

# Goulburn High School

## Annual Report



2017



8116

## Introduction

The Annual Report for **2017** 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

At Goulburn High there is a solid sense of purpose and vision for learning, enthusiastic and engaged students and highly talented staff.

Goulburn High exudes a quality learning culture underpinned by high expectations, explicit teaching and instructional leadership.

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 nurtured and 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 nurtures, supports and encourages lifelong learning for students and staff underpinned by high expectations, explicit teaching and instructional leadership.

### 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 academic, career, 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

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

Our focus in 2017 was to develop further a culture of learning strongly linked to student engagement, with the school communicating priorities for strengthening both. Through our PBL program, expectations of behaviour were explicitly taught and related to the variety of school settings such as the classroom, playground, hallways, canteen and assemblies. Our school programs address the needs of identified groups ( Aboriginal and gifted students, students with disabilities and students for whom English is a second language). Positive, respectful relationships are evident among students and staff, with a whole-school approach to wellbeing that is clearly defined. Individual learning is supported by the effective use of school, system and community resources that include the homework centre, the year 12 SAIL program and the mapping of individual students on the Literacy/Numeracy continuum.

Our school has developed processes to collect, analyse and report internal and external student and school performance data to enhance learning. Parents have an understanding of what their child is learning and receive regular information to support progression to the next level.

### Excellence in Teaching

Teachers analyse and incorporate student assessment data in their planning to understand the learning needs of students. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps. The school leadership team engages the school community in reflecting on student performance data which drives strategic school improvement measures.

Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community.

The school has processes in place for teachers' performance and development. Beginning and early-career teachers are provided with targeted support in areas of identified need. Teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Our school evaluates professional learning activities to identify and systemically promote the most effective strategies. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes and our school has a culture of supporting teachers to pursue higher-level accreditation. Teachers work beyond their classrooms to contribute to broader school programs.

### Excellence in Leadership

At Goulburn High, parents and community members have the opportunity to engage in a wide range of school-related activities and are positive about educational provision. Our school is committed to the development of leadership skills in staff and students. Strong links exist with communities of schools, other educational providers and other organisations to support the school's programs. Leadership development is central to school capacity building and the school's leadership strategy promotes succession planning, distributed leadership and organisational best practice. The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students. The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes.

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The three year school plan has annual iterations focused on achieving identified improvements. The school articulates a commitment to equity and high expectations for learning

for each student and is responsive to changing needs. The school plan aligns to local and system priorities and ensures responsiveness to emerging needs. At Goulburn High there is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.

School staffing ensures that full curriculum implementation and delivery requirements are met and that systematic annual staff performance and development reviews are conducted. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning and strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Our school and other facilities are used creatively to meet a broad range of student learning interests and needs. Succession planning, leadership development and workforce planning are designed to drive whole school improvement.

The school leadership team communicates clearly about school priorities and practices and administrative practices effectively support school operations and the teaching and learning activity of the school. The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations. Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/self-evidence-guide>

## 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, improve literacy with ALARM and the 'Super Six' strategies and more recently Education Perfect to assist all areas of learning. 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)	Funds Expended (Resources)	Progress achieved this year
All school professional learning plans explicitly target developing teachers' capacity to cater for learner diversity.	\$78,000	All professional learning at staff meetings, school development days and PL events are aligned to the Professional Standards. Teachers are supported in professional learning at their point of need, including beginning teachers, aspirational staff, teachers experiencing difficulties and teachers at various stages of the teaching continuum, with KLA specific, pedagogical, behaviour management, wellbeing, programming, ICT and system specific content.
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.	\$75,000	Students are supported to achieve their personal best through evidence based teaching and learning practices. Programs and practices that encourage students to take responsibility for their own learning include a senior study program, a homework centre which runs twice a week, an extended studies program and regular review meetings for all year groups where student progress is monitored. Students who have learning difficulties or support needs have personalised learning plans. Additional teaching staff are employed within the Learning Support Team to ensure students are supported in their learning.

#### Next Steps

Teaching staff continuing to actively engage in professional learning and reflective practices around feedback /feedforward, the literacy and numeracy continuum/progressions, ALARM and Super Six, Education Perfect 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. Also to have as a focus for the 2018–2020 plan Future Focused Learning and ATSI educational programs.



