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 12. The February census return showed 827 students, 24 more than the previous year.

There were more males (52%) than females (48%) with similar proportions in each year group. 24 students boarded at the Geraldton Residential Hostel in semester one and 23 in semester two. 22 students were identified as Special Education Needs students with 15 receiving a Schools Plus resource allocation. Most students were integrated into mainstream programs.

The College has the largest senior secondary Aboriginal population of all schools in WA. This year at February census there were 160 (19%), with 65 (7.8%) in Year 10, 45 (5.4%) in Year 11, and 50 (6.0%) in Year 12.

We had responsibility for another 62 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 91 reported last year. Most 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 24 schools with 84% 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 36 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

2014 Had reduced numbers as the ‘half cohort’ reached year 12. The achievement of the WACE was 99%, following the upward trend of recent years.

The implementation of the Academic Standing Policy resulted in Year 12s entering their final year in more appropriate courses with the monitoring of the progress of those students on conditional standing also helping.

Participation in an ATAR program was slightly down, as to be expected with a smaller cohort; five ATAR students also achieved a VET Certificate II.

84% of students who were enrolled in a VET Certificate achieved the full qualification. An increased number of students completed their VET qualifications which led to our Attainment Rate rising to 68%

31 Aboriginal students were on the current roll with 28 students being eligible for the WACE (10 females and 18 males). Of these, 27 (96%) achieved the WACE which is an increase on previous years. There were 12 Mainstream students; two being ATAR students. Of the 17 MFA members - five were Mainstream and 12 were in the Gigaman Gawala program. Six students were in the Warlugurra program. 16 (59%) achieved attainment.
UNIVERSITY ENTRANCE

Of the students who applied to university a median ATAR of 71.4 was achieved, similar to 2013. 2014 resulted in an increase in the number of students applying for a university place. There was a slight increase in the number of students who deferred their place, however, there were also more students who took up their offer straight from school. The opportunities to attend the Geraldton Universities Centre (with courses hosted from interstate universities) are not reflected in the results. Three students who did not apply to WA public universities did achieve a score for university eligibility.

<table>
<thead>
<tr>
<th>Row Labels</th>
<th>Sum of Semester 1</th>
<th>Sum of Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Standing Total</td>
<td>68.59%</td>
<td>85.84%</td>
</tr>
<tr>
<td>2013</td>
<td>29.10%</td>
<td>35.41%</td>
</tr>
<tr>
<td>2014</td>
<td>39.49%</td>
<td>50.43%</td>
</tr>
<tr>
<td>Conditional Standing</td>
<td>31.41%</td>
<td>9.01%</td>
</tr>
<tr>
<td>2013</td>
<td>15.01%</td>
<td>3.65%</td>
</tr>
<tr>
<td>2014</td>
<td>16.40%</td>
<td>5.36%</td>
</tr>
<tr>
<td>Sustained Poor Performance</td>
<td>0.00%</td>
<td>5.15%</td>
</tr>
<tr>
<td>2013</td>
<td>0.00%</td>
<td>1.93%</td>
</tr>
<tr>
<td>2014</td>
<td>0.00%</td>
<td>3.22%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

The effectiveness of the Academic Standing policy is represented by the drop of students on conditional standing from just over 31% to under 10% by the end of semester 2. Those on conditional standing who remained to the end of Year 12 in 2014 were all able to complete their WACE. In some cases this was attributable to a movement from an ATAR to a general program. Students on Sustained Poor Performance moved on to alternatives out of school, be it TAFE apprenticeships or seeking of employment. The policy has seen students take responsibility and be accountable for what they achieve.

YEAR 11

The Year 11 population came from 24 schools. 86% continued from Year 10 with the majority of the other 14% transitioning from Midwest schools.

Academic Standing Year 11

2014 was the second year in which the Academic Standing policy was in place for Year 11 students. The policy involved students maintaining a C grade average and at least 90% in attendance. In comparing 2013 to 2014 it should be noted that 2013 was the ‘half cohort’ group of students.

YEAR 10

The Year 10 population came from 26 schools with 77% transitioning from John Willcock College. 12% transferred in from independent and Catholic schools. 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 service 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.

