

Gorokan High School

Annual Report



2017



8515

Introduction

The Annual Report for 2017 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

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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.

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

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.

The result of this process indicated that in the School Excellence Framework domain of Learning Culture our overall judgement is sustaining and growing.

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 2017, 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 process will assist the school to develop our 2018 – 2020 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/sef-evidence-guide>

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 2017 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 earners 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 NESA 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. The whole school evaluation was very positive across all stakeholders when reviewing the 5 period day structure with over 80% of staff and parents and 85% of students agreeing or strongly agreeing that the new structure was preferable.

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 TXXXC model continued to be taught explicitly across the school in 2017 in an endeavour to improve our overall results.

The team also 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)	Funds Expended (Resources)	Progress achieved this year
3% improvement students achieving top 2 bands in (7 – 9) NAPLAN and improved results in HSC (RAP)	\$10000 Professional Learning \$24000 Higher Duties HT to DP \$20000 HigherDuties CRT to HT \$4000 Analysis costs \$3200 QUIKSMART	Student performance in year 9 NAPLAN slightly decreased in the areas of writing, Grammar and Punctuation and Numeracy improved in the Middle and High bands but was well below State performance. In 2017 a higher percentage of students met the minimum standard in all areas of NAPLAN. Our year 9 Aboriginal student data improved significantly across all areas of NAPLAN Gorokan High School students achieved 42 Band 5 or 6 results in the HSC with some outstanding individual results

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
3% improvement students achieving top 2 bands in (7 – 9) NAPLAN and improved results in HSC (RAP)	\$35000 Tutoring	<p>Student performance in year 9 NAPLAN slightly decreased in the areas of writing, Grammar and Punctuation and Numeracy improved in the Middle and High bands but was well below State performance.</p> <p>In 2017 a higher percentage of students met the minimum standard in all areas of NAPLAN.</p> <p>Our year 9 Aboriginal student data improved significantly across all areas of NAPLAN</p> <p>Gorokan High School students achieved 42 Band 5 or 6 results in the HSC with some outstanding individual results</p>
Improved classroom practice. Achieving individual goals as per PDPs	\$50000 Professional Learning \$12000 Resources	<p>A staff member was offered promotion position in other school</p> <p>Another staff member gained a long term relieving role as DP in another school</p> <p>Eight staff relieved in higher duties positions across the school</p> <p>Two temporary staff were successful in merit selection processes gaining permanent employment</p> <p>A new year adviser was appointed due to staff movement</p> <p>Each year group has an assistant year adviser</p> <p>A staff survey revealed over 90% of staff believe they achieved or were close to achieving two or more of their goals identified on their Professional Development Plan</p>

Next Steps

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

- Continue to offer the Stage 5 STEM elective
- Continue the use of QUIKMSART for identified students in stage 4
- Continue staff training in ALARM

Improved classroom practice

- Expand the teacher observation and feedback program to all staff
- Continue to 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 (2IC) 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)	Funds Expended (Resources)	Progress achieved this year
Individual Education Plans being met	\$5000 resources \$15000 Professional learning \$220000 Staffing	All year 7 and new students completed literacy and numeracy testing Individual learning plans completed for students with identified learning needs Build upon the success of the 'At risk class' and 'Collaborative learning class' NCCD students identified on SENTRAL All staff trained in differentiation of programs
Accountability folders 7 – 12 reflect student needs	\$45000 capital works \$5000 Professional learning \$10000 resources	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

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 and year 9 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

- 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 basis 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)	Funds Expended (Resources)	Progress achieved this year
Positive Learning Climate, Expectations for success	\$15000 Professional Learning \$18000 Resourcing	5% increase in students achieving a Principal's award 10% increase in awards presented at the sports presentation dinner 280 positive letters were sent home in 2017 20 staff recognised by their
A 2 – 5% increase of students in each year group eligible to attend reward excursions / activities	\$12000 Resourcing \$5000 Professional Learning	5% increase in students in years 7 – 10 were eligible to attend reward excursions throughout the year

Next Steps

- Fortnightly formal assemblies 7 – 9 and 10 – 12
- Support staff to increase the number of positive letters home
- Continuation of the current day structure due to the positive review completed by all stakeholders throughout 2017

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$190,999	<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>Tutors were employed to support senior students in identified areas of need</p> <p>'Shake a leg' program initiated for Aboriginal students in year 9 to support literacy and numeracy.</p> <p>Aboriginal artist employed to work with targeted stage 4 and 5 students</p>
Low level adjustment for disability	\$376,362	<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>
Socio-economic background	\$825,190	<p>Additional classroom teachers and SLSO's are employed to support whole school programs such as the 'At Risk Class' and the 'Collaborative Learning Class'.</p> <p>Additional SLOSs 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 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 all student learning needs.</p> <p>Upgrading of learning spaces to include 'future focused' furniture and additional technology support</p>
Support for beginning teachers	\$34,917	<p>All beginning teachers receive additional support in their first 3 years of service. Beginning teachers are provided with access to additional support, professional learning and mentoring time with a supervisor or colleague.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	549	533	483	483
Girls	550	522	478	477

Student enrolments were steady in 2017. The projection over the next 2 – 3 years is for enrolments to decline slightly.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	90.6	90.5	91.2	90
8	87.4	87.3	86.7	86.9
9	85.8	85.1	89.4	85.3
10	85.1	84.4	86.9	84.2
11	90.2	86.9	87.7	85
12	89.4	90.2	91.5	88.3
All Years	87.9	87.1	88.7	86.5
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

As indicated by the table, attendance at Gorokan High School declined slightly in 2017. Although our attendance rate was previously improving we are 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 2017 we continued the phone intervention program (PIP) and SMS messaging letting parents know if students were not in attendance. Our parent and community survey suggested that these programs are well received.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			
Employment			
TAFE entry			
University Entry			
Other			
Unknown			

Gorokan High School continued its excellent success rate having students who apply for University courses accepted with 32 out of 33 accepted into courses.

Year 12 students undertaking vocational or trade training

In 2017 students at Gorokan High School completed 58 SVET courses and 9 students completed TVET courses. Another two students successfully completed their Certificate III in Health Services.

Year 12 students attaining HSC or equivalent vocational education qualification

All 96 students (100%) who sat for the Higher School Certificate were awarded this honour. Gorokan High School offered thirty three courses. Students also achieved vocational accreditation across 18 courses.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	12
Classroom Teacher(s)	52.3
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.7
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	17.57
Other Positions	1

*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 2017 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. 2017 topics included ; Working with Students with Disabilities, CV Writing, Behaviour Management and running sport.

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 both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Gorokan High School spent a significant amount on upgrading data projectors across the school to give staff and students the latest in technology. The school also spent funds on new furniture in classrooms to create a more future focused environment.

Receipts	\$
Balance brought forward	661,017
Global funds	399,228
Tied funds	803,718
School & community sources	114,927
Interest	5,943
Trust receipts	15,788
Canteen	0
Total Receipts	1,339,604
Payments	
Teaching & learning	
Key Learning Areas	134,991
Excursions	24,963
Extracurricular dissections	107,508
Library	5,710
Training & Development	5,963
Tied Funds Payments	454,026
Short Term Relief	70,337
Administration & Office	60,726
Canteen Payments	0
Utilities	51,112
Maintenance	57,779
Trust Payments	19,915
Capital Programs	0
Total Payments	993,030
Balance carried forward	1,007,591

Figures presented in this report may be subject to

rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	2,433,842
Appropriation	2,187,551
Sale of Goods and Services	37,463
Grants and Contributions	206,611
Gain and Loss	0
Other Revenue	0
Investment Income	2,217
Expenses	-1,837,481
Recurrent Expenses	-1,837,481
Employee Related	-942,027
Operating Expenses	-895,454
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	596,361
Balance Carried Forward	596,361

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Short term casual relieve continues to be a significant cost for Gorokan High School.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	8,493,002
Base Per Capita	150,708
Base Location	0
Other Base	8,342,294
Equity Total	1,395,071
Equity Aboriginal	190,999
Equity Socio economic	825,190
Equity Language	2,520
Equity Disability	376,362
Targeted Total	1,032,357
Other Total	292,028
Grand Total	11,212,458

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

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

Band	4	5	6	7	8	9
Percentage of students	18.4	12.6	28.7	25.3	5.8	9.2
School avg 2015-2017	13.2	16.7	25.8	23.0	11.0	10.2

Percentage in Bands:

Year 7 - Spelling

Band	4	5	6	7	8	9
Percentage of students	7.5	15.5	20.7	28.2	21.8	6.3
School avg 2015-2017	7.2	12.3	22.9	27.7	23.0	6.9

Percentage in Bands:

Year 9 - Grammar & Punctuation

Band	5	6	7	8	9	10
Percentage of students	18.5	17.8	28.2	17.0	9.6	8.9
School avg 2015-2017	18.9	22.0	27.2	18.0	8.8	5.1

Percentage in Bands:

Year 9 - Spelling

Band	5	6	7	8	9	10
Percentage of students	8.2	21.5	31.9	20.7	14.8	3.0
School avg 2015-2017	13.2	15.0	31.1	21.8	14.8	4.2

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. Go to <http://www.myschool.edu.au> 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 increased in both literacy and numeracy.

