

Goulburn High School

Annual Report



2016



8116

Introduction

The Annual Report for **2016** is provided to the community of **Goulburn 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.

Mr Paul Hogan

Principal

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Message from the Principal

Goulburn High School is a proud public high school with strong committed links with the local community. The school prides itself on its three core values of Respect, Responsibility and Resilience and explicitly teaches students how to model these values and the appropriate behaviours. Goulburn High School has a culture where excellence is not only valued but expected and where students are challenged in their learning.

Our school's success is based on the three key elements that promote quality teaching and learning programs for our students.

We have a highly dedicated and trained staff who work together to provide an inclusive learning environment where all students are nurtured and encouraged to achieve their personal best. Secondly our students are a passionate and motivated group of young people who are keen to learn and participate in a range of educational opportunities provided for them at school. Finally, Goulburn High School enjoys tremendous support from our parent body and the local community.

I am extremely proud to work in a school community that challenges students and promotes high expectations to all. The teaching and support staff are committed and well trained.

Our school continues to enjoy excellent relationships with our partner primary schools, high schools and the broader community. Our goal is to prepare the youth of Goulburn so that they are resilient, respectful, independent and confident young people, ready for work and further study.

Mr Paul Hogan

BSc Dip Ed

Principal

School background

School vision statement

To create an inclusive learning environment that supports and encourages lifelong learning for students and staff underpinned by high expectations and a culture of excellence.

School context

Goulburn High School is a comprehensive rural high school drawing students from within Goulburn and from surrounding localities. Our school caters for the learning needs of all students through quality teaching and diverse range of resources and programs.

Our diverse curriculum offers opportunities for students in following a variety of career, academic, cultural and sporting pathways.

Our students experience a range of quality extra-curricular and cultural activities, including: Duke of Edinburgh Program, Harmony day, NAIDOC week, Korean Exchange and many sporting opportunities.

Our values, as established through the Positive Behaviour for Learning (PBL) program are Respect, Responsibility and Resilience. These values are guiding principles for promoting high expectations, inclusivity and a culture of caring and support.

Our school has an experienced teaching staff with an emphasis on quality teaching. Our school works closely with our partner schools through the Goulburn Community Of Public Schools providing a seamless and supported transition from primary to high school.

The school's strong links with the people, businesses and community organisations of Goulburn demonstrate a genuine integration of the school as a community resource.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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. 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.

Excellence in Learning

In the domain of Learning, our efforts in 2016 have been focussed on high expectations for learning through a strong focus on quality teaching and teacher professional development to deliver challenging and engaging curriculum to foster student growth. This has been achieved by continuing to develop a positive and productive learning culture among students and staff. Wellbeing initiatives continue to provide an avenue for building trust, respect and a culture of inclusivity. As a result students are engaged in their learning. Faculties have been heavily involved in mapping student skills across the Literacy and Numeracy Continuum and the Learning and Support team have been vital in the servicing and training of staff to support students in achieving literacy and numeracy goals. Staff have continued to develop other learning support environments including a Homework Centre and before and after school tutorial classes.

Excellence in Teaching

Our focus in 2016 has been to continue improving teacher quality by providing professional development opportunities both in school and outside. Building staff capacity around the use of technology, the use of data as a means of feedback to inform teaching and learning and the development of classroom observations as a feedback measure to assist the

growth of teaching practice, in particular in teaching literacy and numeracy programs, has provided a teaching platform that encourages explicit teaching and productive feedback to both staff and students. This will continue to drive the improvement cycle in teaching and learning.

Excellence in Leadership

Strong and effective leadership, strategic planning and effective management practices and processes have been our focus throughout 2016. Our students have benefited from a leadership that articulates high expectation, explicit teaching and planned and proactive engagement with parents and the wider Goulburn community. Through this effective leadership and the strong links with community, Goulburn High and its community has developed and strengthened its school vision, its core values of Respect, Responsibility and Resilience and the core purpose of our school, that being to educate the youth of Goulburn to become worthwhile members of any community.

As a result of excellence in leadership, we have been successful in leading the initiatives outlined, building the capacity and capabilities of staff to create a dynamic learning culture. The achievements and identification of our next steps are outlined in the following pages of this report.

Our self assessment process will provide valuable data that will assist the school to refine the strategic priorities in our school plan. This will without a doubt, lead to the delivery of an outstanding education for our students.

Our self-assessment 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

Quality Teaching and Learning

Purpose

By setting high expectations for learning through a strong focus on quality teaching and teacher development to deliver challenging and engaging curriculum to foster student growth.

Overall summary of progress

Teaching programs and practices include a range of strategies and tasks to develop the knowledge, understanding and skills of all students. Staff have participated in professional development activities to assist them to differentiate delivery of curriculum to meet student needs. Teachers provide specific feedback to assist students to monitor their learning and improve their skills. Teaching programs include strategic and specific teaching activities to develop student literacy and numeracy.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|-------------------------------|
| All school professional learning plans explicitly target developing teachers' capacity to cater for learner diversity. | All staff have <ul style="list-style-type: none">actively engaged in professional learning and reflective practices to maintain currency with 21st Century educational challengesutilised a broad range of teaching and learning experiences and assessment practices that encompass the Quality Teaching Frameworkanalysed, interpreted and used data to inform teaching and learning practices. | \$100,000 |
| Through observation, students are able to map their learning against a standard, to describe what level they are at, why they are at this level and how they could progress. | Students have <ul style="list-style-type: none">worked independently and collaboratively to enhance learning and communicate ideasembraced opportunities to enhance their knowledge and skillsdemonstrated confidence in engaging with an appropriate educational pathway. | \$100,000 |

Next Steps

Teaching staff continuing to actively engage in professional learning and reflective practices around feedback / feedforward, the literacy and numeracy continuum and assessment task development.