Learning Area C grade or better data for 2014 in those areas where all students are participating is shown in the table below. The differential take up of the Australian Curriculum across the state and the absence of an accompanying comparability process means care must be taken in interpreting the results shown. Full implementation and reporting of English, Maths, Science and History is required in 2015.
These results are consistent with the pattern developed over the last seven years and could be described as, ‘as expected’. The difference in performance between Aboriginal and non-Aboriginal students is on average 10% better than the State figure. Students in the B1 & B2 streamed classes achieved the highest proportion of A and B grades and have opted for mainly ATAR programs next year. When looking at the attribute ‘Working to the best of their ability’ 32% of all students are rated as ‘consistently’ and 9% as ‘seldom’. When looking at the attribute ‘Respect for the rights of others’ 49% of all students rated as ‘consistently’ and >5% as ‘seldom’. When looking at the attribute ‘Participates responsibly in social and civic activities’ 35% of all students rated as ‘consistently’ and 7% as ‘seldom’. It was in the Health and Physical Education area where figures were different with all attributes rated ‘consistently’ higher and ‘seldom’ lower. A direct correlation with grades was achieved. Performance in Physical Activity was again comparable to the state (DoE) figure.

OLNA – 2014 Performance Overview

To qualify for the WACE, students must meet a minimum standard of literacy and numeracy. This has been set using Level 3 of the Australian Core Skills Framework. Students who achieved Band 8 or better in the NAPLAN are considered as having ‘pre-qualified’.

32 Year 10s out of this year’s intake group of 348 (9.2%) had this status and were not required to sit the Online Literacy and Numeracy Assessment (OLNA). 74 qualified after the March testing program and a further 65 qualified after the September test was conducted. At the end of the first year of OLNA, 49% of students have satisfied the new WACE 2016 requirement. Individual results are reported to parents as a component of the students’ semester Progress Report.

Twice yearly testing will continue to be available for the 175 students progressing to Year 11 and the incoming group of 350 will be incorporated into the assessment cycle. This is a compounding issue.

OLNA has impacted on the literacy and numeracy support deployed as well as adding a massive administrative load that is required to implement the tests online. The significance of the impact has not been fully understood by those external to the College. Lessons we have learned as a centre with the largest numbers in WA will, hopefully, assist in technical improvements locally and support the system-wide move to have NAPLAN online from 2017.

**YEAR 12 ABORIGINAL STUDENTS’ PERFORMANCE**

We have indisputable evidence of the success of our engagement programs and the contribution they have made to Aboriginal student progress.

In the period 2004-2014 a total of 340 Aboriginal students have completed their schooling to Year 12 with 239 (70%) achieving the WACE.

<table>
<thead>
<tr>
<th></th>
<th>Dec 2013</th>
<th>Dec 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal students on current roll</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>34</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>57</td>
<td>35</td>
</tr>
<tr>
<td>Aboriginal Students completing Year 12</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>53</td>
<td>33</td>
</tr>
<tr>
<td>Eligible for WACE</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>45</td>
<td>28</td>
</tr>
<tr>
<td>Achieved the WACE</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>41</td>
<td>27</td>
</tr>
<tr>
<td>MFA Members completing Year 12</td>
<td>29</td>
<td>18</td>
</tr>
<tr>
<td>MFA Members Achieving the WACE</td>
<td>22</td>
<td>15</td>
</tr>
<tr>
<td>Gigaman Gawala (Kicking Goals) Students</td>
<td>23</td>
<td>11</td>
</tr>
<tr>
<td>Gigaman Gawala (Kicking Goals) Students achieving the WACE</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>Warlugurra Walgamamyulu Students completing Year 12</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Warlugurra Walgamamyulu Students achieving the WACE</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**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. (2015 data is not available until mid year)

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.
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 an upward trend. 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 changing as WACE 2016 requirements demand students be directed 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.

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)

The College continues to lead in the delivery of the greatest variety of programs of all schools in the Midwest. The growth in VET enrolments reached 480 students who participated in 573 certificates in 29 areas. These are the highest numbers in the history of VET at the college and are an indicator that VET is now considered by students to be an integral part of their senior school education.