## 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, it is apparent that we have further developed and strengthened the shared vision of Goulburn High providing a quality learning culture underpinned by high expectations, explicit teaching and instructional leadership. This is evidenced by enthusiastic and engaged students and a highly talented staff. Our PBL values have established a shared vision and a clear sense of purpose that focuses on student achievement. The development and introduction of our Anti Bullying Procedures has seen a drastic reduction in bullying incidents.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$85,000	In 2017, the greater than or equal to expected growth in Year 9 NAPLAN was as follows: reading – 50.5%, spelling – 42.3%, grammar and punctuation – 43.3% and numeracy – 56.7%. Percentage of students in Top 2 Bands in Year 9 was as follows: reading – 8.26% and numeracy – 9.91%.
Classrooms are welcoming and educationally supportive environments that equip our students to become successful lifelong learners.	\$45,000	<p>PBL has continued to be implemented and sustained through staff professional development, PBL signage in the classroom, around the school and the SPARS program. Signs of success include students and staff frequently using the language of PBL effectively.</p> <p>Behaviour referrals reduced in 2017 and students were able to resolve conflicts much quicker through mediation and support from the year advisors and deputy principals.</p> <p>Regular attendance meetings with DP, HSLO, HT Administration, HT Wellbeing were held to implement proactive strategies to support and manage student attendance.</p>
Strengthening family and school links and celebrating school successes with the whole school community.	\$35,000	<p>Families and community members are active contributors to school decision making and planning processes.</p> <p>Establishment of on-going strategic relationships with community groups, businesses and other educational providers.</p> <p>School facilities being used by community members to run programs such as; Basket ball training and GO4Fun program.</p> <p>Improved communication with families through Facebook, SZapp app, Twitter, web page, online newsletter and Parent Portal.</p>

## Next Steps

Further develop our PBL program so that it is completely embedded into all areas of school culture and values. Also to have a focus for the 2018–2020 plan, whole school transitions, student wellbeing and student leadership.

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 focused 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)	Funds Expended (Resources)	Progress achieved this year
Embedded evaluation and review processes across all school levels are transparent and open and are communicated to the whole school community.	\$20,000	In term 3 staff and community undertook a complete evaluation and appraisal of all programs at GHS as part of the Leadership and Management strategic direction. The findings were communicated to the whole school community and implemented.
Data shows that collaborative and distributive leadership is evident in all school settings.	\$20,000	Evaluation teams were lead by a variety of staff reinforcing that collaborative and distributive leadership thrives at GHS allowing for the development of leaders at every level of the school management. This model has been integral in the development of the 2018–20 School Plan.

#### Next Steps

Continuation to provide leadership opportunities for all staff in particular the 2018–2020 School Planning process. As a focus for the 2018–2020 School Plan, we will have as a focus NESA compliance and staff PDP's, Community Engagement and staff contributions to Professional Networks, in particular the tablelands network to ensure staff are further developing skills and contributing to the professional growth of staff.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$60,000	<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 was used to employ two Aboriginal tutors to support the learning needs of Aboriginal students.</p> <p>Funding was used in 2017 to support Homework Centre.</p>
<b>English language proficiency</b>	\$39,427	Individual Learning Plans have been developed for each student to assist them with their learning and career pathways. A range of resources have been purchased to support student learning across a range of KLAs.
<b>Low level adjustment for disability</b>	\$242,000	We provide a number of programs to make adjustments for disability; such as, MultiLit, Fastforward, reader & writer for exams, adjusting assessments tasks, SLSO support, extended examination time, SAPs and differentiation in the classroom.
<b>Socio-economic background</b>	\$220,000	These funds were allocated for the engagement of SLSOs and to support student access to excursions and resources.
<b>Support for beginning teachers</b>	\$30,000	All beginning teachers were provided support through our school's mentoring program. They were allocated time to professional learning experiences and opportunities to program with their KLA Head Teachers and colleagues.
<b>Targeted student support for refugees and new arrivals</b>	\$600	Students receive regular support through the ESL teacher and the Equity team.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	337	344	359	345
Girls	313	292	299	309

Student enrolment for 2017 has followed recent trends. A focus for Goulburn High will be to increase student enrolments above 700 by engaging with the community and partner primary schools to communicate the valuable educational programs, committed staff and fantastic student results gained at Goulburn High.