Ongoing evaluation and refining of teaching programs continues to ensure relevance so that student needs are better catered for.

Staff and students using standards to map their growth and development.

Strategic Direction 2

Culture and Values

Purpose

By instilling a culture of high expectations and best practice through collaboration, engagement, a strong focus on wellbeing and a positive mindset that equips students and staff with skills and knowledge to meet the challenges of the 21st century.

Overall summary of progress

Through analysis of school based data, state data, and examining evidences of teaching and leadership practice, it is apparent that we have established a shared vision and a clear sense of purpose that focuses on student achievement.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|-------------------------------|
| Increase the percentage of students, including Aboriginal students, in the top two NAPLAN bands to meet the Premier's Priorities through high expectations and best practices. | <ul style="list-style-type: none">• All Year 7 – 10 students have been mapped on the Literacy and Numeracy continuum and staff are explicitly teaching literacy and numeracy strategies to meet the needs of individual students.• A data team has been established to collect and analyse school and state data and conduct professional learning for staff.• Best practice has been shared between faculties and across the whole school to reduce teacher variability. | \$70000 |
| Classrooms are welcoming and educationally supportive environments that equip our students to become successful lifelong learners. | <ul style="list-style-type: none">• The new school values has set clear standards for students, staff and the wider community to understand the behaviours, attitudes and expectation that enhance student wellbeing and improve student outcomes.• The re-branding of PBL is evident through the use of signage around the school and explicit teaching of school values in roll call and classroom. | \$65000 |
| Strengthening family and school links and celebrating school successes with the whole school community. | <ul style="list-style-type: none">• There has been a 33% increase in the use of the Parent Portal with approximately 50 logins per day. Through the portal, parents are able to monitor their child's period by period attendance, explain absences online, access student wellbeing data, book appointments with staff and access academic reports online.• The Goulburn High School Showcase provided parents and community members with the opportunity to engage in a wide range of school-related activities. The showcase involved demonstrations and presentations from students across all KLAs.• Improved communication with families through Facebook, SkoolBag app, Twitter, Goulburn High School web page, online newsletter and Parent Portal. | \$65000 |

Next Steps

Introduction of the High Aspirations Program for Year 7 to explicitly teach skills such as writing, research, study, cyber-safety and mind matters.

Strengthening the My Personal Best program. The main goal of the program is to encourage students to have high aspirations through goal setting and teacher mentoring.

Reviewing of the Bullying the Harassment procedure through extensive community consultation. This new procedure will be implemented in Term 2, 2017.

Strengthening families and school links through a range of strategies to regularly seek and share information about students' achievements and learning needs, school policies, practices and community initiatives.

Collaboration beyond school by building on-going strategic relationships with government and non-government agencies, community groups, businesses and other educational providers that enhance learning opportunities and outcomes for students, families and community members.

Strategic Direction 3

Leading and Managing

Purpose

By establishing and publishing a shared and clear vision of the school's values, goals, priorities and directions, we engage our school community in supporting quality student achievement.

By identifying and enabling change that supports our vision of a highly engaged and authentic school.

Overall summary of progress

The leading and managing team has focussed on providing opportunities for staff and students to develop leadership skills in line with DET policy.

A transparent approach to the filling of in-school staff positions has provided leadership opportunities for both candidates and panel members alike. Student leadership opportunities have continued to be the basis for the development and training of school leaders and the current student leadership structures in place provide a wide opportunity for student engagement in the leadership process.

School leadership is underpinned by our 3 core PBL values of Respect, Responsibility and Resilience.

Leadership development around support for new and beginning teachers as well as those striving for higher accreditation has strengthened and will continue.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|-------------------------------|
| Embedded evaluation and review processes across all school levels are transparent and open and are communicated to the whole school community. | Universally accepted and negotiated goals, expectations, programs and values are in place and inform school wide practices. | \$50,000 |
| Data shows that collaborative and distributive leadership is evident in all school settings. | <ul style="list-style-type: none">• Strategic and collaborative management of resources are in place and utilised effectively and efficiently across the school.• Leadership development programs have been made available to all stakeholders to assist in staff taking on higher responsibilities and supporting the AITSL framework.• Outstanding student leadership, programs and development has allowed our school to develop and increase its community profile. | \$150,000 |

Next Steps

Provide leadership opportunities for staff to participate across the school, in particular the 2018–2020 School Planning process.

Continue to provide training opportunities for staff to participate on panels.

Build stronger leadership links with the Goulburn community.

| Key Initiatives | Impact achieved this year | Resources (annual) |
|---|---|--------------------|
| Aboriginal background loading | <p>A number of cultural excursions were organised targeting both indigenous and non-indigenous students.</p> <p>All Aboriginal students have updated PLPs and there is an increase in the involvement of families in the PLP process.</p> <p>Equity funding used to employ two Aboriginal tutors to support the learning needs of few Aboriginal students.</p> <p>Funding used in 2016 to support a Homework Centre.</p> <p>A cultural room setup to enable Aboriginal students to participate in meetings and other learning activities.</p> <p>A number of Aboriginal students visited Canberra Universities to assist them with career planning.</p> | \$13,791 (RAM) |
| English language proficiency | <p>A teacher was employed for .4 to develop and implement a literacy program for our ESL students, and provide support for classroom teachers.</p> <p>Individual Learning Plans have been developed for each student to assist them with their learning and career pathways.</p> <p>A range of resources have been purchased to support student learning across a range of KLAS.</p> | \$39,837 (RAM) |
| Low level adjustment for disability | <p>Two teachers are employed to assess students and develop programs to help improve their learning outcomes. Students work "one on one" to help improve their student's participation and engagement in learning.</p> | \$262,063 (RAM) |
| Socio-economic background | <p>Students are provided with a wide range of curriculum learning experiences, specialist teachers and access to community services to support learning and help them improve their outcomes. Student participation and engagement in learning continues to be a significant focus.</p> | \$219,945 (RAM) |
| Support for beginning teachers | <p>In 2016 there were 2 beginning teachers at Goulburn High School.</p> <p>Teachers were provided with support to assist them to achieve accreditation. Teachers accessed funds to attend professional development activities to support their professional learning and growth.</p> | \$30,474.38 |
| Targeted student support for refugees and new arrivals | <p>In 2016 we had one student who was eligible for support as a new arrival.</p> <p>Support was provided focusing on specific learning needs. This assisted the student to develop an understanding of curriculum</p> | \$400 |