YEAR 12 VET

76 students received 132 certificates during their senior schooling years with 104 being Certificate 2 or higher qualifications. The College’s attainment rate of 68% represented an increase of 8% from 2013.

YEAR 11 VET

48 students successfully completed TAFE Certificate courses in the following areas: Certificate I General Education for Adults (7), Certificate II Building and Construction (5), Certificate II Automotive (3), Certificate II Construction Pathways (6), Certificate II Dance (3), Certificate II Engineering (6), Certificate II Sampling and Measurement (6), Certificate II Resources and Infrastructure (4), Certificate II Hairdressing (2), and Certificate II Electro-technology (6). Many of these students have left school for employment or are pursuing further training so their achievement will not show as Year 12 data next year.

The Year 11 Skilling through Enterprise Program (STEP) continued its success and 17 out of the 24 students who commenced were successful in gaining apprenticeships.

YEAR 10 VET

41 students successfully completed a TAFE Certificate.
Year 10 Leadership Program

For the sixth year in succession the Aboriginal School-Based Training program proved to be a most successful undertaking for 18 out of 20 students who completed the Certificate 1 in Leadership. Since its inception in 2009, 116 students have been awarded the Certificate giving the program a 93% 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.

Ten Vocational Improvement Program (VIP) students completed a Certificate I in Business and engaged in gaining valuable skills in work placements throughout the Year. Workplace learning is an important element of their program and contributed directly to eight students gaining apprenticeships and one resulting in full-time employment.

A further 13 Year 10 students completed a Certificate I in Gaining Access to Training and Employment

LITERACY PRIORITY 2014

ATAS (Aboriginal Tutorial Assistance Scheme)

Year 11 and 12

In-class additional literacy support was provided within the discrete programs: Warlugurra Walgamanyulu (Aboriginal Girls Working Together) and at the Midwest Football Academy (MFA). Our Aboriginal ATAR students continued to be supported through the Follow the Dream tutoring program. In previous years, we had found that in-class support in the mainstream classes was not successful because the majority of students did not like to be identified as different or as requiring extra support.

YEAR 10

From 2009-2013, a literacy support withdrawal model has operated at Geraldton Senior College with some success. However, with some recommendations resulting from the 2013 Annual Report, it was decided to alter the model for 2014.

Two classes were formed – B4 and A5 – using the following criteria:

- Students who all achieved significantly below the national benchmark in one or more Year 9 NAPLAN test
- Students who had 80% or higher attendance rate in Year 9
- 50% or more of each class consisted of Aboriginal students

Two ATAS tutors and either an EA or AIEO supported the classes during English lessons to enable a cooperative learning environment which maximised the opportunity to fill in the gaps of literacy skills. Every lesson was highly structured and followed a strict routine which included activities involving writing, reading and spelling skills. There was regular feedback given to the students as the groups were monitored closely by the teacher or assistant who remained at a particular station and the students rotated through the different activities.

B4 and A5 also had extra support during their other core subject – Science, Maths and HASS – where either one ATAS tutor and/or an EA or AIEO assisted the teacher in addressing individual student literacy needs.

The data used to monitor the success of the model was the comparison of the round one and round two OLNA results for B4 and A5 students compared with overall Year 10 results (see below). In summary, 5% of students improved to achieve a Category 3 in the second round of testing, compared with an average of 20% across the whole of Year 10. However, 37% improved from Category 1 or NSA to a higher category in one or more areas, which is a positive indication that intensive support was beneficial.

The students selected for these classes had significant deficits in their literacy skills and the rate of improvement was not expected to be substantial. Most of the students had reading and spelling ages of 8 and 9 years, some were students with English as a Second Language, some had significant periods of absence from school, some had behavioural issues and some had identified Special Educational Needs. The results and anecdotal feedback from students in these classes was a clear indication that structured, engaging and varied activities in a supportive and safe environment can increase confidence, willingness to learn and consequently improves functional literacy skills.

