



# Gladstone High School

## 2022 annual report to the community

Gladstone High School Number: 775

Partnership: Upper Mid North

Signature

School principal:

Mrs Tyler Hogan

Governing council chair:

Kathryn Hansen

Date of endorsement:

24 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Gladstone High School is a category 4 school in the Upper Mid North Partnership with a Commonwealth Profile (ICSEA) of 945. In 2022 we had 170 students across 10 classes. The student population includes approximately:

- 30% school card holders,
- 5% students with disabilities and
- 11% Aboriginal students.

2022 was the first year for Gladstone High School to include the year 7's. We had a large influx of 38 year 7 and also 37 year 8's in 2022.

Four students were initially enrolled via Flexible Learning Options, which reduced to one student by the end of the year.

Three students were under the care of the Minister and a total of 49 students have a disability: cognitive, social/emotional or sensory, that impacts on their learning, as reported against the National Disability Data Collection

Four local primary schools are our feeder schools – Laura, Gladstone, Crystal Brook and St Joseph's with the majority of students travelling to school on six different buses.

In 2022 staff included five leaders: Principal, Deputy Principal and three B1 leaders including a Student Wellbeing Leader, 15 teaching staff (one part time), 10 support staff including Administration, Finance, Student Support, Aboriginal Community Education Officer, Farm Manager and Grounds person. We are also very fortunate to have a Pastoral Care Worker to support staff and students.

A highlight for 2022 was the completion of the amphitheatre outdoor learning space, which followed a LEOS completed in 2019.

## Governing council report

Starting off the year with yet another delay due to covid, the AGM was held in late May. We welcomed some new faces to the group. Dannielle Whitehorn, Bec Cunningham, Kate Seidel and Scott Watson (Staff Rep) joined Council along with our student representatives Lara, George, Mackenzie and Bella. David Hodgson re-joined as our Community Rep and Myself, Russell Wilsmore and Nicki Barberien renewed our 2-year terms.

Phillipa Davidson started the year as Canteen Manager and did a wonderful job of maintaining Healthy Eating Guidelines whilst offering the students and staff a wide variety of tasty and satisfying options. We thank Phillipa for her contribution and wish her well in her endeavours. Stacey Wilson joined the team as Manager in September and has continued to offer a wide variety of choices. Volunteers are necessary to ensure the canteen is profitable and is a great way for caregivers to contribute to the school. The canteen caters for many orders from the local primary schools and is extremely valued by those students. If you can volunteer for 3 hours on a weekday, your support will be greatly valued.

One of the roles of Governing Council is to ensure policies and procedures of the school are maintained and up to date. We have recently updated the Uniform policy. Some changes have been made, including re-introducing dresses and launching a new Legging style pant. The leggings, suitable for both girls and boys, are sourced locally and will have the GHS logo screen printed on them. We anticipate these will be available from the school early 2023.

An exciting event happening next year will be a Quiz Night. To be held on 31st March 2023 in the Southern Flinders Sporting Complex, we anticipate a fun night. Please come along and join the fun! Tables of 6-8 people, with sweet and savoury platters available for purchase and hosted by local legend Ian "Chook" Harslett there will be prizes galore and best of all you'll be contributing to improvements for students at GHS.

With some of the Governing Council Members having their last children completing school at Gladstone we are on the look out for some fresh faces and new ideas. If you think you would like to contribute in this way, please contact the school for further information. There are a number of sub-committees that you can also be a part of as parents and caregivers also. If you are interested in the school grounds, fundraising, Agriculture or Finance we would welcome your contributions.

# Quality improvement planning

With little progress towards the actions in the first part of the year, we created two curriculum leadership positions within the school, focusing on literacy and numeracy. We also had 0.1 position funded by the portfolio to support numeracy links with the feeder schools.

For Goal 1 – To improve student achievement in SEA and increase HB Naplan writing  
Common Assessment tasks were implemented and moderated. Self-editing was explicitly taught.  
Reciprocal teaching was a focus of professional development focusing on clarifying. Purpose to encourage.  
Independent reading with a focus on implementing AR was an initial action and was then removed partway through the year.

Exemplar texts were a focus of staff PD and were provided to students in many subject areas.

This will continue to be a focus on developing exemplar resources across the school.

Intervention strategies were implemented with training of SSO's in Maclit and the criteria for selection of students was reviewed during the year.

Grammarly was implemented across the school as a self-editing tool that could be used with consistency.

Significant T & D occurred because of generating a T & D schedule in Semester 2 focussed on SIP.

