



Geraldton Senior College 2013 Annual Report



*To provide
students opportunity
to achieve their potential as
contributing citizens in a global community*



INTRODUCTION

The purpose of this report is to present data relating to our Key Performance Indicators. It is an opportunity to report selected aspects of student progress, individual achievements, progress in the literacy priority, community satisfaction and our financial accountability. In doing so it is important to give brief insight into important contextual information.

CENSUS DATA

The 'half cohort' has now moved into Year 11. The February census return showed 803 students, 45 more than the previous year. 23% were Aboriginal and 2% Cocos Malay. There were more males (53%) than females (47%) with the same proportion in each year group. 52 students boarded at the Geraldton Residential Hostel in semester one and 39 in semester two. 20 students were identified as Special Education Needs students with eight receiving a Schools Plus resource allocation. Most students were integrated into mainstream programs.

We had responsibility for another 91 students who were transitioning between school, training and work options. These were reported in the census, but are not counted for the purpose of resource allocation. This was a significant reduction from the 142 reported last year.

Half of this 16-17-year-old population were 'refusers' who did not commit to any of the options.

In interpreting information presented in this report consideration must be given to the impact 'refusers' and those reluctantly returning have on our data for attendance, retention, behaviour and achievement.

As the main MidWest regional school for senior students it is worthwhile noting that Australian Bureau of Statistics (ABS) 2011 data reports just 35% of the Geraldton Local Government Area population has completed education to Year 12.

SOCIO EDUCATIONAL STATUS

The College has an Index of Community Socio-Educational Advantage (ICSEA) of 898. Average across Australia is 1000. More detail is available on the My School website. www.myschool.edu.au

Our students represent 24 different nationalities and entered from 30 schools with 78% coming from John Willcock College. Student transiency was 38.5%.

STAFFING

74 teaching staff were responsible for delivering our diverse range of programs and were assisted by 27 support staff employed in a variety of roles. One teacher and six support staff are Aboriginal.

All teaching staff met the professional requirements to teach in Western Australian public schools and could be found on the public register of the Teacher Registration Board of Western Australia.

STUDENT ACHIEVEMENT & GRADUATION (KPI)

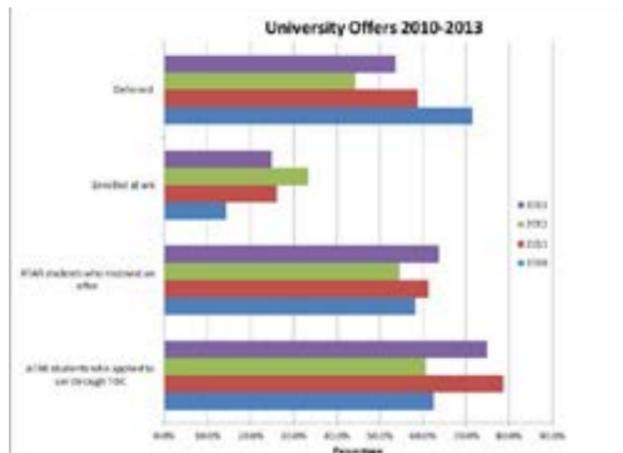
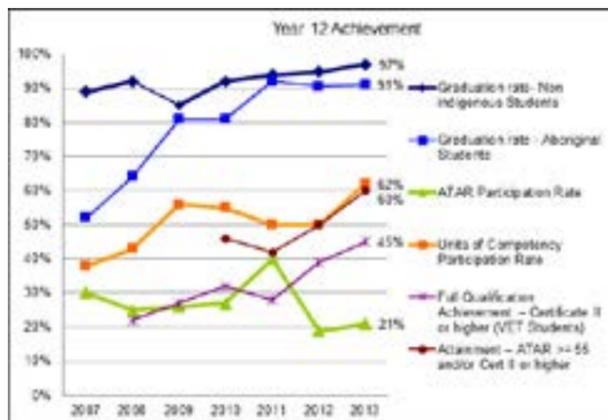
YEAR 12

WA CERTIFICATE OF EDUCATION STUDIES

The achievement of the WACE was 97%, following the upward trend of recent years.

53 Aboriginal students completed Year 12, the largest contingent GSC has had. Of these, 91% achieved the WACE which is consistent with 2012.

Participation in an ATAR program was slightly up and is trending towards the historic participation pattern at the college. The median ATAR was higher at 67.4 compared to 60.4 in 2012. This would reflect the early identification of students not achieving in this program and redirecting them to an alternative program. An increased number of students completed their VET qualifications which led to our Attainment Rate rising to 60%.



UNIVERSITY ENTRANCE

Of the students who applied to university a median ATAR of 71.45 was achieved, an improvement on 2012. 75% of ATAR students applied through TISC for a public university place with 85% of those receiving an offer. 18 out of 28 with offers received their first preference: Curtin, five; ECU, three; Murdoch, five; and UWA, five. There was an increase in the number of students who deferred their place. One student without an ATAR was offered a place at ECU through a portfolio.

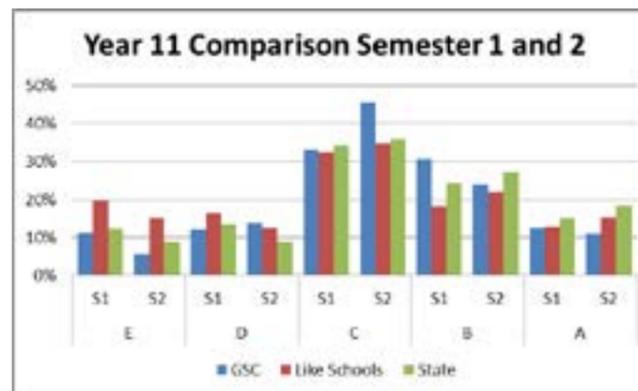
Three students – Sam Gillam, Joe Grundy and Teigan Lawrence received an Excellence Award under the UWA Undergraduate Awards and Scholarships Program.