Note: NSA - Not sat assessment

<table>
<thead>
<tr>
<th></th>
<th>Numeracy</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAT1</td>
<td>35</td>
<td>27</td>
<td>44</td>
</tr>
<tr>
<td>CAT2</td>
<td>107</td>
<td>85</td>
<td>95</td>
</tr>
<tr>
<td>CAT3</td>
<td>163</td>
<td>191</td>
<td>166</td>
</tr>
<tr>
<td>NSA</td>
<td>45</td>
<td>47</td>
<td>45</td>
</tr>
</tbody>
</table>

Fig. 1 March OLNA results

<table>
<thead>
<tr>
<th></th>
<th>Numeracy</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAT1</td>
<td>22</td>
<td>17</td>
<td>28</td>
</tr>
<tr>
<td>CAT2</td>
<td>101</td>
<td>87</td>
<td>71</td>
</tr>
<tr>
<td>CAT3</td>
<td>206</td>
<td>223</td>
<td>228</td>
</tr>
<tr>
<td>NSA</td>
<td>19</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>

Fig. 2 September OLNA results
Numeracy | Reading | Writing  
--- | --- | ---  
Cat 3 Sept - March | +21% | +14% | +27%  

Fig. 3 % increase of Category 3 students in September compared with March

Numeracy | Reading | Writing  
--- | --- | ---  
NSA Sept – March | -42% | -45% | -47%  

Fig. 4 % reduction of NSA in September compared to March

Whole School Literacy

Several initiatives remained in place after success in previous years. These included:

- 17 pages of ‘Literacy Hints and Helpers’ in the school diary
- Literacy and Numeracy Week activities which included whole school silent reading, form activities and a staff Great Book Swap to raise money for the Indigenous Literacy Foundation.
- Cross-curricular literacy strategies and updates which were regularly disseminated at Staff Association Meetings (SAM).
- Continued presentations and workshops at PD days focusing on Whole School Strategies with a focus on OLNA implications.

Following the implementation of the OLNA, Learning Area plans were created based on the Level 3 reading and writing criteria from the Australian Core Skills Framework. During a Professional Development day, the whole staff assembled in Learning Areas to become familiar with the skills assessed in the OLNA tests, to understand the implications for Year 11 and 12 course pathways, and to decide on effective strategies to use in the classroom. Each Learning Area selected one Reading skill and one Writing skill that they would explicitly teach in their learning context with Year 10 students. This process will be monitored, assessed and adapted as necessary during Term One 2015 in response to further OLNA results and in light of Year 11 Foundation courses, which fundamentally incorporate functional literacy skills.

ATTENDANCE (KPI)

The attendance rate for all students showed a 1.3% gain on 2013. The modest improvements over the past four years is encouraging. However, this is still 4.6% less than the state figure.

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>78.1</td>
<td>87.5</td>
</tr>
<tr>
<td>2012</td>
<td>79.0</td>
<td>87.7</td>
</tr>
<tr>
<td>2013</td>
<td>81.0</td>
<td>87.4</td>
</tr>
<tr>
<td>2014</td>
<td>82.3</td>
<td>86.9</td>
</tr>
</tbody>
</table>

Regular attendance (90%+) was achieved by 47.1% of students, an improvement of 3.5% on the previous year. The state figure of 59% continues to be a highly desirable goal and our progress toward it remains a significant challenge in our environment where increasing numbers of families take holidays that are recorded as unauthorised absences.

Year 12s attended most (86%), Year 11s showed a 3% improvement, and Year 10s also improved with a 1% gain. While the previous Year 12 cohort was the largest, and this year’s group the smallest, achievement of the WACE has been the best ever on both occasions. Year 12s attendance is closest of all groups to the state average and is an important contribution to demonstrating the correlation between attendance and achievement.

Students in discrete programs such as STEP, Gigaman Gawala and VIP continue to demonstrate better attendance (>85%) than their peers in mainstream classes.

Semester 1 attendance data including authorised absences is better than semester 2 and highlights the drift away from school when increasing numbers opt out for work or alternative programs. Unfortunately many of these moves are not successful and some of these students subsequently become part of the ‘refuser’ group.