## TARGETS:

In writing

Year 7 47% were at SEA and 5% were in the HB,

Year 9 58% were at SEA and 4% were at HB.

In both year levels we were well below our targets.

For 2023 the plan is to change to include targets for every year level.

Goal 2 – To improve student achievement in the number strand which will increase SEA and HB in Naplan numeracy.

There was a significant improvement in the consistency of teaching and assessment as a result of the following actions:

- All maths teachers completed Thinking Maths training, and some were able to participate in Back-to-Front Maths training with Tierney Kennedy, providing stronger links to the primary schools.
- Weekly lesson structures developed with maths teachers for Years 7 – 10 that include a range of teaching strategies/activities (warm-ups, rich/thinking maths tasks, problem-solving, explicit teaching, fluency, interleaving)
- Moderation of tasks (internally and externally) - release time Friday Week 7
- Observations and mentoring
- Links to feeder schools – resources and networking, transition
- 2 per term Maths curriculum meetings

Numeracy across the curriculum was evidenced by

- a whole staff numeracy agreement
- 3X per term numeracy focused whole staff PD as part of staff meeting
- Numeracy Learning Progressions – current focus on graphing, timelines and time scales, percentages which determined the focus for whole staff T & D.

## TARGETS:

In year 7, 67% achieved SEA and 8% were at HB in numeracy

In year 9, 58% were at SEA and 4% were at HB. There were a large number of absences which impacted the percentage at SEA.

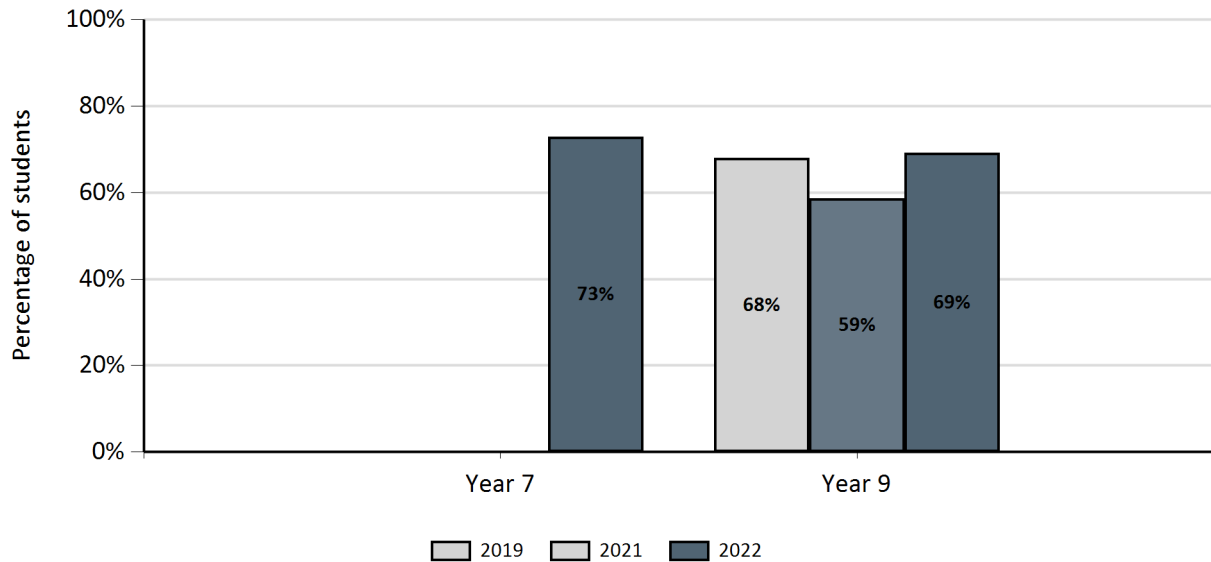
These were still below the initial targets but were closer than the writing targets.

