of all strategies contributes to our performance in eight outcomes. This report is transitional because it is organised to present data about six Key Performance Indicators established for the 2004-06 Plan. This direction preceded the introduction of the eight outcomes which form the basis of the system review process that schools are now required to report. The eight outcomes are listed on the last page in this section and links to them are identified within each KPI report.

### KPI 1. Student attendance (Outcomes 1 & 2)

**TABLE 1**

**Attendance statistics Years 10 – 12, 2002 – 2005**

STUDENT GROUP	GSC				ALL SCHOOLS			
	2002	2003	2004	2005	2002	2003	2004	2005
All Students	78.6	78.5	82.8	84.2	84.1	81.9	88.7	90.2
Aboriginal	70.1	69.2	69.4	64.4	77.5	73.2	70.4	69.6
Non Aboriginal	87.0	87.8	85.6	85.6	90.7	90.6	89.8	90.1

While the 2005 GSC attendance figure is comparable to 2004 the difference between the state figure continues to be a concern. A deliberate strategy to ensure parents are informed promptly of unauthorised absences by SMS text via the MsgJ service commenced in semester two.

The Attendance statistics shown in Appendix 2, Table 2 identifies the key concern with year 10's, particularly Aboriginal students.

Another initiative introduced in 2005 was the 'Positive Attendance Plan' run as a multi agency approach aimed to intervene with chronic non attenders – many of whom are Aboriginal. This strategy has the potential of making a significant impact but will require the College to ensure the programs available to students who have disengaged, are appropriate when they return.

A twelve month project (commencing Nov 2005) supported by funding from the Commonwealth Government's 'Parent School Partnership Initiative' will focus on an investigation of the local barriers to Aboriginal student participation in education and recommended actions the College needs to pursue for 2007 and beyond.

### KPI 2. Student retention to Year 12 (Outcomes 1, 2, 3)

**TABLE 2**

All students	February	November	Retention rate
2001 - 2003	383	222	57.9%
2002 – 2004	321	176	54.8%
2003 – 2005	346	195	56.4%
Aboriginal students	August	Nov	
2001 - 2003	14/33	5/10	31.9%
2002 – 2004	19/25	11/9	46.5%
2003 - 2005	32/35	18/17 ( 11/12)	50.0% (32.9%)

The retention rate of year 12's (56%) is a major concern particularly for those students who are not succeeding with their school program. The rate for non – Aboriginal students is lower than the state average and in many cases students drop out in semester two after major school events (College Ball and Country Week) have finished.

A compulsory Career Education program for Year 10 students was introduced in 2004 as a key strategy to assist students develop a better understanding of suitable pathways and the personal attributes that are required for choosing appropriate subjects and Courses of Study for year 11 & 12. The strategy will continue and be developed further in 2006.

The retention rate for Aboriginal students continues to improve however successfully completing year 12 (32.9%) or its equivalent remains a focus of our attention.

An issue has arisen because of the different understandings associated with the term 'completion'. Completion has a different meaning for students involved in some discrete programs. Eg. MW Football Academy students participating in a year 12 program until term 4 equates with completing, while to others, fulfilling the requirements to be eligible for Secondary Graduation means completing year 12.

In our current economic climate employment may prove to be an attractive alternative for year 12 students in 2006.

### **KPI 3. Student outcomes measured against:**

- **Semester reports – Year 10 Overarching Learning Outcomes (Outcome 1)**

#### **YEAR 10**

Data illustrated in Appendix 4, Table 6 shows the level of achievement of students and the percentage judged by teachers to be working at or beyond a locally determined benchmark (L4) for the required (Schedule A) outcomes reported in all the Learning Areas. In the Learning Areas of Technology & Enterprise and The Arts, a sample of the different contexts with the largest number of students is reported. The Level 4 benchmark represents an expected minimum standard of satisfactory performance at this year level and is determined through teacher moderation and consensus, and reference to State level assessments.

Table 7 shows the percentage of students at or beyond the Achievement Targets set by the system for year 9 students. The expectation is that 50% of students should be achieving this target, which is also set at Level 4. (Exception being the Space Outcome in Mathematics where it applies to some Aspects only)

As this is the first year where all Learning Areas have reported achievement levels it is not appropriate to be making statements about comparative performance with previous years where grades and some levelling was reported. Rather it is important to be considering trends and to be developing ways of measuring the 'value added' component of a year 10 program.

