



## Gingin District High School

# ANNUAL REPORT 2022

### **OUR VISION**

*"Our vision is to lead in the provision of education within our community through relevant curriculum that embraces a balance between academic achievement and citizenship. We will create an uplifting positive environment in our school where all students, staff and our community feel a sense of belonging. We endeavour to work collaboratively to provide opportunities for all to reach their full potential and where achievements are celebrated with pride."*



## Message from the Principal



The 2022 school year was a year of optimism and engagement, but also a year of challenge and tragedy.

There was great enthusiasm as we shook off the effects of COVID and were able to again provide the activities that students and our families love. Our End of Year Concert, always a significant event both for the school and the community, was a hit at the end of the year, and was well attended by families and the broader community.

In 2022 the School Board managed the formal adoption of our 2022 - 2024 Business Plan, with ambitious targets for student learning and for community engagement. Thanks to the leadership of the Board Chair, Dr Carolyn Johnston, the school has moved forward in our development and improvement.

New Room 11 and Room 12 facilities were opened by the Minister for Education in July. The new rooms, damaged by the 2019 fire, provide state of the art facilities for students and teachers. New interactive screens, split system air conditioning, whiteboards and pin-up boards are installed. Room 12 in particular, used as a multi-purpose room, provides video conferencing facilities for students and staff in a pleasant environment.

The review of school operations by the Department of Education Public School Review Group was very positive, with the review team stating, “The school has met the (Department of Education) Standard”, and “The positive actions underway and the next steps identified will support the school’s continued progress.” The next Public School Review will be in 2025.

In conjunction with the P&C, the school has funded several improvements during 2022. The Funky Monkey playground for Upper Primary and Secondary students will open in 2023. The Pre-Primary rooms will have new split system air conditioners installed by the start of the year, while teacher wish list items were supported and funded.

However, 2022 was also a year that brought loss and tragedy. The school was saddened by the loss of two of our parents during the year to traffic accidents. Also, a fire in Term 3 caused the destruction of the remaining original buildings of the school. The professional work of the staff, and the positive responses of the students, meant that school evacuations were well managed. Local firefighters made the area safe, and new building activity will take place in 2023.

At Gingin District High School, we pride ourselves on developing the whole person. The range of experiences we provide demonstrates the commitment of our teachers and allied professional staff in supporting our students. All staff endeavour to achieve our school’s vision - to create a positive, uplifting school community where students succeed. This includes building a family-friendly environment where families are welcomed and supported.

This Annual Report highlights the 2022 developments taking us along the road to that vision. I commend the report to you.

## Highlights of 2022

The year started darkly, with impacts of COVID preventing school activities and events. By Term 3, we were able to re-commence activities that had been on hold. Staff made extensive efforts to ensure that students had access to a full range of experiences that enhance their schooling experience. Building our relationships with families and community is always a focus for the school, and our Communications Committee and School Board worked hard to further develop this throughout the year.

### *Public School Review*

The Public School Review highlighted the positive work of teaching and allied professional staff at the school. The Review was positive about the work done by the PBS Team, the student engagement support provided by the Student Services Team, and the outstanding mathematics development that was underway at the school. Our next review will be in 2025, and will lead into the next Business Plan cycle.

### *End of Year Concert*



Each year, the Gingin District High School End of year Concert is one of the biggest events in the Gingin calendar! This year, with the theme as 'Life in Gingin', the spectacular brought joy to all the families and community members who attended. As always, the youngest performers in Kindergarten and Pre-Primary were a hit, but the secondary students (almost) stole the show with their rendition of Cotton-Eye Joe! With the P&C cooking sausage sizzles, the evening was complete, and a showcase for the school!



## ***Year 9 / 10 Camp***

Year 9 and year 10 students attended a camp at Bickley Reserve in Term 4. The camp provided a range of activities for students, and was highly enjoyable.



The camp was in lieu of a Countryweek camp, which will now be held bi-annually.



## ***Graduation Ceremonies***

Our Year 6 graduation and High school graduation ceremonies provide an opportunity to recognise outstanding achievement from individual students at these important stages of their lives. These ceremonies create a formal atmosphere to provide formal awards to students who have excelled in their Primary school years and their Secondary school years.



The Secondary graduation was attended by a number of dignitaries including emergency services personnel from the Shire of Gingin and the Department for Fire and Emergency Services.

## Assemblies

After a year without school assemblies due to COVID, it was a relief to be able to have parents back in the school for assemblies. Some great assembly items were presented throughout Term 3 and Term 4. Staff, students and parents were excited by the opportunity to again come to the school to see students perform and to recognise student achievements.