YEAR 11

In 2013 Academic Standing was introduced as a strategy to tackle underperformance in Year 11. Students needed to adhere to a Performance Standard of a C Grade average to enable them to progress to Year 12. An expectation of attendance of 90% was also a component.

Table with 6 columns: Semester 1, Semester 2, Entered Year 12, Left School, Repeated Year 11. Rows include Conditional Standing, Academic Standing Maintained > C grade + >90% Attendance, and Performance standard >C average but <less 90% Attendance.

At the conclusion of semester 1 the academic standing of Year 11 students was reviewed. The students placed on Conditional Standing were followed up and assisted in preparing an action plan for semester 2. In some cases students moved from ATAR courses to a general pathway. At the end of Year 11 a second review was undertaken and 16 of the students were allowed to remain on a pathway to Year 12 as they had moved from an ATAR path to a general pathway, but would be monitored closely in Year 12. The majority of students placed on Sustained Poor Performance elected to seek alternative pathways to school in 2014. Three students were allowed to move to Year 12 with a modified timetable. On early indications the strategy did see a significant reduction in the E grades awarded in semester 2 and a significant increase in C grades (from 33% to 46%). This led to a reduction in students being at risk of not achieving the WACE by the end of 2013.



YEAR 10

The Year 10 population came from 18 schools with the majority (78%) transitioning from John Willcock College. Our unique situation of having a second movement for public school students' secondary schooling in Geraldton creates additional challenges in their adjustment to another environment. This break is critical for all students and particularly those with a poor history of attendance, low literacy and numeracy skills. NAPLAN data shows approximately 50% of the intake population at or below the National Minimum Standard. This impacts on all aspects of how we provide services to meet needs and ensure suitable pathways are subsequently proposed for senior secondary programs.

On-entry testing of all Year 10 students in spelling, reading and writing establishes additional baseline data that assists us to determine class placement and supplementary support.

Comparative C grade or better data for 2013 in five learning areas presented below shows school results similar to those for the region but well below those for the state.

Table with 6 columns: 2013 (All students), Maths, Eng, Science, S&E, H/PE. Rows include State (DoE), GSC, and Region.

The past six years have shown GSC results to be similar to the Region results with Health & Physical Education always higher than the other subjects and usually the same or close to the State figure. Care should be taken interpreting this data as there is no formal comparability process undertaken across the State and regional staff have varying levels of experience making judgements using the 'C' grade descriptor (satisfactory performance).

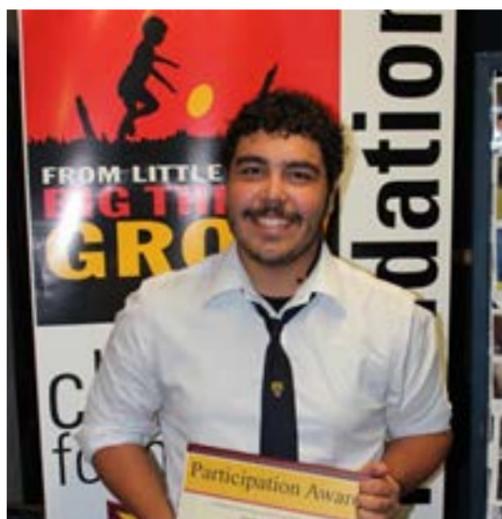
A slight increase in the proportion of A and B grade results over the English, Maths, Science and S&E subjects continues to be encouraging. However, compared to the State there is significant disparity. Learning Area leaders continue to work with staff to lift standards and engage

internally in moderation exercises to ensure consistency in assessment practice. As expected students in B1 and B2 'streamed' classes received the highest proportion of A and B grades and subsequently commence ATAR programs.

YEAR 12 ABORIGINAL STUDENTS' PERFORMANCE

We have made significant progress over the past decade in retaining Aboriginal students until they complete Year 12. The proportion eligible and achieving the WACE was 91%. The number (41) who achieved the WACE was the best performance ever. 12 female students from the original SHiNE group now in either mainstream classes or the Warlugurra Walgamanyulu Indigenous Girls Engagement Program class completed Year 12. This is further evidence of the success of engagement programs and the need to ensure they are sustained or developed further.

	2013		2012	
No. of Aboriginal students on current roll*	M	F	M	F
	34	23	28	26
Note difference to census figure counted as 45.	57		54	
No. of Aboriginal Students completing Year 12	M	F	M	F
	31	22	19	16
	53		35	
No. Eligible for WACE	M	F	M	F
	25	20	17	15
	45		32	
No. Achieved the WACE	M	F	M	F
	23	18	17	12
	41		29	
No. MFA Members completing Year 12	29		14	
No. MFA Members Achieving the WACE	22		14	
No. Kicking Goals Students	23		13	
No. Kicking Goals Students achieving the WACE	17		13	
No. of WW students completing Year 12	5		9	
No. of WW students achieving the WACE	4		7	



DESTINATIONS (KPI)

The diagrams and commentary that follow refer to Intentions and Destination data shown in Schools Online and My School websites and relates to the 2013 leaver group.



