College context statement
In 2014 Great Lakes College (GLC) had a total enrolment of 1621 students with 1151 students in the two 7 – 10 campuses at Forster and Tuncurry and 470 in the Senior Campus.

Message from College P & C
The College P&C is the primary advocacy group for parents, grandparents, carers, teachers, students and other members of the three campuses of the Great Lakes College. We have over 25 financial members, with numbers slowly increasing. The monthly meetings allow members and any interested parties to provide the College with a parent’s perspective on issues that concern their child’s education.

The P&C is responsible for the management of the canteens at both campuses. There are two full-time supervisors employed with extra assistants and casuals available. These staff members are greatly assisted by a dedicated group of volunteers, and together, under the NSW Healthy Canteen Guidelines; provide a host of nutritious and healthy food at competitive prices. Continued financial success of the canteen allows the P&C to donate part of the profits to the College at appropriate intervals. New volunteers are encouraged and warmly welcome at both canteens as they can help reduce wage costs.

The P&C are indebted to the staff and volunteers who run the canteens on a daily basis. Your ongoing commitment to providing quality food at a reasonable price is to be congratulated. Without your continued good work the P&C would not be in a position to financially assist the College.

In addition the P&C employs a part-time book keeper to assist with wages payments, long service and accounts. The P&C can provide some financial assistance to students representing the College at national and international events upon written request.

Part of my role as President is to try and attend as many of the school assemblies and open days as I can. I am ably assisted by other committee members when I am unable to attend myself. Thanks to all of you who stepped in when asked.

The P&C will continue to assess aspects of the College uniform and further meetings with suppliers, teachers, parents and students are proposed for this year. The uniform appears to have, and continues to be, an issue that has affected students, parents and teachers for several years, and I am hoping the committee can improve on what is currently on offer.

The attendance and membership at the monthly meetings has increased over the past year. The meetings are designed to be informative, but also brief, and we are usually finished within 1 ½ hours. In addition to the meeting, we usually invite a guest speaker to talk about aspects of the College. It is a great opportunity to meet with College heads in a relaxed environment where there is ample time to ask questions.

I have been honoured to be the P&C President for 2014. I have been ably supported by my Vice Presidents, Secretary, Canteen Liaison and Treasurer, and I thank you all for your part in the continued success of the P&C. Without you all there, it would not be a P&C, and thus an important “voice” in our children’s education would be sadly missing.

I do encourage all parents to consider coming to the meetings and getting a different perspective on what is happening at the College. Your voice will be heard, and you can influence and make a contribution to your child’s education.

Dr Guy Laden, P&C President
Post-school destinations

In February 2015, HSC graduates were contacted to clarify their main activity in their first year after completing school.

A total of 33 students are working either full-time or part-time, including those who deferred a university place and four students who have secured apprenticeships or traineeships. Three students have been accepted by the ADF. Nine students are registered with a disability support agency and two students are looking for full-time work.

A total of 79 students have accepted their university offers and going to university in 2015. UAC made 73 main round offers and 31 early round offers for CSU, SCU, UNE, UOW and UWS, in addition to 28 direct offers from UNE.

Students have enrolled in universities in Sydney, Newcastle, Armidale, Gold Coast, Coffs Harbour, Lismore, Melbourne, Bathurst, Wagga, Port Macquarie, Canberra, Brisbane and Wollongong. Two students enrolled in our Career Link Program were offered places into CSU without an ATAR and three Career Link students have continued with their apprenticeships/traineeships in a full-time capacity.

Seventeen students have enrolled in TAFE courses, mostly at Great Lakes and Taree. Eight have enrolled in Pathways programs at three different universities and five have gone to private colleges. Three students have returned to Great Lakes College as Pathways students to complete their HSC in 2015. Two are actively looking for work and a small percentage could not be contacted.
Year 12 students undertaking vocational or trade training

We had 55 students who included one or more Vocational Education Training Courses delivered by the school in their HSC. These courses included Business Services, Construction, Hospitality, Metals and Engineering, Information and Digital Media Technology and Furnishings. These students received a full Certificate II or a Statement of Attainment toward CII in additions of their HSC qualification. A further 46 students attained a full Certificate II or a Statement of Attainment toward CII in a course delivered by TAFE and these courses were also included as part of their HSC. Courses studied at TAFE included: Tourism, Construction, Electro-Technology, Human Services, Retail, Animal Studies, Flight Operations, Beauty Therapy, Children’s Services, Multimedia, Design, Equine Studies, Primary Industries, Hospitality Specialisation and Hairdressing. Eight students included a School Based Apprenticeship or Traineeship in Vocational Education Courses (Hospitality, Human Services, Hairdressing and Furnishing) as part of their HSC incorporating paid part-time work, training and school.