## Leadership Development



Our school has a strong commitment to developing young leaders in our community. Through our Student Council and our year 6 student leadership development programs, we offer students a range of opportunities to show and improve their leadership skills. We would like to thank 'Zero-to-Hero' for supporting our school in the development of our young leaders.



## Emergency Services



Our Emergency Services program has been recognised both within the state and nationally as an innovative program supporting the development of skills relating to bushfire management, but also to values around community engagement and volunteering. The award-winning program combines the curriculum-related skills of our teaching staff with the skill and knowledge of local community emergency services volunteers and professionals. In 2022, the

school was invited to presentations in Adelaide and Brisbane to explain the development of the program to a wider audience.

## PBS

Our PBS team continued to increase our CRTR visibility with new CRTR signage for the canteen, Daw Street entrance and window stickers for the Junior Primary and Middle-Upper Primary blocks. The ladies from the CWA joined in the action, making us four new CRTR costumes.



## Student Services



Our Student Services Team have been analysing SAER and looking for innovative ways to target improvements that meet individual students' needs. This has included the implementation of Kidshift which is a targeted intervention strategy that comes in several flavours including KOGA (Kids Yoga), Bike Rescue, Junior MasterChef and mentoring, all underpinned by neuroscience and evidence-based data. The response from students, families and the wider community has been overwhelming supportive.

Our KOGA initially included one 30-minute session per week and was quickly extended to 2 sessions due to the success of the program. Students were referred to the Student Services Team and selected based on their needs. Likewise, students needing 'team-work' skills were selected to participate in Junior MasterChef classes were staff targeted desired behaviours.



10 Students were selected to participate in the BikeRescue program that uses hands-on skill-building to engage and mentor young people. BikeRescue builds knowledge, social skills, confidence and teamwork through various mechanical and mentoring activities.

Over the course of 10 weeks, participants completely dismantle and rebuild two bikes each. The first is donated to charity, which earns them

the second one to customise and keep for themselves.



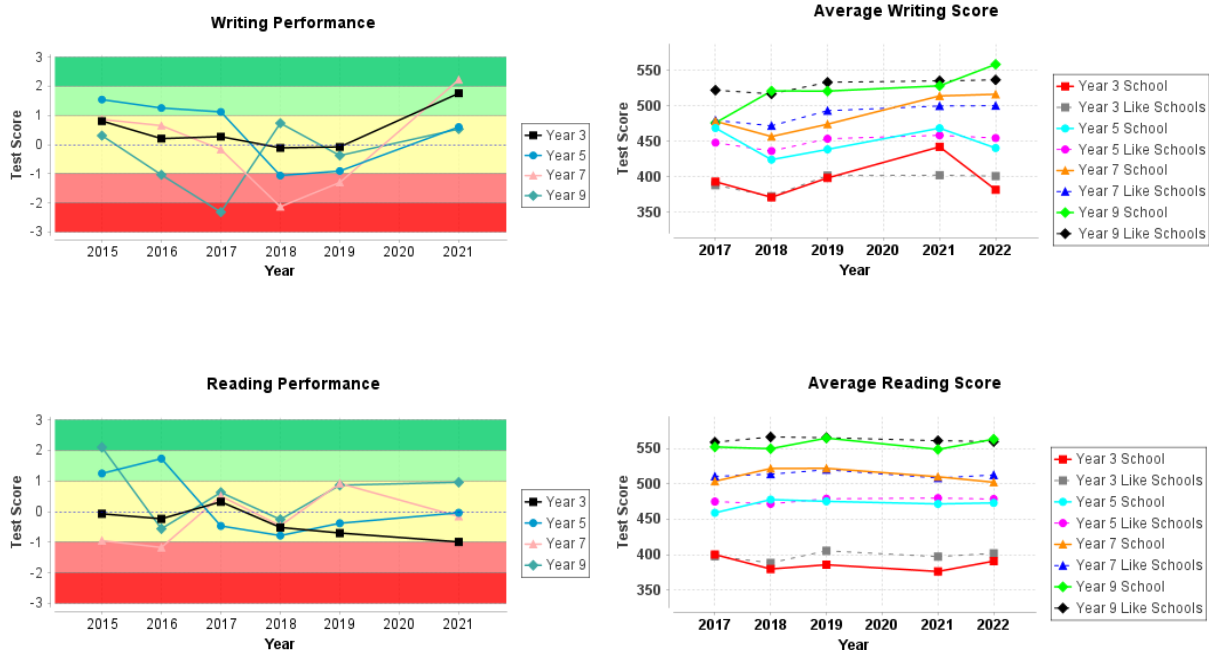
# Student Achievement and School Performance

The information in the Annual Report aims to provide the school community with information on the school's performance. Individual information on your child's achievements and progress are provided through your child's school reports, personal results and discussion with the teacher.