The most noticeable differences between Intentions and Destinations data highlights the current depressed job market for youth and further underscores the importance of the WACE 2015 requirements. In summary: Nearly 45% more enrolled at TAFE, most likely as a consequence of 21% not achieving an apprenticeship or traineeship; 12.5% not gaining employment; and 6% not pursuing a University program immediately.

The school leavers' age, qualifications, the reality of limited job opportunities for youth and a resources sector requiring a more professional and trade skills workforce requires exiting students to proceed along a post-school tertiary or training pathway.

The large number of GSC students participating in VET programs, the excellent opportunities provided by the Durack Institute of Technology and the Geraldton Universities

Centre places our exiting students well to continue their training, pursue tertiary studies and remain living locally.

RETENTION (KPI)

The proportion of Year 10 students retained to Year 12 continues the upward trend since the Raising the Leaving Age legislation was introduced. This provides the College with ongoing challenges to provide the most suitable curriculum for all students staying for longer. Many through personal circumstances would like to have employment with or without a suitable training commitment and are over-represented in the numbers who choose less demanding programs and/or prefer to avoid the commitment required for Traineeship and Pre-apprenticeship programs. This is set to change as WACE 2015 requirements are more demanding and will direct students into pathways which have a Certificate 2 and/or an ATAR outcome. Gaining a Certificate 2 qualification while at school should be a more favoured option as it is likely to be less expensive than doing it post-school.

Retention			
	Years 10-12	Year 10-11	Year 11-12
2010	56%	93%	58%
2011	66%	103%	71%
2012	64%	90%	62%
2013	70%	101%	78%

In spite of a relatively high transiency rate (38%), retention Year 10-11 continues to reflect the flow of additional students from the independent and Catholic sectors because of the greater diversity of programs offered at GSC. This is still seen to be our competitive advantage and as a 'hub school' to Mid West public schools, must be retained.

VOCATIONAL EDUCATION AND TRAINING (VET)

VET continued to grow in 2013 and VET qualifications were achieved across a broad spectrum of areas. 209 Certificates were awarded across Year 10-12 in 16 different areas.

The Pre-Apprenticeship in Schools Program along with the Children's Services TAFE Link Program was bigger and better this year with seven specialist industry areas and 53 Year 11 and 12 students beginning in one of the two programs. Outcomes for this year's cohort included apprenticeships, traineeships, employment, TAFE entry and returning to school with a comprehensive work history and skills set on their resumes. Based on information available at the end of the year, four students had gained employment related to their training and 14 had secured apprenticeships from the Pre-Apprenticeship and TAFE Link Programs.

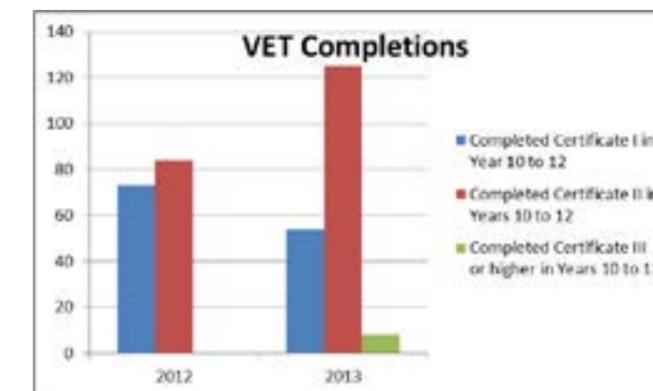
In addition to the specialist VET programs the mainstream classes continue to access growing opportunities in Certificate programs. Preparation began for the 2014 delivery of

VET Certificates in Sport and Recreation and Visual Arts-Design.



YEAR 12 VET

58 students received one certificate, 20 qualified for two, and three students achieved three different qualifications. There was a significant increase in the number of Certificate 2s issued, which increased the college's attainment rate by 10 % for 2013.



YEAR 11 VET

18 Year 11 students successfully completed the Pre-Apprenticeship in Schools/TAFE Link programs. The Skilling through Enterprise program continued its success and many students were able to transition to full time TAFE, employment or apprenticeships through their work placements during the year.

YEAR 10 VET

For the fifth year in succession the Aboriginal School Based Training program proved to be a most successful undertaking for 18 out of 22 students who completed the Certificate 1 in Leadership. Since its inception in 2009, 108 students have been awarded the Certificate giving the program a 92% success rate. To participate in the program students were selected based on their attendance, behaviour and



adherence to the college uniform policy. The program is designed to develop their leadership and teamwork skills to better prepare them for the workplace. Vocational Improvement Program (VIP) students completed Certificate I in Business and engaged in gaining valuable skills in work placements throughout the year.

LITERACY PRIORITY 2013

CURRICULUM SUPPORT – IMPROVING LITERACY 2013

The ATAS (Aboriginal Tutorial Assistance Scheme) together with school contributions provided funding to support students with low literacy in Years 10, 11 and 12. Providing the support was the Curriculum Support Team which comprised eight part time teachers (five experienced primary teachers and three high school teachers), three AIEOs and a Coordinator under the leadership of a Deputy Principal.

YEAR 10

Year 10 students who performed under the national benchmark in the Year 9 NAPLAN tests were deemed eligible for tuition with the principle aim of improving literacy skills to enable them to access texts and resources across the curriculum. Predominantly funded by ATAS, we focused on closing the gap between our indigenous and non-indigenous students. The Aboriginal Directorate stipulated that we could use some of the funding to support students who missed the NAPLAN tests, but who had significant gaps in their functional literacy.