The most recent performance data for the 2005 cohort shows moderately strong standards (>60%) being achieved in the reported outcomes in English (S&L 62%; Reading 60.4%; Writing 61.8%); Mathematics (Number 65%; Measurement 72.6%; Algebra 63.7%); Science (Investigating 69.5%); Health & Phys Ed (Self Management Skills 61.3%); The Arts (Visual Arts 78.3%). The performance of students in electives from different contexts offered within the Learning Areas of The Arts and Technology & Enterprise, shows a wide range of achievements. This performance is 'as expected' and is consistent with previous trends.

The data highlights significant issues with respect to the difference in achievement between Non Indigenous and Indigenous students and between males and females. The marked difference between Non-Indigenous and Indigenous performance shown in Table 7 ranges from 15% (Maths – Space) to 34% (English – Writing). While 50% or more of Indigenous students achieved the Year 9 Target in Maths (Measurement) and Science (Investigating), their performance was still 20% or more below that of Non-Indigenous students.

Girls out performed boys in most Learning Areas with the most significant differences being in all English outcomes where 20 – 25% more girls achieved at or beyond the Level 4 benchmark however the difference between Indigenous boys and girls was less pronounced. In Science (Investigating), Mathematics (Space) and H& Phys Ed (Skills For Physical Activity) boys achievement was better than girls.

Year 10 performance data and trends illustrate that analysis of Year 9 MSE data is critical to ensuring success of the transition process particularly from John Willcock College and to target teaching and learning strategies that maximise staff capacity to 'add value' for students during year 10. There are implications for whole of school approaches to improving literacy (and boys in particular) as well as our approaches and programs for Indigenous students.

#### **Highest Achievers**

Dux – Aleck Greenham

Outstanding Achiever Awards – Megan Basell, Bree Clarke, Jocelyn Coleman, Hayley Parkin, Taree Schilling and Sophie Toster.

- **Semester reports – Year 11**

#### **YEAR 11**

Over all, in terms of attaining Grades of C or better in TEE subjects, see Appendix 5, Table 8, Year 11 student achievement is generally sound and provides a solid foundation on which to build Year 12 performances.

Student performance; particularly in English, Information Systems, Economics, Geography, History, Human Biology, Physical Science, Art and Drama Studies with 70 percent of students with a C or better is very strong. Those subjects in the next range from 60 to 69 percent with a C or better have a sound basis on which to pursue improvement. In need of focus are the performance of students in subjects with less than 60 percent with a C or better.

While it is acknowledged that different cohorts are being compared in Table 8, there are a number of subjects where the percentage of C or better are noticeably different. In Accounting, Biology and Geometry & Trigonometry differences in performance compared to 2004 are much lower whereas in Information Systems, History and Drama Studies performance figures show significant improvement.

In addition to TEE subjects, it can be seen in Table 9 that an extensive range of WSA subjects were studied in Year 11. Analysis shows that in nineteen (48%) of these subjects 75 percent of students achieved at a C or better, and that in fifteen (38%) of these subjects 51 to 74 percent of students achieved at a C or better. This data is indicative of subject choice offered and it is encouraging that there was an improvement in the number of subjects where satisfactory levels of student performance was recorded.

Our close analysis of all student performance identified eighty six students 'at risk' of not successfully completing their programs by the end of year 12. Twenty eight of these students have been identified for immediate intervention and given 'year 12 provisional enrolment' status for term 1. Materials produced through the Post Compulsory Assessment and Performance Project will allow staff to analyse and reflect more critically on subject results data. This type of scrutiny and staff recommendations about the implementation of strategies is expected to be presented through the 2006 Learning Area Strategic Plans.

#### **Highest Achievers**

Recipients of 'Outstanding Achievers' Awards

Briony Carlyon, Lani Channing, Cherie Goode, Ashton Kealy, Tamara Lipscombe, Bianca Shaw and Jaimee Thorniley.