The graphs below show the school's relative performance compared to Like Schools in Writing, Reading and Numeracy. Results from 2022 were affected by absences and interruptions to the testing program, and therefore it is difficult to interpret longitudinal information. As a result, 2021 graphs are also included for comparison. Specific decisions about programs in 2023 will be informed by robust school data as well as system level assessments such as NAPLAN.

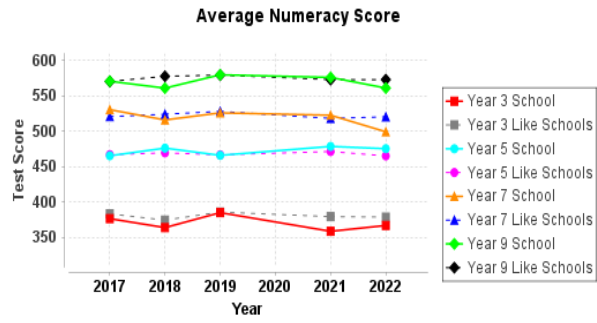
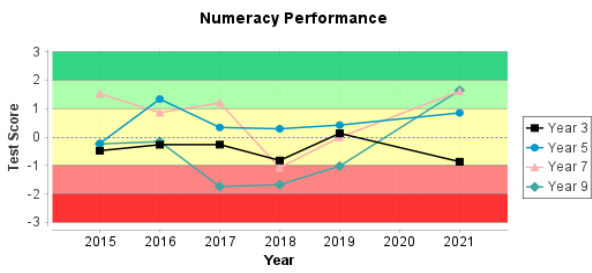
## Literacy Performance

Performance in Reading and Writing for 2022 shows a relatively mixed performance profile, highlighting the difficulty of capturing meaningful whole-school information under the circumstances that existed last year. Nevertheless, the results were mostly consistent with like-schools. Trends in Writing to 2021 showed dramatic improvement year to year and demonstrated the school's intense focus on literacy development. Trends in Reading were consistently at or above expectations compared to like schools.



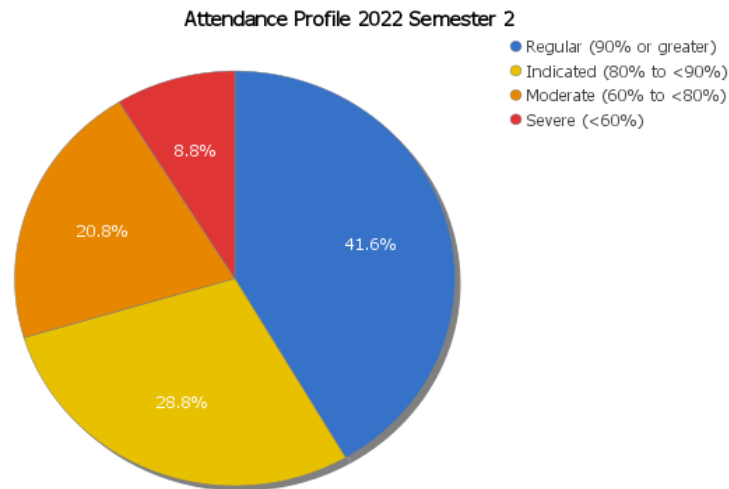
## Numeracy Performance

Against trends of improvement in Numeracy up to 2021, the results in 2022 again highlight the impact of the factors affecting student achievement. Despite ongoing support in mathematics across the school, results in 2022 generally declined marginally. The expected results in 2023 will give a better indication of the impact of the support strategies put in place to develop mathematics skills for students.