| | | |
|---|---|-------|
| Targeted student support for refugees and new arrivals | concepts and skills, and transition to regular classes. | \$400 |
|---|---|-------|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 306 | 338 | 344 | 360 |
| Girls | 304 | 313 | 292 | 299 |

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| 7 | 92.8 | 93.3 | 94.5 | 94.4 |
| 8 | 92 | 90.5 | 89.8 | 91.1 |
| 9 | 89.4 | 89.1 | 88.8 | 86.5 |
| 10 | 85.5 | 86 | 87.3 | 86 |
| 11 | 83.7 | 86.5 | 84.6 | 89.7 |
| 12 | 84.2 | 86 | 88.5 | 86.6 |
| All Years | 88.2 | 88.8 | 89.1 | 89.1 |
| 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

Teachers mark rolls on PxP (electronic roll marking system) at 9.10 am each school day during roll call. Absences are recorded and non-attendance is followed up by the Head Teacher Administration and the Deputy Principal. The Home School Liaison Officer (HSLO) assists the school in monitoring attendance on a regular basis. Parents are expected to follow up an absence with a written explanation.

Non-attendance during the school day is monitored by the Head Teacher Administration. Parents can access attendance data about their child through the Parent Portal.

The importance of good attendance at school is regularly emphasised in the school newsletter.

Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10% | Year 11% | Year 12% |
|--|----------|----------|----------|
| Seeking Employment | | 30 | 13 |
| Employment | 23 | 30 | 34 |
| TAFE entry | 34 | 14 | 4 |
| University Entry | | | 20 |
| Other | 3 | 14 | 9 |
| Unknown | 40 | 11 | 20 |

Several students who left school prior to the completion of the HSC are pursuing Vocational training opportunities resulting from work placement opportunities. The school has provided them with the skills and confidence to pursue employment in this sector. Students at Goulburn High School have been able to pursue a variety of training and vocational options at each stage of educational attainment, and have taken advantage of the variety of pathways available to assist them to achieve their goals. An important focus area will continue to be assisting students to develop the necessary skills to set and achieve goals which will allow them to navigate a pathway towards training and employment.

Year 12 students undertaking vocational or trade training

Approximately 12 percent of Year 12 students continued in the vocational or trade training areas commenced in Year 11, or as Stage 5 early commencement students. the Vocational areas includes Business Services, Construction and Aged Care. The practical skills students achieve through these courses are invaluable for developing work readiness and often result in employment opportunities for students. Results from these courses can also be included in the ATAR calculation.

Goulburn High School encourages suitable candidates to commence VET courses in Stage 5 both in school and through external providers, to enable them to re-engage with their education and ensure that the career pathway they have chosen is as they imagined.

Approximately 3 percent of last years HSC candidates left school at the completion of Year 11 to enter employment in the vocational sector they commenced studying at school. Seventy percent of those were early commencement students who completed their vocational qualification prior to leaving. It is also worth

noting that another student in this cohort obtained an apprenticeship at the completion of year 10 through the work placement from his VET course.

Year 12 students attaining HSC or equivalent vocational education qualification

A number of students who left prior to attaining the HSC found employment and/or training in a field of work that they had actively identified and pursued, and the school was invaluable in supporting them in the attainment of their goals.

Only a very small number of Year 12 students this year did not obtain their HSC and in all cases students were provided with several alternatives to ensure their eligibility. Several students also failed to attend the HSC exams and complete the required misadventure paperwork, affecting their eligibility.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 1.6 |
| Head Teacher(s) | 9 |
| Classroom Teacher(s) | 32.9 |
| Learning and Support Teacher(s) | 1.9 |
| Teacher Librarian | 1 |
| School Counsellor | 1 |
| School Administration & Support Staff | 12.88 |
| Other Positions | 4.2 |

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

This year we had two Aboriginal teachers teaching Industrial Technology and Home Science. As well we had one Aboriginal Learning support Officer assisting in the support classrooms.

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 | 20 |

Professional learning and teacher accreditation

Professional learning has and will continue to focus on literacy and numeracy and quality teaching, as well as ways to differentiate the curriculum, providing engagement opportunities for all. Analysis of the SMART data will assist all staff to reflect on best teacher practise as well as making adjustments to provide every student with the opportunity to improve their outcomes.

Professional learning opportunities were made available to all staff, in a variety of formats which included combined staff development days, in school extended training sessions, attending internal and external courses, online modules and faculty meetings providers.

A budget of \$65,000 was provide for staff development.