Year 12 students attaining HSC or equivalent Vocational educational qualification

The College continues to offer students a variety of VET opportunities within Stage 5 and 6.

Stage 5 students continue to access VET programs also. Forster Campus delivered Metal and Engineering and Tuncurry Campus delivered Construction to students in Year 10. Students left Year 10 with a RoSA and a Certificate I in Industry Pathways.

The College continues to deliver a broad range of VET courses in Stage 6 – Construction, Hospitality, Information Technology, Business Services, Metals & Engineering and Furnishings. Students from the College also access an even broader range of TAFE delivered courses that include Accounting, Automotive studies, Aged Care Nursing, Animal Attending, Business Services, Construction, Horse Industry Practice, Property Services, Design, Multimedia, Retail, Tourism, Real Estate, Metals & Engineering, Flight Operations and Primary Industries – Horticulture.

During 2014 students availed themselves of VET courses offered by other providers. We have students studying Aged Care, Retail, Business Services, Financial Services and Real Estate. These courses provide students the opportunity to access and complete additional modules of work and attain higher levels of certification prior to leaving school.

This year also saw students completing School-Based Part-Time Traineeships (SBPTT) in Aged Care Nursing, Automotive and Hospitality. School-Based Apprenticeships and Part-Time Traineeships see students provided with paid work in their chosen area of study whilst they attain vocational qualifications and a HSC.

The strength of VET in the College continues to grow and we are achieving some outstanding results. A number of students achieved Band 6s and Band 5s in Hospitality and Construction. Recent figures also indicate that Great Lakes College has one of the highest VET enrolments in the North Coast Region.

Teaching staff from Construction, Hospitality, Retail, Information Technology, Furnishing and Retail have all undertaken additional training to acquire the latest qualifications, ensuring that Great Lakes College students receive the best possible instruction.
Workforce information

<table>
<thead>
<tr>
<th>Position</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Principal</td>
<td>1</td>
</tr>
<tr>
<td>Principal</td>
<td>3</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>4</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>25</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>78.2</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Behaviour Disorders</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Multi-categorical</td>
<td>1.4</td>
</tr>
<tr>
<td>Itinerant Teach Hearing Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teachers</td>
<td>3.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>3</td>
</tr>
<tr>
<td>Careers Advisors</td>
<td>3</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>District Guidance Officer</td>
<td>1</td>
</tr>
<tr>
<td>Sch Administrative &amp; Support Staff</td>
<td>31.7</td>
</tr>
<tr>
<td>Home School Liaison</td>
<td>1</td>
</tr>
</tbody>
</table>

Workforce composition

Four per cent of the College workforce is Indigenous.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>All staff</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

<table>
<thead>
<tr>
<th></th>
<th>GLC</th>
<th>Senior Campus</th>
<th>Forster Campus</th>
<th>Tuncurry Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teachers</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Proficient Teachers</td>
<td>25</td>
<td>3</td>
<td>14</td>
<td>8</td>
</tr>
</tbody>
</table>

Beginning Teachers

All staff at Forster Campus undertook Professional Learning in the following:

- Other compliance training

Targeted staff (teaching and administration) attended TPL activities for:

- ICT for Learning – SENTRAL
- Quality Teaching – Executive staff attended CLN meetings; individual staff participated in TPL activities that targeted QT
- Syllabus Implementation – Individual staff participated in TPL activities that targeted new syllabus implementation and VET and other career development activities.

Beginning teachers have been given release time to support them in the following ways:

- Mentoring
- Observation
- Targeted Professional Learning
- Beginning Teacher Professional Learning
- Writing evidence for accreditation documentation
- Developing PLPs

Tuncurry Campus

In 2014 Tuncurry Campus had one teacher in the Beginning Teacher program. As part of this program the teacher was provided with a reduction in teaching hours, a mentor and supervisor. In the mentoring sessions, the teacher was able to plan for ongoing skill development, focus on accreditation requirements and work collaboratively to expand knowledge of effective teaching practice.

Teacher Accreditation

In 2014 one teacher presented and was awarded accreditation at Proficiency level whilst six teachers continued to work towards maintenance of accreditation at Proficiency level. In addition, five Tuncurry Campus teachers undertook professional learning preparation for undertaking accreditation at Lead/Highly Accomplished level.
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Forster Campus