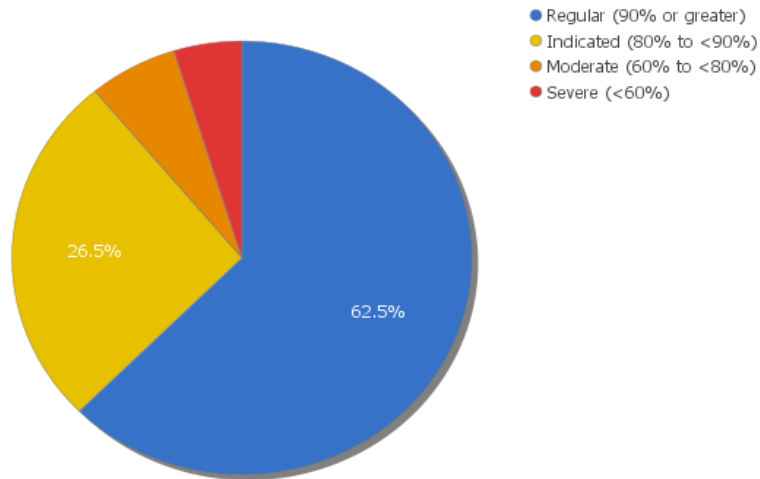
## Attendance

Attendance is a key indicator of school engagement and so is a focus for the school. Attendance in Semester 2, 2022 was significantly affected by COVID illness, other illnesses, school disruption, and family disruption due to the outbreak and other factors. The graph below shows the attendance data for Semester 2, 2022. The change from normal attendance is significant and demonstrates the impact of the factors stated above.

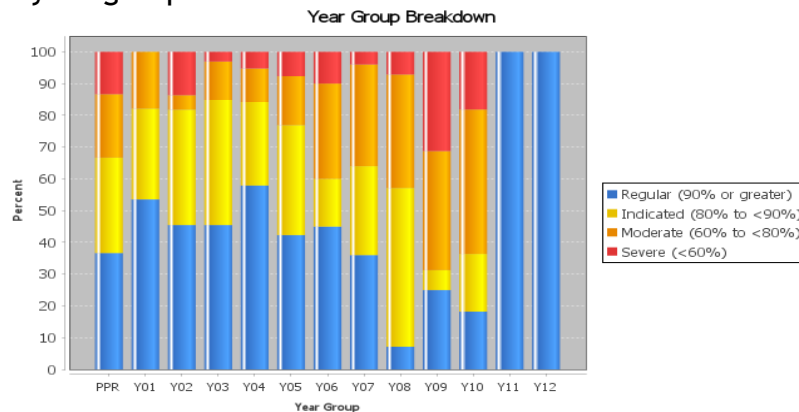


The attendance profile for Semester 2, 2019 - the latest pre-COVID data - is included for comparison.

Attendance Profile 2019 Semester 2

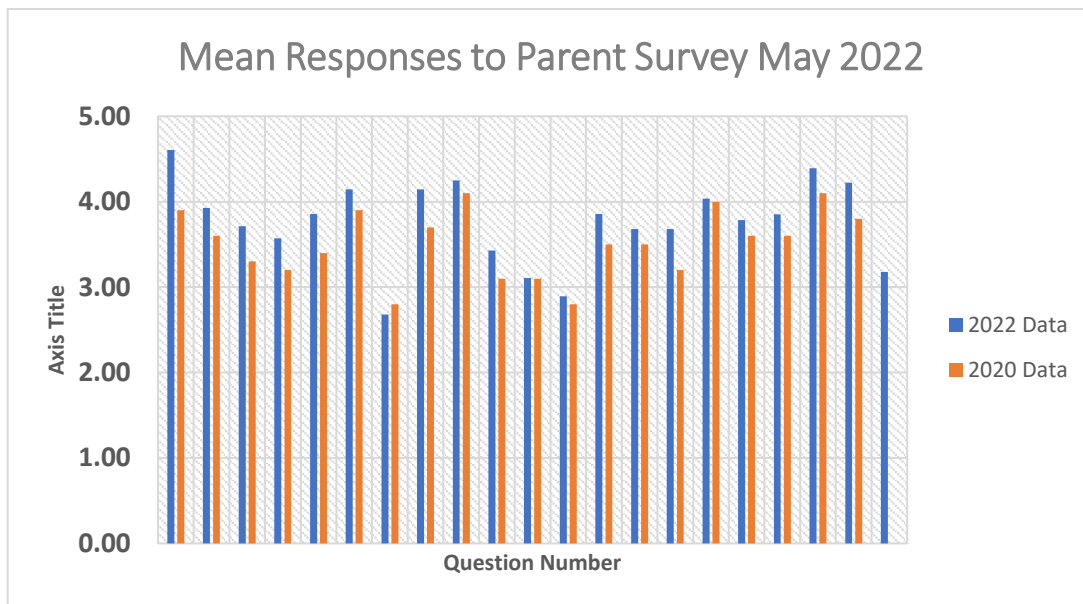


Regular attendance in Semester 2, 2019 is 62.5%, a figure consistent with data from previous years. Nine out of ten students in 2019 attended more than 80% of the time, again a figure consistent with data from previous years. In 2022, 41.6% of students attended regularly. The percentage of students attending over 80% of the time is only slightly lower than in 2019, suggesting that there is no longer term trend to declining attendance. The year group breakdown is shown below.



