



Gingin District High School

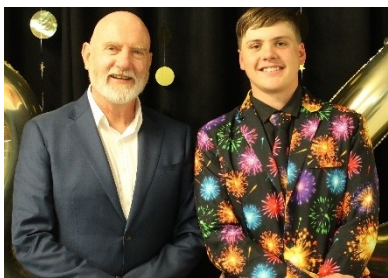
ANNUAL REPORT 2024

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."

Reflections from the Principal



It has been rewarding to look back on the events and successes of the 2024 school year. This report highlights many of the achievements of our students and some challenges that we embrace into the future. This year has been an opportunity to consolidate after the disruptions of the past few years. Our staff have risen to the task and the school finishes the year in a better place than we have been.

In all surveys, parents and students are very clear that they value the work and expertise of our staff. Rightly so, parents and students see our staff as professional, dedicated and caring. I would like to take this opportunity to thank our teaching staff and allied professionals for the work they have done this year in supporting students. Their work has shown we can support all students to achieve excellence in every classroom every day. I am confident that our staff will bring the same level of commitment to our school next year.

Our students engage in learning activities across the range of subject areas, and building the opportunities for our students has been a big part of our efforts over the past three years. Technology, the Arts, Music and Drama, and Indonesian have all been areas of endeavour for our students this year. Our teachers have been working to build our students' skills in literacy and numeracy and these efforts have clearly paid off, as you will see later in this report. Our support for students in other subject areas can be seen in the products and outcomes shown in parent communications and on our Facebook page.

I have been proud of our sporting teams and individual efforts this year. Some of the outstanding achievements of our students include:

- Primary netball and basketball winners at the Northam Cup.
- Secondary school exhibition awards at the State School Sporting competitions in Perth.
- Individual and team achievements in triathlon competitions in Yanchep.
- Numerous records broken in our school athletic, running and swimming competitions.
- Country Week success for all teams, particularly for our boys basketball team.

I would like to take this opportunity to thank all P&C members, but particularly Marty Aldridge, our President, and the Executive, Courtney Bayliss, Bec Ellar and Jenna Treloar. The work that the P&C has put in has led to genuine improvements in school resources and student opportunities. As one example, the significant improvements in the lighting, staging and backdrops in our Performing Arts Centre this year have come about because of the hard work of our P&C committee, making our PAC the best presentation space available.

Our School Board has been wonderful this year and I am thankful for the way that the Board has challenged our thinking and encouraged our school to improve opportunities for students and build our strategies for communicating with parents. A high level of gratitude must go to Charlotte Cook-Casey, our Board Chair, who has guided the Board so effectively.

Message from The School Board Chair



Childhood is a precious and, as all parents know, an achingly fleeting moment in time. This short but powerful period is not merely a simple stage of life but a significant foundation upon which our very identities are built. It is the soil in which our dreams are planted, and the framework by which our understanding of the world is shaped.

As educators we must strive to ensure that our own students' school days will hold similarly positive enduring memories for each and every one of them.

I think we are on track with this here at Gingin District High School. We do relationships and nurture really well. Our students will, I'm sure, remember forever Friday dancing, the spirit of our faction days, the warmth of all of our staff members and the fun of Gingin's got talent. I think we are getting the pastoral aspect of education really right.

My personal goal as Chair of the Board is to progress our friendly, fun little school on its journey to becoming a great seat of learning. A place where every student regardless of experience or ability is encouraged and supported to reach their fullest potential. I envision our school becoming a place where care marries with academic success - a place of both positive affirmation and ambitious aspiration.

In the classroom, aspiration manifests in many forms. It drives students to engage deeply with their studies, to ask questions that provoke thought, and to seek out opportunities for enrichment. Enabling this is more than offering Gifted and Talented programmes to the most able students. It is about lesson design that affords every single student, irrespective of their ability according to past performance or NAPLAN results, to explore and soar.

When teachers foster an environment of aspiration, they empower their students to take ownership of their education. They become not just passive recipients of information, but active participants in their own learning journeys. Aspirational students develop critical thinking skills, creativity, and the ability to persevere in the face of challenges. These attributes are essential not only for academic success but for success in life. In a world that is constantly evolving, those who aspire will be the innovators, the leaders, and the change-makers.