## YEAR 12

- **TEE and WSA results (195 students)**

GSC results published in the West Australian 'League Tables' are presented in Appendix 6 Table 10. The school Scaled Mean results for all TEE subjects compared to the State results are shown in Appendix 6 Table 11.

The College was placed in the 'Top 10' schools in Human Biology (TEE Subject) and the following WSA subjects:- Drama, Graphics Technology, Nautical Studies and Small Business Management and Enterprise. This represents commendable performance.

The most noticeable figures reflecting student pathway choices show a move away from full TEE programs to WSA programs that also include some TEE subjects. The TEE participation rate dropped from 43% to 32% while the WSA participation rate increased from 48% to 61%. These figures represent the lowest (TEE) and highest (WSA) participation rates during the fluctuations shown over the past six years.

The median TER (69.25) is below but comparable to the previous year (71.55) and almost 4 points higher than the previous three years. The provision of additional tutorials and special academic taskforce programs has made a contribution to this continued improvement and are recommended to continue in 2006.

It is pleasing to note that the highest achieving TEE student (Paula Markham) achieved in the top 1.5% of the year 12 population and was inducted into the Gallop Club at the beginning of 2006. Alaina May, one of the top WSA students achieved a Curriculum Council Certificate of Distinction in Structured Workplace Learning – Sport & Recreation

**TABLE 3**

**GERALDTON SENIOR COLLEGE TEE RESULTS 2001 – 2005 (BOLD INDICATED STATE PROPORTION)**

Category	2001	2002	2003	2004	2005
Total Year 12	217	185	220	174	195
N <sup>o</sup> . sat TEE	81	78	105	71	57
TER 90 – 100	6	5	9	7	4
TER 80 – 89	14	11	11	19	14
Students achieving tertiary entrance	41 (51%)	66 (85%)	75 (71.4%)	51 (70%)	41(71%)
Highest individual score	98.05	94.2	97.2	95.9	98.5
Students applied for tertiary entrance	65 (30%)	57 (31.1%) <b>(52.7%)</b>	75 (34.1%) <b>(50.7%)</b>	60 (34.9%) <b>(47.6%)</b>	46 (23.5%) <b>(47.4%)</b>
Students offered tertiary places	29 (44.6%)	25 (43.9%) <b>(71.9%)</b>	32 (42.6%) <b>(71.6%)</b>	42 (70.0%) <b>(82.6%)</b>	35 (76.1%) <b>(87.6%)</b>
Students accepted tertiary places	23 (79.3%)	15 (60.0%) <b>(75.4%)</b>	14 (43.8%) <b>(77.0%)</b>	17* (40.5%) <b>(75.2%)</b>	15* (42.9%) <b>(71.4%)</b>

\*In 2004, 22 students deferred their university placement. In 2005, 15 deferred.

**Bold** figures represent State statistics.

### Highest Achievers

Dux – Paula Markham

R/Up Dux – Kate Fry

General Studies – Bradley Carrington-Twiss

Vocational Excellence – Alaina May

### Special Awards

Certificate of Distinction SWL (Sport & Recreation) – Alaina May

Gallop Club – (TER > 400) – Paula Markham

Curtin University Scholarship – Paula Markham

#### KPI 4. Student Graduation (Outcome 1)

The Secondary Graduation rate (81.25%) remained within the normal range for the College however it has become a focus of attention for work with members of the Senior Schooling Academic Standards and Support team when visiting. One of the tensions we experience with our clientele when undertaking an analysis is that the prime purpose of some (Graduation) is not the same as that of others (retention & participation). Strategies to make Graduation a higher priority by students and a commitment by staff to more frequent feedback about expectations and performance will be implemented in 2006 in continued efforts to reduce the gap between the College's performance and the State figure.

In responding to 'Raising The School Leaving Age' the provision of appropriate programs including those that do not have Secondary Graduation as a priority are likely to increase. This has the potential for impacting negatively on the College Graduation rate while we collectively pursue the vision to provide previously disenfranchised students with a realistic preparation for the workplace.

