

Gosford High School

Annual Report



2016



8115

Introduction

The Annual Report for 2016 is provided to the community of Gosford High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the Principal

It is a great honour for me to present this, my first Annual Report, for Gosford High School. In preparing this report, it has given me the opportunity to reflect on the achievements of the school and grasp an understanding of the future needs of our school and its students. The goal of nurturing all students such that they are able to achieve their potential is fostered with certitude. As a result of this ethos, our school enjoys an excellent reputation for its outstanding academic achievement, its extensive curriculum enrichment programs and its caring, supportive learning environment.

Our students receive wonderful support and encouragement from our exceptionally dedicated and highly experienced staff, as well as from their families and the wider community. It is this holistic approach which allows us to present the many and varied opportunities for our students to enjoy a well-rounded education while developing their individual and diverse talents.

The school places a strong emphasis on the welfare of our students, staff and parents. Our executive, welfare team, school counsellor, staff and parents work effectively in tandem to ensure the well-being of all in our community such that we are able to provide the very best of opportunities for our students.

I would also like to make special mention of four long-term members of staff who announced their retirement from the teaching service during 2016. Principal, Ms Lynne Searle, Agriculture and Science teacher, Mr Grant Jackson, Languages teacher Ms Suellen McLean and Mathematics teacher, Mr Chris Wiffen all retired after long and distinguished careers both at Gosford High School and with our Department of Education. All provided outstanding counsel and opportunities for our students in their areas of expertise and many students have benefited significantly from their passion for their individual subjects. The school wishes to pass on its congratulations to all four wonderful educators for their commitment to the students and families of Gosford High School.

I acknowledge and thank our students, staff, parents and community for their wonderful contributions to our school during 2016, and on a personal note, thank you all for the manner in which I have been welcomed into your community as the Principal of this outstanding school.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Tony Rudd

Principal

Message from the school community

The Gosford High School P&C has a long history of having a positive, active and effective role in the way our school, Gosford High, provides the highest standard of education for all students.

Being a recipient of the very generous Chapman Trust allows us to give support to the whole range of activities and endeavours that our children undertake at Gosford High School. This includes classroom equipment, teaching aids, cultural experiences, music, drama, arts, public speaking, sports, tertiary education awareness and scholarships. This, in conjunction with our general resource commitments ensures a significant annual contribution to the school.

In commemoration and thanks for the amazing support we have received for in excess of 50 years from the AH & EI Chapman Trust, it was decided to build a commemorative wall and sitting area as a perpetual thanks to the Trust. This was put on hold due to the Department of Education rejuvenation of the front of the school, where the original area was planned. After a period of negotiation and consideration of the sympathetic nature of the new school frontage, it was decided to build a garden surround wall outside of the Hall in sandstone that would be a means of sitting as well as a decorative garden border. The commemorative wall should be completed in the near future.

The support offered by the P&C Association is not just financial, but also comes through volunteering. We would like to acknowledge and thank the many family members who help in our school canteen and volunteer for other duties throughout the year. I would also like to thank our Canteen Managers who do an outstanding job.

Through 2016 there have been many ups and downs. The Welcome to New Parents evening was an outstanding success, as was the implementation of the Parent Learning Groups prior to P&C meetings. We as an executive also began the long period of examination of the by-laws and an examination of the compliance of our documentation to current P&C Federation, ACNC and legal expectations. We fell short in many areas. The executive have evaluated these findings and worked tirelessly to overcome shortcomings. A complete financial audit was conducted and statements presented to the Annual General Meeting.

Whilst I am proud of the accomplishments of the P&C Association in 2016, the P&C is most effective when working in close partnership with the school staff, parents and students. I wish to acknowledge the excellent leadership of the relieving Principal, Ms Rebecca Cooper, the tremendous support provided by Deputy Principal Mr Gary Bennett, as well as the exceptional support to the P&C Association provided by the teachers, faculties, executive and administrative staff of Gosford High School.

Finally, I wish to thank the P&C executive, our regular meeting attendees and our enthusiastic parent volunteers for their time and support this year. Being part of the P&C Association is a most rewarding undertaking and I am sure that the future members will continue to display a wonderful 'community spirit' in their support of the fine traditions of Gosford High School, a truly outstanding school in NSW.

We now have the opportunity to have an even greater involvement in the direction of the future of Gosford High School and the P&C is a great vehicle to have your voice heard. We strongly encourage you to be part of the 2017 P&C and connect with your child's school.

Thank you.

Nena Goldman

P&C President.

Message from the students

2016 has proved to be an exciting year for all students at Gosford High School with many fun days planned and run by students, as well as many opportunities for student involvement across the board. The Student Representative Council aimed to get as many people involved as possible in order to raise money for charities as well as providing an environment where students could have a great time with their friends.

Harmony Day was the first big event of the year, run by the House Captains with assistance of the Student Representative Council to help set up and decorate. This day is where we celebrate our school's diversity and learn about each other's different backgrounds. Harmony Day was a huge success featuring many musical performances including Aboriginal smoking ceremonies and drumming as well as food stalls representing different cultures, creating a remarkable environment within our school.

The Student Representative Council also saw the need for the handball courts to be repainted upon student requests and for the missing basketball hoop to be replaced. We sent members to talk to the corresponding staff members so students would see these changes around the school. The Student Representative Council also had the staff car park near the canteen relined during the holidays.

Term 2 brought around one of Gosford High School's favourite days of the school year, Big Day in. A day full of fun activities and competitions, the Student Representative Council was able to run a food stall for those with a sweet tooth. As per tradition, lollies and fairy floss was sold on the day to eager students, raising money for the Student Representative Council to help improve the school.

The Student Representative Council also conducted a survey regarding uniform and what students at Gosford High School would like to see change in them. After collating the data we were able to determine the desire for black socks to be added to the uniform code in addition to white socks, as well as for students who have PE first period to be able to wear their sports uniform to school. This change in uniform policy is still being passed by the school executive and the P&C, however, we hope to see the results from this survey being implemented in 2017.

In Term 3 the Student Representative Council ran a mufti day to raise money for our upcoming projects including the reconstruction of the main quadrangle. This day saw an Olympic theme and students were encouraged to dress up as their favourite athletes or wear Olympic colours in honour of the Australian athletes competing in the Rio Olympics and Paralympics.