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	93.3	94.5	94.4	92.9
8	90.5	89.8	91.1	89.5
9	89.1	88.8	86.5	83.3
10	86	87.3	86	82.4
11	86.5	84.6	89.7	80.7
12	86	88.5	86.6	87.6
All Years	88.8	89.1	89.1	86
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

Teachers mark rolls on PxP (electronic roll marking system) at 9.10 am each school day during roll call. Also rolls are marked each lesson by the classroom teacher. Absences are recorded and non-attendance is followed up by the roll call teachers, the Head Teacher for that year group, the Head Teacher Wellbeing and finally the Head Teacher Administration and the Deputy Principal. Attendance letters are sent home so parent/carers can explain their child's absence. 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 and regular discussions with all teachers that comprise the line management.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	1	9
Employment	8	7	35
TAFE entry	9.5	4.5	12
University Entry			31
Other	3.5	3	3
Unknown	6	6.5	7

Year 10: At Goulburn High we are aware that the data collection does not allow for the identification of students who have been successful in obtaining Traineeships and Apprenticeships as 8 Students did so this year. Two of these students gained their apprenticeships as a direct result of their participation in early commencement of TVET courses. Industry is one of the highest employers in this area and the school has focused on raising the profile of this industry and the importance of trades.

Goulburn High had an increased number of students who did not complete their ROSA due to their refusal to attend school, despite many attempts to re-engage the students and encourage alternate options where appropriate. The number of persistent non-attenders is of concern and is being addressed with HSLO.

Year 11: This Year group had a larger than usual number of boys demonstrating lower academic abilities. Many of these students returned to school as it was the easier option and the current HSC structure does not provide sufficient flexibility or options to cater for their needs. Goulburn High is investigating other curriculum options for this style of student. Students have been encouraged to develop the skills and confidence required to seek suitable employment and training and a number of students have been successful in this both at the end of Preliminary course and commencement of 2018.

### **Year 12 students undertaking vocational or trade training**

Two students successfully completed SBAT's, securing ongoing employment. One of the students was awarded the 1300 apprentice (her supervising apprenticeship centre) SBT of the year for her work with the Commonwealth Bank, which was a targeted ATSI position. The other student, who also identified as an ATSI student completed a warehousing operation certificate, all with a local plumbing business. This student was then targeted for a full-time position at the company's Bowral store.

One of our most successful Hospitality students, made it to the interview stage of the State Training funded Vocational Training awards. This student also received an international Indigenous award, reward for her dedication to her community and her willingness to share her Hospitality skills.

A number of construction students obtained employment and apprenticeships through their SVET course, but the greatest value in this course was in raising student awareness of employer expectations and the development of the most basic employability skills, such as communication, teamwork and self-management which will support them as they enter into any industry.

Three students completed a Certificate III in Individual Support Aged care, a qualification which will enable them to be employed directly into the Aged Care Sector, a large employment sector in this area.

Unfortunately the availability of TVET options has been severely impacted by the introduction of smart and skilled and changes to EVET funding. As we are a smaller rural community the subject options available and the number of placements available have been severely reduced. The study options available should better reflect the employment options available to students in the area they live to encourage them to pursue training in the areas that foster successful employment. Unfortunately the aged care, disability, metal and mechanical trade study options continue to be eroded.

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

From the HSC Candidates 98% were eligible to receive their HSC, 55% of these were ATAR eligible. With the ATAR eligible students, 68% applied for University Entry through UAC.. Early Entry offers were received by 21 students and 28 students (82% of applicants) had received one or more offers by the January Round. Four of these students gained admission to ANU due directly to efforts by the school to overturn the discrimination created by a change in their admission practices. The school is endeavouring, through the Principals Council and State Government, to ensure that this discriminatory practice which affects many rural students is rectified.