# Performance Summary

## NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

### Reading

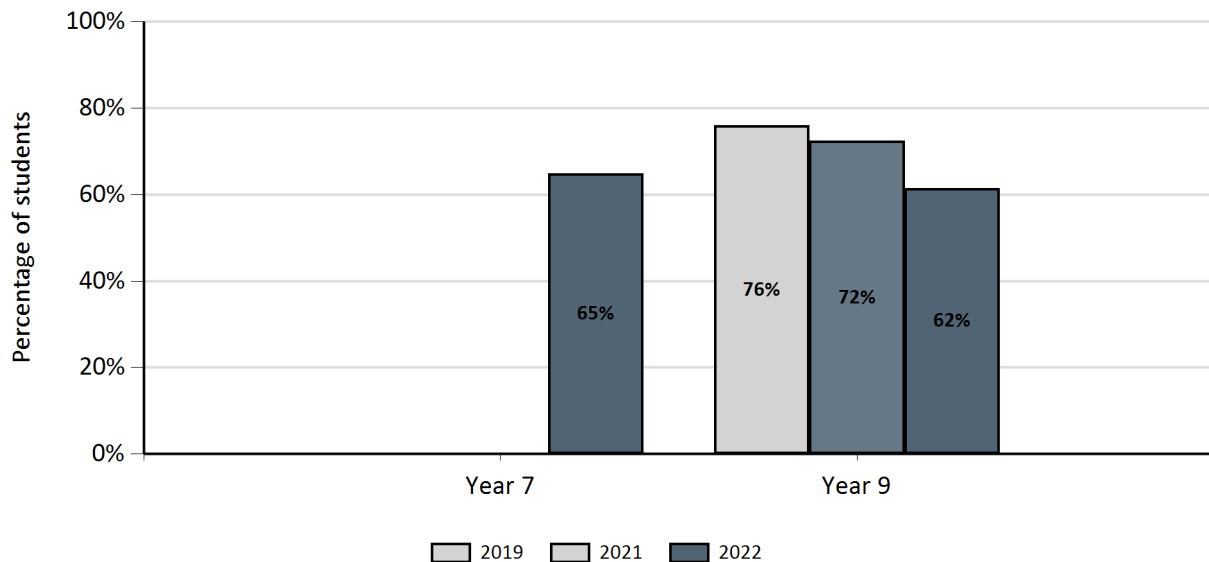


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2022	37	37	4	3	11%	8%
Year 07 2021-2022 Average	37.0	37.0	4.0	3.0	11%	8%
Year 09 2022	26	26	1	1	4%	4%
Year 09 2021-2022 Average	27.5	27.5	2.5	2.0	9%	7%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

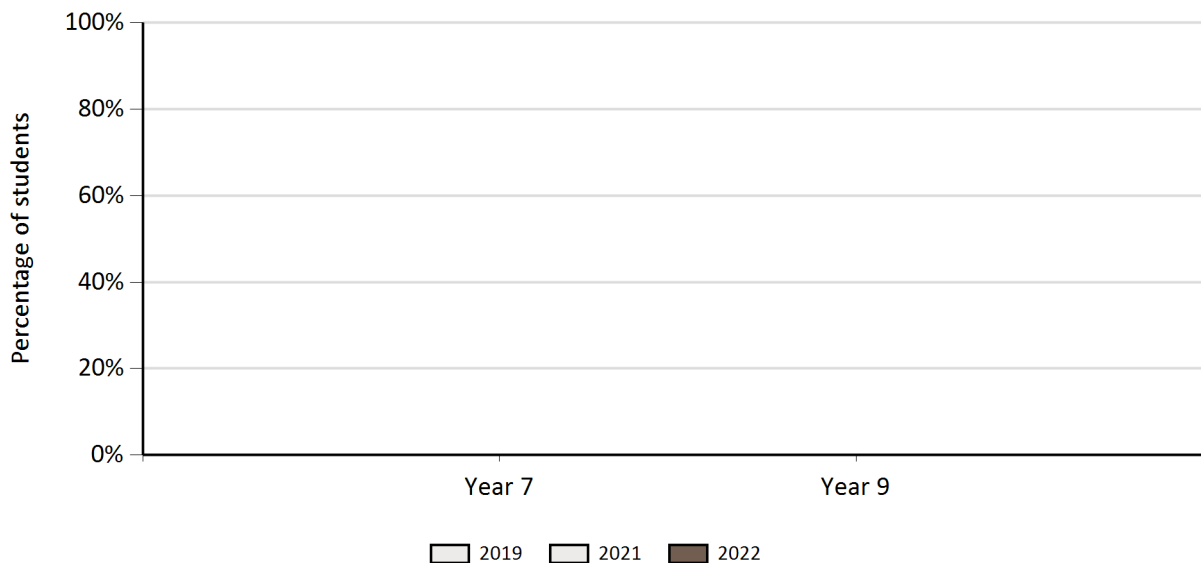
<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