Considering this missing data and in order to gain more comprehensive and up-to-date information, in February 2013, diagnostic tests were carried out to ascertain Reading Comprehension levels and Reading and Spelling Ages of the incoming cohort of Year 10 students. The data was distributed to all Learning Areas, being valuable for all teachers; the knowledge of students' literacy capabilities could inform their approach to planning and selection of resources.

The identified students were included in regular tutoring sessions following individualised programs which were consistently monitored, assessed and fine-tuned when necessary. The withdrawal model was continued from 2012. However, there was an alteration as a result of Senior Management requests that students should not miss a whole subject for a semester, but should instead be withdrawn from one block of each core subject. This created some positive and negative outcomes.

The positive aspects included the possibility of creating a timetable that was more balanced across the week, which kept the tutor/student ratio to a minimum. Also, the students did not have a subject missing from their semester one and two reports. The most significant negative repercussion was the detrimental effect on attendance to the Centre, largely because the tuition couldn't be printed on the timetable and the students would sometimes forget,

especially if it was a double block. Often tutors would go to collect students, but this resulted in a lot of wasted time and sometimes resentment from the students. There were also issues if subject assessments were taking place, as the students were required to stay in class. These problems meant there was a lack of consistency, routine and reiteration of important skills, which was unfortunate as these aspects of the program have been proven to be integral for the success of the withdrawal model in previous years.

YEAR 11 AND 12

The ATAS tutoring was provided during English classes for Year 11 and 12 students in 2012, but was not found to be as successful as direct instruction away from the classroom and peers and with a lower tutor/student ratio. Therefore, mainstream support was not provided in class, and instead students were withdrawn for extra support when agreed upon by the students, teachers and parents. However, this meant that the numbers were minimal and support was only arranged in serious cases where the student was at risk of either failing Year 11 or not graduating. These tuition sessions were also attended by students with English as an additional language (EALD).

Despite in-class support not being successful in mainstream, largely because of peer pressure, in-class support was possible in the discrete programs: Warlugurra Walgamanyulu Indigenous Girls Engagement Program (WW) and the Midwest Football Academy (MFA). Our Aboriginal ATAR students continued to be supported through the Follow the Dream tutoring program.

The following table shows the number of students who achieved English Language Competency (WACE requirement) in 2013:

	MFA	WW	Mainstream (including ATAR, excluding SEN)
Total number	29	5	18
English Competency	22	4	18

The number of students graduating from the MFA was significantly higher than previous years. In 2011, there were 11 graduates; in 2012, there were 14 graduates; and in 2013, there were 22 graduates. The trend is up.

WHOLE SCHOOL RESPONSIBILITY

During 2013 we maintained strategies that aimed to raise the profile of the Literacy Priority by promoting whole school initiatives including:

- 17 pages of 'Literacy Hints and Helpers' in the school diary
- Literacy and Numeracy Week activities which included



whole school silent reading, quizzes, and the Great Book Swap

- cross-curricular literacy strategies and updates which were regularly disseminated at Staff Association Meetings (SAM).

During one of the Staff Association Meetings, we shared information about the content of the Reading component of the practice Online Literacy and Numeracy Tests. It is very important for everyone to understand the level of literacy required to pass the test and be eligible to achieve the WACE. The texts and reading skills involved can be related to all aspects of the curriculum, making it a whole-school responsibility to practise skills and provide opportunities for the students to develop their functional literacy. This initiative will be further developed including the implementation of departmental literacy targets in 2014.

ATTENDANCE (KPI)

The attendance rate for all students showed a 2% gain on 2012. It is encouraging to report improvement, however, this is still 6.4% below the state average.

ATTENDANCE		
Year	School	State
2009	77.9	87.7
2010	78.7	87.6
2011	78.1	87.5
2012	79.0	87.7
2013	81.0	87.4

Over the year the 6.4% difference translates into our students, on average, missing 3.5 weeks of their schooling compared to the rest of the state. Regular attendance (90%+) was achieved by 43.6% of students. While this is a 2% improvement annually over the previous two years it is still down on the state level of 60%.

The figures continue to tell the local story which highlights the likelihood for limited progress should students miss out on essential learning through regular and/or prolonged absences.

Some of the significant numbers belonging to the 'refuser' population contribute to our figures and the disparity with the state figure. Additional Regional Office follow-up service to that provided by the College staff is now through the Participation Officer role operating out of John Willcock College.

Year 12s attended most, showing 8% improved attendance (85%); Year 11s remained the same (79%); and Year 10s were down 1% (80%). It is interesting to note that the Year 12 cohort was the largest (207) to complete in recent years and the most successful in terms of WACE achievement (97%).

Students in discrete programs such as STEP, Kicking

Goals and the Year 10 VIP continue to demonstrate better attendance (>85%) than their peers in mainstream classes.

We will sustain contact strategies through the form teacher, the Message U service, AIEO and Community Liaison roles, and have set in place steps to ensure greater family accountability for vacations taken outside of school break times.

COMMUNITY SATISFACTION (KPI)

ENTRY SURVEY

The online **Entry Survey** was conducted for all students new to the College again in 2013. The survey provided us with a national perspective of how we are faring in bringing students into a new environment.

Questions were asked in the Key areas: Guidance & Support, Expectations, Orientation, Teacher Quality, School Curriculum, School Environment, Student Behavioural Values, Technology & Resources, and Student Relationships.