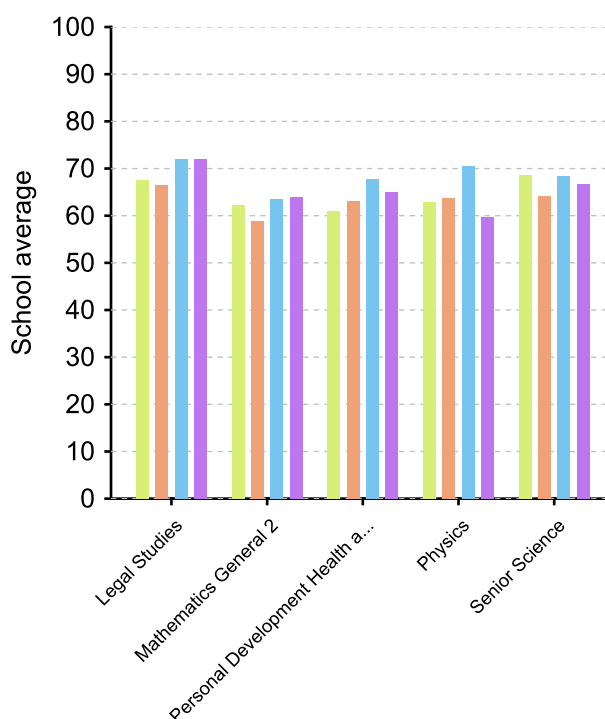
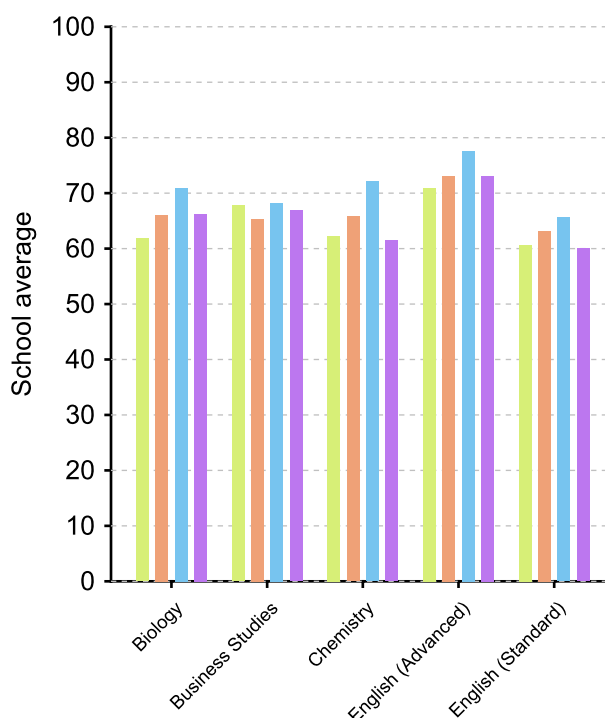
Another reporting requirement from the State priorities: Better Services – Improving Aboriginal education outcomes is set for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands. At Gorokan High School in 2017 14% of Aboriginal students in year 7 were in the top 2 bands of NAPLAN in the area of reading, 13% in Grammar and Punctuation, 13% in spelling, 14% in writing and 10% in numeracy.

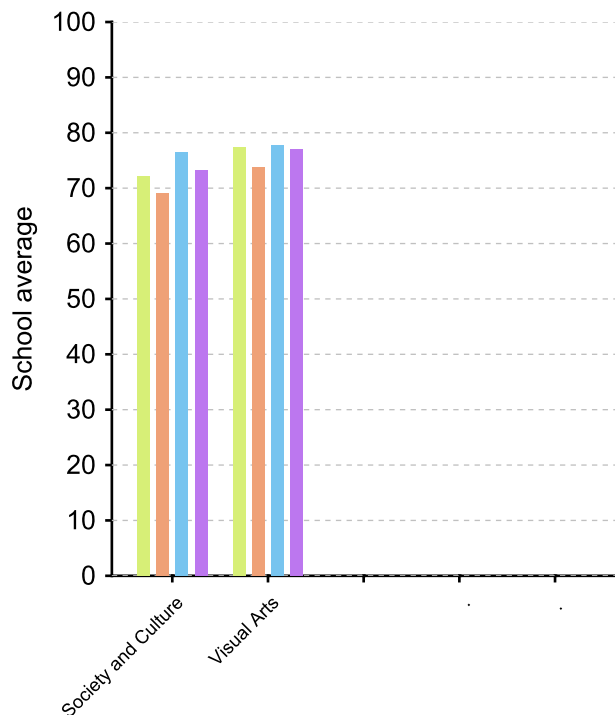
In Year 9, reading saw 12% of students in the top two bands, 17% for grammar and punctuation, 20% for

spelling, 13% for numeracy and 4% for writing.

Higher School Certificate (HSC)

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





■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

Ninety six students sat for their Higher School Certificate across thirty one subjects in 2017. 60% of courses achieved above the SSG average. Aboriginal Studies, Engineering Studies, Software Design and Development and Construction 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.

In a school based survey conducted at our 'Expo' night which was attended by all year 8 and 10 students and 95% of parents. 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, sport and improved communication. Areas for improvement identified were student uniform and behavior.

Policy requirements

Aboriginal education

With 181 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 2017 Gorokan High School was lucky enough to receive funding to ensure 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 the 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.

Aboriginal background 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 Adviser.

The Quicksmart, Multilit and 'Shake a leg' 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. 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.