We have set a realistic target of >80% attendance across the whole school for the larger population expected in 2015. We will sustain contact strategies through the form teacher, the Message U service, AIEO and Community Liaison roles, and continue to promote family accountability for vacations taken outside the scheduled school breaks.

COMMUNITY SATISFACTION (KPI)

A new requirement to conduct surveys bi-annually using a template provided by the Australian Curriculum Assessment and Reporting Authority (ACARA) was undertaken with students, staff and parents. There was a set of 16 questions of which 12 were common to all that each group responded to as a Federal requirement and another set of four questions our state system required. At GSC we also included additional questions for each group. For parents and staff those questions provided data about the secondary schooling model for Geraldton, and our readiness to make application to become an Independent Public School. Additional questions for the students provided the P&C with data about the cafeteria service.
Staff Responses*  

- Teachers at this school expect students to do their best: 4.1  
- Teachers at this school provide students with useful feedback: 4.0  
- Teachers at this school treat students fairly: 4.1  
- This school is well maintained: 3.8  
- Students feel safe at this school: 3.9  
- Students at this school can talk to their teachers about...: 4.1  
- Parents at this school can talk to teachers about their concerns: 4.2  
- Student behaviour is well managed at this school: 3.5  
- Students like being at this school: 3.8  
- This school looks for ways to improve: 4.2  
- This school takes staff opinions seriously: 3.7  
- Teachers at this school motivate students to learn: 3.8  
- Students’ learning needs are being met at this school: 3.9  
- This school works with parents to support students’ learning: 3.6  
- I receive useful feedback about my work at this school: 3.2  
- Staff are well supported at this school: 3.6

Parent Responses* (note: two sets of parent responses)
Over the past 10 years (five surveys) there has been continual improvement in survey scores so it was not surprising this new but similar set of statements illustrated agreement (support) from all three groups on every item.

All groups showed strongest agreement about:
- teacher expectations of students
- students feeling safe at school
- the school looks for ways to improve
- student learning needs are being met

All groups showed agreement but lower scores for:
- student behaviour being well managed
- taking opinions seriously

While there was still agreement the biggest disparity was for students being able to talk to teachers about their concerns. Student rating for this item was 3.4 while parent and staff responses were 4.2.

What parents most liked about the college was:
- diversity of learning pathways
- caring and fair staff, supportive to studies
- relationships with staff

College Council supported the following priority actions for 2015:
- expanding the college’s reputation to the wider community
- reviewing practices relating to parent-teacher meetings and relief staff allocation

Responses to the Department of Education requested additional items are summarised in the table below:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Staff</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school has a strong relationship with the community.</td>
<td>3.8</td>
<td>3.8</td>
</tr>
<tr>
<td>The school is well led.</td>
<td>3.9</td>
<td>4.1</td>
</tr>
<tr>
<td>I am satisfied with the overall standard of education achieved at this school</td>
<td>3.7</td>
<td>3.38</td>
</tr>
<tr>
<td>I would recommend this school to others.</td>
<td>4.0</td>
<td>4.1</td>
</tr>
</tbody>
</table>

The results show staff and parents trending toward strong agreement(4+) for these statements which is reassuring and supports a growing positive view about the College in the community.

On the matter of the College applying in 2015 to become an Independent Public School (IPS), 34% staff and 13% parents disagreed, 24% staff and 40% parents agreed, while 42% staff and 45% parents were neutral.
Clearly the staff’s understanding of IPS and the benefits it might bring to the College hasn’t convinced them to the same extent as parent respondents. We will be eager to learn from our colleagues at John Willcock College as they take the IPS journey in 2015.