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

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

| Income | \$ |
|--------------------------------|-------------------|
| Balance brought forward | 426 860.56 |
| Global funds | 618 393.24 |
| Tied funds | 647 801.52 |
| School & community sources | 201 766.74 |
| Interest | 12 252.56 |
| Trust receipts | 48 363.55 |
| Canteen | 244 361.20 |
| Total income | 2 199 799.37 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 129 891.15 |
| Excursions | 116 221.11 |
| Extracurricular dissections | 24 917.85 |
| Library | 6 710.54 |
| Training & development | 4 113.85 |
| Tied funds | 590 324.13 |
| Short term relief | 157 738.94 |
| Administration & office | 180 987.37 |
| School-operated canteen | 232 450.02 |
| Utilities | 152 048.47 |
| Maintenance | 73 746.52 |
| Trust accounts | 46 136.72 |
| Capital programs | 0.00 |
| Total expenditure | 1 715 286.67 |
| Balance carried forward | 484 512.70 |

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

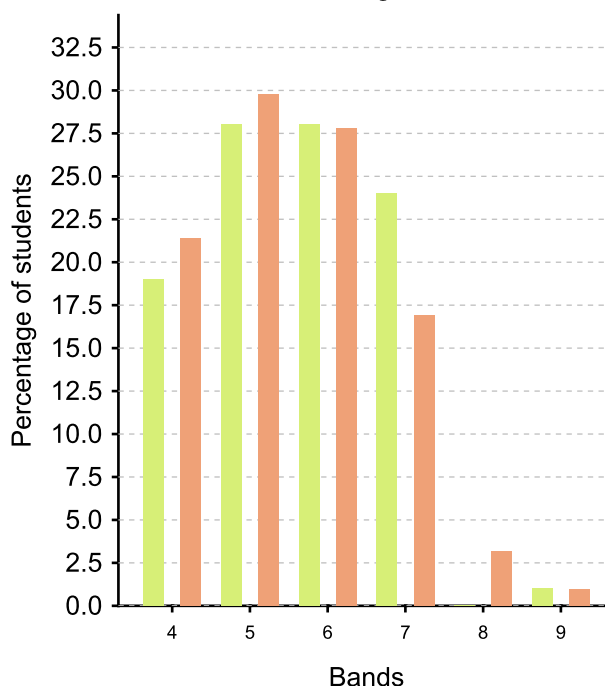
NAPLAN

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.

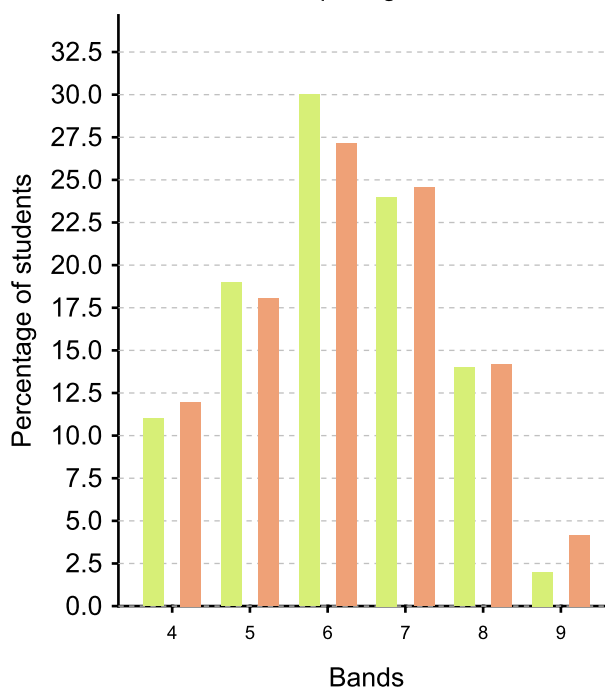
Over 80% of Year 7 students demonstrated growth in reading, spelling, grammar and punctuation skills, with 50% of students achieving greater than or equal to expected growth in these areas. Approximately 80% of

Year 9 students demonstrated growth in reading skills and 65% demonstrated growth in spelling, grammar and punctuation. Over 40% achieved greater than or equal to expected growth in these areas. Growth statistics are not available for the writing component, due to the nature of the 2016 NAPLAN test.

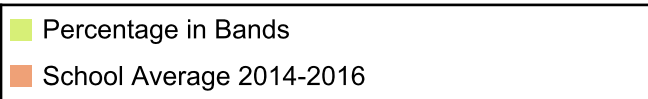
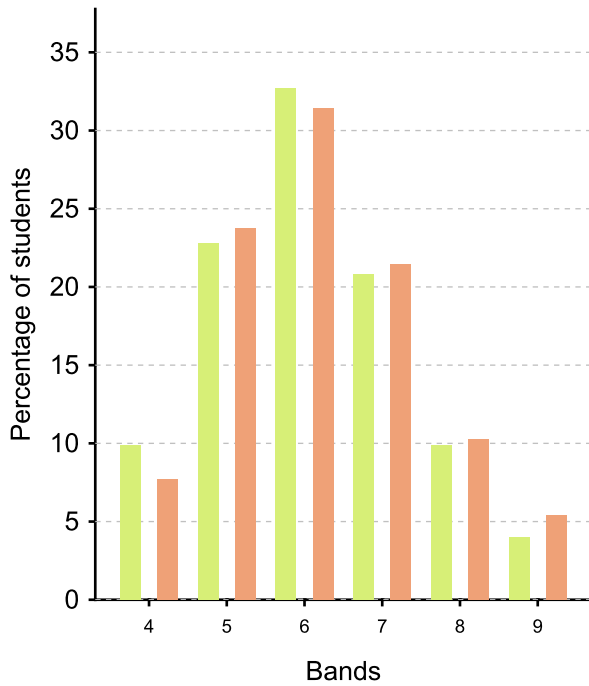
Percentage in bands:
Year 7 Writing