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>258,712.04</td>
</tr>
<tr>
<td>Global funds</td>
<td>507,399.56</td>
</tr>
<tr>
<td>Tied funds</td>
<td>454,135.76</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>282,935.45</td>
</tr>
<tr>
<td>Interest</td>
<td>11,488.69</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>26,801.71</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1,541,473.21</td>
</tr>
</tbody>
</table>

| Expenditure                |            |
| Teaching & learning        |            |
| Key learning areas         | 119,621.36 |
| Excursions                 | 76,321.36  |
| Extracurricular dissections| 109,967.72 |
| Library                    | 7,805.58   |
| Training & development     | 4,841.23   |
| Tied funds                 | 450,583.35 |
| Casual relief teachers     | 213,795.75 |
| Administration & office    | 110,254.44 |
| School-operated canteen    | 0.00       |
| Utilities                  | 137,292.60 |
| Maintenance                | 62,251.69  |
| Trust accounts             | 27,339.78  |
| Capital programs           | 0.00       |
| **Total expenditure**      | 1,320,074.86 |

**Balance carried forward** 221,398.35

Tuncurry Campus

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>382,926.30</td>
</tr>
<tr>
<td>Global funds</td>
<td>481,737.46</td>
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<tr>
<td>Tied funds</td>
<td>360,114.72</td>
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<tr>
<td>School &amp; community sources</td>
<td>239,504.07</td>
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<tr>
<td>Interest</td>
<td>14,684.28</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>18,678.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1,497,645.48</td>
</tr>
</tbody>
</table>

| Expenditure                |            |
| Teaching & learning        |            |
| Key learning areas         | 73,534.27  |
| Excursions                 | 97,890.05  |
| Extracurricular dissections| 59,620.90  |
| Library                    | 7,650.21   |
| Training & development     | 13,055.95  |
| Tied funds                 | 318,554.84 |
| Casual relief teachers     | 202,052.31 |
| Administration & office    | 110,440.97 |
| School-operated canteen    | 0.00       |
| Utilities                  | 82,732.66  |
| Maintenance                | 21,183.71  |
| Trust accounts             | 23,555.32  |
| Capital programs           | 0.00       |
| **Total expenditure**      | 1,010,271.19 |

**Balance carried forward** 487,374.29
### Income

- Balance brought forward: $358,483.45
- Global funds: $442,713.51
- Tied funds: $264,932.31
- School & community sources: $179,167.12
- Interest: $12,749.24
- Trust receipts: $21,870.23
- Canteen: $0.00

**Total income:** $1,279,915.86

### Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>$83,364.14</td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$84,979.60</td>
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<tr>
<td>Extracurricular dissections</td>
<td>$104,944.01</td>
</tr>
<tr>
<td>Library</td>
<td>$9,425.68</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$1,708.78</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$224,709.69</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$84,978.13</td>
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<tr>
<td>Administration &amp; office</td>
<td>$112,494.57</td>
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<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$87,496.48</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$20,141.75</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$29,012.69</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$853,810.72</td>
</tr>
</tbody>
</table>

**Total expenditure:** $853,810.72

**Balance carried forward:** $426,105.14

---

### Academic achievements

#### NAPLAN

In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

#### NAPLAN Year 7 – Literacy

<table>
<thead>
<tr>
<th>Year 7 NAPLAN Reading</th>
<th>Forster and Tuncurry Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>4</td>
</tr>
<tr>
<td>Number in Band</td>
<td>22</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>9.2</td>
</tr>
<tr>
<td>CCC Average 2010-2014</td>
<td>6.6</td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
<td>5.0</td>
</tr>
</tbody>
</table>

#### NAPLAN Year 7 – Writing

<table>
<thead>
<tr>
<th>Year 7 NAPLAN Writing</th>
<th>Forster and Tuncurry Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>4</td>
</tr>
<tr>
<td>Number in Band</td>
<td>63</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>26.4</td>
</tr>
<tr>
<td>CCC Average 2010-2014</td>
<td>16.4</td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
<td>12.1</td>
</tr>
</tbody>
</table>

#### NAPLAN Year 7 – Spelling

<table>
<thead>
<tr>
<th>Year 7 NAPLAN Spelling</th>
<th>Forster and Tuncurry Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>4</td>
</tr>
<tr>
<td>Number in Band</td>
<td>35</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>14.6</td>
</tr>
<tr>
<td>CCC Average 2010-2014</td>
<td>9.3</td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
<td>7.4</td>
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</tbody>
</table>

#### NAPLAN Year 7 – Grammar and Punctuation

<table>
<thead>
<tr>
<th>Year 7 NAPLAN Grammar and Punctuation</th>
<th>Forster and Tuncurry Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>4</td>
</tr>
<tr>
<td>Number in Band</td>
<td>29</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>12.1</td>
</tr>
<tr>
<td>CCC Average 2010-2014</td>
<td>10.9</td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
<td>8.5</td>
</tr>
</tbody>
</table>

#### NAPLAN Year 7 – Numeracy

<table>
<thead>
<tr>
<th>Year 7 NAPLAN Numeracy</th>
<th>Forster and Tuncurry Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>4</td>
</tr>
<tr>
<td>Number in Band</td>
<td>14</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>5.9</td>
</tr>
<tr>
<td>CCC Average 2010-2014</td>
<td>4.2</td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
<td>4.0</td>
</tr>
</tbody>
</table>
In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

In February 2015, HSC graduates were contacted to clarify their main activity in their first year after completing school.