On the matter of the Geraldton secondary school model our survey highlighted differences between parents and staff views in the following ways:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Parents (98)</th>
<th>Staff (62)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school should remain a 10-12 school</td>
<td>Agree (60)</td>
<td>Agree (34)</td>
</tr>
<tr>
<td></td>
<td>Neutral (20)</td>
<td>Neutral (19)</td>
</tr>
<tr>
<td></td>
<td>Disagree (20)</td>
<td>Disagree (47)</td>
</tr>
<tr>
<td>This school should become a 7-12 school</td>
<td>Agree (26)</td>
<td>Agree (54)</td>
</tr>
<tr>
<td></td>
<td>Neutral (16)</td>
<td>Neutral (19)</td>
</tr>
<tr>
<td></td>
<td>Disagree (58)</td>
<td>Disagree (28)</td>
</tr>
<tr>
<td>Geraldton needs two 7-12 public schools</td>
<td>Agree (53)</td>
<td>Agree (73)</td>
</tr>
<tr>
<td></td>
<td>Neutral (28)</td>
<td>Neutral (10)</td>
</tr>
<tr>
<td></td>
<td>Disagree (19)</td>
<td>Disagree (18)</td>
</tr>
</tbody>
</table>

The strongest alignment of the two data sets was agreement that Geraldton needs two 7-12 public schools. It appears little has changed over time in spite of two interventions that led to the creation of models in 1997 and 2003 not preferred by the public.

We now wait on the outcome of the wider community consultation conducted by the independent body TNS in September and reported at a community meeting in November. Interestingly, additional comments made in this survey also indicated a strong preference to not having a split campus model with three quarters indicating a preference for two 7-12 schools.

2014 HIGHLIGHTS

STUDENT AWARDS

We acknowledge our highest achievers and major award recipients.

YEAR 12

ATAR Dux: Laurren Duncan
General Studies Dux: Zoe Wright

Congratulations to Amanda Jolley and Kimberley Jolley, both of whom received a Certificate of Commendation for 20+ ‘A’ grade results

YEAR 11

ATAR Dux: Lacey Renner
VET Studies Dux: Nadene Zappara

YEAR 10

Joint Highest Achiever: Chloe Chapman & Miriam Grundy

MIDWEST VET IN SCHOOLS AWARDS

Vocational Studies Student (Cert III & Above): Kelsey O’Malley
Vocational Studies Student (Cert I & II): Dainira Papertalk

RANDOLPH STOW AWARDS

Hosted by the College with Mr Burke as MC saw recognition of:

Nena Sawyer, who won the Upper Secondary Poetry section; Isaac Petera & Jordan Clare, who were placed in the Middle Secondary Poetry category; Nhut Tran, Laurren Duncan & Lara Wakeman, who were placed in the Upper Secondary Prose category

STAFF RECOGNITION

STAFF EXCELLENCE AWARDS

Mr Dan Burke and Ms Jody Rayner were recipients of the annual Staff Excellence Awards recognising commitment, initiative and promoting a positive image of the college in the community.

Mr Gerard Morgan was nominated for his dedication to beautifying the grounds at the Midwest Education Week Awards of Recognition.
SERVICE RECOGNITION

At the end of September Mr Gordon Anderson retired after serving the Department of Education for 41 years. Gordon taught Science and was instrumental in promoting the Abrolhos islands environment for Marine Science programs. He also played a key role in the establishment of the Chaplaincy service.

EVENTS AND ACTIVITIES

PARTNERSHIPS

Community partnerships are strengths recognised through our survey. Long established connections with business, industry and employment, as well as training agencies, continued to be a feature of Vocational Education and Training activities. We acknowledged 157 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 22 students in Years 10-12 commence and 15 complete the year.

KEY SOCIAL EVENTS

210 students and a dedicated group of staff and parents enjoyed the opportunity to participate in this year’s ‘Casino Royale’ Ball held at the Queen Elizabeth II Centre. The staff and ball committee are to be commended for their efforts in setting up the venue and the entire organisation that went into making the event happen. From the room full of beautifully-clad attendees, the Beau of the Ball was awarded to Mark Mataitoga, and the stunning Amber Watkins was Belle of the Ball.

The week-long GSC’s Got Talent event showcased 23 very talented students performing acts ranging from playing an instrument to reciting poetry. The entertainment was well received by the whole school in the central courtyard.

The winners of the competition were Ian Weggler and Jack Simon (guitar/vocalists duo).