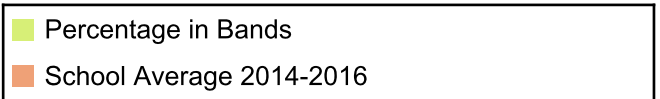
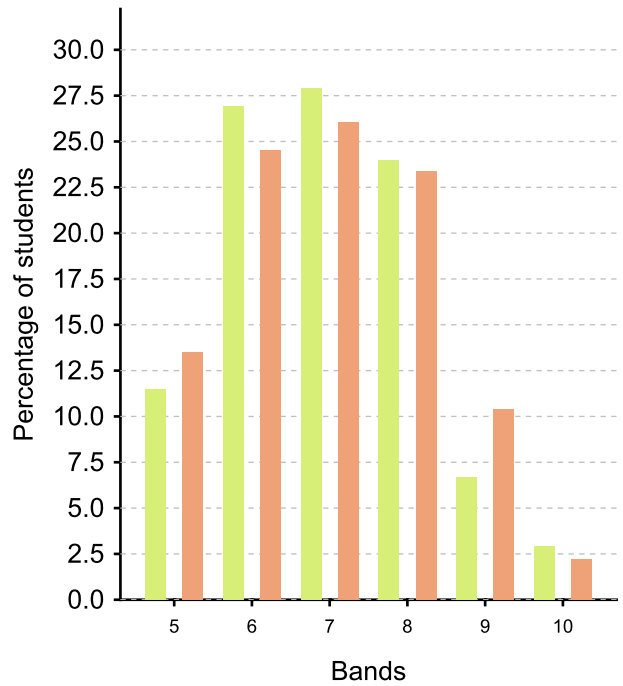
Percentage in bands:
Year 7 Spelling



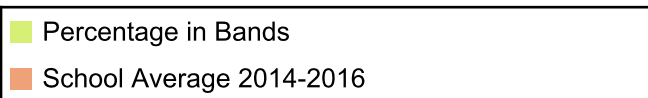
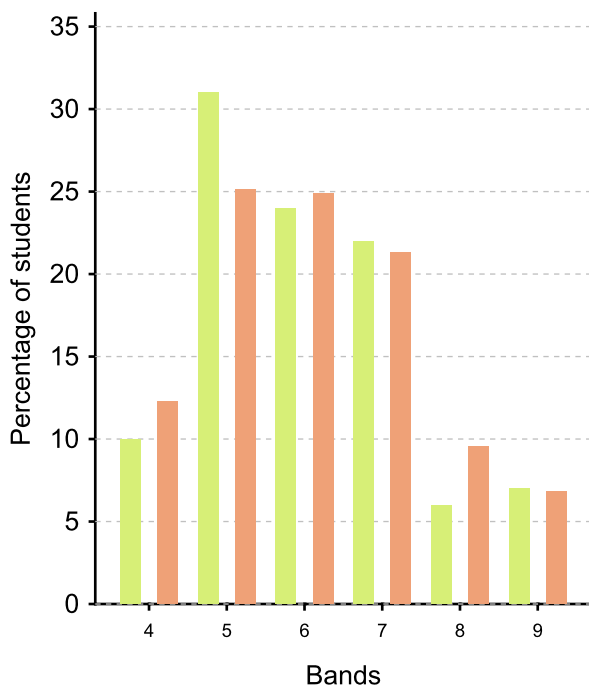
Percentage in bands:
Year 7 Reading



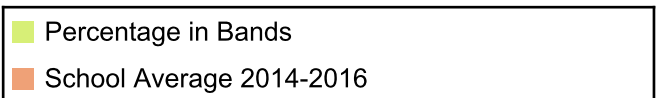
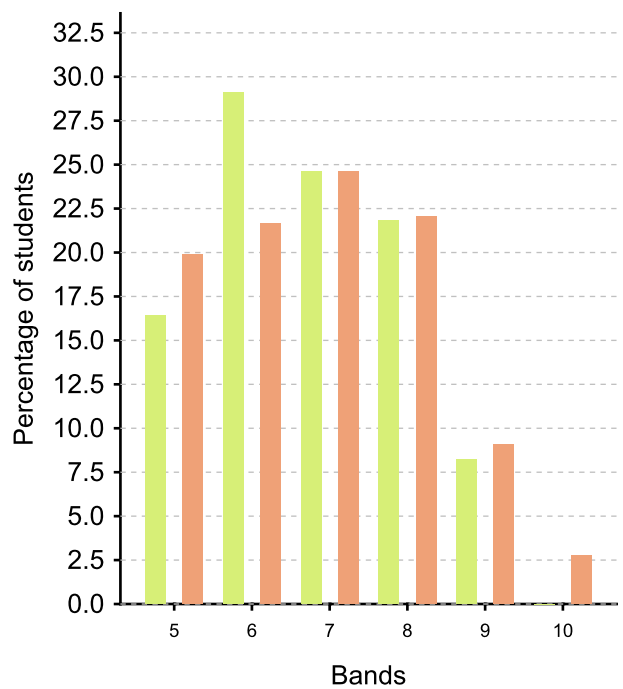
Percentage in bands:
Year 9 Reading