Executive Summary

Students showed the highest levels of satisfaction with the areas of Guidance and Support, and Expectations, and the lowest levels with the areas of Student Relationships and Technology and Resources.

Compared with the overall benchmark, which consisted of 4,609 students' responses from 44 schools across Australia, our results were:

- higher than the overall benchmark for each of the key areas.

When compared with the specific benchmark of all participating Government High Schools which consisted of 2,489 respondents from 16 schools, we were:

- slightly higher than the overall benchmark for each of the key areas, except for Student Relationships, and Technology and Resources.

When compared with results from 2012 there were no statistically significant differences in our results. In 2013, we were slightly higher for Guidance and Support, and Teacher Quality, and slightly lower for the remaining key areas.

The analysis of data highlighted the following strengths compared to 2012 data:

- guidance and support (awareness of support services)
- school environment (physical setting)
- school curriculum (satisfaction with subject choices)
- teacher quality (caring, supportive & willing to help).

The main areas for improvement compared to 2012 data are:



- student relationships (classmates helping, making friends, bullying, showing respect)
- being happy at school & looking forward to being at school.

When considering this survey data together with the bi-annual data collected across the whole school there was reinforcement of the need to focus whole school effort into the explicit teaching of expected behaviours in our many settings.

The bi-annual school community survey was conducted again in term 3.

Average scores for parent, staff & student groups have continued to be maintained in the 'moderate' and 'strong' support categories of the survey statements. Staff responses were higher compared to previous years and are a direct response to their assessment about improved behaviour standards arising from the College's policy on uniform compliance and responsible use of personal electronic devices.

Key strengths identified by all groups were our:

- availability of subject choice & pathways
- approachable staff who demonstrate they care
- strong and proven community partnerships
- inclusion practices.

Areas identified for attention in our 2014-16 School Plan and key actions include:

- further development and implementation of explicit teaching of expectations, particularly mutual respect
- staff participation in professional learning programs and other opportunities that have a classroom practice focus and connection to the National Professional Standards
- take up of feedback opportunities for individual progress and school community success stories, particularly through electronic means.

Our longitudinal data obtained from five surveys over a ten year period shows positive gains overall. However, the student group mean scores continue to be lower than parents and staff. Interestingly, the survey is mandated only for students.

2013 HIGHLIGHTS

STUDENT AWARDS

We acknowledge our highest achievers and major award recipients.

YEAR 12

ATAR Dux: Joe Grundy

General Studies Dux: Kelly Kocsis

Congratulations to Gallop Club inductee and Certificate of Commendation winner Joe Grundy. The Gallop Club was formed to recognise Year 12 students who achieve the highest levels of academic excellence with an Australian Tertiary Admission Rank (98+).

YEAR 11

ATAR Dux: Lauren Duncan

General Studies Dux: Ashlee Lancaster

YEAR 10

Highest Achiever: Lacey Renner

MIDWEST VET IN SCHOOLS AWARDS

Vocational Studies Student of the Year

Kelsey O'Malley (Yr11)

Grayce Anderson (Yr12)

Education Support Student of the Year

Kristian Kyanga (Yr12)

Pre-Apprenticeship in Schools Program

Edith Smyth (Yr12)

Mid-West Gascoyne VETiS Student

Grayce Anderson (Yr12)

RANDOLPH STOW AWARDS

Middle Secondary Poetry: First Place – A Symphony for Estelle, by Nena Sawyer

Middle Secondary Prose: First Place – In the Beginning, by Ethan Saunders

Upper Secondary Prose: First Place – Ephemeral, by Telysia Taylor

STAFF RECOGNITION

STAFF EXCELLENCE AWARDS

Music teacher Ms Melanie Penny received the Excellence Award in recognition of her leadership in the college music program and performance achievements in local and state events that have contributed to raising the profile of the college in the community.

Mr Garry Simmons was nominated for the Midwest Education Week Awards of Recognition.



SERVICE RECOGNITION

Mr Geoffrey Barrett retired after serving the Department of Education for 43 years. Geoff taught in Geraldton schools from 1973, the last 19 years as co-ordinator of the much acclaimed Skilling Through Enterprise Program (STEP) that had its origins at the Highbury Street site before moving to the current location at Carson Terrace.

EVENTS AND ACTIVITIES

PARTNERSHIPS

Enduring partnerships with business, industry and employment, and training agencies continued to be a feature of Vocational Education and Training activities. We acknowledged 134 businesses for participating in our work placement programs.

The Follow the Dream: Partnerships for Success program targets high achieving Aboriginal students at the beginning of secondary school and supports them through to graduation in Year 12. Students are eligible for tutoring in subject areas that require attention and receive personalised information, guidance and advice regarding study skills, how to follow their career pathway and how to reach their potential.

We had 11 students in Years 10, 11 and 12 participate. During Semester 2 numbers increased to 15 as a consequence of having additional onsite teacher support funded by the Graham Polly Farmer Foundation.

COMMUNITY SERVICE

Home Economics students and staff held a dinner fundraiser for former student Suzie Turner. \$2700 was raised and donated on behalf of Geraldton Senior College.

KEY SOCIAL EVENTS

2013 Masquerade Ball was held at the Queen Elizabeth II Centre. The ball received a total of 312 guests, who mingled with new and known faces, lightly dined upon a delectable banquet, and danced to a live band. Every dancer looked spectacular and elegant in their suits and dresses. Beau of the Ball was awarded to Kieran Harris, and the stunning deputy head girl, Prudence Harrison, was titled Belle of the Ball.