In Term 4 the Student Representative Council was able to spend some of the funds raised by purchasing wooden benches and matching bins. While not yet installed, these items have been delivered to the hall where they wait to be put up around our school.

Throughout the year the Student Representative Council also ran Year assemblies which happen twice every term. This was an easy way to ensure that all students knew who their Grade's representatives were. We were also lucky enough to help with Orientation Day by running the barbecue, celebration assemblies, Presentation Night, Year 12 Graduation and the Prefect Induction by handing out programs and assisting with morning tea.

Overall, the efforts by the Student Representative Council throughout the school year can be seen as successful as we were able to respond to student's requests in order to improve our school. We were also able to assist in the smooth running and overall atmosphere of some of Gosford High School's favourite events. We would like to thank Ms Rennie for all of her time, effort and support throughout the year as none of this would have been possible without her dedication to our team. The Student Representative Council is looking forward to seeing the finishing of all projects in 2017 as well as the continuation of our beloved events.

Lulu Englund

Year 11

On behalf of the Student Representative Council.

School background

School vision statement

An inspired and ethical community of learners and leaders whose actions benefit society in the world beyond.

School context

Gosford High is an academically selective, co-educational school of 1099 students located on the Central Coast of NSW. As the original secondary school in the district, established 1927, we have a proud history and a dynamic context. In 1989 Gosford High School was designated academically selective and draws students from over 60 primary schools. The school community is diverse with 33% students from language backgrounds other than English, a mixture of professional and non-professional family backgrounds and a rich cultural context that encourages and celebrates tolerance and difference. The school's values of excellence, opportunity, spirit, diversity and integrity are embedded through empowering student voice, student leadership and participatory learning. Of the school's teaching staff 58% have graduate and 42% have post graduate degrees and many are recognised for their expertise in the wider educational community such as universities and NSW Educational Standards Authority. The school is a recipient of funds from the Chapman Foundation and the Gosford High School Alumni offer 2 scholarships each year through the Public Education Foundation to Year 11 students.

The strong academic curriculum is well supported by a rich and varied curriculum enrichment program and the school's success in academia is echoed in sport, the creative and performing arts and in student leadership. Gosford High School is the lead school in both the Central Coast Student Voice Alliance and the Central Coast Principals' Leadership Alliance. The commitment to transforming learning through student voice, reflective practice and teacher professional learning has underpinned the work of all schools in the alliance and has resulted in each school developing authentic student voice initiatives. The Central Coast Student Voice Alliance is undertaking action research into youth issues on the Coast with an immediate focus on Mental Health, anxiety in particular.

The school's deep thinking about learning and leadership has coalesced into an educational philosophy that is the foundation of the next school plan and informs all we do. Gagne's dynamic model for Gifted and Talented Students which privileges context and effort over innate talent aligns with Carol Dweck's Growth Mindset to reinforce the critical importance of reflective practice to the essential development of self-efficacy, the foundation of success learning and life.

Strong, reciprocal relationships between students, students and teachers and teachers and parents contribute to the school culture of belonging and community. Together we nurture the development of the whole person and believe that working hard and having fun are integral to achieving this.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

1. The results of this process indicated that in the area of Learning:

Learning Culture

In schools that excel, school culture demonstrates the building of educational aspiration and ongoing performance improvement across its community. Students take responsibility for their ongoing learning.

The school's on-balance judgement for this element is: Sustaining and Growing.

Wellbeing

In schools that excel, there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

The school's on-balance judgement for this element is: Delivering.

Curriculum and Learning

In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students.

The school's on-balance judgement for this element is: Sustaining and Growing.

Assessment and Reporting

In schools that excel, consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum.

The school's on-balance judgement for this element is: Delivering.

Student Performance Measures

In schools that excel, students consistently perform at high levels on external and internal school performance measures.

The school's on-balance judgement for this element is: Delivering.

2. The results of this process indicated that in the area of Teaching:

Effective Classroom Practice

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies.

The school's on-balance judgement for this element is: Delivering.

Data Skills and Use

In schools that excel, student assessment data are regularly used school-wide to identify student achievements and progress, in order to inform future school directions.

The school's on-balance judgement for this element is: Delivering.

Collaborative Practice

In schools that excel, there are explicit systems for collaboration and feedback to sustain quality teaching practice.

The school's on-balance judgement for this element is: Sustaining and Growing.

Learning and Development

In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.

The school's on-balance judgement for this element is: Delivering.

Professional Standards

In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards.

The school's on-balance judgement for this element is: Delivering

3. The results of this process indicated that in the area of Leading:

Leadership

In schools that excel, the school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement.

The school's on-balance judgement for this element is: Delivering.

School Planning, Implementation and Reporting

In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity.

The school's on-balance judgement for this element is: Delivering.

School Resources

In schools that excel, resources are strategically used to achieve improved student outcomes.

The school's on-balance judgement for this element is: Delivering.

Management Practices and Processes

In schools that excel, management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

The school's on-balance judgement for this element is: Delivering.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Resilient, successful, reflective learners.

Purpose

Developing potential into talent through expert teaching, diverse opportunities and reflective practice.

Overall summary of progress

80% of teaching staff have been involved in reflective practice.

All Student Representative Council members have been trained and participated in the Students as Learning Partners program.

Evaluation of participation of Quality Teaching Rounds completed.

Analysis Report compiled for executive and presented at Week 8 staff meeting.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Quality Teaching Rounds and Students as Learning Partners program involve 100% of teachers.	All staff were involved in the Quality Teaching Rounds program with increasing numbers of students trained in the Students as Learning Partners program to support Quality Teaching Rounds.	Relief days for staff for both the training of student observers and for participation in the Quality Teaching Rounds program. – \$3000
Pedagogy increasingly demonstrates reflective practice.	80% of staff were involved in reflective practice as a result of the Quality Teaching Rounds observations completed.	Staff professional learning and relief. – \$1000
Increase in engagement of school leaders with the community.	School leaders have actively engaged in community action programs such as working with Coast Shelter and other local and national charitable organisations.	Teacher support for students attending various functions/programs. – \$2000
Improvement in school learning skills.	Students have been explicitly taught high order writing skills and engage in frequent, sustained, complex and sophisticated writing. Teachers are consistently providing holistic, constructive feedback practices.	Staff professional learning and relief. – \$3000

Next Steps

Newly elected members of the Student Representative Council are trained, and participate in, the Students as Learning Partners program.