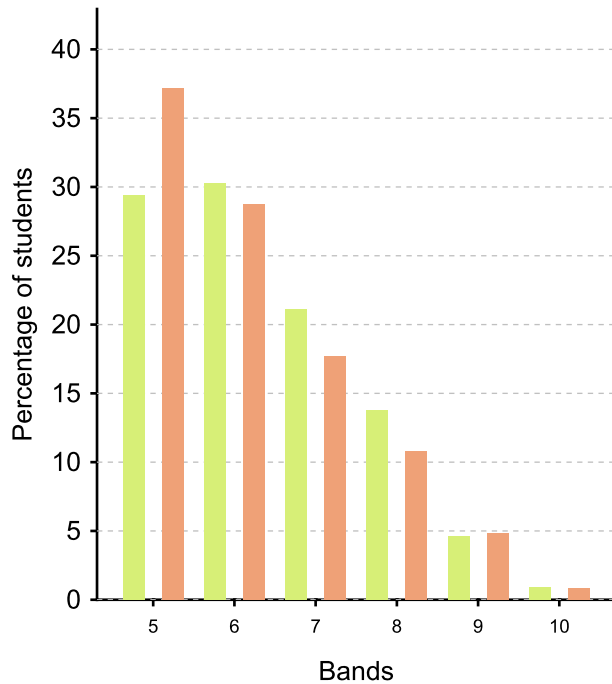
Percentage in bands:
Year 7 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling

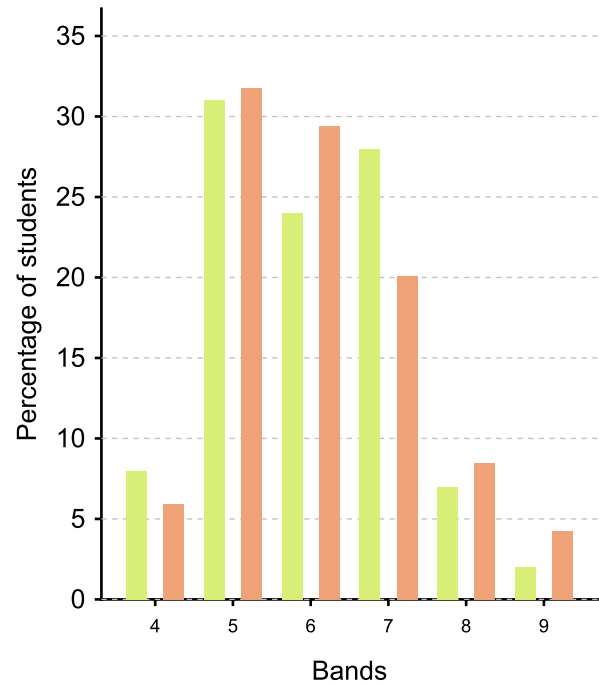


Percentage in bands:
Year 9 Writing



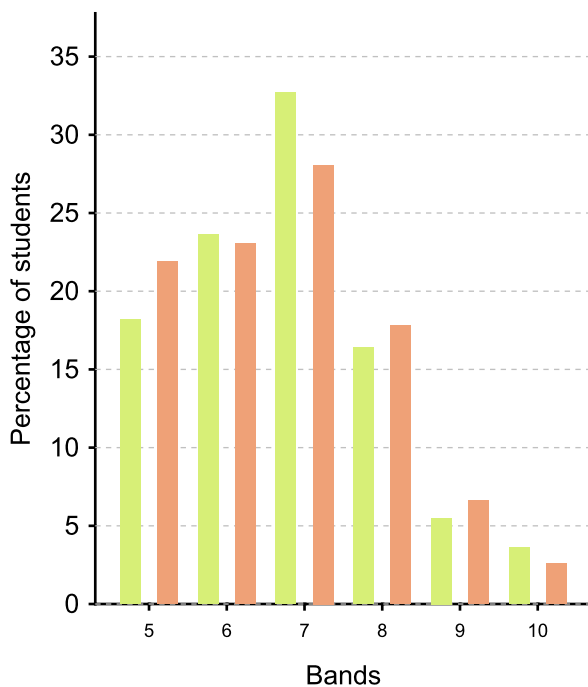
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Numeracy



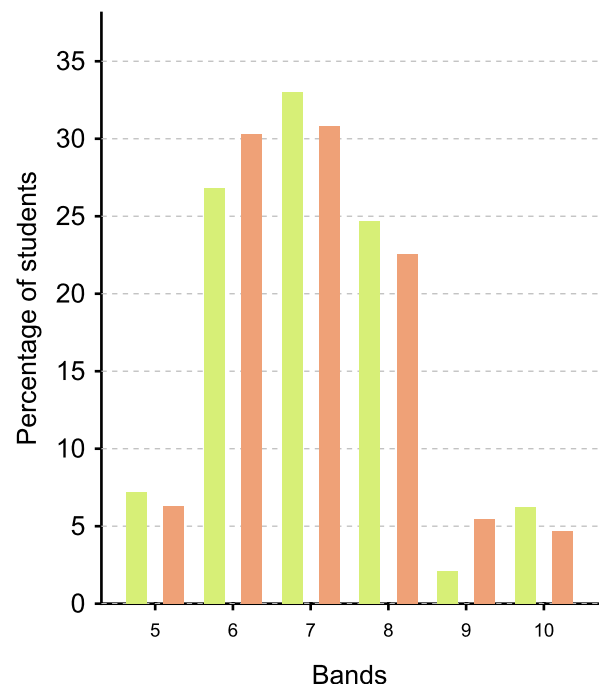
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Numeracy