Once again in 2014 Senior Campus students continued the tradition of achieving outstanding HSC results.

Twenty students received one or more Band 6s with most receiving multiple Band 6s. The top students obtained all Band 6s or equivalent in Extension Courses.
ATARS above 90 were – 98.95; 98.90; 98.20; 97.05; 96.20; 95.50; 92.20; 91.50. Many students received ATARS between 80 and 90.

Based on information obtained from individual students we believe that approximately 80 University offers of placement have been made to our students, including those offers of both scholarship and placement.

We are delighted with the excellent results achieved by our academic students and offer our congratulations to Daniel Mansour, our 2014 Dux.

Such strong results by so many students are a reflection of not only the abilities of our students, their dedication and application but also the excellent teaching they have received. In acknowledging my teaching staff for the excellent job that they have done, I would also like to acknowledge the teachers across the Great Lakes Learning Community. Our excellent HSC results are a result of 13 years of quality education.

HSC success comes in many forms. For some it is the high academic achievement, while for others, it is the combination of school based study and Vocational education delivered by the school or by TAFE. For other students, success is completing 13 years of schooling and obtaining a HSC.

Great Lakes College Senior Campus offers students a comprehensive range of curriculum and choice of different pathways. We are proud of the achievements of all of our graduates and wish them every success in their chosen pathway.

**Other achievements**

**Significant programs and initiatives – Policy and equity funding**

**Forster Campus**

To increase participation and learning outcomes of all identified students requiring learning support, Personalised Learning Plans were developed and reviewed regularly throughout the year. PLPs and Profiles provided strategies to support students that included:

- Special provisions
- Assignment support
- In class LAST and SLSO support
- Peer reading
- Intensive reading programs
- Student case management by LAST
- Literacy/numeracy programs
- Transition plans

Students’ plans are monitored through fortnightly Learning and Support Meetings.

Student engagement improved through ongoing staff professional development that addressed learner diversity and individual learning needs.

Professional strategies for teachers at GLCFC included:

- Staff Development Day 1: Teachers provided with information on all students requiring adjustments and additional support
- Staff provided with booklet containing student information
- Staff provided with learning profiles for each student which included suggested teaching strategies
- Staff accessed all PLPs and Profiles online
- Staff meetings throughout the year covered adjustments/accommodations and behaviour management strategies
- Staff provided with minutes of LST meetings

This has increased the effectiveness of teachers in meeting the needs of students in their classrooms and improving school organisation.

GLCFC had 1.5 specialist LAST teachers providing students with greater access to a wide range of curriculum experiences including individual connections to other educational and community services.

All parents of identified low needs students were informed of the support available for their children throughout the year. Parents were invited to contact the school whenever needed. Improving communication with parents is a focus for 2015.
Tuncurry Campus

In 2014 Tuncurry Campus received $70,316 in socio economic equity funding. These funds were expended in the employment of an additional Learning and Support teacher for 0.4 of a full-time load and increased SLSO time to address the particular learning needs of targeted groups of students.

As part of this additional learning and support, a number of programs operated:

- Teaching programs and strategies to enhance student literacy and numeracy were developed
- A Year 7 Gifted and Talented student individual project program was initiated with six students participating
- Individual students received in-class support for improved engagement in learning
- A lunchtime activities program was developed and conducted.

In addition, these funds were used to assist students to meet the costs of elective subject fees, uniform costs and excursions.

Tuncurry Campus was allocated $34,350 in Aboriginal equity loading to support students from Aboriginal backgrounds. These funds were used to employ an Aboriginal Learning and Support officer to support the delivery of Aboriginal culture programs, in class literacy and numeracy support for identified students and student transition from Year 6 into 7 and Year 10 into 11.

Evaluation data captured at the conclusion of these programs indicated identified targets had been met and equity programs would be expanded into 2015.

Senior Campus

As part of the RAM allocation in 2014 the Senior Campus received Equity Funding for students of Aboriginal heritage, Socio-Economic Background, English Proficiency and Learning Support.

This funding provided individual support for students from non-English speaking background and School Learning Support Officer support for students with identified individual learning and support needs.

The funding also assisted students and families to meet the cost of uniform, excursion and elective subject consumables.

Funding was allocated to staff relief for both Indigenous and non-Indigenous Transition programs.

While many of our programs are conducted for all students, funding was allocated specifically to provide additional in class support, tutoring assistance and mentoring support for students of Aboriginal heritage.

The Senior Campus Library was open to all students for the entire two weeks of the school holidays leading up to the commencement of the 2014 Higher School Certificate examinations. Qualified tutors were employed to cover key curriculum areas, for both individual and group support, and tutoring were available during all library operating hours.