ATAR results for this cohort have been higher than for previous cohorts, with 5 students receiving ATARs in the 80's, reflecting the increased number of students obtaining Band % results. A record 31% of this cohort have obtained university entry, in the past 10 years this has varied between 10% and 20%. The State average for regional and rural areas is 20% and the national goal is to have 40% of students from low-socio economic areas attend University by 2020. Our results this year would indicate that we are successfully working toward achieving this national goal.

### **Workforce information**

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	39.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.9
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	13.88
Other Positions	1

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. This year we had three 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. Staff PDP's were aligned with the school plan and financed accordingly. Staff professional development was tracked using a school plan breakdown on the Teacher Professional Learning forms. A budget of \$65,000 was provided for staff development.

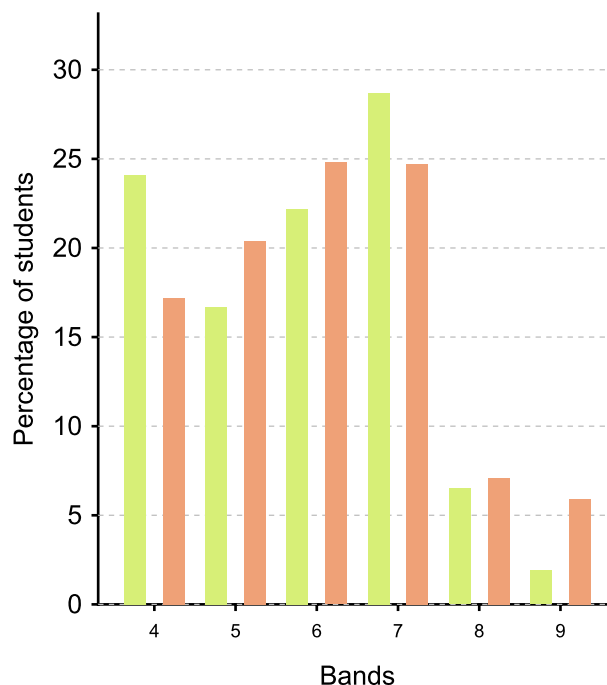
## School performance

### 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.

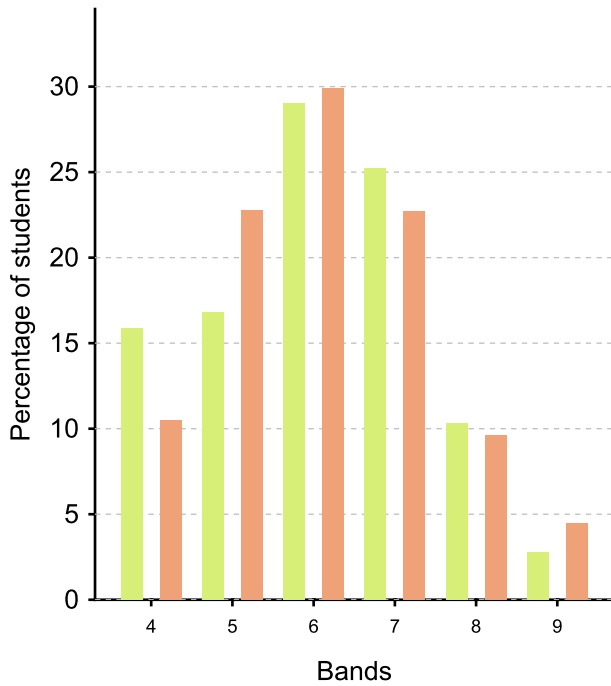
Over 84% of Year 7 students demonstrated growth in reading, spelling, grammar, writing and punctuation skills, with 52% of students achieving greater than or equal to expected growth in these areas. In 2017 84% of Year 9 students demonstrated growth in reading skills, grammar and punctuation, with 45% achieving greater than or equal to expected growth in these areas. Growth was also shown in the writing section with 78% of students .

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

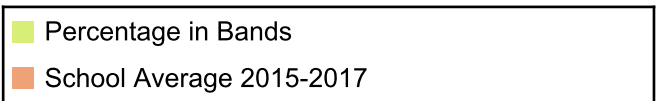
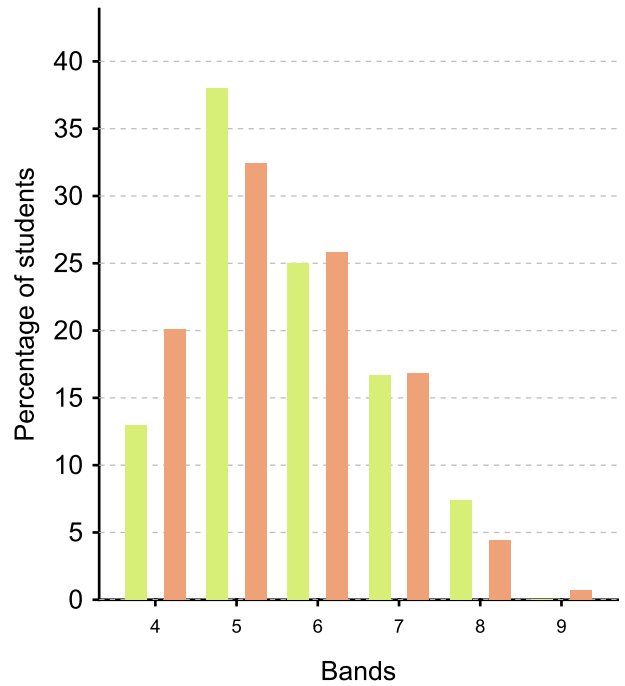


Percentage in Bands  
School Average 2015-2017

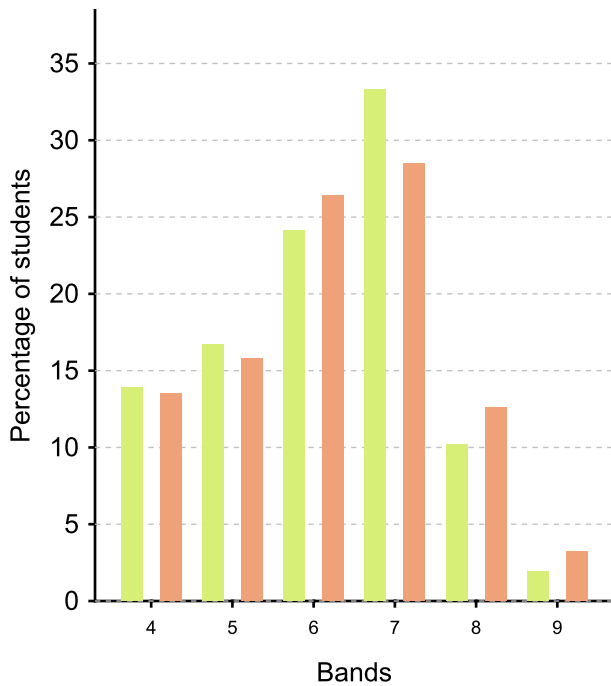
**Percentage in bands:**  
Year 7 Reading



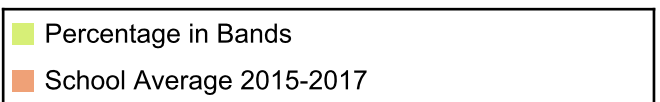
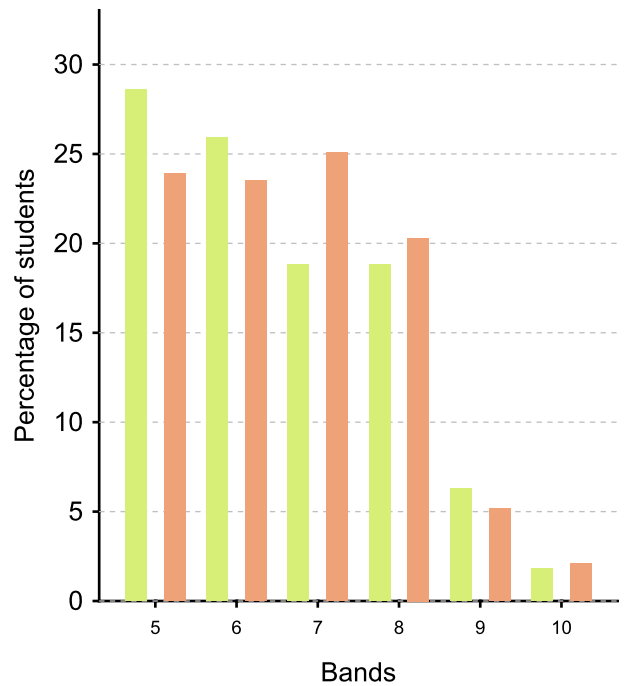
**Percentage in bands:**  
Year 7 Writing



**Percentage in bands:**  
Year 7 Spelling

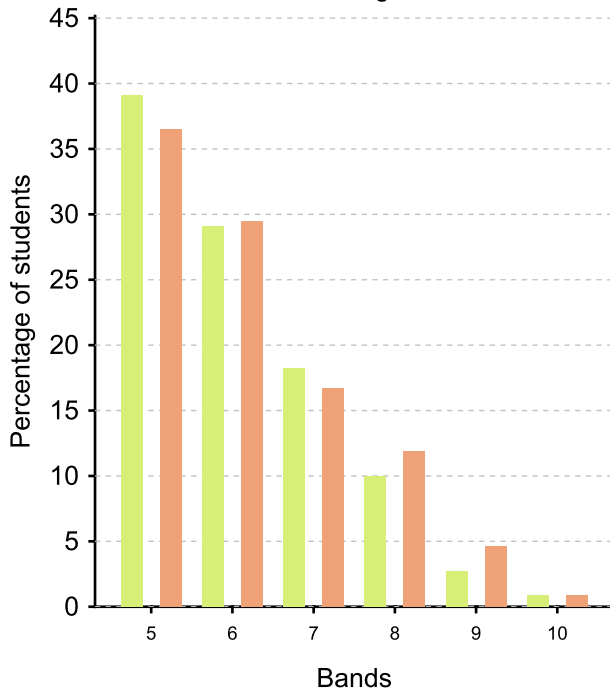


**Percentage in bands:**  
Year 9 Grammar & Punctuation



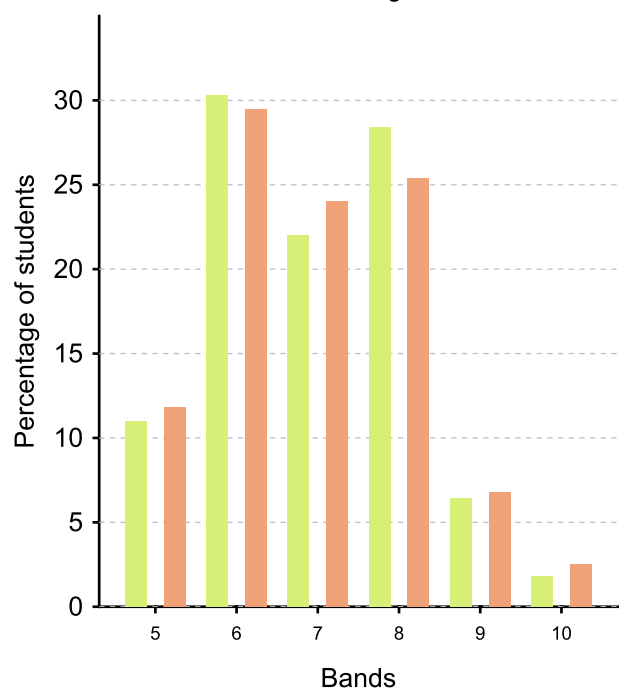


**Percentage in bands:**  
Year 9 Writing



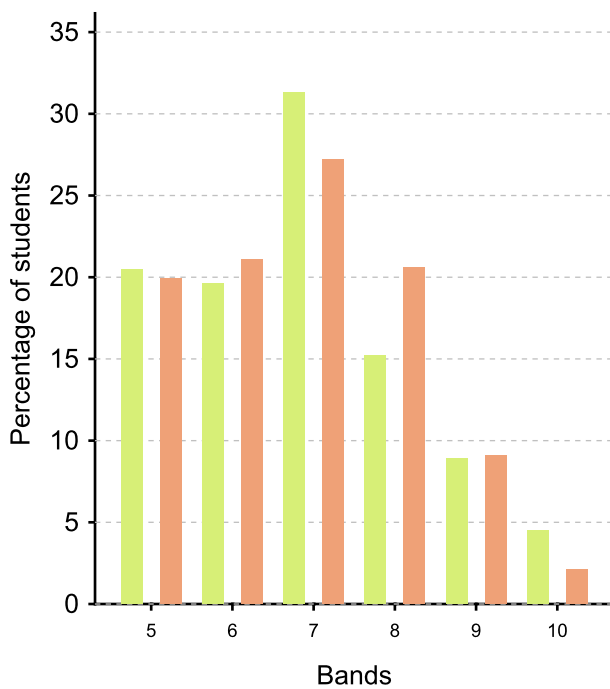
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 9 Spelling

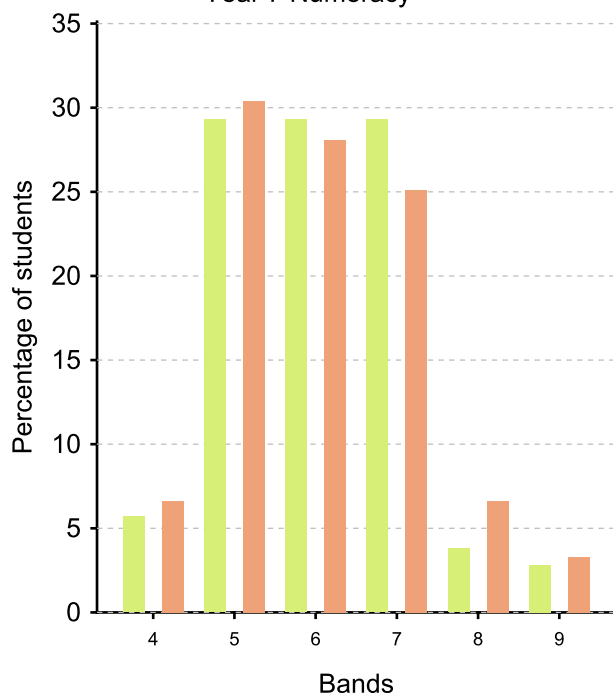


Percentage in Bands  
School Average 2015-2017

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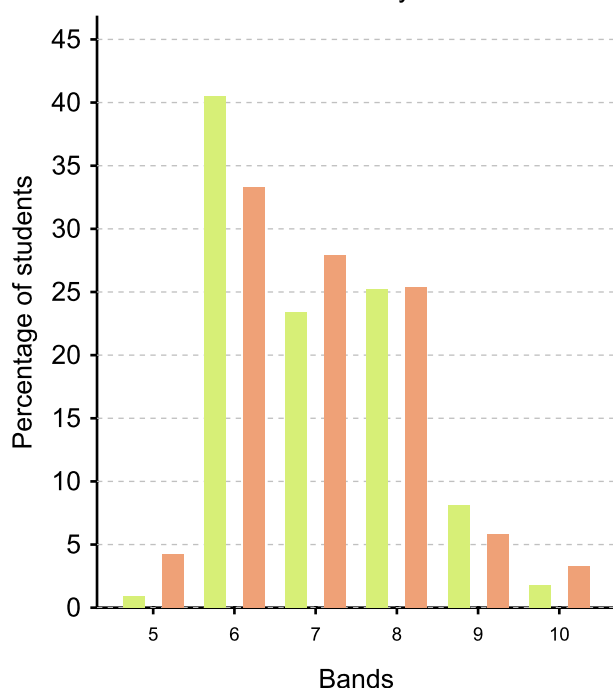
Over 93% of Year 7 students demonstrated growth in numeracy skills, with approximately 64% of students achieving greater than or equal to expected growth. Approximately 98% of Year 9 students demonstrated growth in numeracy skills, with almost 75% achieving greater than or equal to expected growth.

**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2015-2017

The proportion of Aboriginal students in the top two NAPLAN bands is at 13% compared to 6% in 2016. The performance of the Aboriginal students is almost on par with the non-Aboriginal students in both Year 7 and Year 9.