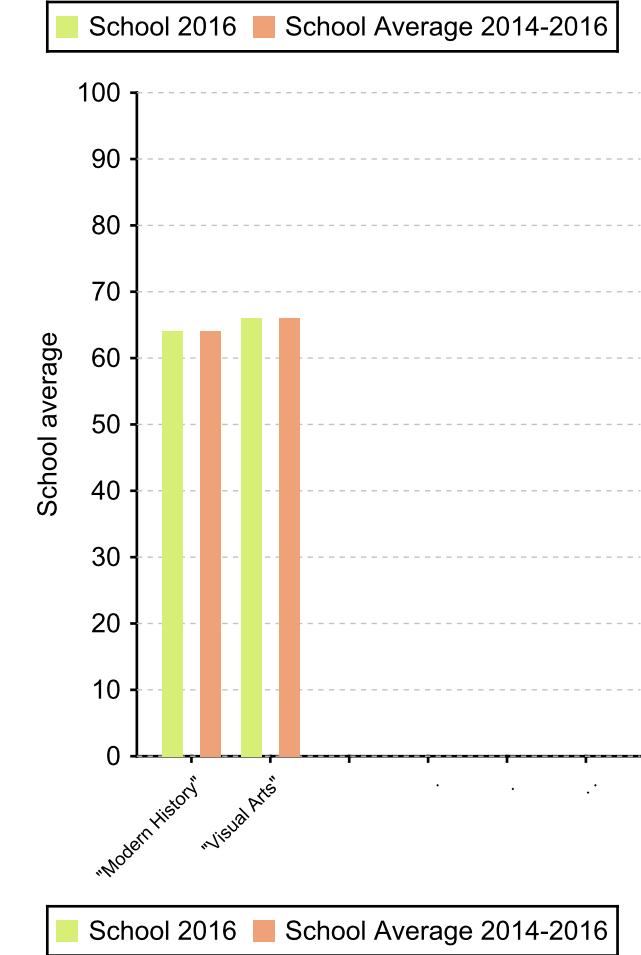
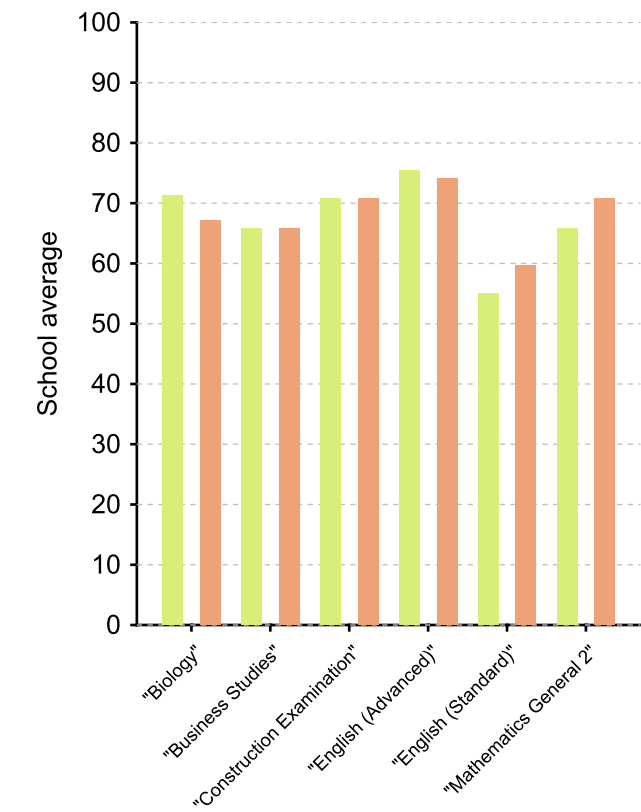
Percentage in Bands
School Average 2014-2016

Over 90% of Year 7 students demonstrated growth in numeracy skills, with approximately 65% of students achieving greater than or equal to expected growth. Approximately 90% of Year 9 students demonstrated growth in numeracy skills, with almost 60% achieving greater than or equal to expected growth.

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).



Out of a cohort of 52 students there were 3 band 6's or equivalent in Mathematics General 2 and PDHPE and Extension English. Year 12 achieved 28 band 5's, 53 band 4's and 66 band 3's.

Parent/caregiver, student, teacher satisfaction

Our school uses a range of strategies to regularly seek and share information about students' achievements and learning needs, school policies, practices and community initiatives.

To maintain an effective two-way communication between families and the school, we use a range of technology including the Skoolbag app, Facebook and emails as well as putting in place informal and formal structures to encourage families to initiate conversations with school leaders and class teachers.

Compared to 2015, there has been a 33% increase in the use of the Parent Portal with approximately 50 logins per day. The parent portal provides families an opportunity to maintain a closer link with the school to support their child's education. They will be able to monitor their child's period by period attendance, explain absences online, book appointments for parent teacher interviews, access student wellbeing data, approve excursions online and access academic report online.

Through the PBL program, the school leadership team and teachers regularly give Achievement Awards to students to recognise students' positive behaviour and achievements at school. Every term students are recognised and rewarded in a formal assembly for their positive contribution to the school by demonstrating the three core values of Respect, Responsibility and Resilience.

To engage the community in school planning and to capture the views of as many stakeholders as possible, the whole school community including staff, students and parents have been surveyed on several occasions. The support has been overwhelmingly strong from all stakeholders that participated in the survey for some of the key initiatives: almost 100% support for the change of the School Values and the re-branding of the PBL program and about 85% support for the five period day structure.

Policy requirements

Aboriginal education

All students have a personal learning plan (PLP) and are making progress across the literacy and numeracy continuums. The process of developing PLPs will continue with an emphasis on ensuring that the families of every Aboriginal student continue to participate in the process. Staff are keen to develop sustained relationships with more Aboriginal Elders in the near future. Increasing numbers of parents were involved in

the development and monitoring of the PLPs. Aboriginal students are demonstrating above average levels of progress. The performance of Aboriginal students in Year 7 NAPLAN is significantly higher than similar schools. The proportion of Aboriginal students in the top two NAPLAN bands at Year 7 is almost on par with similar schools. The proportion of Aboriginal students staying within school between Year 10 and Year 12 is on par with similar schools.