Additional tutors were employed to specifically work with students of Aboriginal heritage.

Feedback from students, tutors and community indicate that this was a significant help to students and as such will be repeated in the lead up to the 2015 HSC.

Aboriginal Education/Aboriginal Background

Forster Campus

Great Lakes College, Forster Campus enrolled 73 students in 2014 that identified as Aboriginal. Two tutors were employed full-time through NORTA NORTA funding to intensively support targeted students who were below national benchmarks in literacy and numeracy as well as to assist students in the completion of homework and assignments.

The campus ran several programs designed to support ATSI students in the areas of:

- Improving Literacy and Numeracy
- Increasing engagement and retention rates
- Extending awareness of careers and specialised training providers
- Cultural, leadership and community service opportunities
- Improving nutrition and health.

Boys and Girls Koori group programs also ran one period per week with a focus on education and cultural immersion for all Koori students. Guest speakers, cultural camps, basket weaving, healthy eating, didgeridoo making and cultural dance were activities participated in by students. All Year 10 students selected a staff member as a case manager with whom they met regularly and had regular contact with parents/carers in relation to supporting student and family through the schooling process. In addition the Head Teacher Welfare, Norta Norta teacher, AEO and Careers Adviser mentored individual students, and/or families of students, and developed stronger partnerships between parents and school.

Teaching staff continued to refine programs and refer to PLPs to ensure Aboriginal perspectives were incorporated into relevant units. Progress was monitored and delivered to staff at staff meetings by HT Welfare, AEO, Norta Norta teacher and the Principal.

Our Aboriginal Education Team meetings continue to operate in the community, to allow access for community members, families and inter-agencies. The attendance by staff, students, parents, community members and inter-agencies increased throughout the year. We continue to publicise meetings in the community and via regular mail outs to parents and families, advertising in the community and publicising in our school newsletter.

NAIDOC Day celebrations occurred on the school grounds in conjunction with other community and Primary School events. It had a student leadership focus where Koori students hosted the event, chairing the assembly, preparing and serving food, seating guests and performing a cultural dance. A local Indigenous Ex Servicemen’s slideshow presentation was also developed and presented by students. The event was well received by staff and students and well represented by parents and community members. Families participated in tree planting and there was a Local Indigenous Family Tree on display in the school library.

SistaSpeak was a program delivered to Koori girls with career aspirations and opportunity focus. Students attended TAFE visits to participate in Beauty and Retail courses, had guest speakers that included hairdressers and fitness instructors, and learnt about good health and nutrition. Students were motivated, enthusiastic and received positive feedback from instructors and facilitators.

Drumbeat was a program that was delivered to the Koori girls and as a result of staff TPL, it can now also be delivered to the Boys Koori group. It assists students to develop interpersonal skills, musical awareness, inner strength and resilience and positive relationship building.

**Examples of programs supporting students include:**

- **Intensive literacy/numeracy program.** This program targeted students whose literacy skills were below national benchmarks. The program, delivered by trained aides under the supervision of the classroom teachers and Head Teachers of English and Maths, focused on improving comprehension, spelling, financial numeracy and basic numeracy skills. Students made significant progress in literacy and numeracy.

- **Youth Connections.** (Mission Australia) A number of students were mentored under this program, with increased levels of engagement and attendance and career direction and support.

- **Peer Reading.** Selected Year 7 students were tutored under this program which involved reading of subject specific texts and vocabulary familiarisation. Year 9 and 10 students were involved in mentoring and tutoring the Year 7 students.
• **Case Management** of students in Year 10. Teachers worked with individual students to develop study and organisational skills.

• **Transition programs** for Year 6 students moving into Year 7 and Year 10 students moving to the Senior Campus. Particular attention was paid to the Year 10 transition, including subject selection, extra orientation visits and attending mock classes.

• **Healthy lifestyle** and nutrition opportunities such as breakfast and lunch cooking.

• **Participation in Aboriginal events** and festivals including attendance and representation at assemblies and community events, including NAIDOC, the Deadly Days festival, Saltwater/Freshwater Festivals and Deadly Yarns gatherings, TVET courses at TAFE, Defence Force talks and recruitment and Indigenous work career presentations.

• **Boys cultural group** cultural camps, community outings and painting and craft skill development.

• **Boys cultural dance group** performing at many community and school functions.

• **Girls cultural group** including SistaSpeak and Drumbeat program, basket weaving, mosaic, healthy eating, painting.

• **Aboriginal student scholarships** and University Winter/Summer School applications.

• **Representation** at community forums and presentations, youth leadership training camps, Premier’s Student Volunteering Awards Program and SRC.

• **Cultural project** – boys and girls group meeting areas designed and constructed/under construction on the school grounds.