GSC's Got Talent was a big hit. Geraldton Senior College does have lots of talent and a packed out Performing Arts Theatre watched a number of very talented students and a staff member show off their skills in Music, Singing and Dance. The inaugural event was such a success that there are plans for further competitions.

Youth Literature Day is a two day event held every term in the Geraldton Senior College Library and is the most exciting day of the term for the Year 7 - 12 students who are lucky enough to be invited to attend. It provides a great opportunity for them to meet their favourite authors, share their stories with friends, and learn new techniques when it comes to story writing. We have hosted many amazing authors in the library, including Melina Marchetta, Michael Bauer and A.J Betts. And we were lucky enough to have the amazing Cath Crowley, author of Graffiti Moon.

The 'Arts Extravaganza' evening where staff and students come together and create an event to showcase students work was held in June. The 2013 theme 'Trash Vortex' highlighted the problems the world is having disposing of its rubbish and the throw-away mentality we as a society are developing. This was a popular and well-attended event.

Over 150 students and guests attended the Spring Dance at the Performing Arts Theatre in September. Students were invited to attend the dance if they were consistently 'doing the right thing' throughout 2013.

Six schools participated in the fifth Master Chef Competition. JWC was the winning team, with the team from Geraldton Senior College finishing equal second place with Nagle.

EXCURSIONS AND CAMPS

73 excursions were conducted, mostly to local and regional areas within WA.

A set of exceptional opportunities for experiential learning came for 26 students and four staff and parents who travelled for 10 days with a major focus on humanitarian work in Cambodia.

28 Music students attended a Band Festival in Perth and then four attended the Sydney International Music Festival which included performing at the Sydney Opera House.

The Midwest Football Academy boys' annual interstate trip was to Melbourne in August.

Multiple ocean trips in conjunction with the Batavia Coast Maritime Institute to the Abrolhos Islands were taken by Aquaculture, Biology and Fishing Operations students as part of their course requirement.

The Aboriginal Intercultural Studies students ventured to the Murchison Shire Settlement.

128 students and seven staff attended the annual Country



Week program in Perth.

30 Year 11 students studying four or more ATAR courses travelled to five universities in Perth for activities designed to increase their awareness of rewards for successfully completing ATAR studies in their final year.

We are particularly grateful to those staff and parents who make themselves available to supervise the students on these excursions and being responsible for ensuring such special and rewarding, and sometimes once in a lifetime learning experiences, become indelible memories of college life.

ASSEMBLIES

Staff and Student Council leaders had responsibility for the conduct of five College assemblies. Each gathering had a focus which included Academic, Sporting and Service Awards; Leaders' Induction; Founders; the ANZAC Peace service; and the Leavers' assembly.

A team of staff under the leadership of Ms Snell staged the annual Valedictory event at the Queens Park Theatre in late October where over 600 students, their families and friends, and other community members gathered together to congratulate award winners and the largest group (207) completing Year 12.



HOUSE CARNIVALS

The House Athletics Carnival final placings were: Chapman (500 points), Moresby (372 points), Greenough (364 points), Abrolhos (346 points), and Batavia (218 points).



The Swimming Carnival final placings were: Chapman (400 points), Greenough (389 points), Abrolhos and Moresby (224 points), and Batavia (132 points).

CULTURAL EVENTS

Harmony Day 2013 was celebrated in March with a wide variety of events including quizzes for Form classes, essay, poetry and poster competitions and a lunchtime soccer game. The theme this year was 'Many Stories - One Australia'.

NAIDOC week included the traditional opening addresses, performances, the cutting of cakes decorated in Aboriginal flag and Torres Strait Islander flag colours, and similarly-coloured balloons being released into the air. Later that week a 'Cook Up Day' featured different dishes including barbecued kangaroo and damper, which was well received by all. While enjoying a delicious meal, former student Janayah Lawrence entertained the crowd with her magnificent singing voice.



MUSIC

Music student numbers have continued to grow and collectively they excelled in a range of school and community events. The Concert Band had many performances during the year and was awarded a 'First Place' in the Ensemble division at the Geraldton Music Festival. At the WA Schools Band Festival in August the Band was awarded an 'Excellent' rating in their division.

PARENT GROUPS

Committed parents and community members continue to support our efforts through the P&C and College Council. Student representatives Harrison King and Prudence Harrison reported to Council on student activity each month.

I thank Mrs Caroline Rowcroft as President of the Geraldton Secondary Colleges' P&C and Ms Jonine Harrison as Chair of College Council for their respective leadership roles and acknowledge their groups' commitment to supporting our activities throughout the year.



The business arm of the P&C, the cafeteria, again worked diligently to deliver a healthy menu albeit at an operating loss. The 2012 Auditor's Report showed \$242,454 income and \$234,602 expenditure. In 2013 it was \$223,786 and \$239,718. The allocation of \$20,000 from 2012 was carried forward to fund school programs in 2013. Closer scrutiny of operations and how changes to accommodate a more mobile adolescent clientele have become the focus of attention for the executive group.

The Chaplaincy service continued to be supported with an allocation of \$5000.

COMMUNICATING COLLEGE ACTIVITY

Seven editions of The Link containing stories, images and Honour Rolls were distributed to all families, the Regional Education Office, and other stakeholders. These are also available on the updated College website www.gsc.wa.edu.au . In addition, the annual magazine Reflections is available for purchase from the administration reception desk.