Youth Literature Days are held each term in our Library where Year 7-12 students from Geraldton schools and the surrounding districts come together to meet their favourite authors, share their stories with friends, and learn new techniques about story writing. JC Burke, Anthony Eaton, Maureen McCarthy and Matt Ottley were the guest-speakers/authors at the workshops in 2014. Students were also treated to a talk by Isobelle Carmody, the country’s leading fantasy writer, to celebrate Big Sky 2014.

The 2014 theme of the Arts Extravaganza event was ‘Pulp Punk Party’ where the students were only able to utilise paper-based products (card, recycled paper) to create their garments. Some wonderful creations were on display with Maly Phonphiboun’s garments being selected to be included in the GENESIS exhibition. Maly was subsequently a finalist.

Steph Brooker also had her art work included and was awarded a ‘Highly Commended’ for her piece. Jaymee Usher’s art work was selected for the ‘Young Originals’ art exhibition held at Spectrum Project Space in Mt Lawley.

As a reward for ‘doing the right thing’ in 2014, 150 Year 11 students and their guests were invited to attend the annual Spring Dance held in the Performing Arts Theatre, where DJ Russell entertained and everyone had an enjoyable time.

EXCURSIONS AND CAMPS

81 excursions were conducted, mostly to local and regional areas within WA. However, 16 students accompanied by three staff members worked their way through a busy itinerary over 10 days and included visits to schools to fulfil volunteer community work whilst in Cambodia.

32 Music students participated in the Geraldton Music Festival where they won first place competing against Nagle and Grammar. They also attended the ABODA WA Band Festival in Perth where a Merit award was received.

The Year 12 Midwest Football Academy boys’ annual interstate trip was to the Northern Territory and with a jam-packed itinerary the staff and students were able to be a part of some incredible adventures and first time experiences.

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 Warlugurra Walgamanuyulu girls ventured to Shark Bay in week 3 of Term 2 for a rewarding and educational trip away.
85 students and 10 staff attended a very successful annual Country Week program in Perth. As a group they were rewarded with the Tier 2 Champion School first place award. GSC also took home the highly sought-after trophy for the pre Country Week Bowen-Stevens Cup competition against Nagle Catholic College playing Basketball, Football, Netball, and Hockey.

A group of 38 Year 11 ATAR students accompanied by four staff travelled to Perth on a 'University Awareness' excursion which saw them visiting six universities to participate in activities designed to increase their awareness, as well as inspire them to successfully complete their ATAR studies in 2015.

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

Five major assemblies including the Leaders’ Induction, Founders, the ANZAC Peace service, and the Leavers’ assembly were led by staff and Student Council leaders. The Founders Assembly and Games was held in conjunction with our 75th Anniversary celebrations and the opening of the Geraldton Regional Trade Training Centre in what was a very full but successful whole day event. Melissa Price MP officiated at the opening of the GRTTCC and former Head Boy Professor Tim Ackland spoke at the 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 the 155 Year 12 students in the historic ‘half year cohort’ group, their families and friends, and other community members, gathered together to congratulate award winners.

HOUSE CARNIVALS

The House Athletics Carnival attended by 450 students saw Moresby take out the champion house trophy (494 points) with Chapman second (407), followed by Greenough (379 points), Batavia (376), and Abrolhos (294 points).
The Swimming Carnival held in near perfect weather conditions saw the final placing’s as Chapman (928 points), Batavia (391 points), Greenough (359 points), Mooreby (269 points), and Abrolhos (214 points).

CULTURAL EVENTS
The theme in 2014 for Harmony Day (week) being ‘Everyone Belongs – Moving Forward Together’ was celebrated in March with a wide variety of events including quizzes for form classes; essay, poetry and poster competitions; the cutting of the Harmony Cake; a sausage sizzle lunch; and selected staff and students entertaining the student body and parent guests with their musical talents.

Derek and Zamaria Councillor welcomed the community to our courtyard as the opening item on our NAIDOC Week program with the talented Rangeway didgeridoo players and Mrs Nola Gregory’s poetry making for a respectful start to the week. Other items enjoyed by all included displays; daily form quizzes; a live broadcast from Radio Mama; a ‘cook up’ day with stir fry, curry, bbq meats and damper featured on the menu; entertainment from Reno James (a country gentleman entertainer); and a spirited game of ‘black v white’ football on the Friday, all ending a very enjoyable week of celebrations.