## Staff & Parent Perceptions

In Term 2 2022, the school conducted parent perceptions surveys via phone. Questions were taken from the National School Opinion Survey questions. The results of the survey are shown below:



**Questions:**

1. *I can talk to my child's teachers about my concerns.*
2. *The school collaborates with me to support my child's learning.*
3. *This school has a strong relationship with the local community.*
4. *I would recommend this school to others.*
5. *Teachers at this school treat students fairly.*
6. *My child feels safe at this school.*
7. *Student behaviour is well managed at this school.*
8. *My child likes being at this school.*
9. *Teachers at this school care about my child.*
10. *This school looks for ways to improve.*
11. *This school takes parents opinions seriously.*
12. *This school is well led.*
13. *My child is making good progress at this school.*
14. *My child's learning needs are being met at this school.*
15. *I am satisfied with the overall standard of education achieved at this school.*
16. *Teachers at this school expect my child to do their best.*
17. *Teachers at this school provide my child with useful feedback about their schoolwork.*
18. *Teachers at this school motivate my child to learn.*
19. *My child's teachers are good teachers.*
20. *This school is well maintained.*
21. *Do you think the school uses resources for the benefit of all children?*

Most scores have increased slightly from 2020. Some scores have increased significantly over a six year period. The scores on “*My child feels safe at this school*” and “*My child likes being at this school*” are both above 4.0, indicating that parents view these positively.

The item “*I can talk to my child's teachers about my concerns*” has shown the highest improvement since 2020, and is now above 4.0, indicating a generally positive

response. Again, this item has improved significantly over several years, and is indicative of respectful parent-teacher relationships.

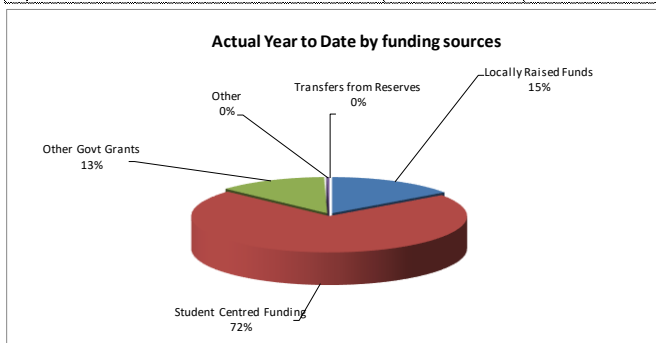
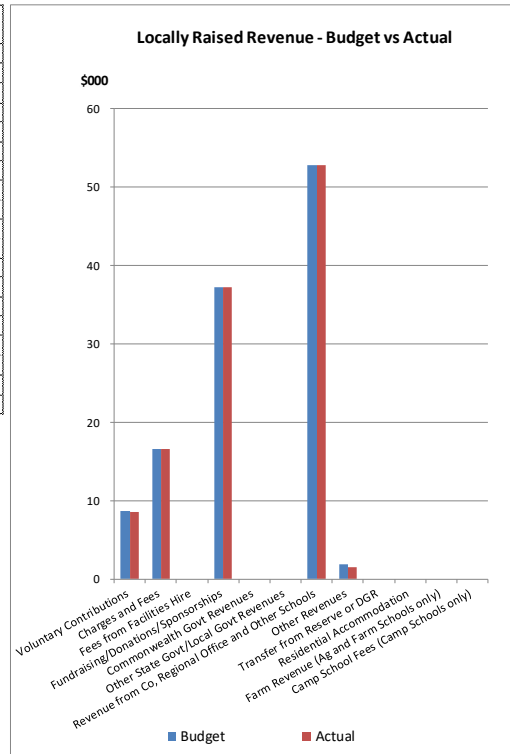
The item *“Teachers at this school treat students fairly”* has been scored at 3.86, which indicates a positive response. This item has improved significantly over the past few years. While there has been improvement in this item, the school would like to see further improvement in this perception. Scores on *“Behaviour is well managed at this school”* and *“This school is well led”* are both still below 3.0, although the score for the item *“This school looks for ways to improve”* has increased.

Responses to questions on teaching, learning and academic expectations are mostly above 3.5, and show significant improvement in the past few years, highlighting the school’s focus on these areas.