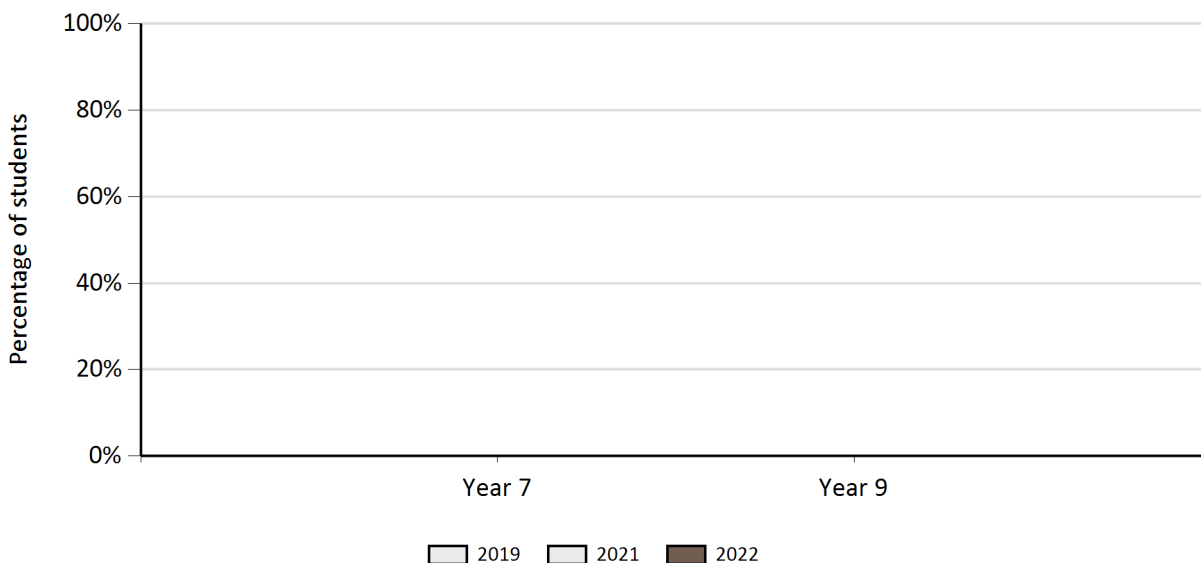
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

# NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2022	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2022: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

For all 18 ATSI students individual students and their interventions were identified. These were then followed through by the AET, ACEO and the students. Tracking of individuals was through their own traffic light system and also the identification of individual goals in relation to their improvement or decrease over time. Wellbeing of ATSI students as well as their attitudes towards both numeracy and literacy were documented and tracked, including their progress towards their goals.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

The impact was improvement for ATSI students in literacy and numeracy as reflected by their end of year grades. There are very strong family connections and extended families are seeing the positives that are happening within the school. Good attendance at ILP review meetings and information sessions for SASSTA. Attendance of ATSI students is showing improvement with one individual improving from 30% to 88% from Term 1 to Term 3. 100% of ATSI students achieved SACE in 2022.

# South Australian Certificate of Education - SACE

## SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2019	2020	2021	2022
99%	97%	95%	99%

Data Source: SACE Schools Data reports, extracted February 2022

\*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

## SACE Stage 2 grade distribution

Grade	2019	2020	2021	2022
A+	1%	0%	0%	2%
A	6%	1%	3%	4%
A-	4%	11%	8%	12%
B+	13%	9%	11%	13%
B	21%	19%	15%	14%
B-	19%	16%	26%	18%
C+	21%	15%	12%	11%
C	11%	15%	11%	19%
C-	4%	11%	8%	6%
D+	0%	3%	2%	1%
D	1%	0%	1%	0%
D-	0%	0%	2%	0%

Data Source: SACE Schools Data reports, extracted February 2022

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

## SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2019	2020	2021	2022
99%	79%	83%	94%

Data Source: SACE Schools Data reports, extracted February 2022

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	11%	9%	17%	9%
Percentage of year 12 students undertaking vocational training or trade training	41%	41%	58%	42%



2021	2022
87%	94%
87%	11%

# School performance comment

For the first time we had the year 7 and year 9's undertake NAPLAN. For these students their last NAPLAN test was completed 4 years ago.

For the year 7's there is no trend to identify, however, it is pleasing to note the percentage of students at SEA was higher for ATSI students than the general cohort trend. Year 9 numeracy shows an increase in the mean scores over the last 5 years, although the percentage of students at SEA has decreased.

Of the year 7's 55% were at SEA in year 3 for NAPLAN numeracy and 61% were at SEA for NAPLAN reading. Those figures had changed to 63% at SEA in numeracy and 74% in reading.