PARENT GROUPS
Committed parents and community members continue to support our efforts through the P&C and College Council. Student representatives Brody Boyle and Kyah Henderson reported to Council on student activity each month. I thank Mrs Caroline Rowcroft as President of the Geraldton Secondary Colleges’ P&C and Chair of College Council for her leadership role and acknowledge the 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 and turned around the operating loss from the previous year. The 2013 Auditor’s Report showed $223,786 income and $239,718 expenditure. In 2014 it was $196,426 and $175,114. Feedback from the student survey provided valuable insight into cafeteria menu preferences and the service from staff. Predictably, the introduction of an eftpos service was acknowledged as a major success.

A special allocation of $5,800 was made to assist with the purchase of 321 75th anniversary commemorative bricks for our ‘half cohort’ Year 12 group.

The P&C provides the ATAR Dux award, and the Chaplaincy service continued to be supported with an allocation of $5,000.

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. December’s version of The Link was the last hard copy published and distributed to all parents. Future editions will be e-mailed to the student body with e-mail addresses, with a fully integrated communications service, inclusive of website and phone app notification, having been developed to reach our audience. The Link is 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 – page 15)

CONTRIBUTIONS AND CHARGES

56.21% of Year 10 voluntary contributions and 69.22% of Year 11 and 12 charges were paid in 2014. These are much improved figures on the previous year’s collection rates of 53% and 60.1%. We are making good progress toward maximising returns from those eligible to receive Secondary Assistance Program supplements.

While near maximum payment for extra-curricular activity continued, regular invoicing and payment plan options were not sufficient to prevent us carrying a figure of $168,000 as outstanding debt into 2015. Approximately $80,000 will be written off for students who left during, or at the end of 2014. Incentives for payment remains a consideration.

GRANTS

The Department of Education (DoE) grant allocation to equip the Geraldton Regional Trade Training Centre (GRTTC) is almost expended. The equipment carry-over figure is $64,864. While these funds could be exhausted during 2015, several ‘wish list’ equipment items will be deferred to ensure operating costs and a repair/replacement buffer exists. The operating cost centre carry-over figure is $7,327.

Special purpose grants for computer replacement have finished, while the last Aboriginal Tutorial Assistance Support grant of $303,000 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

Our repairs breakdown budget has remained at $100,000 for at least twelve years with overspending occurring in 2013 ($9,000) and again this year ($29,000). Managing the faults budget has been accompanied by a ‘safety net’ so we expect re-imbursement and the review process calculated on averaging three year expenditure to lead to an increase in the allocation. This will be referred to as a targeted initiative under the one-line budget to be introduced in 2015.

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. A new two-year technician service contract will be formalised in February 2015.

The salary pool facet of our finance operation will not exist under the ‘one-line’ budget arrangement. However, $148,000 from the $999,876 allocation will carry over to be added to our 2015 budget.

CAPITAL WORKS AND FACILITIES

The official opening of the Geraldton Regional Trade Training Centred occurred on August 1st. The Federal member for Durack, Ms Melissa Price, officiated. Representatives from the consortium of schools attended and along with other guests toured the workshops and witnessed students at work.

The operation of the Gigaman Gawala engagement program conducted at the Midwest Football Academy HQ (former John Frewer boarding house) raised the issue of general and routine maintenance. This is under review along with the lease renewal.

A Building Condition Assessment (BCA) report has been conducted on John Frewer House and together with an independent report undertaken by the Clontarf Foundation will provide a comprehensive plan for future maintenance programs to inform funding requests and supplementary allocations to the college.

A Licence Agreement regarding the former canteen and adjacent servery area has been drafted for the SHiNE Board. The purpose is to allow this site to be converted into a training and classroom area so there is continuity of the engagement program currently delivered at John Willcock College. Funding and management of the build will be the responsibility of the SHiNE Board with maintenance services provided as part of the College’s budget.

Garry Simmons
Principal