**Outcomes for students included:**

• Year 7 NAPLAN **Reading** scores for Indigenous students were **433.5** as compared to **518.5** for non-Indigenous students.

• Year 7 NAPLAN **Spelling** scores for Indigenous students were **464.5** as compared to **512.4** for non-Indigenous students.

• Year 7 NAPLAN **Grammar and Punctuation** scores for Indigenous students were **458.3** as compared to **510.9** for non-Indigenous students.

• Year 7 NAPLAN **Numeracy** scores for Indigenous students were **461.5** as compared to **519.0** for non-Indigenous students.

• Year 7 NAPLAN **Writing** scores for Indigenous students were **347.5** as compared to **468.1** for non-Indigenous students.

• Year 7 NAPLAN **Data, Measurement and Space** scores for Indigenous students were **454.2** as compared to **516.7** for non-Indigenous students.

• Year 7 NAPLAN **Number Patterns and Algebra** scores were **473.2** for Indigenous students as compared to **522.4** for non-Indigenous students.

• Year 9 NAPLAN **Reading** scores for Indigenous students were **483.4** as compared to **569.3** for non-Indigenous students.

• Year 9 NAPLAN **Spelling** scores for Indigenous students were **484.6** as compared to **566.9** for non-Indigenous students.

• Year 9 NAPLAN **Grammar and Punctuation** scores for Indigenous students were **494.9** as compared to **552.4** for non-Indigenous students.

• Year 9 NAPLAN **Numeracy** scores for Indigenous students were **499.0** as compared to **568.3** for non-Indigenous students.

• Year 9 NAPLAN **Writing** scores for Indigenous students were **392.4** as compared to **517.6** for non-Indigenous students.

• Year 9 NAPLAN **Data, Measurement and Space** scores for Indigenous students were **504.0** as compared to **565.6** for non-Indigenous students.

• Year 9 NAPLAN **Number Patterns and Algebra** scores were **495.0** for Indigenous students as compared to **570.2** for non-Indigenous students.
Tuncurry Campus

Another busy year for Aboriginal Education in 2014. Our Aboriginal student numbers almost doubled from 2013-2014 with over 20 students in Year 7 alone.

We completed 96% of PLPs for the year with an average of 85.96% attendance from Years 7-10.

Naplan results showed huge growth from Year 7 to Year 9 involving six students.

Literacy: an increase in growth of 35%
Numeracy: an increase in growth of 33%

We have implemented Boys and Girls group programs with 89% of students saying they have enjoyed the programs. These groups contributed to a very successful NAIDOC assembly with most students taking part in some way.

Norta Norta funding paid for Karyn Pol and Zane Spark combined five days per week, whose primary roles were to support students in the classroom.

Senior Campus

In 2014, Great Lakes College Senior Campus enrolled 23 Aboriginal students in Year 11 and 10 in Year 12. The entire Year 12 cohort successfully completed their HSC course. Successful HSC students have continued on to university studies, TAFE and employment. From the Year 11 cohort, nine students have returned to complete their HSC year and one has undertaken a HSC pathways course.

A number of school and community programs have supported the students, with the aim to achieve a personal best and to facilitate the transition to employment or tertiary training. Zane Sparke continued in his role as Aboriginal Education Worker (in a shared capacity with the Tuncurry Campus) and Carl King was employed as a full-time Norta Norta tutor. An individual tutoring program was implemented to assist students in both HSC and Preliminary year courses. The main focus for this program was to develop strategies that meet the requirements of the senior curriculum and its associated assessment program, thereby helping to keep students at school and working towards gaining HSC credentials. All students had Personalised Learning Plans developed and electronic access to these for staff was commenced. Students participated in the GLLC Aboriginal Numeracy Competition and fulfilled leadership roles in this. A successful transition initiative was also developed involving students from Year 10 feeder schools, TAFE and community personnel.

The welfare system has been used to improve student self-image and social interaction within the campus and key factors of attendance and retention were a part of this. Regular interviews and career advice has been made possible by the Careers Adviser. Access to University Roadshow personnel and visiting nearby universities (Newcastle and UNE) has enhanced career options for all students. Representatives from Nuri Gili (UNSW), Darrambal (CSU) and Wollotuka (Newcastle) provided forums and personnel to assist students with transition plans. Many NSW Government programs have also been made available to students to undertake in areas such as rural health and child studies, and school-based trainee programs in banking and business services.

Valuable community contact and support from various organizations such as Great Lakes Community Resources, Country Energy, Homebase, Wesley Uniting Employment, Catholic Church, Lands Council and Legal Aid have provided individual student support and the provision of scholarships and other forms of assistance to enable students to transition from school and meet the requirements of senior school years.

Multicultural education and anti-racism

Forster Campus

2014 has been a busy year for the Forster Campus SRC, with students championing a range of new initiatives on behalf of the student body. The driving focus for the SRC over the year was educating the school community about a diverse range of causes/charities that had previously not
been given a strong voice within the campus. The SRC held awareness and fundraising days for the following charities:

- Dollar for Drought
- Crazy Hair Day for World’s Greatest Shave
- Boardies Day for Surf Life Saving
- PJ Day for the Asthma Foundation
- Genes for Jeans Day
- The Red Shield Appeal
- Legacy Day
- Superhero Day for Bear Cottage
- Big Cake Bake for the Red Cross
- Blue September BBQ for Men’s Health
- Pink Day for Women’s Health.

Additionally, the SRC helped facilitate a number of other programs and events within the school to bolster school spirit. Other initiatives the SRC were involved with were:

- Hosting an Australiana Night for the Rotary People to People Billet Program
- Promoting Purple Day and Harmony Day
- SRC Music in the Quad at lunch
- Staging a school disco
- Providing volunteers for Chill Out
- Running a BBQ for the College Athletics Carnival
- Sending representatives to the Leadership Convention in Newcastle
- Sending representatives to the Leadership Forum in Taree
- Sending representatives to the National Young Leaders Conference in Sydney.

**Tuncurry Campus**

The Student Representative Council (SRC) for Tuncurry Campus was extremely busy during 2014. The SRC comprised of a core of 16 Year 10 students, five Year 9 students and three Year 8 students. There was an election for the three Year 7 students held at the end of Term 3. The SRC was capably led by our School Captains Lily Gibson and Ryan Cooke. The Vice Captains were Emma Handono and Rory Gray. The Prefects for 2014 were Leah King, Charlie Whitfield, Bill Delaney and Jack Gardner. The leadership skills this remaining team displayed to the student body was outstanding.

Leadership opportunities were given to SRC members to attend community events, chair assemblies and present reports to the whole student body.

During 2014, under the guidance of the SRC coordinator, Miss Janelle Evans, the SRC had a very busy year raising funds for numerous charities and school based resources. These included donations to the Tanna Village, Caring for People, Jeans for Genes, Cancer Council, Curtis Landers Road to Recovery Appeal, Variety – the Children’s Charity, RSPCA, Ronald McDonald House Charities – Forster Beach Houses and purchasing other items that assist with catering and SRC activities. The fundraising came about through numerous hours spent with school socials, catering at sporting events, bake sales, milkshake days, fun activities and Cultural Awareness Days.

The SRC also continued to help successfully implement the ‘Physical Activity for Everyone’ program. Weekly sporting activities were organised and run to help improve the level of physical activity of the student body on our campus.

Another highlight of the year was the opportunity for all SRC members from Great Lakes College to attend the National Young Leaders Conference in Sydney. Students were accompanied by teachers from both campuses.

**Senior Campus**

The Senior Campus actively supports the multicultural policy through:

- Designating a trained Anti-racism Contact Officer (ARCO) and publicising the functions and accessibility of this officer
- Designating a member of the executive to coordinate matters relating to Aboriginal education and employing an Aboriginal Education Worker
- Celebrating significant days/events such as NAIDOC, UNICEF Day for Change and Harmony
Day through the Student Representative Council and student body

- Raising student awareness of what constitutes discrimination. Some aspects have been incorporated into our FOCUS and Conference programs
- Incorporating material into classroom lessons where appropriate and
- Conducting Skype conferences between the leadership teams from Great Lakes College and Sanskriti School in New Delhi.

English language proficiency

Forster Campus

Great Lakes College Forster Campus received ESL funding in 2014 due to the arrival of an ESL student. The funding came from the ‘New Arrivals Program’ of the ‘Multicultural Unit’ and provided an ESL teacher to give one-on-one intensive English lessons for eight periods a fortnight. The teacher also liaised with mainstream teaching staff and offered resources and advice. Teachers, the school counsellor, the Stage 4 Deputy Principal and phone interpreters worked well together to make this student’s arrival a comfortable one. As a result, the student’s yearly ESL report clearly showed improvements in all areas of English communication.

College planning and evaluation 2012—2014

College evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

Due to a perceived increase in the number of students experiencing difficulties in Stage 6 with learning difficulties, mental health issues, attendance and engagement issues the executive implemented a review of the current processes and procedures of The Student Services Team.

Areas of Focus:
The Student Services Team incorporates Learning and Support, which facilitates and coordinates a whole school approach to improving the learning outcomes of every student

Findings:

There is an overlap in the purpose and make-up of the Learning Support Team (LST) and the Student Services Team (SST). Both team meetings are student-focused and both teams are developing plans. The core membership of each team is not consistent with the purpose of the team and all staff do not appear to know what the roles are of the members on each team.