These same results are reflected in the grades for semester 2 with 66% achieving A and B in English and 45% achieving A and B's in Maths.

In year 9, 62% of students met SEA in numeracy and 69% met SEA for reading. Interestingly this cohort as a group of year 5's 58% were at SEA for reading and 66% were at SEA for numeracy. 28% of grades for English were A and B and 31% of grades were A and B for Maths.

Across the board is a trend of a higher percentage of students achieving A's and B's in English compared to maths.

Year 8 : 36% in Maths, 55% in English

Year 10: 50% in Maths, 69% in English

In Stage 2 the positive results continue for A and B grades with 60% of grades in these two bands. In Stage 1 the results are not quite as positive with 48% in the A and B grade bands.

## Attendance

Year level	2019	2020	2021	2022
Reception	N/A	N/A	N/A	N/A
Year 1	N/A	N/A	N/A	N/A
Year 2	N/A	N/A	N/A	N/A
Year 3	N/A	N/A	N/A	N/A
Year 4	N/A	N/A	N/A	N/A
Year 5	N/A	N/A	N/A	N/A
Year 6	N/A	N/A	N/A	100.0%
Year 7	N/A	N/A	89.5%	89.3%
Year 8	89.7%	88.1%	92.6%	86.6%
Year 9	88.8%	81.4%	83.9%	80.6%
Year 10	85.4%	80.3%	87.6%	84.7%
Year 11	88.0%	80.7%	76.6%	82.6%
Year 12	89.7%	91.5%	87.2%	87.2%
Secondary Other	N/A	N/A	N/A	N/A
Total	88.4%	84.2%	86.0%	85.4%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.  
NOTE: A blank cell indicates there were no students enrolled.

## Attendance comment

Attendance across all year levels was much lower than the school target of 95%. It ranged from 75% in term 4 for year 10 to 91.69% in Term 1 for year 7. Year 10 was the lowest throughout the year. There has been an increasing number of students who were chronic non-attenders, with some now employed in full time work. Others have an exemption on medical grounds. Non-attendance has continued to be followed up by classroom teachers through phone calls and then if continued absence they have been followed up by the Wellbeing leader or ACEO and AET in the cases of ATSI students. Issues with students working while absent has been an issue that is addressed on a case by case situation with work experience as an option where appropriate.

## Behaviour support comment

and the posting of images related to the school on different social media. Repeat bullying has led to suspensions for a number of students. Vapes and use and possession of both on camps and buses has also had a significant impact.

## Parent opinion survey summary

This year we had a pleasing response with 56 parents responding. Parents clearly feel teachers and students are respectful, that education is important, and they have a good home routine. More effective communication from the school and input into children's learning are seen as areas which could be improved. Parents didn't believe they received learning tips and that their child could be encouraged to learn more.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	5.6%
PE - PAID EMPLOYMENT IN SA	2	11.1%
SM - SEEKING EMPLOYMENT IN SA	1	5.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	14	77.8%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

All staff and volunteers at the school are required to submit their relevant screening to the Business manager who documents and monitors expiry dates.

# Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	24
Post Graduate Qualifications	19

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

## Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	15.2	0.7	6.5
Persons	0	16	1	11

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

## Financial statement

Funding Source	Amount
Grants: State	\$3,341,729
Grants: Commonwealth	\$0
Parent Contributions	\$69,163
Fund Raising	\$2,903
Other	\$33,500

Data Source: Education Department School Administration System (EDSAS).

## 2022 School Annual Report: Tier 2 Funding Report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	These funds were used to support a Wellbeing Leader. This person was responsible for meeting with students and families to modify programs, identify FLO students, and to provide wellbeing support to students.	Significant number of site safety plans
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	Funding was used to provide SSO support for students, with generally in class support the preferred model. For some individual students there was a withdrawal from classes.	Identified students made progress towards their individual learning goals
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	Funding helped to provide extra learning opportunities for students to attend camps and excursions, subsidising transport costs. AET time helped to support Aboriginal students with in class and withdrawal support in identified areas of need. There was also the ability to improve the relationships with families and the school through meetings and a consistency of approach with staff. Additional support was provided to students for targeted intervention in the areas of numeracy and literacy. IESP support was also provided to students through social skills programs.	All students had access to all camps and excursions and extra support for learning.
Program funding for all students	Australian Curriculum	NA	NA
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	This was used to provide additional support to students to participate in Quicksmart and Multilit intervention programs.	All students progressed in the SEA results against PAT testing and also A-E
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA