

# Gorokan High School

## Annual Report



2016



8515

## Introduction

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

Sam Ricketts

Principal

### School contact details

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4393 7000

### Message from the Principal

The purpose of this Annual Report is to provide information to parents and the community about Gorokan High School. You will find in this report detailed information about the academic achievement of students, problematic issues the school encounters, such as attendance and retention, high points of achievement and indicators of our growth and success.

2016 was the seventh year of our Selective class commencing in Year Seven which sees these students completing their HSC. Angus Mingare our DUX achieved an ATAR of 99.65. An academically selective class provides families in the northern part of the Central Coast the opportunity to participate in appropriate education for gifted and talented students. Other selective schools exist at Gosford and Merewether but there was no provision for outstanding students in this area, prior to the establishment of this class. Gorokan has the capacity to take 60 students per year if they successfully meet the requirements of the Selective Schools' Test. The classes are not simply "enrichment" or "quality" groupings but students who have successfully competed and taken their place among the top 4% who are offered selective places.

Vocational Education is very strong at Gorokan High School with a large number of students selecting this option. Students in our Career Acceleration Program (CAP), through our Trade Training consortium with Wadalba Community School, Northlakes, Wyong, Lake Munmorah and Lakes Anglican Grammar School..

Of the students who sat the 2016 HSC 33 applied for university entry. 32 of these students were successful and received first round offers. Our 2016 HSC cohort achieved some outstanding results. Congratulations must go to the staff and students who worked together to achieve their HSC, a qualification recognised worldwide.

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. Gorokan High School undertook external validation in 2016 and was successfully validated against the School Excellence Framework.

## School background

### School vision statement

Gorokan High School's vision is to make practical the core values of respect, cooperation, personal best and empowerment, as these values will equip students with a desire to take advantage of educational opportunities and therefore enable them to face the challenges of this era with confidence.

Our students need to be successful learners and we will achieve this through the provision of access to quality teaching and learning, free from discrimination. We will work to ensure that all students have the basic skills to be active and informed participants in Australian society as well as inspiring our students to develop a lifelong love of learning.

Our students will become confident and creative individuals who have an optimistic view of themselves, their lives and their futures. They will be agile thinkers, who show initiative and enterprise, but who are also resilient and capable of managing their emotional and physical wellbeing.

Our students will be active and informed citizens who appreciate and understand Australia's social and cultural diversity. Our students will act morally and ethically to promote a local and global common good for both our natural and social environments.

To achieve this, Gorokan High School will provide our students with;

1. A teaching and learning environment which is dynamic, integrated and holistic to provide students the skills for citizenship in the 21st century.
2. A strong partnership with our school community to draw on its strengths and capability to support our mission.
3. The knowledge to empower individuals to be proud of striving for personal best, through providing learning experiences which promote the core values of respect, cooperation, personal best and empowerment through lifelong learning.

### School context

Gorokan High School has a current enrolment of 1100 students (ICSEA 937 – 2014). Our Aboriginal and Torres Strait Islander student population is just over 15%. GHS also includes three support units (IM, MC & BD), accommodating 33 students and there is a Selective class in each year cohort, totalling 158 Selective students.

Previously the school received funding from a National Partnership program in the form of the ILNPP, however this funding ceases at the end of Term 1, 2015. Gorokan High's core values are respect, cooperation, personal best and empowerment through learning. The school focuses on the needs of individual students by providing a broad-based curriculum of vocational, creative courses and academic courses, gifted and talented student programs and personal, social and ethical development programs.

Gorokan High School embraces the 'Stronger Smarter' philosophy, emphasising the strengths of Aboriginal identity, culture and positive academic achievement. It enjoys a strong regional reputation for its cultural leadership and partnerships with its local Aboriginal community and AECG, Muru Bulbi.

Gorokan High school is a complex school – and there is much to consider when exploring it contextually. These complexities prove to be quite challenging, yet rewarding in the diversity it offers both students and staff and involves a high degree of leadership, management and planning.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For schools 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 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.

The results of this process indicated that in the School Excellence Framework domain of Learning our overall judgement is delivering.

We examined each element across a number of data sets and have made a collective judgment based on our school plan and its alignment to the school excellence framework. According to the overall judgement Gorokan High School is delivering in the elements of wellbeing, assessment and reporting and student performance measures. Evidence suggests the school is sustaining and growing in the areas of learning culture and curriculum and learning.

The evidence collected includes data from the Tell Them from Me Survey, SMART, RAP, Personalised Learning Plans, Nationally Consistent Collection of Data records, Attendance records, focus groups of students and parents and examples of professional learning activities provided at a school level. These processes ensure and data supports that Gorokan High School teachers use information about individual student capabilities and plan for their learning to better engage them. Through the engagement of parents in the school community our school better supports student transition through the stages of learning with the ultimate goal of giving students choice in their future directions.

The results of this process indicated that in the School Excellence Framework domain of Teaching our overall judgement is delivering.

We examined each element across a number of data sets and have made a collective judgment based on our school plan and its alignment to the school excellence framework. According to the overall judgement Gorokan High School is delivering in the elements of effective classroom practice, data skills and use, collaborative practice and learning and development. Evidence suggests the school is sustaining and growing in the area of professional standards.

The evidence collected includes the Annual Report, Staff PDP, RAP data, Teaching programs, school values posters, photographs of staff meetings the school induction program and PDF school policy. Other evidence includes the staff team list, supported senior study timetable, staff Aboriginal Site visits, 'Barang Bandimayi' program, enrolment testing results, parent review meeting information and the community survey completed by Woolcott research. These processes ensure and data supports that Gorokan High School staff ensure a very good level of professionalism and commitment to student learning. staff work collaboratively and constantly evaluate the effectiveness of their teaching. Staff also engage in the PDP process which enhances transparency.

The results of this process indicated that in the School Excellence Framework domain of Leading our overall judgement is delivering.

We examined each element across a number of data sets and have made a collective judgement based on our school plan and its alignment to the school excellence framework. According to the overall judgement Gorokan High School is delivering in the elements of leadership, planning, implementation and reporting. Evidence suggests the school is sustaining and growing in the areas of school resources and management practices and processes. The evidence collected includes a staff survey on the school day structure, second in charge procedures, student council list 2016, the community survey completed by Woolcott research, Headspace brochure, AIM high note, the GHS Annual Report, photos of classrooms, the participant booklet for 'Barang Bandimayi', specialist class timetable, P and C meeting minutes, a school newsletter and student report. These processes ensure and data supports that the Gorokan High School leadership team have a commitment to fostering a school wide culture of high expectations and a shared responsibility for student engagement. The leadership team is focused on creating strong, effective, sustainable leadership which supports high levels of learning and a collaboratively built vision.

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

Connect teaching and learning in a dynamic, integrated and holistic way

### Purpose

Create a school where students and staff are empowered with knowledge and skills and value the learning experience

### Overall summary of progress

In order to connect teaching and learning in a dynamic, integrated and holistic way, Gorokan High School developed 3 key teams. These teams are :

The Engagement team, drives action relating to areas of success and areas for development. Throughout 2016 the engagement team focused on data from the Tell Them From Me survey to establish the levels of student and community engagement. The analysis of results when evaluated gave the team information relating to areas that impact on improving the skills of 21st century learners and engagement in class activities. Outcomes have included a change to a 5 period day structure which started in 2016, the development of a new STEM (Science, Technology, Engineering and Maths) elective being developed and approved by BOSTES for delivery in 2017. The curriculum committee approved a recommendation to run a vertical 100 hour stage 5 elective structure and or implementation in 2017.

Driving Action, Targeting Action (DATA) team which analyses a range of internal and external data sources to provide the engagement team areas for action. Internal data sources analysed came from SENTRAL. External sources were the TTFM survey results and SMART data analysis. Data on our year 9 writing results was presented at an executive meeting with a number of strategies suggested to try to improve our results. The use of the TXXC model was taught explicitly across the school in 2016 in an endeavour to improve our overall results. The team used EDMODO to test students in areas of the numeracy continuum. Students identified with areas of need were invited to be involved in the QUIKSMART program.

We continued to employ a 3rd Deputy Principal to support the implementation of the team structure and a Head Teacher Teaching and Learning to support staff in attaining and maintaining their accreditation.

The Accreditation Team which seeks to engage teachers in TPL experiences and implementation of the Professional Development Framework.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
3% improvement students achieving top 2 bands in (7 – 9) NAPLAN and improved results in HSC (RAP)	<p>Student performance in year 9 NAPLAN slightly improved in the Middle and High bands but was well below State performance.</p> <p>In 2016 a higher percentage of students met the minimum standard in all areas of NAPLAN except in Grammar and Punctuation and Writing</p> <p>Gorokan High School students achieved 64 Band 5 or 6 results in the HSC with some outstanding individual results</p> <p>Relative performance across the cohort did not meet State Average.</p>	<p>\$10000 Professional Learning</p> <p>\$22000 Higher Duties HT to DP</p> <p>\$19000 Higher Duties CRT to HT</p> <p>\$4000 Analysis costs</p> <p>\$3000 QUIKSMART</p> <p>\$35000 Tutoring</p>
Improved classroom practice. Achieving individual goals as per PDPs	<p>Two staff members were offered promotion positions in other schools</p> <p>Two staff were offered promotions within the school</p> <p>Eight staff relieved in higher duties positions across the school</p>	<p>\$50000 Professional learning</p> <p>\$12000 Resources</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved classroom practice. Achieving individual goals as per PDPs	Two new year advisers were appointed due to staff movement  Each year group now has an assistant year adviser  A survey revealed 90% of staff believe they achieved or were close to achieving two or more of their goals identified on their Professional Development Plan	

## Next Steps

In order to continue the improvement of NAPLAN and HSC results Gorokan High School will implement :

- Continuation of the Stage 5 Board Endorsed STEM elective
- Continued QUIKSMART tutoring in stage 4
- Cross curriculum working parties focusing on 'explain' questions in the HSC

Improved classroom practice

- Expand the teacher observation and feedback program to include all staff
- Provide staff professional learning opportunities in line with their PDP
- Provide staff with opportunities to relieve in higher positions including completing the second in charge process

Provide staff the opportunity to shadow executive staff or year advisers for their area of interest

## Strategic Direction 2

Strengthen the partnerships of our school communities

### Purpose

Consolidate and promote relationships with our communities with the aim of supporting and developing the 'whole child'

### Overall summary of progress

The Gorokan High School Diverse learners team has implemented a range of Professional Learning opportunities to support the teaching of students with diverse needs. Again the team focused on Year 7 early in term 1 and tested all students in literacy and numeracy. Individualised learning programs were developed for students with identified needs. Students with below expected growth in year 7 and 9 NAPLAN were targeted and completed multilit and / or QUIKSMART.

A number of after school events were held for GATS students and their parents. The Academic Olympics were also run across years 5 – 8 with great success.

The learning support team kept the NCCD information up to date for all students and new students.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Individual Education Plans being met	All year 7 and new students completed literacy and numeracy testing  Individual learning plans completed for students with identified learning needs  Build upon of the 'At risk class' and 'Collaborative learning class'  NCCD students identified on SENTRAL  All staff trained in differentiation of programs	\$3000 resources  \$15000 Professional learning  \$160000 Staffing
Accountability folders 7 – 12 reflect student needs	95% staff completed accountability folders from year 7 – 10  100% of staff completed accountability folders for year 11 and 12  Staff, student and community external satisfaction survey completed  Staff, student and community focus groups on perceptions of school, strengths and areas for development  Evaluation of year 6 – 7 transition program  Improved school uniform across whole school	\$45000capital works  \$5000Professional learning  \$10000resources

### Next Steps

Accountability folders from year 7 – 12 reflect student needs

– Year 6 – 7 transition starts in Term 1 with visits to the Primary Schools by Principal, HT Welfare, Year Adviser and current year 7 students

- Continuation of the year 3 sports day and expansion of the year 5 sports day to include the Premiers Sporting Challenge Leadership Program
- Continued implementation of the uniform policy
- See through the completion of the Secondary Schools Renewal Program
- Continued advertisement of the outstanding success of GHS students through Social media and local media outlets

In order to continue to implement the NCCD and meet Individual Education Plans we will :

- Fund the At Risk Class and Collaborative Learning Class with specialist teachers and teacher's aides
- Keep the NCCD register up to date
- Provide training for all new staff in program and lesson differentiation



### Strategic Direction 3

Empower individuals to be proud of striving for personal best

### Purpose

Students and staff working cohesively and collaboratively to promote respect, cooperation and personal best

### Overall summary of progress

The Culture of Success team develops a process of regular recognition of student and staff achievement and promotion of staff success. Staff are recognised by the Principal on a weekly bases the extra effort they put in around the school. Faculties nominate a 'Staff member of the Moment' each term to recognise and reward a staff member who is performing their duties to a high standard.

Student achievement is recognised daily via class 'CCs', at fortnightly assemblies for various faculties, the Sports Presentation Dinner and the Presentation Evening.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Positive Learning Climate, Expectations for success	10% increase in students achieving a Principal's award  15% increase in awards presented at sports presentation dinner  245 positive letters were sent home in 2015  There was a 15% decrease in suspensions from 2015 – 2016  20 staff recognised by their peers for their excellent work throughout the year	\$12000 Professional Learning  \$15000 resourcing
A 2 – 5% increase of students in each year group eligible to attend reward excursions / activities	9% increase in students in years 7 – 10 were eligible to attend reward excursions across the year	\$10000 resourcing  \$5000 Professional learning

### Next Steps

- Continued fortnightly assemblies
- Support staff to increase the number of positive letters home
- A review of 2017 'Tell them from Me' data is required to set further targets so we can ascertain 2016 practices are being positively received
- Review of day structure after full 2 year cycle of 60 minute periods

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Full time employment of an Aboriginal Education Officer to support our Aboriginal community. 90% of PLP's completed with AEO and Year Adviser</p> <p>Part time employment of an Aboriginal student learning and support officer to support students in class</p> <p>Employment of Aboriginal leaders to provide authentic Didge, Dance and Art programs in the school. School Didge and Dance groups representing the school at community.</p> <p>Norta Norta tutors were employed to support students in identified areas of need</p>	\$139,775
<b>Low level adjustment for disability</b>	<p>2.8 staff employed to support students and staff working with students with disabilities.</p> <p>Student Learning Support Officers employed to work with students in class and individually, to ensure they can access the curriculum</p>	\$381,727
<b>Socio-economic background</b>	<p>Additional classroom teachers are employed to support whole school programs such as the 'At Risk Class and Collaborative Learning Class'.</p> <p>Additional Student Learning Support Officers are employed to work with students in class and for individual tutoring, leading to increased engagement and improved student achievement.</p> <p>A full time SLSO is employed to run our Learning Support Centre, to give anxious students a place for time out.</p> <p>Staff engaging in higher levels of professional learning in order to cater for student needs in their classes.</p>	\$588,420
<b>Support for beginning teachers</b>	<p>All beginning teachers receive additional support in the first 3 years of service in their career. Beginning teachers are provided with access to additional support, professional learning and mentoring time with their supervisor or colleague</p>	43078

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	548	550	534	484
Girls	535	551	523	480

As projected student enrolments decreased slightly in 2016 due to the rezoning of our local High Schools. This trend is set to continue over the next two to three years.

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	90.5	90.6	90.5	91.2
8	87.9	87.4	87.3	86.7
9	86.8	85.8	85.1	89.4
10	84.4	85.1	84.4	86.9
11	85.3	90.2	86.9	87.7
12	86.8	89.4	90.2	91.5
All Years	87	87.9	87.1	88.7
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

As indicated by the table, attendance at Gorokan High School continues a trend of improvement when compared to previous years. Although our attendance rates continue to improve we are still below both the State and Regional average and therefore this continues to be an issue. We are constantly monitoring student attendance and students are regularly reminded through year meetings and newsletters of the implications on educational achievement of non-attendance. In 2016 we continued the phone intervention program (PIP) and SMS messaging letting parents know if students were not in attendance. We

found this program was well received by parents and carers.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	2	14	11
Employment	2	5	20
TAFE entry	1	6	9
University Entry	0	0	37
Other	95	75	9
Unknown			14

Gorokan High continued with its excellent success rate of having students who apply for University courses accepted with 33 applicants of 34 accepted into courses. We are also pleased with the continued improvement in retention of students from year 11 to year 12.

### Year 12 students undertaking vocational or trade training

In 2016 students at Gorokan High School completed 19 SVET courses and 20 students completed TVET courses. Two students successfully completed a Certificate III in Health Services (Acute Care Nursing), studying at Gosford Hospital.

### Year 12 students attaining HSC or equivalent vocational education qualification

All 96 students (100%) who sat for the Higher School Certificate were awarded this honor. Gorokan High School offered thirty two courses. Students also achieved vocational accreditation across twenty courses.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	53.1
Learning and Support Teacher(s)	2.7
Teacher Librarian	1
School Counsellor	2
School Administration & Support Staff	16.97
Other Positions	2.2

\*Full Time Equivalent

Ten percent of Gorokan High School's workforce is of Aboriginal or Torres Strait Island decent.

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	96
Postgraduate degree	4

## Professional learning and teacher accreditation

During 2016 all staff were given opportunities to engage in professional learning. Gorokan High School runs 3 voluntary, after school professional learning workshops each term where staff have the opportunity to attend. The topic and agenda for these workshops are set from a staff survey completed by staff day 1 of the school year asking what staff would like support in. 2016 topics included ; Working with Students with Disabilities, CV Writing, Behaviour Management and Report Writing.

Staff are also given the opportunity to apply for external Professional Learning opportunities to support their teaching, leadership and career 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	\$
<b>Balance brought forward</b>	<b>672 966.38</b>
Global funds	814 218.13
Tied funds	1 353 108.69
School & community sources	270 624.07
Interest	17 185.97
Trust receipts	38 307.85
Canteen	0.00
<b>Total income</b>	<b>3 166 411.09</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	175 781.31
Excursions	114 969.69
Extracurricular dissections	159 681.77
Library	7 880.16
Training & development	450.00
Tied funds	1 404 632.05
Short term relief	229 630.99
Administration & office	125 868.65
School-operated canteen	0.00
Utilities	117 639.51
Maintenance	74 980.54
Trust accounts	32 928.37
Capital programs	60 951.29
<b>Total expenditure</b>	<b>2 505 394.33</b>
<b>Balance carried forward</b>	<b>661 016.76</b>

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.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the

<You may use this text box to comment on:

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

Delete text not required.

The information provided in the financial summary includes reporting from <insert date> to 31 December 2016.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

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.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from <date> to 31 December 2016.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

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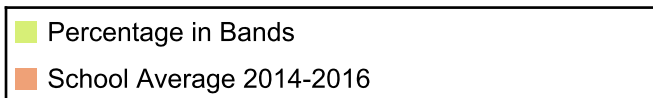
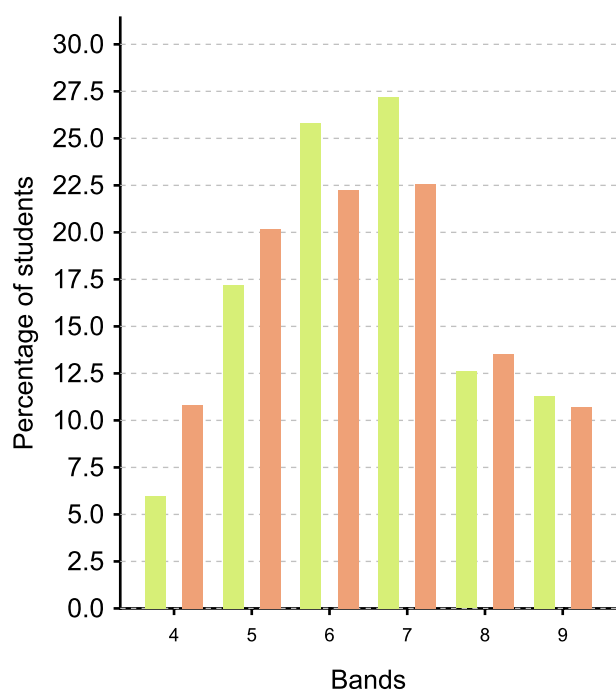
## School performance

### NAPLAN

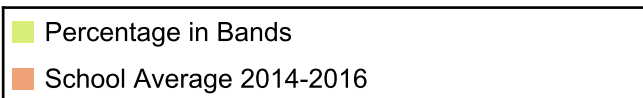
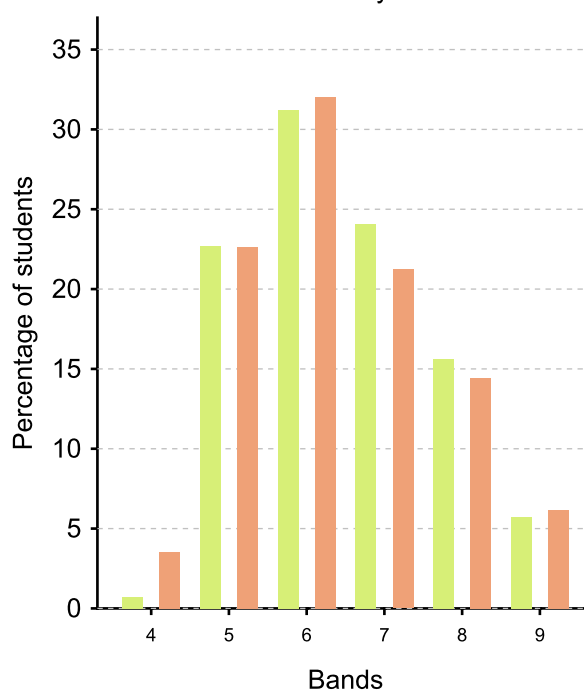
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In each area of literacy, which looks at the areas of Grammar and Punctuation, Reading, Spelling and Writing. Gorokan High School performed well and was above the mean of our Statistically Similar Group (SSG). This measure looks at schools taking into account their socio-economic conditions and relative educational advantage. Comparisons of results are therefore made with similar schools. Both our year 7 and year 9 cohorts achieved results significantly higher than our SSG in all areas of literacy.

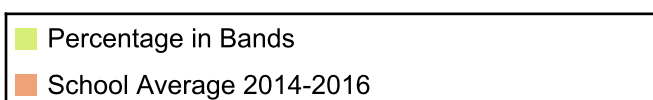
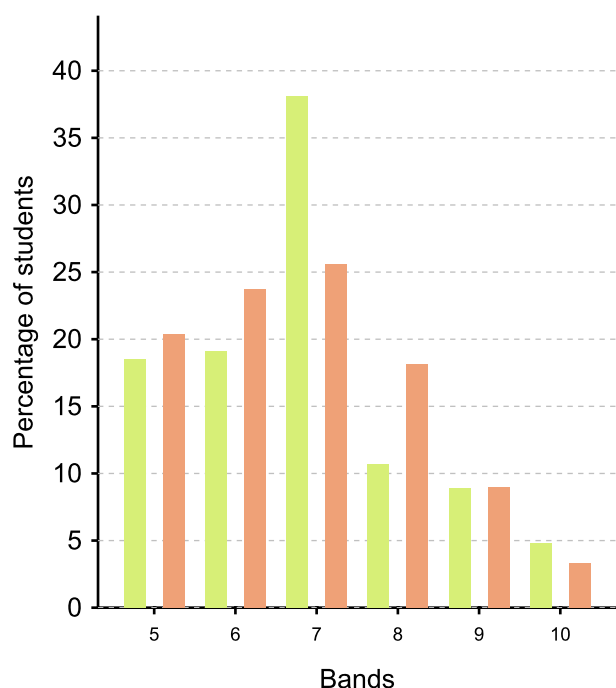
**Percentage in bands:**  
Year 7 Grammar & Punctuation



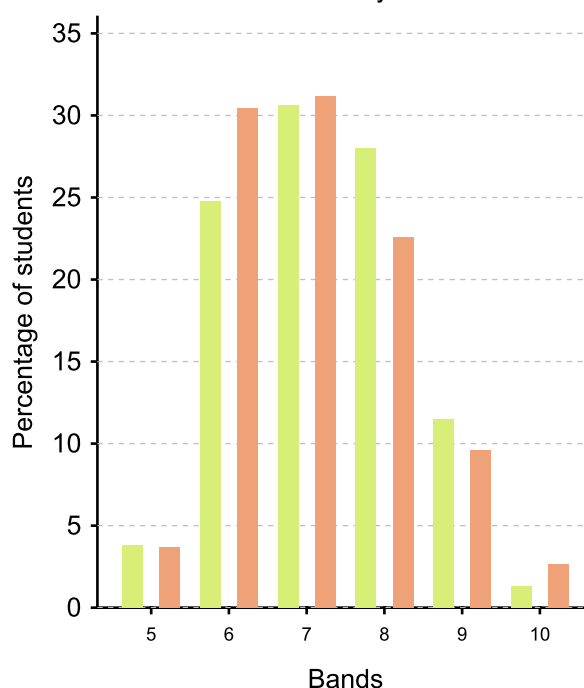
**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Grammar & Punctuation



**Percentage in bands:**  
Year 9 Numeracy



In each area of Numeracy, which also looks at Data, Measurement, Space and Geometry, Number, Pattern and Algebra. Gorokan High School also performed well above the mean of our Statistically Similar Group (SSG). Both our year 7 and year 9 cohorts achieved results significantly higher than our SSG in all areas of Numeracy.



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.>

In accordance with the Premiers Priorities: Improving education results, schools are required to report on their student performance in the top two NAPLAN bands in reading and numeracy. The percentage of year 7 students in the top 2 bands in all areas of literacy and numeracy has remained consistent.

The percentage of Year 9 students in the top 2 bands has decreased in literacy and increased in numeracy.

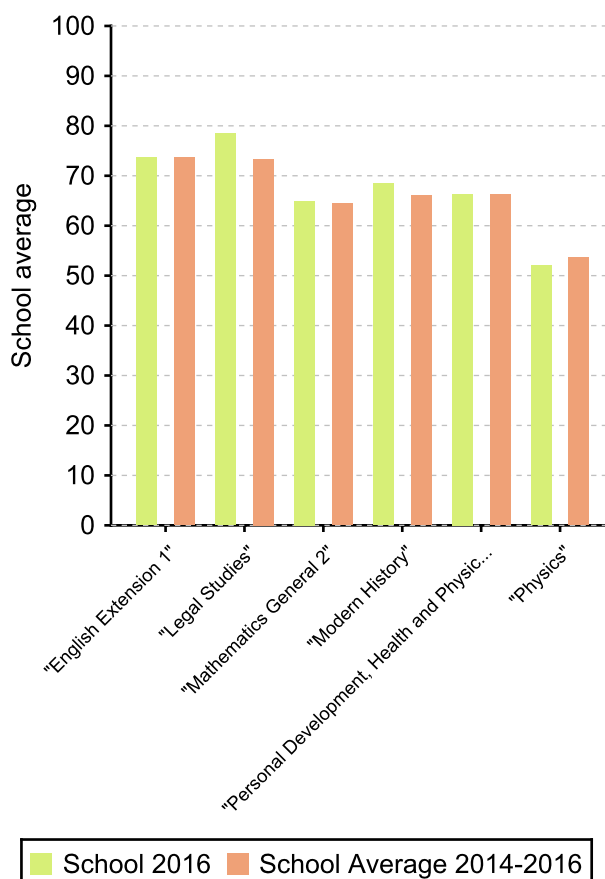
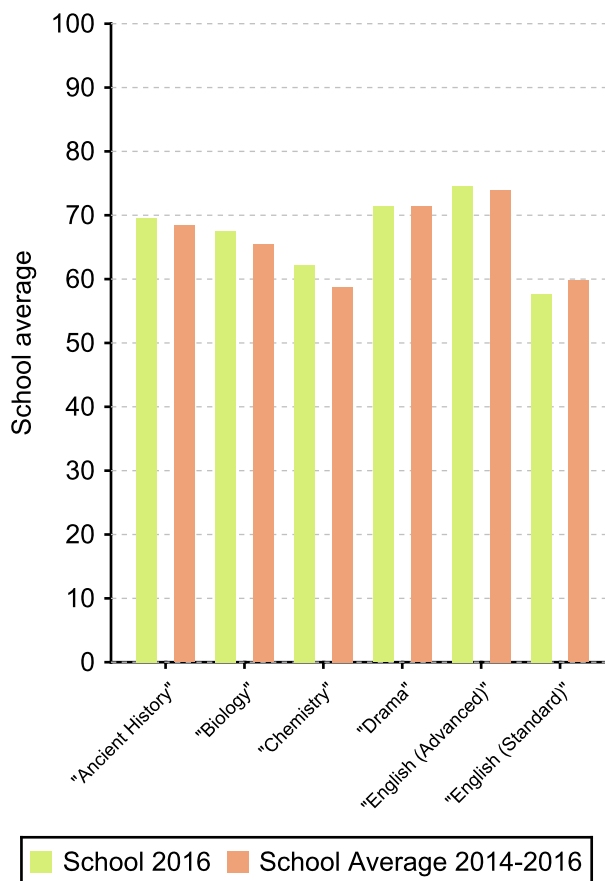
Another reporting requirement from the State priorities: Better Services – Improving Aboriginal education outcomes is set for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands. At Gorokan High School in 2016 19% of Aboriginal students in year 7 were in the top 2 bands of NAPLAN in the area of reading, 23% in Grammar and Punctuation, 14% in spelling, 3% in reading and 14% in numeracy.