## Higher School Certificate (HSC)

**Year Group Profile:** This has been the largest Year 12 group for many years, and approximately 74% of students enrolled in Year 10 went onto complete their HSC at Goulburn High School.

When reflecting on our results it is important to look at the nature of this candidature. In their Year 9 NAPLAN results GHS had double the state average of students at below national minimum standard in writing, spelling and punctuation, while the proportion at proficiency level in all aspects of Literacy and Numeracy was less than half that of the rest of the state. Smart Data indicates that cohort progress from Year 9 NAPLAN to Year 12 is on a par with the state average.

15% of candidates (13 students) successfully applied for and received Special provisions for the HSC exams, proportionally higher than in previous years. Students required assistance for a variety of reasons including mental health, disability and learning difficulties. Of these assisted students 8 were ATAR eligible and all applied for and received University offers.

**HSC ATARS :** 55% of Candidates were ATAR eligible. 68% of students who were ATAR eligible applied through UAC for University entry. Of these ATAR eligible students 62% received Early Entry offers, and 82% had received offers by the early January round. A record 31% of this cohort have obtained university entry, in the past 10 years this has varied between 10 and 20%. The State average for regional and rural areas is 20% and the national Goal is to have 40% of students from low-socio economic areas attend University by 2020. Our results this year would indicate that we are successfully working toward achieving this National goal.

Band 6 : 1 – InformationProcessing

Band 5: 50

Band 4 107

Band 3 111

Band 2: 54

Band 1: 26

Note: 11 students had just missed out on band 6 by a couple of marks (87–89).

Compared to 2016 the band bulge is moving upwards, in 2017 44 % of candidates achieved band 4 or higher, compared to 38% in 2016. In 2016, 29% of candidates achieved band 2 or lower compared to 23% in 2017.

## 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.

The development of our Anti Bullying Procedures in 2017 was a great opportunity for all the school community to work together in solving the Bullying problem. To date, there has been an overwhelming positive result around the new procedures. As part of our whole school program evaluation, parents and the community were asked to contribute to the evaluation process. Parents and community are now more strongly linked with and find it easier to communicate with the school, enhancing the school community relationship.

Compared to 2016, 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.

Goulburn High has a very supportive and active Parents and Citizens committee which meet every month to support the learning outcomes of all students.

## Policy requirements

### Aboriginal education

Aboriginal Education in our school is a high priority. During 2017, 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.

The Equity team works collaboratively with staff to implement the Aboriginal policy at school. All Aboriginal students and parents participated in meetings to determine their Personal Learning Pathway (PLP). The PLPs are utilised by the staff to help design their lessons and meet the learning and wellbeing needs, goals and aspirations of our Aboriginal students. We continued to enjoy our extensive partnerships with TAFE, universities and the business community to offer students extra-curricula opportunities to learn about their culture, opportunities to be mentored and gain information and understanding about post school options and university partnerships.

NAIDOC week was a high success. Mr White and Ms Friend led our Didj troupe to play Didgeridoo and Clapstick. We invited an Aboriginal dance group to entertain our students and staff with their mesmerising music and dance performances. The highlight of the assembly was when staff and students joined the dance group to perform Aboriginal dance on stage. Throughout the week, our students participated in a number of activities to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.

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 is at 13% compared to 6% in 2016. The performance of the Aboriginal students is almost on par with the non-Aboriginal students in both Year 7 and Year 9. The proportion of Aboriginal students staying within school between Year 10 and Year 12 is on par with similar schools. In 2017, four Aboriginal students successfully completed their HSC.

### Multicultural and anti-racism education

Underpinning our professional learning is a strong focus on managing and meeting the needs our very multicultural school. During the year we examined in detail the Aboriginal and Multi-cultural policy and staff reflected on how these policies are implemented to ensure a safe learning environment for all students. The school community acknowledges the need to acknowledge and respect cultural diversity and develop a sense of belonging both in the classroom and in extra-curricula activities. The school community celebrated and ran activities for students for Harmony Day, Sorry Day and NAIDOC Week.

Our ARCO works closely with the Wellbeing team to ensure that cultural differences and conflicts were

mediated and managed appropriately.