FINANCE AND FACILITIES

REVENUE (Refer to graphs and tables – last page)

CONTRIBUTIONS AND CHARGES

53% of Year 10 voluntary contributions and 60.1% of Year 11 and 12 charges were paid in 2013. These are much improved figures on the previous year's collection rates of 46.4% and 49.1%. We still have a way to go to receive maximum returns from those eligible to receive Secondary Assistance Scheme or Ab-study Supplements.

While maximum payment for extra curricular activity continued, regular invoicing and payment plan options were not sufficient to prevent writing off \$86,609 for students who left during 2013. We carried a figure of \$136,159 as outstanding debt into 2014 and incentives for payment may have to be considered.

GRANTS

Department of Education (DoE) grant reports continue to be inflated as a result of our responsibility as Lead School for managing the financial allocation to equip the Geraldton Regional Trade Training Centre (GRTTC). The carry-over figure included \$692,521. These funds should be exhausted during 2015 when the original equipment orders have been completed.

A special purpose grant of \$315,000 was received for computer replacement while the Aboriginal Tutorial Assistance Support of \$235,000 was our allocation to provide literacy & numeracy teaching for the number of students at or below the minimum standard based on NAPLAN results and to support Year 11&12 students

EXPENDITURE

SPECIFIC PROGRAMS

Equipment purchased for the GRTTC was responsible for the majority of expenditure (\$907,000). An allocation of \$294,000 for computer equipment replacement has been carried forward to 2014. These allocations have now come to an end and future replacement schedules are in doubt.

SALARY POOL

This component of our budget has grown consistently in recent years as we have purchased different professional services to deliver our programs. Release for staff to attend camps, excursions, additional training, professional learning, and converting salary to contingencies to purchase technical service support represent the main expenditure areas.

CAPITAL WORKS AND FACILITIES

Four courses commenced in the Geraldton Regional Trade Training Centre in term one. One of the science laboratories and the metals workshop had delayed equipment deliveries so operated in part only. Modifications to welding bays and the layout of equipment in the metals workshop required further work throughout the year and lessons were held as required in the Durack workshops.

The official opening was deferred until 2014 due to the timing and events surrounding the Federal election.

The air cooling program was operational from the start of school in February. The annual survey identified this development as a major contributor to the college settling quickly and everyone feeling more comfortable with fewer interpersonal tensions at work.

A second Year 11 program for Gigaman Gawala (Kicking Goals) students conducted at the MidWest Football Academy HQ (former John Frewer boarding house) required additional class space and raised the issue of general and routine maintenance.

An application to commission a Building Condition Assessment (BCA) report has been lodged with the Department of Education as the former Country High Schools Hostel facility is not considered part of the Senior College. An up to date BCA together with an independent report already undertaken by the Clontarf Foundation will provide a comprehensive plan for future maintenance programs to inform funding requests.

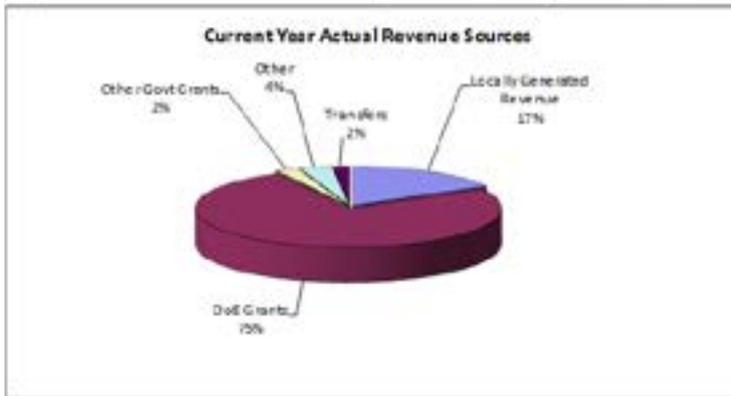
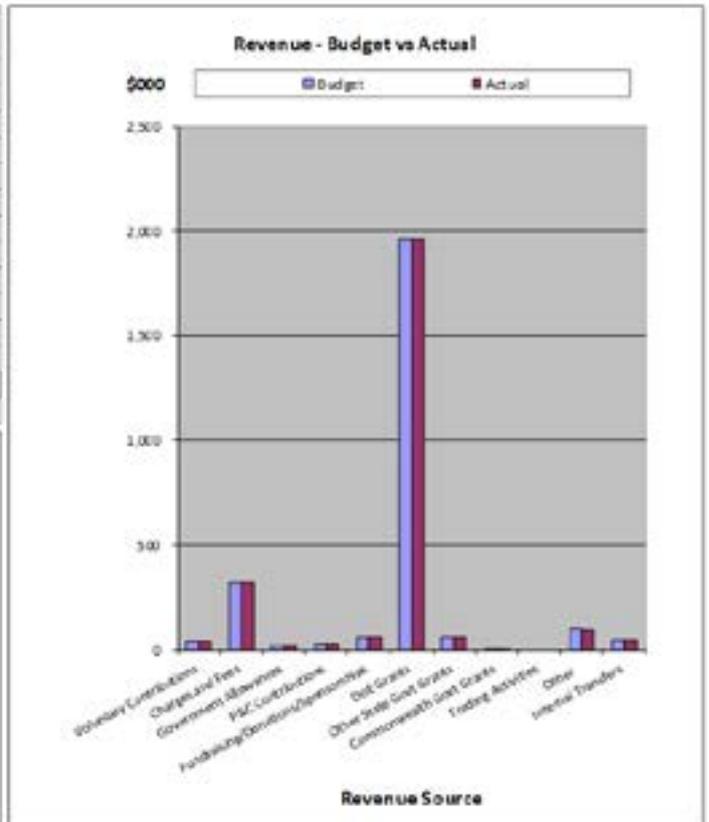
A demountable is required for the year 7 transition to secondary schooling program and has been identified for removal. However, the previous canteen presents as a possible facility for a Year 10 engagement program being considered for 2015.

Garry Simmons
Principal

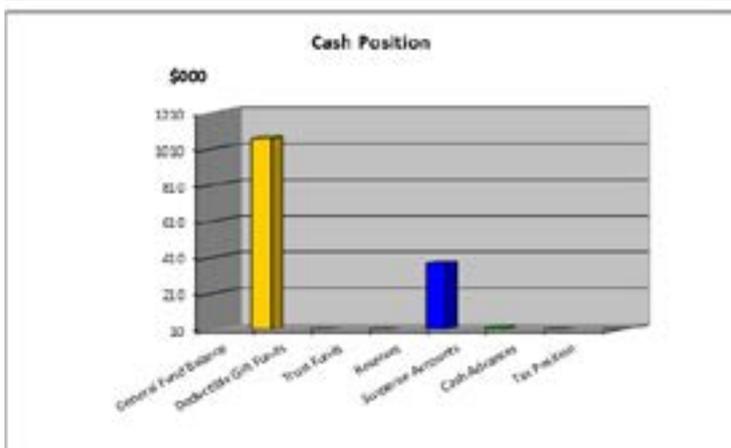
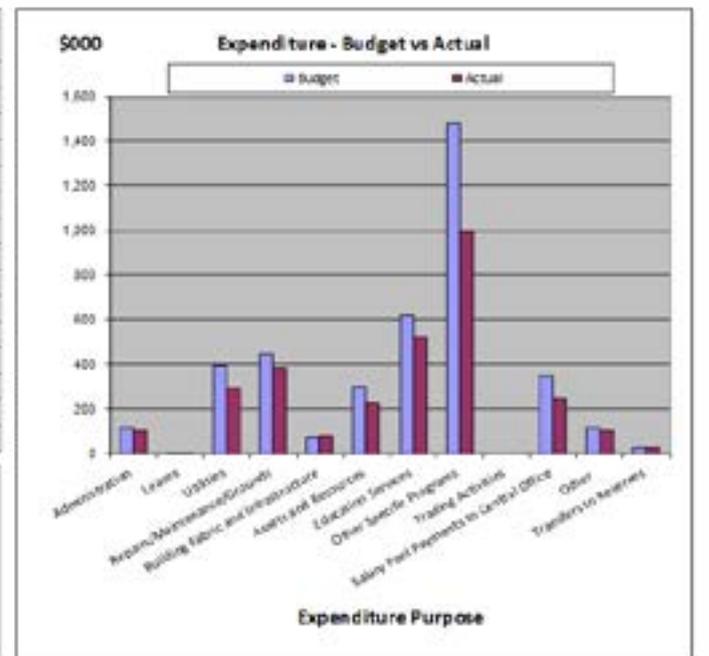


Geraldton Senior College
Financial Summary as at
31 December 2013

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 37,595.00	\$ 38,947.90
2	Charges and Fees	\$ 318,304.00	\$ 319,769.30
3	Government Allowances	\$ 24,285.00	\$ 24,286.00
4	P&C Contributions	\$ 25,000.00	\$ 25,000.00
5	Fundraising/Donations/Sponsorships	\$ 59,763.00	\$ 58,528.11
6	DoE Grants	\$ 1,962,600.00	\$ 1,962,600.84
7	Other State Govt Grants	\$ 60,711.00	\$ 60,744.56
8	Commonwealth Govt Grants	\$ 4,145.00	\$ 4,145.84
9	Trading Activities	\$ -	\$ -
10	Other	\$ 103,779.00	\$ 93,090.01
11	Internal Transfers	\$ 44,765.00	\$ 44,765.56
	Total	\$ 2,640,953.00	\$ 2,631,878.12
	Opening Balance	\$ 1,406,268.00	\$ 1,406,267.62
	Total Funds Available	\$ 4,047,221.00	\$ 4,038,145.74



	Expenditure	Budget	Actual
1	Administration	\$ 111,411.00	\$ 100,348.49
2	Leases	\$ 5,400.00	\$ 3,177.81
3	Utilities	\$ 392,588.00	\$ 295,500.93
4	Repairs/Maintenance/Grounds	\$ 447,710.00	\$ 383,646.09
5	Building Fabric and Infrastructure	\$ 74,985.00	\$ 75,654.14
6	Assets and Resources	\$ 297,305.00	\$ 222,629.16
7	Education Services	\$ 618,084.00	\$ 522,076.99
8	Other Specific Programs	\$ 1,479,271.00	\$ 992,232.24
9	Trading Activities	\$ -	\$ -
10	Salary Pool Payments to Central Office	\$ 346,530.00	\$ 250,000.00
11	Other	\$ 115,423.00	\$ 99,579.04
12	Transfers to Reserves	\$ 25,165.00	\$ 25,165.00
	Total	\$ 3,613,873.00	\$ 2,970,049.89



Cash Position as at:	
Bank Balance	\$ 1,442,817.31
Made up of:	\$ -
1 General Fund Balance	\$ 1,068,095.85
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Reserves	\$ 378,975.57
5 Suspense Accounts	\$ 20,862.89
6 Cash Advances	\$ 5,880.00
7 Tax Position	\$ 19,237.00
Total Bank Balance	\$ 1,442,817.31