**TABLE 4** GERALDTON SENIOR COLLEGE SECONDARY GRADUATION 2000 – 2005  
(Bold indicates State percentage)

2000	2001	2002	2003	2004	2005
77.2% <b>(91.5%)</b>	88.1% <b>(92.8%)</b>	78.9% <b>(93.2 %)</b>	82.2% <b>(93.0%)</b>	84.4% <b>(94.5%)</b>	81.25% <b>(95.1%)</b>

#### KPI 5. Students continuing in training, tertiary education or gaining employment (Outcome 2)

See Destination survey table for 2004 student cohort. (2005 detail is not available until August)

Through the School Leaver Program a survey of student intentions for the following year is conducted and then followed up with a telephone survey to establish the actual destination. Data for year 12 students (**Appendix 7**) from 2004 showed a fairly close correlation between intention and destination. For example, 35 students declared their intention to go to university whereas 42 were offered places. Further care needs to be exercised when reading the table because 22 of those students have chosen to defer taking up the offer.

Interestingly 56 students had indicated they would be going to TAFE whereas 48 of those contacted had enrolled. More students were involved in part time employment (19) than indicated (10) and fewer students (14) were involved in full time employment than indicated (18).

Two further considerations need to be kept in mind when we review and plan for future programs.

The first is the significant population (37) where the destination is 'unknown' either because they were not involved in the Intentions survey (29) or because the School Leavers Program Officers have lost contact with them (8).

The second is the difference in the number who indicated their intention for an apprenticeship (16) and those (4) who had gained one.

#### KPI 6. Community positive perceptions of the College (Outcomes 1 - 7)

**Community survey** - conducted late in term three to receive feedback about our progress in seven outcome areas. **Appendix 8** provides a comparison of overall results for each outcome. To assist focus the different group's attention to improvement efforts throughout 2006 a summary shown in Table 5 below can be used to identify the outcome areas where there is divided opinion. (shaded cells)

**TABLE 5**

2.3 – 2.7 OPINION DIVIDED (NO CLEAR PICTURE)										
Outcome (No. items)	Year 10 (70)		Year 11(70)		Year 12(60)		Parents(66)		Staff(43)	
	2.3-2.7	2.8-3.0	2.3-2.7	2.8-3.0	2.3-2.7	2.8-3.0	2.3-2.7	2.8-3.0	2.3-2.7	2.8-3.0
1(6)	4	2	3	3	4	2	-	6	6	-
2(5)	1	4	0	5	-	5	-	5	2	3
3(6)	4	2	3	3	4	2	-	6	2	4
4(5)	3	2	4	1	3	2	-	5	4	1
5(6)	4	2	2	4	1	5	-	6	1	5
6(4)	-	4	2	2	3	1	-	4	-	4
7(6)	3	3	1	5	3	3	-	6	1	5

In general responses were positive with stronger agreement by the groups for all areas except outcome 1. In addition two of the five groups indicated less agreement for areas of outcomes 3 and 4. All warrant closer scrutiny to identify the actions needed to demonstrate stronger agreement in the future.

Currently all groups have engaged in an analysis with a view to reporting to Council in May.

**Staff Awards** – Outstanding contributions were recognised at a variety of local, state and national events:-

- Premier's Teacher of the Year Award – Mr Simon Keemink (Finalist)
- Teacher Excellence Award – Mrs Natalie Brown
- Aboriginal Education – Ms Susan Carr (Nominee for State & MidWest Awards)
- NEiTA – Ms Susan Carr (National Finalist), Mr Mark Miragliotta and Mrs Trudy Chick.
- SPERA - 2005 Australian Rural Education Meritorious Award and the NEiTA Community Merit Award - Ms Susan Carr & the Warlugurra Walgamanyulu program.
- MidWest Awards of Recognition – Mrs Andrea Jones (Parent), Mr Ron Ronan (AIEO) and Ms Susan Carr.

**Student Academic Awards** – in addition to the Highest Achiever Awards identified in KPI 3 section.

- Year 12 Indigenous Student of The Year Award nominee -
- Finalists in the MidWest VET Awards - Stuart Thomas, Daniel Crombie, Thomas Lynch and Alaina May
- Discrete program awards (Football Academy; STEP; WW; VIP)
- National Computer Skills competition – Top 10% performers were Brad Carrington Twiss, Brad Solly (Yr 12); Michael Fleming and Aleck Greenham (Yr 10)
- World Skills State Final result. Chris Ashplant (Yr 11) Silver medal in the IT category.
- Randolf Stow awards – Karl Dunmill (Commendation UpperSchool Prose) & Aleck Greenham (3<sup>rd</sup> place Upper School Poetry)
- Premier's ANZAC Tour – Tegan Chick
- Tournament Of The Minds – second to Sacred Heart in the state final. Team – Bree Clarke, Tegan Chick, Sophie Toster & Megan Bassell.