Pedagogy increasingly demonstrates reflective practice.

Improvement in school learning skills, including that of Formative Assessment practices and effective use of feedback to students.

Reconceptualisation of assessment practice and purpose in Stages 4 and 5.

An audit of programs to ensure that literacy strategies are embedded in teaching practice.

Strategic Direction 2

Teachers as leaders of reflective, educational practice.

Purpose

Students provided with opportunities to leave school well prepared for the world beyond.

Overall summary of progress

There has been consistent and deep analysis of student performance data.

The differentiation of content, programming and assessment have been responsive to student needs.

There has been structured, informed development and implementation of Learning Conversations.

Staff professional learning needs have been mapped to identify and meet pedagogical and learning needs.

A nurturing and supportive workplace has been developed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Growth data shows improvement.	Staff have used data to inform teaching practice such that students in need of support have Independent Learning Programs for future improvement.	Staff professional learning and release time. \$8000
Differentiated programs and assessment strategies are implemented.	Every classroom teacher has differentiated programs for Stage 4 classes in response to data available on student needs.	Gateways Education. Differentiation for gifted and talented students. – \$10000
Reflective practice and learning conversations are practiced by all teachers and students.	There is a culture of shared responsibility for student learning as staff meet regularly to share practice and information about student learning needs.	Staff professional learning and release time. – \$2000

Next Steps

To consolidate Independent Learning Programs in accordance with the Disability Discrimination Act, DSE and Nationally Consistent Collection of Data.

To consolidate the differentiation of programs across Stages 4 and 5.

There is a structured and informed development and implementation of Learning Conversations between faculties in the school culminating in a Learning Showcase that demonstrates students being actively involved in their own learning.

Strategic Direction 3

Dynamic, educational and positive community partnerships.

Purpose

Develop communications systems to enhance the interface with the community and create reciprocal, beneficial relationships.

Overall summary of progress

A community liaison team was established to audit existing communication systems and develop a dynamic, sophisticated interface with the community.

An evaluation was conducted into existing wellbeing systems and networks with the view to establishing a holistic, integrated model of self-efficacy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Consistent communication systems evident.	The new school website was established. Integrated, consistent school communication proformas and documents were put into place. The Transition Team Action Plan was completed and implemented.	Ongoing site cost of website software. Staff professional learning and release time. \$5000
Increase in partnerships.	There has been increased reciprocal partnerships with business and industry partners.	Staff time to develop partnerships. Hospitality costs. \$2000
Increased parent participation.	There has been increased parent support for the diverse opportunities offered at Gosford High School including the Parents as Learning Partners program.	Development of resources. \$1000
Increase in student efficacy.	Data from the student responses in the Tell Them From Me survey indicate that students at Gosford High School have much higher levels of Social-Emotional outcomes than for students at other NSW government secondary schools.	Staff professional learning and release time. Development of resources. \$1000

Next Steps

To expand upon of communication strategies including an upgrade to the newsletter and introducing a greater emphasis on the use of social media.

To develop specific, long term partnerships with universities, business and industry such that they become regular learning partners with our students. These partners can become assessors of student work, relating it to post school requirements.

To develop processes whereby parents are welcomed into the school to share their professional expertise with students as partners of learning.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	<p>During 2016, funding allocated for English language proficiency was partially expended through the employment of a Learning Support Officer. The role of this officer was to support students through the assessment and profiling of their learning needs under supervision of our Support Teacher Learning Assistance, and working with students and their parents in the development of Individualised Learning Programs.</p> <p>In addition, a member of the teaching staff was partially released from class teaching duties to support both the learning of EAL/D students and the professional development of staff with EAL/D students in their classes.</p>	<p>Learning Support Officer – \$30000</p> <p>Teacher Release – \$18000</p>
Low level adjustment for disability	<p>Resources were provided to support students with additional learning needs.</p> <p>These included:</p> <ul style="list-style-type: none"> • additional School Administrative Officers in both Science and Technological and Applied Studies to assist in the preparation and presentation of learning materials for students with additional learning needs. • the staffing of special programs and activities for students with additional needs. This included additional staff attending camps, excursions and special events. • targeted professional learning for staff teaching students with disabilities, including differentiated programming to cater for student's needs. 	<p>Additional School Administrative Officers – \$32550</p> <p>Professional Learning – \$35000</p> <p>Specialist Programs – \$9000</p>
Socio-economic background	<p>The equity funding for socio-economic background provides funding to address the additional needs of students to support higher achievement and staff professional learning linked to our school plan.</p>	<p>Student assistance – \$10000</p> <p>Staffing support – \$13000</p>
Support for beginning teachers	<p>The funding to assist in the beginning teacher's induction and professional development is guided by the Australian Professional Standards for teachers.</p> <p>Initiatives include:</p> <ul style="list-style-type: none"> • Induction programs. • Mentoring by experienced teachers. • Timetabled relief from face to face teaching duties. 	<p>Staffing to provide for relief from face to face teaching – \$17600</p> <p>Professional learning for beginning teachers – \$4000</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	619	601	594	591
Girls	481	496	500	503

The school has maintained a consistent level of enrollment at slightly under 1100 students. Approximately 54% of students are male.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	95.6	96.5	93.9	95.5
8	93.5	93.2	92.3	94.3
9	93.4	93.2	90.4	93.8
10	93.9	91.7	90.1	91.7
11	94.7	93.5	91.9	93.4
12	93.1	92.5	90.8	91.6
All Years	94	93.4	91.6	93.4
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

The school continues to have student attendance rates above that of the average across all other schools in NSW. The school takes great pride in working effectively with students and their parents/caregivers to monitor attendance and support families to ensure that high levels of attendance are maintained.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	5
TAFE entry	0	0.55	3
University Entry	0	0	85
Other	0	0	1
Unknown			6

Being an academically selective high school, almost 100% of students are committed to completing Year 12 with a view towards university study. While some students do leave our school, it is generally the case that they leave to attend another school due to family reasons including relocation.

Year 12 students undertaking vocational or trade training

Fewer than 5% of students enrolled in Year 12 are undertaking vocational or trade training courses as a component of their HSC curriculum.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of students enrolled in Year 12 at Gosford High School in 2016 attained the HSC credential or its equivalent. Data from the NSW Educational Standards Authority shows a higher number of students not eligible for the HSC, but this is as a result of students being accelerated in some courses and being entered for the HSC in those courses prior to them being in Year 12.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	54.5
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	13.17
Other Positions	1

*Full Time Equivalent

It is a requirement that schools report on the Aboriginal composition of their workforce. Gosford High School has one staff member who identifies as Aboriginal.

Workforce retention

2016 saw some changes to the staffing at Gosford High School. Four long serving members of staff retired from the Department of Education teaching service.

Principal, Ms Lynne Searle retired at the end of 2016 following taking a period of long service leave. Mr Grant Jackson, the school's long serving Agriculture teacher, widely respected Mathematics teacher Mr Chris Wiffen and highly esteemed Languages teacher, Ms Suellen MacLean all joined Ms Searle in retirement. No staff were transferred out of the school through the Department of Education service transfer system.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	43

Professional learning and teacher accreditation

The professional learning of staff in 2016 centred on the training mandated by the Department of Education as activities required to ensure to effective implementation of strategies for teaching and learning stipulated in our school plan.

Staff participated in mandatory training in: Emergency Care and First Aid, the care for those who may suffer anaphylactic reactions, the provision of services for students who require modifications made to their programs due to additional learning needs and in the processes and procedures required for the implementation of the Australian Curriculum. In addition, staff attended numerous courses and faculty specific professional learning days to ensure currency with both course requirements and the latest pedagogical practice for gifted and talented students.

From a staff of approximately 71 teachers, 21 are either working towards or maintaining accreditation at Proficient level. Two members of staff have indicated an interest in seeking voluntary accreditation at Highly Accomplished or Lead level. Both of those staff members have made preliminary investigations to gain greater understanding of the requirements and processes involved in gaining accreditation at these higher levels.

Financial information (for schools using OASIS for the whole year)

Financial information

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

Income	\$
Balance brought forward	845 184.68
Global funds	650 594.38
Tied funds	450 713.64
School & community sources	1 001 354.11
Interest	20 058.75
Trust receipts	87 817.96
Canteen	0.00
Total income	3 055 723.52
Expenditure	
Teaching & learning	
Key learning areas	258 891.13
Excursions	369 045.17
Extracurricular dissections	217 868.15
Library	29 428.69
Training & development	12 083.51
Tied funds	395 630.31
Short term relief	173 354.94
Administration & office	242 100.52
School-operated canteen	0.00
Utilities	115 716.36
Maintenance	72 544.29
Trust accounts	66 281.66
Capital programs	156 292.21
Total expenditure	2 109 236.94
Balance carried forward	946 486.58

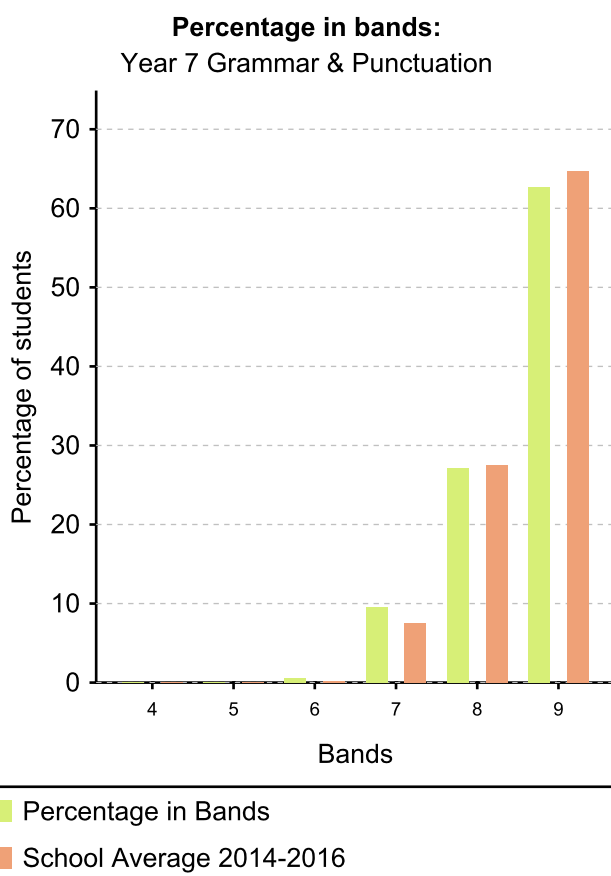
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

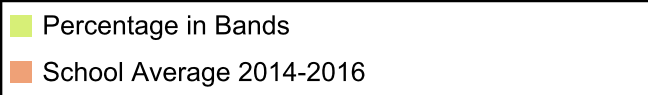
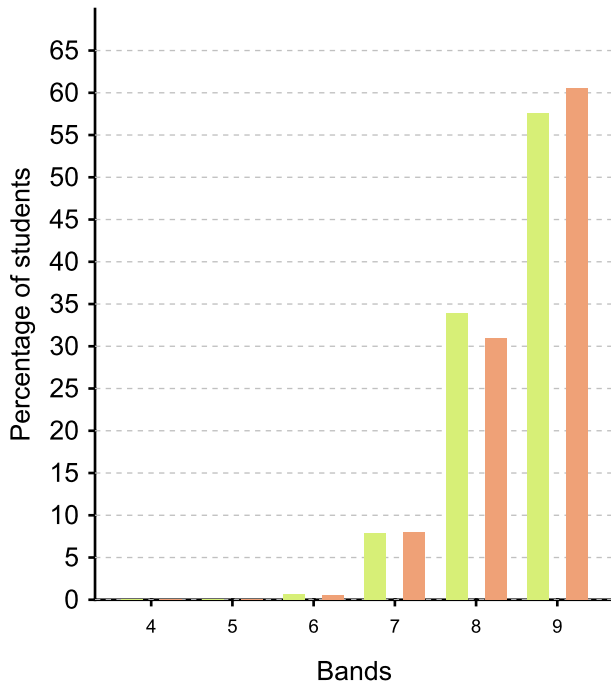
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 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.

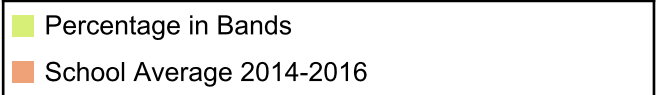
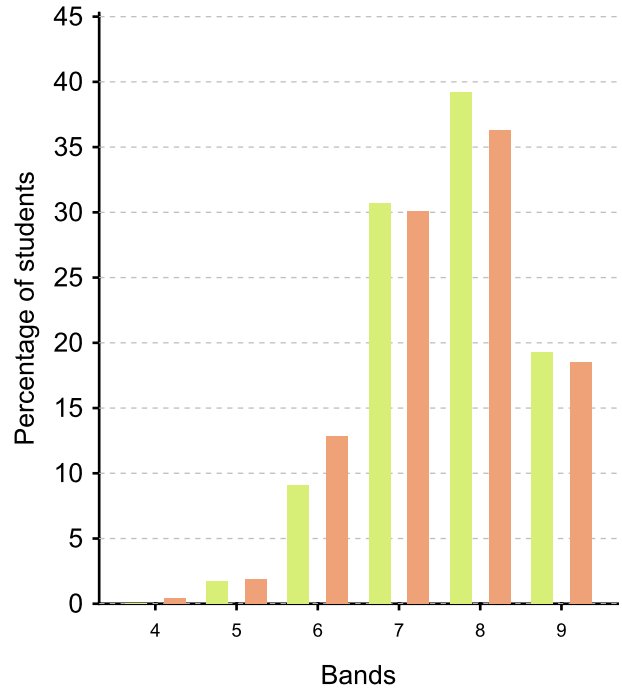
The school continues to provide support to students across all areas of literacy in all Faculty areas. Literacy is not seen as the domain of the English faculty but as a vital skill across all areas. It is particularly pleasing to see the increased numbers of students achieving in the higher Bands across most areas of literacy.



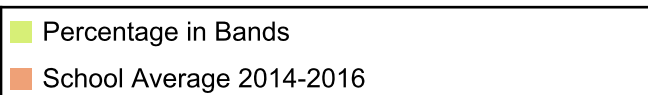
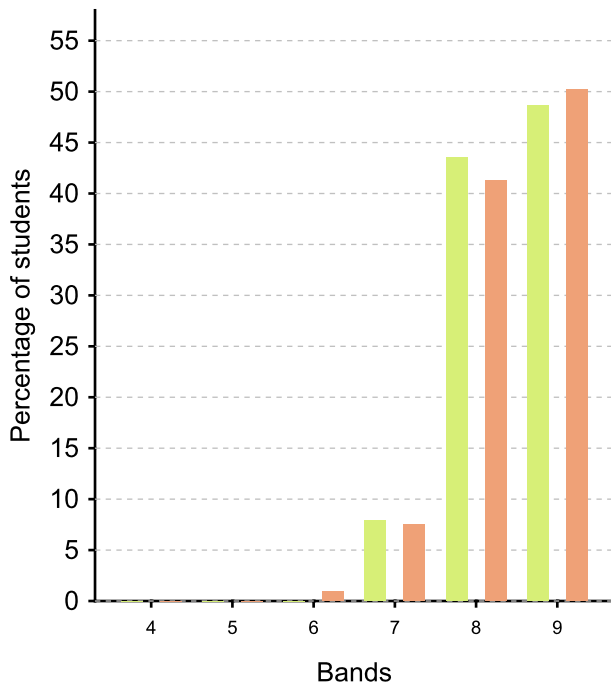
Percentage in bands:
Year 7 Reading



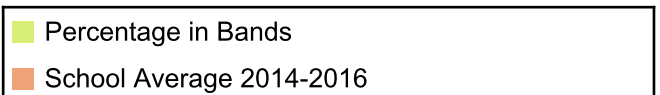
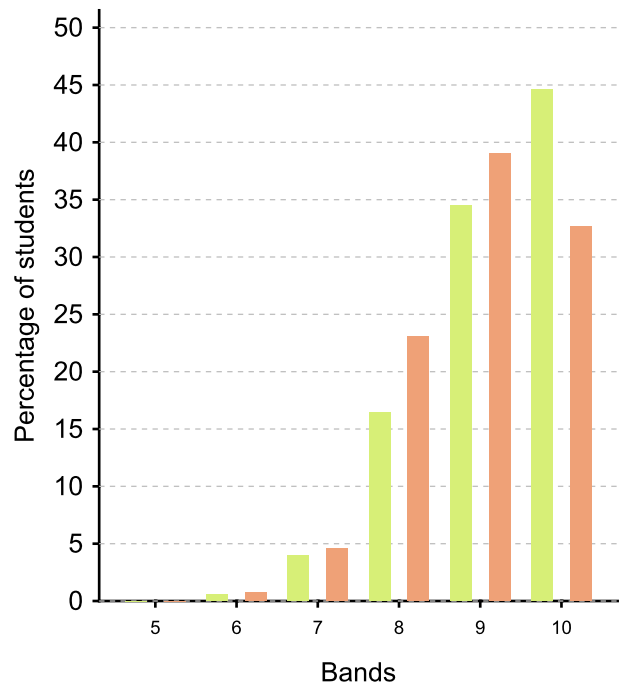
Percentage in bands:
Year 7 Writing



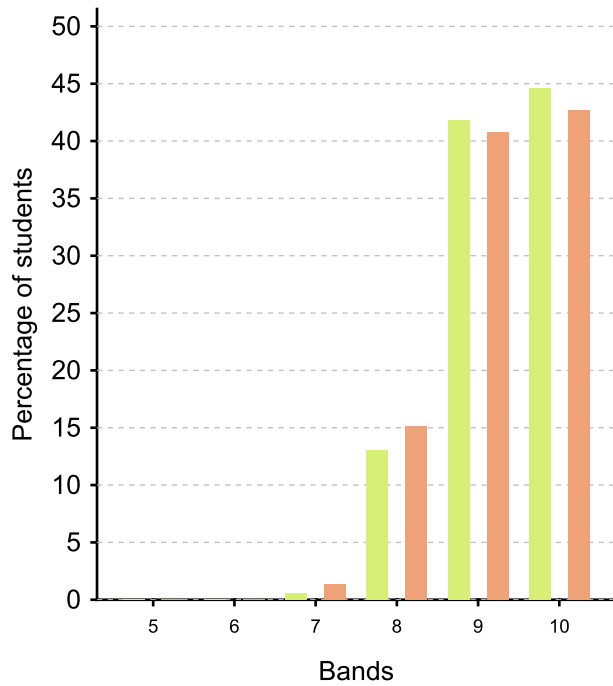
Percentage in bands:
Year 7 Spelling



Percentage in bands:
Year 9 Grammar & Punctuation

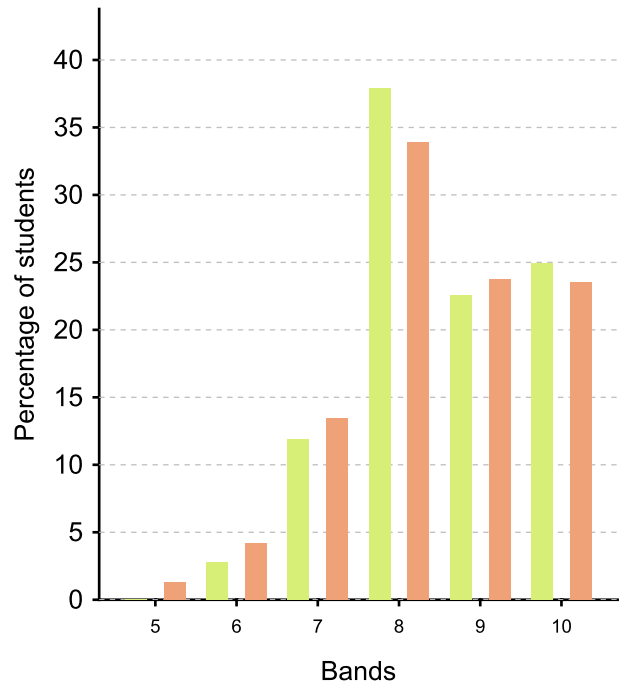


Percentage in bands:
Year 9 Reading



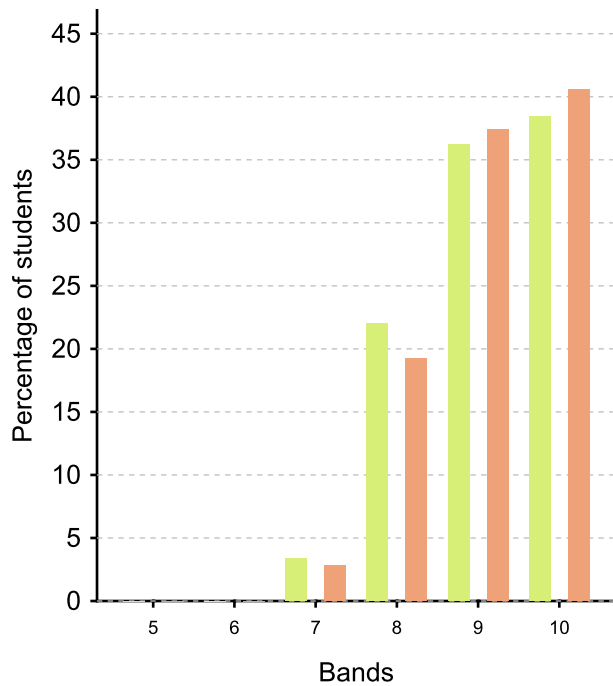
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2014-2016

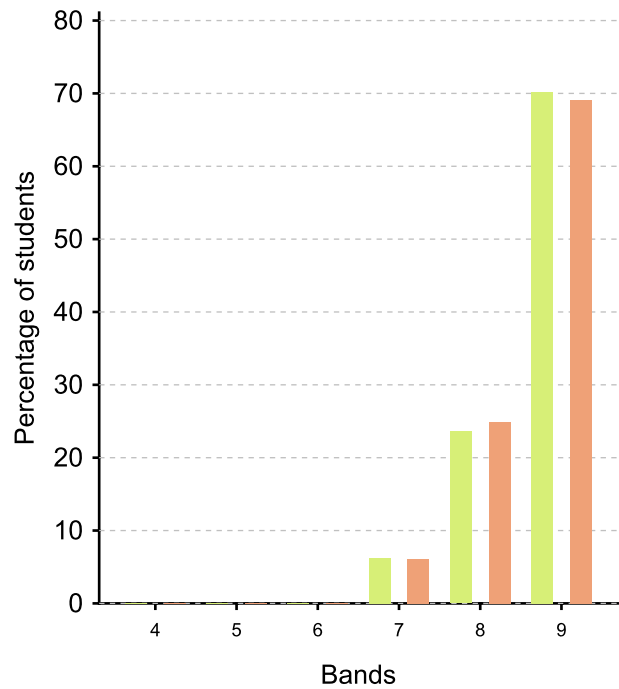
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2014-2016

Numeracy results continue to be strong with all students achieving results placing them in the top three Bands at both Year 7 and Year 9 level.

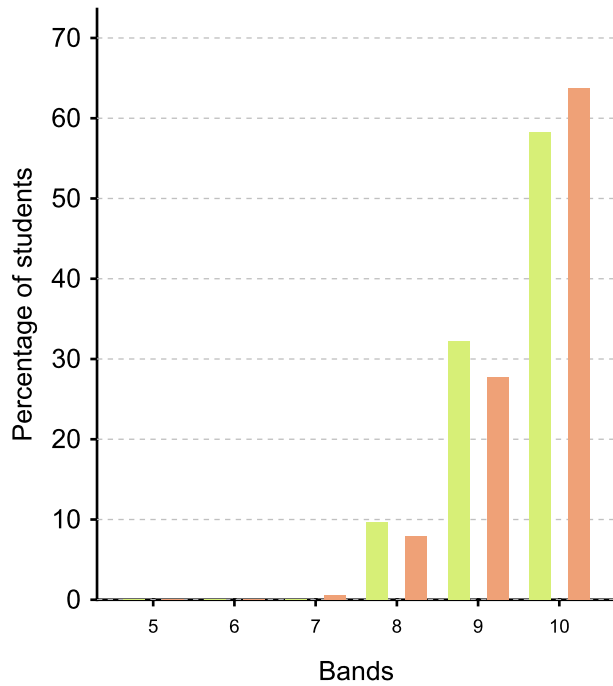
Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:

Year 9 Numeracy

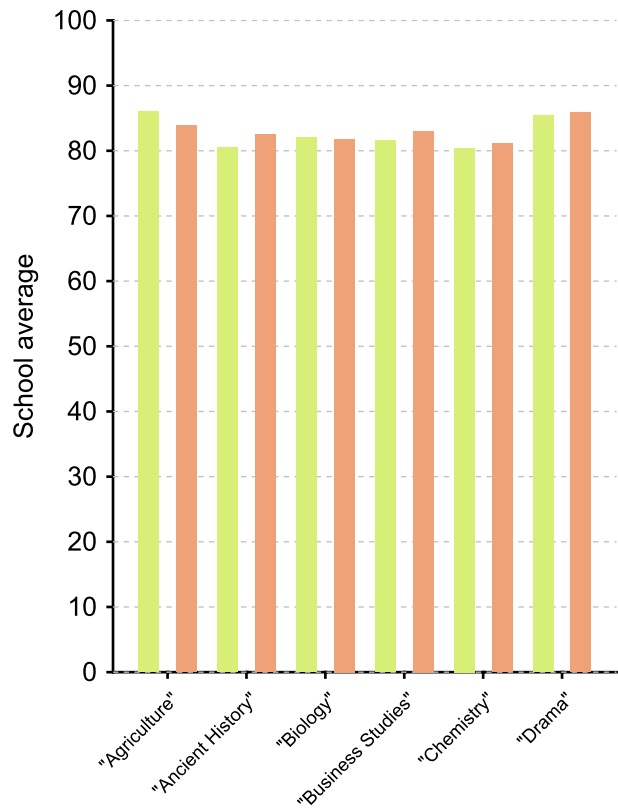


Percentage in Bands
School Average 2014-2016

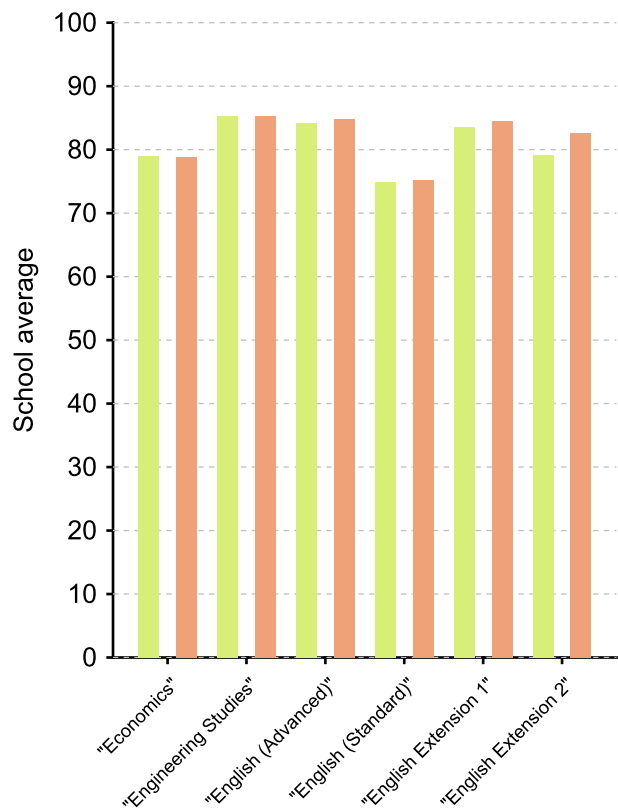
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a School and select GO to access the school data.

Higher School Certificate (HSC)

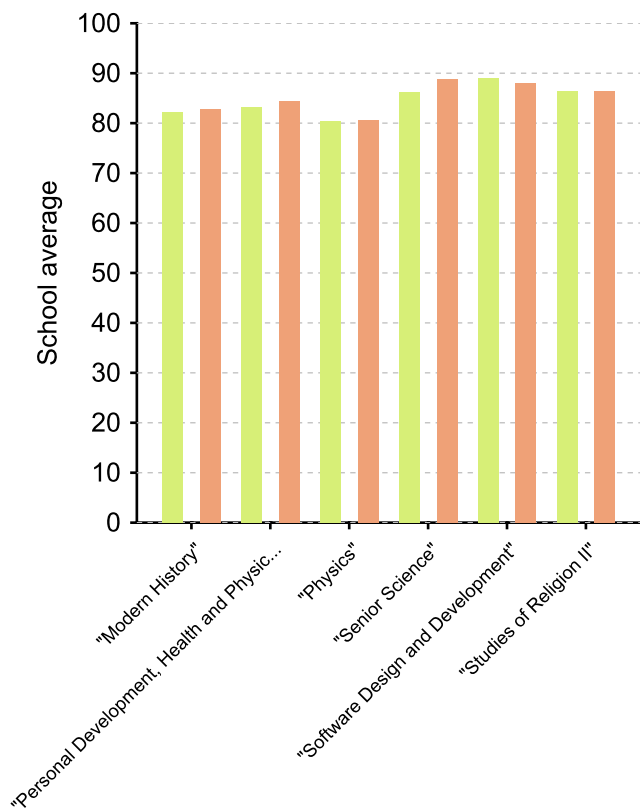
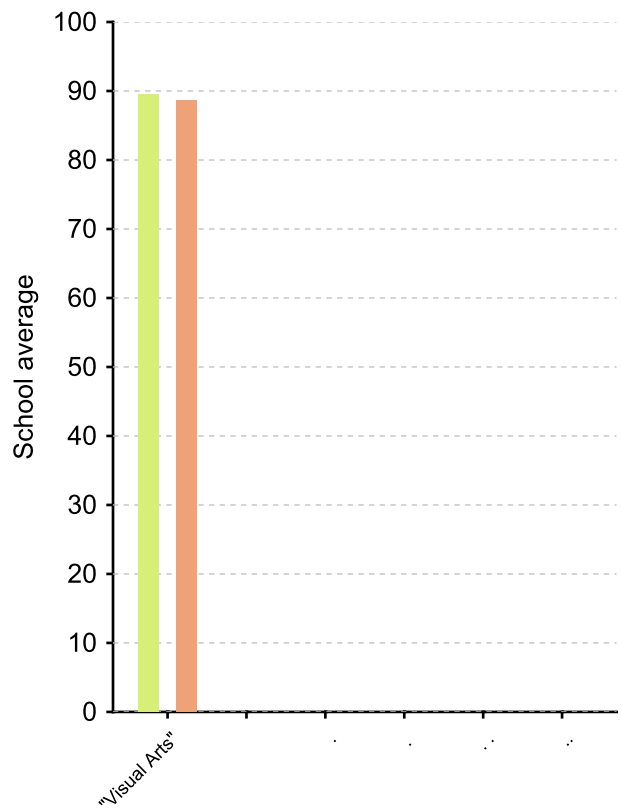
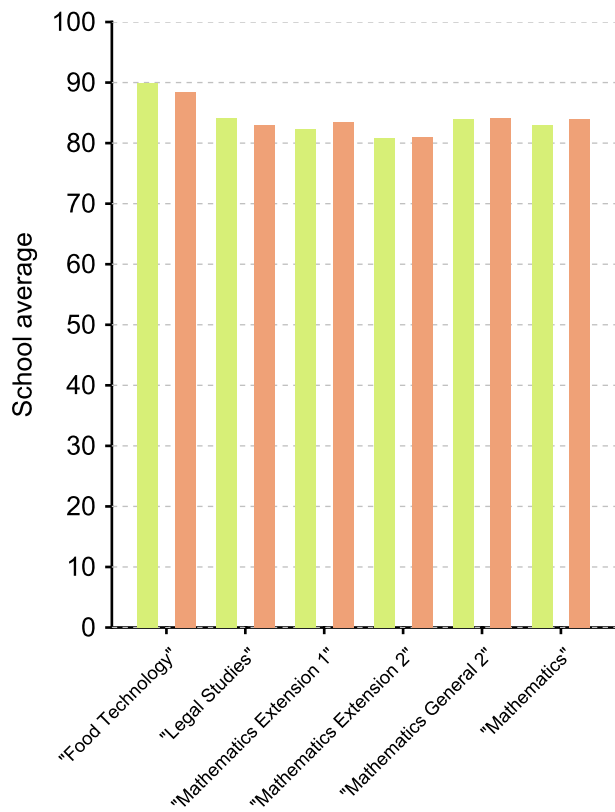
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



School 2016 School Average 2014-2016



School 2016 School Average 2014-2016



The school is extremely proud of our 2016 Year 12 cohort and their Higher School Certificate results with the vast majority of courses having an average mark of above 80%. In total, students achieved approximately 250 individual Band 6 results (a mark of 90 or above) across all courses.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of members of its community about the school. Responses from the Gosford High School community are presented below.

Student results from the Tell Them From Me survey indicated that 63% of students felt challenged in their core curriculum subjects and that they were confident of their skills in these subjects. This compared to 42% of all other students in NSW.

In a similar vein, 81% of students had high levels of academic self-concept with Years 7 and 12 having the highest results in this area across the school. The state norm for this area was 65%.

70% of students thought that concepts were taught well, class time was used effectively and homework and evaluations supported class objectives. Most students reported a positive learning climate in the school and that teachers maintained high expectations.

One area of learning that students believe could be improved upon is that of relevance. Only 59% of students found content relevant to their everyday lives. The NSW norm for this was 58%.

In the area of wellbeing, 77% of students had a high sense of belonging to the school and 88% felt that they have friends at school who they can trust and who encourage them to make positive choices.

16% of students reported that they had been victims of bullying in the month prior to the survey being completed. The state norm for this was 21%. While any figure relating to anti-social behaviours are unacceptable, the majority of students at least felt that they had an advocate at school who they could turn to for advice and that teachers were responsive to their needs.

Parents generally indicated high levels of satisfaction and happiness with the school. From comments presented, the major areas for improvement centred around communication, homework and scheduling of assessment tasks. There was also a number of parents who suggested improvements to facilities including the installation of air conditioning in all classrooms.

Across most areas of teaching practice, staff indicated that there was a strong culture of using data to inform improvements in pedagogy. Results also indicate that while staff have a broad range of uses of technology in the classroom, there is room for greater scope and use in this area.

Another area where staff recognise a need for improvement is in the involvement of parents in strategies to engage students in learning. This ties in with what parents reported about the need for greater levels of communication.

There is also an obvious need to support staff through

effective leadership in both administration and in teaching and learning.

Policy requirements

Aboriginal education

Gosford High School is committed to educating all students about Aboriginal culture and heritage. Both are included as components within units of work across the range of Key Learning Areas. Human Society and Its Environment and the Creative and Performing Arts Key Learning Areas have regular showcases of student work and members of the local Aboriginal community visit the school to provide authentic learning experiences for students.

The school has a very active group of indigenous students who have worked with those members of the local Aboriginal community to plan and develop an indigenous garden area in the school. This is used to educate students about native plants as foods and in providing a space for traditional meetings.

The school also employs an Aboriginal Learning Support Officer who works closely with staff, parents and students in the development and implementation of Personalised Learning Plans.

Aboriginal culture is respected at all formal assemblies through the Acknowledgement of Country and the Aboriginal and Torres Strait Island flags fly proudly alongside the national flag at the entry of our school.

Multicultural and anti-racism education

We are proud to acknowledge that our school population consists of 33% of students who identify as having a language background other than English. Of those students, there are 44 different language backgrounds represented. This multicultural diversity is a real strength of our school. Regular opportunities are offered to celebrate the harmony and tolerance that we value so highly in our community. This was actively celebrated at our Harmony Day event organised and hosted by students from our Student Representative Council. Our school has a culture of inclusive practice which recognises, promotes and values the background of all students and staff promoting tolerance towards those from different cultures, language backgrounds, religions and beliefs. The school has an Anti-Racism Contact Officer to assist in the promotion of cultural understanding and to support students and staff on the very rare occasion that racist behaviours may become apparent.