In Year 9, reading saw 14% of students in the top two bands, 7% for grammar and punctuation, 10% for spelling, 3% for numeracy and no year 9 aboriginal students achieved in the top 2 bands for writing.

### Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Ninety six students sat for their Higher School Certificate across thirty one subjects in 2016. 80% of courses achieved results above the SSG average. Aboriginal Studies, Business Studies, Community and Family Studies, Legal Studies, Extension History and Textiles and Design all achieved above State average.



### Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

Gorokan High School has continued to build on the strong parental support. Evidence of this is the increased numbers presenting at P & C meetings as well as in the Tell Them From Me survey, GHS parents rating the school on average higher than other schools surveyed nationally. As part of the Secondary Schools Renewal Project (SSRP) Ric from the Department of Education's communications unit conducted a number of focus groups with parents students and community members. The key areas included in this survey were: our GaTS and selective school curriculum, teacher quality, access to technology, school leadership, parent communication, sport, guidance and support, school environment, personal development and learning opportunities.

Key areas of strength identified in the survey for parents and community members were the school selective unit and GaTS programs and improved communication. Areas for improvement identified were student uniform and behavior.

## Policy requirements

### Aboriginal education

With our 175 Aboriginal students Gorokan High School celebrates a strong cultural program. Students at Gorokan High are offered the opportunity to experience many aspects of Aboriginal Culture. During 2016 Gorokan High School was lucky enough to receive funding in order to help us continue a number of programs we had begun with our Schools in Partnership funding. The continuance of the tutoring program, two Aboriginal Education Workers to provide in class support focusing on student learning outcomes, overseeing culturally appropriate programs across curriculum, Mentor students, the Sista and Brospeak programs, promotion of Aboriginal culture within the school and its community and the monitoring of attendance were all initiatives that are integral to the success of our students.

**Norta Norta** (senior) Tuition Funding focused on literacy and numeracy and enabled the school to appoint two casual teaching staff to support senior Aboriginal students in meeting educational outcomes. All senior students were involved in the continuance of this very successful program. **Personalised Learning Plans** (PLP's) continued to be implemented through family and community meetings for each Aboriginal student to assess their strengths, goals and areas for development. The meetings were generally attended by students, parents, families, the Aboriginal Education Officer and the Year Advisor.

**The Quicksmart** and **Multilit** tutoring programs continued concentrating on increasing the skill levels for students in numeracy and literacy. While the program was targeted at all Year 7 and 8 students, many Aboriginal students took part.

**Barley Terrun**, the Aboriginal Advisory Committee met once a term to discuss the direction of Aboriginal

education at Gorokan High School as well as to direct the allocation funds.

### Multicultural and anti-racism education

There is a school wide emphasis on ensuring that all faculties include appropriate multicultural perspectives in subject content. Gorokan High School includes students from a wide variety of cultural backgrounds. We have four trained anti-racism officers on staff. As a school we also celebrated 'Harmony day' with many activities run through the SRC.

Gorokan high school has two staff trained as Anti Racism officers and runs a number of anti bullying programs such as Rock and Water.