During 2016, the Aboriginal background funding was used to provide significant support for Aboriginal students. Additional School Learning Support Officers (SLSO) were engaged to support the learning needs of some of the Aboriginal students. Funds were also allocated for cultural and community connect initiatives such as, the Aboriginal Art and Music program and NAIDOC initiatives.

The Homework Centre, which operates on Monday afternoons, is an ideal opportunity for Aboriginal students to access various staff to help with homework, assessments and exam preparation.

Multicultural and anti-racism education

Our school continues to promote a multicultural Australia through our teaching and practice.

Through a school based course of Cultural Studies, Year 8 students learn about the multicultural dimension of our Australian society. Through the Equity program, the whole school community participates in culturally appropriate and historical activities in the community which provides students and teachers with a hands-on perspective of what it means to exist in a multicultural society.

The Equity team in conjunction with the Goulburn Multicultural Centre organised Harmony day. Year 8 students had the opportunity to participate in the various activities, such as, Refugee Sports, Hena Art, Aboriginal Art and Music, Multicultural dance and Maori Cultural activities. Mrs Porter and her Hospitality students prepared and served multi-cultural food to the whole school.

The school has a trained Anti-Racism Contact Officer. Issues, which arise in the curriculum or through media reports, are addressed by teachers with strategies which will develop understandings of cultural, linguistic and religious difference, and in a way that explicitly teaches about racism and discrimination.

Other school programs

School Showcase

The school showcase was implemented to increase our engagement with the wider community. Students were

highly involved in the organisation and running of the showcase which allowed for a more positive relationship between students and staff to develop. The showcase was very successful as we had a large number of people attend the event. Parents and carers were given the opportunity to see the evidence of exemplary work from staff and students through the number of activities and displays available for viewing. As a result of the showcase, parent engagement with the school has increased through the number of Facebook page likes increasing to over 1000 and through the number of people we had in attendance from feeder schools. We have also been able to make connections with local business and this will be further developed for the 2017 Showcase.

MyPB

The My PB program was implemented in 2016. The main goal of the program was to encourage students to have higher aspirations through goal setting and mentoring. The mentoring aspect of the program allowed students, staff and parents to develop a stronger working relationship which also falls under community engagement and positive relationships. Thirty six students were piloted and the review has indicated that for each of these students a more meaningful relationship was developed with the teachers who were involved with the student achieving their goal. For those students who had significant wellbeing entries, each of them had reduced wellbeing entries or no entries at all once they started the My PB program. The program also resulted in positive communication with parents through very positive parent feedback on their child's behaviour at home, and their willingness to attend school. The goals set by students were unique and allowed for them to have a more meaningful connection to their learning.

PREFECT Body

This year we have made significant changes to the Prefect body selection process ensuring equity for all students aspiring to be a school leader. The prefect body have been involved in a number of formal school events and have also started to engage with more community initiatives through guest speaking and attendance at formal community gatherings. This year we have combined school and sports leaders allowing us to communicate with them more effectively and ensure that they are prepared for whole school carnivals. Prefects began serving on the canteen line and assisting with breaky club allowing them to engage with fellow peers and remind students regularly of our school values.

SRC

The SRC had a busy year last year, which started out with two of our SRC representative, attending a week long conference in Murrumbateman. Here, our representatives learnt valuable leadership skills, attended workshops and brainstormed with other SRC representatives from different schools on ways to improve our own leadership roles at Goulburn High School.

In 2016, the SRC was involved in events around the school and community such as the Welcome BBQ, ANZAC day march, Legacy Day, 40 hour Famine and Casual clothes days.

The SRC continue to work on projects that will benefit the school by promoting inclusion and acceptance for all students.

Debating

Goulburn High School places great importance on developing students' oral skills and public speaking. At Goulburn High School, dedicated teachers of the English faculty spend time coaching our Year 7 and 8 team for the Premier's Debating Challenge.

Debating is an extra-curricular school activity that exposes students to the wider community and enables students to demonstrate their commitment to the school and a team. The Year 7 and 8 team proved to be most successful in the challenge this year, coming second in the region. The team travelled to Bateman's Bay to participate in a two-day public speaking seminar. They were involved in hands-on sessions that delivered skills in composing an argument, delivering an argument, rebuttal and communications skills. The team was able to watch a debate by a much older and experienced group.

This year, the team won five out of six debates and moved onto the finals. The team learnt valuable skills in areas of research, developing a sustained argument and presenting a point of view. The team was also approached by the Rostrum adjudicator for the region to assist in the judging of all primary school students' speeches at Wollondilly Primary School. This was a great honour and opportunity for our students.

Awards

A Year 7 student won the Sydney Symphony Orchestra essay competition in August 2016. Her essay was published in the Actew AGL magazine.

Robotics: STEM (Science, Technology, Engineering, Maths)

STEM education focuses on developing and integrating knowledge, skills and understanding of science, technology, engineering and mathematics. Students are provided with opportunities to develop their creative and critical thinking skills within an authentic context. At Goulburn High School, students have the opportunity to be part of the Robotics team, where they develop both STEM and team skills as they work together.

In 2016, the Goulburn High VEX robotics team participated in the Nationals in Wangaratta, Victoria. The VEX Robotics program is about more than building a robot, and involves many hours spent planning, coding and testing the robot before the competitions. In 2016, Goulburn High School had 5 teams participating, 3 in the high school division and 2 in the middle school division. Throughout the event, the 3 high school teams

represented Goulburn High School with professionalism, enthusiasm and integrity, with all 3 school teams making it through to the finals. The middle school teams were very successful, with one team winning the tournament teamwork challenge with Trinity College and the other team winning the Judges' Award which was awarded to the second ranked team at the end of the competition.