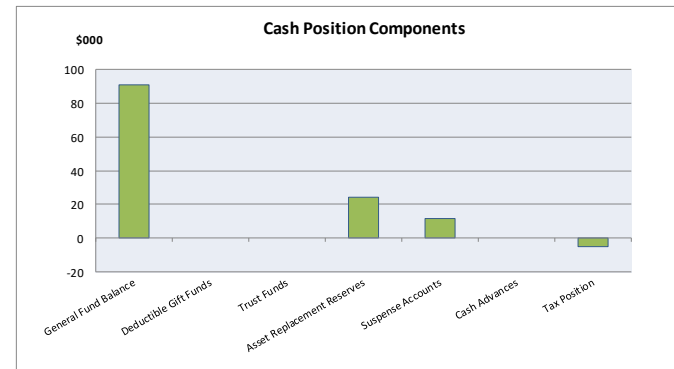
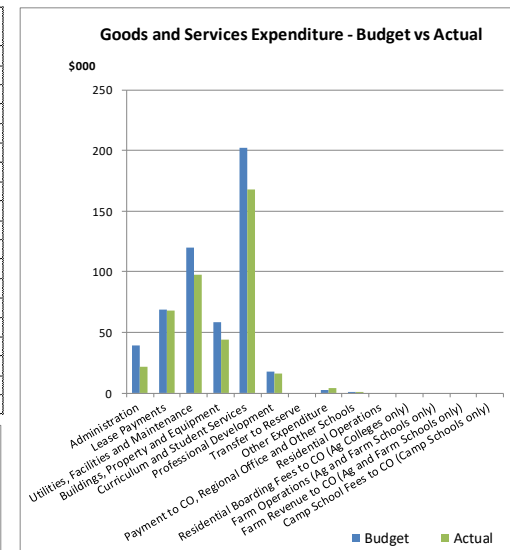
Open ended responses show that parents value the community ‘feel’ of the school, and the local nature. Connections and learning are seen as positives for the school. Parents see the school as excelling in sports, early childhood, and community interaction. Parents would like to see the Year 11 and 12 program expanded and greater subject offerings in High School.

# Financial Information

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 8,647.00	\$ 8,569.65
2	Charges and Fees	\$ 16,568.00	\$ 16,568.02
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 37,289.00	\$ 37,288.10
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 52,780.94	\$ 52,781.00
8	Other Revenues	\$ 1,862.00	\$ 1,500.15
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	\$ 117,146.94	\$ 116,706.92
	Opening Balance	\$ 98,946.00	\$ 98,946.33
	Student Centred Funding	\$ 294,209.97	\$ 294,210.41
	<b>Total Cash Funds Available</b>	\$ <b>510,302.91</b>	\$ <b>509,863.66</b>
	Total Salary Allocation	\$ -	\$ -
	<b>Total Funds Available</b>	\$ <b>510,302.91</b>	\$ <b>509,863.66</b>



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 39,369.99	\$ 21,772.07
2	Lease Payments	\$ 69,150.00	\$ 67,636.93
3	Utilities, Facilities and Maintenance	\$ 120,114.00	\$ 97,829.65
4	Buildings, Property and Equipment	\$ 58,386.00	\$ 44,078.53
5	Curriculum and Student Services	\$ 201,986.98	\$ 167,531.08
6	Professional Development	\$ 17,994.94	\$ 16,170.64
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 2,801.00	\$ 3,798.20
9	Payment to CO, Regional Office and Other Schools	\$ 500.00	\$ 442.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	\$ <b>510,302.91</b>	\$ <b>419,259.10</b>
	Total Forecast Salary Expenditure	\$ -	\$ -
	<b>Total Expenditure</b>	\$ <b>510,302.91</b>	\$ <b>419,259.10</b>
	Cash Budget Variance	\$ -	\$ -



Cash Position Components	
<b>Bank Balance</b>	<b>\$ 121,109.18</b>
Made up of:	
1 General Fund Balance	\$ 90,604.56
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 24,089.51
5 Suspense Accounts	\$ 11,389.11
6 Cash Advances	\$ -
7 Tax Position	\$ (4,974.00)
<b>Total Bank Balance</b>	<b>\$ 121,109.18</b>

## Further Information

Further details regarding school operations or achievements can be discussed with the Principal or the Leadership Team at the school. Please contact the school on 9575 5300 if you wish to discuss any aspect of this Annual Report in greater depth.



*Gingin District High School Annual Report 2022*