The review team felt that there needed to be greater whole school understanding of adjustments for Stage 6 learning and greater ownership of learning plans.

The team also recommended that Student Learning and Support Officers be given more direction by teaching staff and individual student learning plans.

Recommendations & Future Directions:

- Teacher professional learning time will be used to enhance teacher capacity for developing and implementing appropriate adjustments. Professional Learning will also focus on greater understanding of the Disability Standards for Education.
- A holistic approach to Learning and Support needs to be established. Learning and Support should be viewed as support for learning, managing behaviour and social and emotional needs.
- Two teams with clearly articulated purposes will be established. One team will have an individual student focus (Student Learning and Support Team) and one team program focused (Support and Wellbeing Team).
- Systems for the identification of students with support needs will be clearly defined. Ideally the transition process between Year 10 and 11 is the optimal process for this identification, along with a clearly articulated referral process for emerging or newly identified needs or new students to the Senior Campus.
- The function, systems and processes for the Student Learning and Support Team and the Support and Wellbeing Team will be clearly communicated to staff.
- The role of the LAST will be clearly identified and delineated from any other support staff role. A new executive position will be developed (Head Teacher Student Support). This role will take responsibility for coordination of teams, coordination of whole school support programs, supervision of SLSOs, and coordinate the planning and resourcing of supports for students.

**College planning 2012-2014:**

**College priority 1**

GLC Parents & Citizens Association

Outcomes

- A proactive College P&C with representation of parents from the three campuses.
- Increase in membership
- Increase involvement of P&C members in College activities.

**Evidence of achievement of outcomes in 2014:**

- Increased number of members attending P&C meetings
- Increase in number of members trained in Merit Selection
- Attendance at Year 6 into 7 Information Evenings and Open days by P&C Executive highlighting the partnership between the College and P&C
- Executive positions filled efficiently each year.

**Strategies to achieve these outcomes in 2014:**

- Regular articles from P&C President in the College newsletter
- Attendance by P&C member as a member of the official party at all Merit, Formal and GLLC Academic Excellence Assemblies
- Introduction of a guest speaker at each P&C meeting.

**College priority 2**

Young Adolescent Learning Environments

Outcomes

- To develop a culture and practice which explicitly caters for the students at the 7-10 campuses.
- Stakeholders have internalised the vision of the needs of Young Adolescent Learners

**Evidence of achievement of outcomes in 2014:**

- Development of the GLC Continuum of Learning for the different stages of learners
- Teachers regularly engaged in professional reading and reflection of the characteristics and needs of the adolescent learner
- Student focus groups provided feedback as to teaching practices are improving their learning experiences

**Strategies to achieve these outcomes in 2014:**

- Providing opportunities on Staff development days and staff meetings for staff to build their knowledge and skills of adolescent learners needs
- Cross campus KLA sharing between staff in 7-10 campuses
- Development of customisation learning strategies addressing the needs of learners
- Campus/faculty plans incorporate, as a priority, adolescent learning strategies and outcomes

**College priority 3**

Continuing achievements for Aboriginal students

Outcomes

- NORTA NORTA funding enables tutoring to 100% of Aboriginal students
- Aboriginal students achieving HSC/VET credentialing
- All Aboriginal students have developed a Personalised Learning Plan (PLP)
- Increased involvement and face to face contact with the Aboriginal community at school and off site.
Evidence of achievement of outcomes in 2014:

- Tutors employed through NORTA funding five days a week to support students’ individual needs.
- Students have selected staff members as case managers in Year 10 who supported students and parents through school processes.
- Training of aboriginal community members in Merit selection to be able to be members of the panels.

Strategies to achieve these outcomes in 2014:

- Providing opportunities off site for staff to communicate with parents e.g. P/T Evening interviews held at Tobwabba Aboriginal Medical Centre and Tuncurry Rock Pool.
- Development of Koori Boys and Girls groups which engaged in cultural immersion activities.
- More extensive transition programs 6-7 and 10-11 to enable greater connection with Campus and college structures.
- Continued growth of the Aboriginal Education team which comprises of staff, students, parents, community members and interagency personnel.
- Continued support our GLLC Aboriginal Numeracy competition days being held in local schools in our learning community.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Overall there has been a steady increase in approval rating by parents since 2000. This has been indicated through surveys, parent interviews, parent/teacher information evenings, Merit Assemblies, transition meetings, Information evenings and attendance at all College/Campus Celebrations. There has also been an increase in membership of the college P&C. Parents were surveyed in 2014 at Parent Teacher evenings and data indicated that parents were very positive in the relationships between staff and students, the teaching and learning programs and the college connection with the community.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

A College strategic direction for 2015-17 is:

Continue to work collaboratively with the GL community and broaden processes/systems which deeply engage the community in genuine consultation and support for GLC.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

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