**College Events** – publicised through "The Link" and reported in local newspapers:-

- Swimming carnival – Abrolhos (1146), Moresby (967), Chapman (717), Greenough (630) & Batavia (475).
- Champions: Yr 10 – Kim Sheridan, Jocelyn Coleman & Bridie Battilana.  
Yr 11 – Matthew Dwyer & Nicole Illich  
Yr 12 – Brenton Burton & Lucy Thomas
- Interschool swimming – Nagle (440) & GSC/JWC (350). Yr 10 Champion – Kim Sheridan
- Athletics carnival – Moresby (656), Abrolhos (536), Batavia (407), Chapman (375), Greenough (320).
- 
- CountryWeek – 'A' Division winners – Football, Basketball (Girls) & Hockey (Boys)  
'A' Division Runners Up – Netball  
'B' Division Runners Up – Hockey (Girls)  
Speech – Individual winner was Jasmin Jones
- Interschool lawn bowls – 1<sup>st</sup> GSC, GGS, Nagle, JWC
- Assemblies – Achievers Awards; ANZAC service; Founders' Day; Leavers'; Valedictory
- Drama productions - "The Sound Of Murder" & "The Playroom"
- Art exhibitions – "Tones"; Combined Schools Art Exhibition
- Young Originals Exhibition – One of 20 schools across WA invited to exhibit. Represented by Teegan Gray (Yr 12), Bianca Shaw (Yr 11) & Carly McGowan (Yr 11)
- Dag Hammerskjold Trophy – GSC team was Regional winner and state finalist. Represented by Kahla Schilling,

**VET programs & community partnerships**

- Structured Workplace Learning – 70 businesses supported the program in Semester 1
- School Based Traineeships – 13 Year 11 students and 5 Year 12 students.
- Aboriginal School Based Traineeships – 4 Year 11 students and 9 Year 12 students.
- TAFE Link programs – IT and Hospitality
- Year 10 VIP – "Finding My Place" run in conjunction with the Geraldton Regional library
- School Apprenticeship Link (SAL) launched with 22 students to commence in 2006.
- VET Partnerships with Apprenticeship and Traineeship Company MidWest, Skillhire and Wila Guthera Aboriginal Group Training.

## STRATEGIC DIRECTIONS AND KEY OBJECTIVES FOR 2006

Priorities and Strategic Direction for 2006 are represented in the College Plan 2004 – 2006. This Plan has been informed by evidence presented in this Report and determined through staff participative processes and in consultation with the College Council. Strategic Directions are prescribed by the Department of Education and Training.

A critical strategic focus is that of standards with particular attention by teachers to student performance and professional detail and student compliance to attendance, punctuality, dress code and behaviour policies.

### COLLEGE PLAN 2004 – 2006 KEY OBJECTIVES

- Safe and supportive College environment.
- Excellence in teaching, learning and student outcomes.
- College promotion and image.

### STRATEGIC DIRECTIONS

- Implementation of Curriculum Reform.
- Retention and participation of 15-17 year olds. 'Raising The School Leaving Age' strategy
- Aboriginal Education and Training Operational Plan.
- Building inclusivity in schools.

### The eight outcomes of the mandated School Review Framework are as follows:

1. The school acts to improve performance based on the appropriate analysis of quality data gathered about the standards of student achievement.
2. The school delivers learning experiences that are outcomes focussed and responsive to the needs of students.
3. The school offers a safe, caring and inclusive learning environment.
4. School leadership is committed, responsive and collaborative.
5. School staff are motivated, engaged and competent.
6. The school's financial and physical resources are managed to optimise learning outcomes for students.
7. The school operates in partnership with the community.
8. The school responds to the strategic directions of the *Plan for Government School Education*.

*This Framework seeks to use the Key Objectives of the Plan for Government Schools (2003) as the basis for self assessment.*