So, my advice to you young people, our current dreamers and future leaders is to read and play and read some more. Talk to your parents or guardians about your dreams and aspirations. Then read again. To your parents, my advice is to get out there and do some cartwheels, make some daisy chains, or chuck an olly down at the skate park. Rediscover the wonder of childhood and find that wonder mirrored in the eyes of your child. Just don't send me your physio bills afterwards!

Highlights of 2024

One Big Voice



Our big night in August was the performance by our students as a part of the 'One Big Voice' ensemble at the Perth Arena. Close to 20,000 people gather at RAC Arena in Perth on one day each year for a massive celebration of the song and our students have now been a part of it for the past two years. Students from across the school participated in the performance and the atmosphere was electric! Congratulations to all of our students.

Derek Nannup Incursion

Derek Nannup is a local Noongar man and performer. An accomplished didgeridoo player, he played for Burnam Burnam and at various celebrations and functions. Derek is also a talented dancer! Derek visited our school and involved students in a number of activities and performances. It was a great opportunity for our students to build their understanding of Noongar culture.



ANZAC Ceremony

Our ANZAC ceremony is always a highlight of our year, and with the wonderful backdrop of our school's front entrance, the atmosphere is always spine tingling! The participation and contributions of our community and parents makes our ANZAC ceremony an important part of our year. As an educational experience for our students, it is historically important and valuable.



Basketball with Trevor!



Former Perth Wildcat, Trevor Pugh, continues to work with the school to build physical activity and fun for our students. Students from Year 1 to Year 10 were engaged in building strong physical skills and enjoying their sporting development. Trevor is all about enjoyment of sport and basketball in particular. Ending with a faction competition, the program has had very positive feedback from students and parents.

Faction Carnivals

As always, our faction carnivals attract a great deal of spectator participation! Athena (again!) dominated the awards in 2024, but of course the focus is on participation and developing a healthy lifestyle. The work of our Physical Education teachers is to be commended in the quality of the carnivals that our school provides.



Countryweek

Year 9 and 10 students competed in the District High School Countryweek competition held in Perth at Challenger Stadium in Term 3, 2024.

Our students competed in the Mixed Volleyball 'A' Grade competition (awarded sportsmanship award), Boys Basketball (just missed out on third place), and Girls netball (made it to the finals!). The evening activities were a big hit. Students nearly beat Ms Devine-Egan at bowling, but she managed to catch them on the dodgem cars! Thanks particularly to Ms Devine-Egan for organising a wonderful opportunity for our Secondary students.

Book Week



A highlight of 2024 was the celebration of Book Week, with the theme ***“Reading is Magic”***. This event was marked by a vibrant dress-up parade, during which students and staff embraced their favourite book

characters. Teachers integrated Book Week activities into their class programs, allowing students to engage with the Children’s Book Council of Australia (CBCA) shortlisted books. This is an enjoyable event for parents and students, and the joy of dressing up was even felt amongst the staff!



Student Achievement and School Performance

The information in the Annual Report aims to provide the school community with confidence in the school's performance as measured through external assessments. Individual information on children's achievements and progress are provided through each child's school reports, personal results and individual discussions with the teacher.

Literacy Performance

The tables below highlight the performance of students at Years 3, 5, 7 and 9 in the Reading and Writing aspects of the NAPLAN assessment program in 2024. Notable is that in several areas the school outperforms similar schools, for example in Year 3 Reading 13% of students achieved 'Exceeding' in their Reading assessment, compared to 9% across the state, and 64% of Year 3 students achieved 'Strong' or 'Exceeding' in Writing compared to 63% across the state. Noticeable, though, is that smaller numbers of students in Years 5, 7 and 9 achieve in the 'Exceeding' band. A focus for our next Business Plan will be to ensure that extension is provided for students to ensure that high levels of achievement for all students are sustained and improved.

Year 3 Reading

Proficiency Level	NAPLAN Score Range	2023		2024	
		Sch	Like Sch	Sch	Like Sch
Exceeding	481 above	9%	9%	13%	9%
Strong	368 - 480	18%	42%	29%	39%
Developing	282 - 367	45%	30%	29%	28%
NAS	281 below	27%	19%	29%	25%

Year 3 Writing

Proficiency Level	NAPLAN Score Range	2023		2024	
		Sch	Like Sch	Sch	Like Sch
Exceeding	503 and	0%	4%	7%	2%
Strong	370 - 502	36%	64%	57%	61%
Developing	296 - 369	45%	19%	27%	23%
NAS	295 and	18%	13%	10%	13%

Year 5 Reading

Proficiency Level	NAPLAN Score Range	2023		2024	
		Sch	Like Sch	Sch	Like Sch
Exceeding	555 above	0%	9%	3%	11%
Strong	448 - 554	50%	51%	37%	46%
Developing	377 - 447	25%	23%	31%	25%
NAS	376 below	25%	17%	29%	19%

Year 5 Writing

Proficiency Level	NAPLAN Score Range	2023		2024	
		Sch	Like Sch	Sch	Like Sch
Exceeding	570 and	0%	5%	0%	4%
Strong	455 - 569	33%	50%	29%	48%
Developing	385 - 454	43%	29%	57%	31%
NAS	384 and	24%	16%	14%	17%

Year 7 Reading

Proficiency Level	NAPLAN Score Range	2023		2024	
		Sch	Like Sch	Sch	Like Sch
Exceeding	603 above	0%	8%	0%	8%
Strong	500 - 602	25%	43%	33%	42%
Developing	430 - 499	35%	30%	29%	30%
NAS	429 below	40%	19%	38%	20%

Year 7 Writing

Proficiency Level	NAPLAN Score Range	2023		2024	
		Sch	Like Sch	Sch	Like Sch
Exceeding	614 and	0%	5%	0%	6%
Strong	511 - 613	26%	39%	43%	40%
Developing	439 - 510	42%	37%	33%	38%
NAS	438 and	32%	19%	24%	15%

Year 9 Reading

Proficiency Level	NAPLAN Score Range	2023		2024	
		Sch	Like Sch	Sch	Like Sch
Exceeding	639 above	13%	8%	4%	8%
Strong	539 - 638	25%	44%	31%	45%
Developing	464 - 538	50%	31%	27%	35%
NAS	463 below	13%	17%	38%	8%

Year 9 Writing

Proficiency Level	NAPLAN Score Range	2023		2024	
		Sch	Like Sch	Sch	Like Sch
Exceeding	647 and	0%	9%	8%	12%
Strong	553 - 646	44%	36%	27%	40%
Developing	469 - 552	33%	40%	42%	36%
NAS	468 and	22%	16%	23%	12%

Numeracy Performance

Despite having no students in the 'Exceeding' band, Years 3 and 5 students show that the combined total of students in 'Strong' and 'Exceeding' is above or similar to like schools. For example, 50% of Gingin DHS students achieve at 'Strong' or 'Exceeding' in Year 3 compared to 45% across the state. These levels drop in high school, with the proportions in Year 7 being lower. Comparisons for Year 9 are difficult as test engagement was an issue for some students.

Year 3 Numeracy

Proficiency Level	NAPLAN Score Range	2023		2024	
		Sch	Like Sch	Sch	Like Sch
Exceeding	493 and	5%	6%	0%	3%
Strong	378 - 492	36%	46%	50%	42%
Developing	311 - 377	27%	31%	33%	34%
NAS	310 and	32%	17%	17%	20%

Year 5 Numeracy

Proficiency Level	NAPLAN Score Range	2023		2024	
		Sch	Like Sch	Sch	Like Sch
Exceeding	577 and	0%	5%	0%	4%
Strong	451 - 576	43%	47%	40%	46%
Developing	386 - 450	29%	29%	49%	33%
NAS	385 and	29%	19%	11%	17%

Year 7 Numeracy

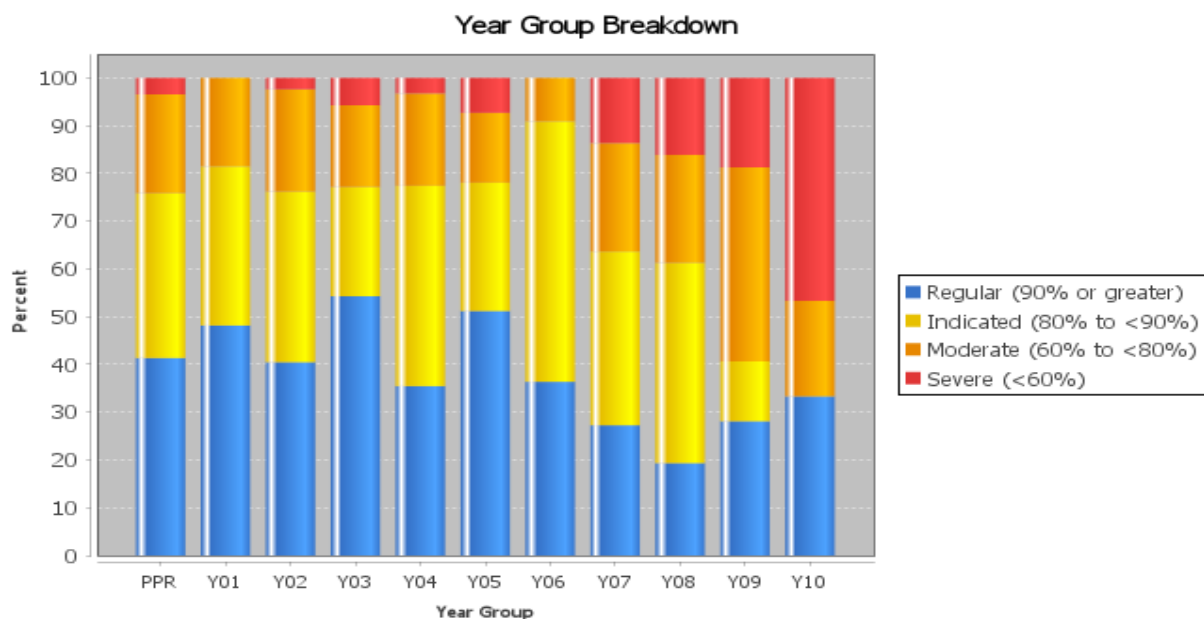
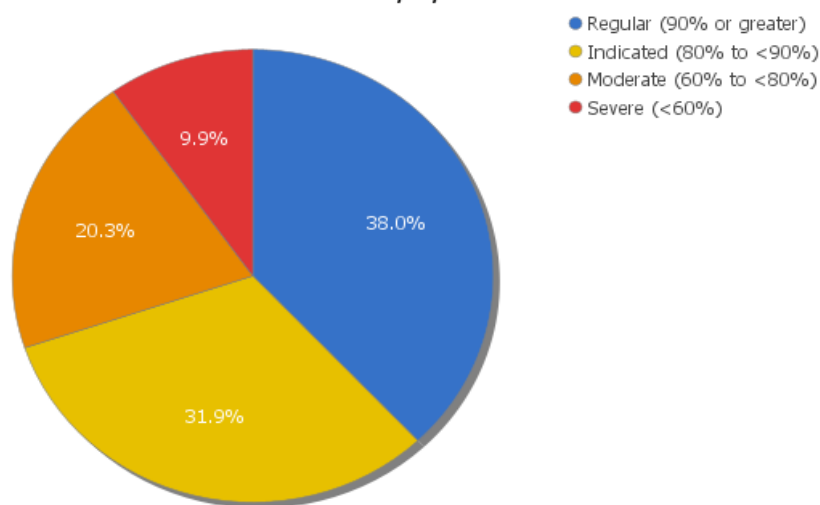
Proficiency Level	NAPLAN Score Range	2023		2024	
		Sch	Like Sch	Sch	Like Sch
Exceeding	632 and	5%	4%	0%	4%
Strong	500 - 631	40%	47%	33%	47%
Developing	431 - 499	40%	32%	33%	34%
NAS	430 and	15%	17%	33%	15%

Year 9 Numeracy

Proficiency Level	NAPLAN Score Range	2023		2024	
		Sch	Like Sch	Sch	Like Sch
Exceeding	673 and	0%	5%	0%	3%
Strong	536 - 672	33%	50%	31%	52%
Developing	463 - 535	33%	32%	50%	35%
NAS	462 and	33%	13%	19%	11%

Attendance

Attendance is a significant predictor of student achievement and engagement at school, and so is important for the school to monitor and address. Typically, our attendance rate is better than similar schools. As shown in the graphs below, attendance tends to become more problematic for students in late Primary school and High school. Regular attendance - defined as attending more than 90% of the time - is highest at 55% in Year 3. Regular attendance across the school is 38%. Of concern is the number of students in the 'Severe' attendance category - defined as having an attendance rate of less than 60%, or three days per week on average. Almost 10% of students at Gingin District High School are in this category, although the numbers are exacerbated by a large number of students in Year 10. The school has an attendance plan that ensures there is consistent follow up for students whose attendance is of concern.



Student & Parent Perceptions

In November 2023, the school conducted parent perceptions surveys. Questions were taken from the National School Opinion Survey questions. The results of the survey are shown below. The survey highlights to positive regard that parents have for staff at the school, for example, “My child’s teachers are good teachers” which scored 4.24. Most scores are above 3.5, indicating a strong positive response. Many scores exceed 4.0 which is considered excellent. Areas for conversations include support for the school’s student behaviour management processes and communication around the leadership of the school.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Score
Teachers at our school expect my child to do their best.	0	3	4	18	17	4.17
Teachers at our school motivate my child to learn.	1	4	6	14	17	4.00
My child's learning needs are being met at our school.	3	4	8	13	14	3.74
My child is making good progress at our school.	5	3	7	15	12	3.62
I am satisfied with the overall standard of education achieved at our school.	6	1	11	14	10	3.50
Teachers at our school provide my child with useful feedback about their schoolwork.	3	6	8	15	10	3.55
I can talk to my child's teachers about my concerns.	1	1	5	18	17	4.17
Teachers at our school care about my child.	2	0	7	17	16	4.07
My child's teachers are good teachers.	0	1	6	17	18	4.24
Student behaviour is well managed at our school.	7	5	10	11	9	3.24
My child feels safe at our school.	3	2	2	23	12	3.93
My child likes being at our school.	3	2	3	23	11	3.88
This school looks for ways to improve.	6	3	7	16	10	3.50
Our school is well led.	8	2	10	14	8	3.29
I would recommend our school to others.	5	1	7	19	10	3.67

Financial Information

Financial information for the school year 2024 is shown in the table below. Income is mostly through the Student-Centred Funding Model. As expected, the bulk of payments are expended in salaries. Additional expenditure is mostly in Curriculum and Student Services, as well as utilities.

Operational One Line Budget Statement

School: Gingin District High School Year: Dec 2024

Region: North Metropolitan Region Aria: 2.24

One Line Budget - Dec 2024

		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$	222,328	222,328	
Carry Forward (Salary):	\$	94,822	94,822	
INCOME				
Student-Centred Funding (including School Transfers & Department Adjustments):	\$	4,724,000	4,724,000	
Locally Raised Funds:	\$	159,673	166,605	-6,932
Total Funds:	\$	5,200,822	5,207,754	-6,932
EXPENDITURE				
Salaries:	\$	4,146,039	4,146,039	
Goods and Services (Cash):	\$	1,028,465	799,168	229,297
Total Expenditure:	\$	5,174,504	4,945,207	229,297
Variance:	\$	26,318	262,547	-236,229

Income

	Budget	Actual
Carry Forward (Cash)	\$222,328.00	\$222,328.00
Carry Forward (Salary)	\$94,821.66	\$94,821.66
Student-Centred Funding (including School Transfers & Department Adjustments)	\$4,723,999.74	\$4,723,999.74
Per Student	\$3,064,055.00	\$3,064,055.00
School and Student Characteristics	\$1,376,417.73	\$1,376,417.73
Disability Adjustments	\$27,380.85	\$27,380.85
Targeted Initiatives	\$253,741.55	\$253,741.55
Operational Response Allocation	\$2,788.68	\$2,788.68
Regional Allocation	\$.00	\$.00
School Transfers - Salary	\$-602,666.92	\$-602,666.92

Summary

Gingin District High School's continuous self assessment ensures that students receive the best possible educational opportunities and personalised support. Our report demonstrates the high level of commitment from our staff and the innovative programs that are available at our school.

This report highlights that as we develop our next Business Plan we will continue to strive for excellent levels of accomplishment and student achievement.

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 2024