

# Gosford High School

## Annual Report



2018



8115

## Introduction

The Annual Report for 2018 is provided to the community of Gosford High School as an account of the school's operations and achievements throughout the year.

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

Anthony Rudd

Principal

### School contact details

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### Message from the Principal

In reflection on what we have achieved in the first of our three year strategic plan, we can be very pleased that we are well on the way to ensuring a culture of success for our students. This can be seen through:

Our *challenging* learning environments – where we are ensuring that our curriculum is future focused and challenges students, staff and our community in the development of contemporary skills essential for success at school and beyond.

Our well *supported* learning environments – where we are ensuring that the emotional, social and intellectual wellbeing of students and staff is the concern of every member of our school community such that each can achieve their personal best, develop resilience and flourish.

Our *connected* learning environments – where we are ensuring that our learning community fosters connections and learning opportunities through a shared purpose, with a focus on a growth mindset.

During the year we were pleased to welcome new staff to the school. These included:

Ms Adrienne Scalese – Deputy Principal.

Mr Peter Dewell – Head Teacher, Human Society and Its Environment

Ms Katherine Barbeler – Head Teacher Science

Ms Jo Hadley – TAS Faculty

Ms Tanya Henry – Agriculture/Science Faculty

Mr Matthew Benton – English Faculty

Ms Louise Cook – SAS Staff

Ms Kim Cork – SAS Staff

Ms Deidre Day – SAS Staff

Each of these staff members have already made significant contributions to our school and we look forward to their continued service in the coming years.

Sadly, we also farewelled some staff. Mr Gary Bennett was successful in having his leadership capabilities recognised through his appointment to the Principalship of Lambton High School. This is a very well–deserved appointment for a very caring, erudite and dedicated educator. I pass on my personal congratulations and very best wishes to Mr Bennett as he moves to support the students, staff and community of Lambton High. Mr Gary Mitchell and Mrs Jane Evans both retired from the teaching service. Both were wonderful teachers in the Mathematics Faculty and inspired many students over their long period of service at Gosford High. Sadly, the Gosford High community were devastated to hear of the very sudden passing of our much loved and respected Science teacher, Ms Terri Rennie. Ms Rennie made a significant contribution to the school not only as a highly respected and valued Science teacher, but as somebody who made an extremely positive contribution to the lives of many young people through her coordination of many wellbeing programs including, in recent times, the Student Representative Council. Ms Renni will be dearly missed and our heartfelt condolences go out to her family. Mrs Carol Pointon and Ms Debra Sheehy, both from our SAS staff, left the school: Mrs Pointon to retirement and Ms Sheehy resigning to take up an alternate career. We thank both of these ladies for their service and wish them well.

To our graduating class of 2018, on behalf of the school, I pass on my congratulations and thanks. Each person in the group has made a significant contribution to the corporate life of our school and I know they will go on to bigger and better things upon leaving Gosford High. They are well prepared for their futures, whatever path that may take.

To our P&C Association, a huge thank you for your support of so many of the learning programs in our school. In administering the funding made available from the Chapman Foundation, they provide so many opportunities to our students that would otherwise be impossible to run in the school. In addition, the support that the P&C provides through the canteen, the band programs and other various sub–committees is invaluable.

Finally, my most sincere thanks to the staff, students and parents of our school community. It is a real community. I am most appreciative for the collegiality that is evident in our school on a daily basis, knowing that what we do, we do for the benefit of our students. Your support is much appreciated. Sadly, this will be my last Annual Report as I will be retiring from the Department of Education. I have enjoyed my short time at Gosford High immensely and will long have fond memories of my time at the school.

Anthony Rudd

Principal

## School background

### School vision statement

Gosford High School strives to ensure that all students have the very best of opportunities in both curricular and curriculum enrichment activities. This will be realised by motivating our students through effective wellbeing programs and strong learning connections with the community, universities, business and industry in a supportive environment which is challenging and future focused.

### School context

Gosford High School caters for gifted and talented students. Students enrolling at our school in Year 7 are selected on the basis of results in the Selective School Test conducted by the NSW Department of Education, High Performing Students Unit.

The school ethos of academic excellence and personal best is reflected in any typical day in our school. Students achieve outstanding results in external examinations and in their regular classes. We pursue personal best through creative and critical thinking, encouragement of self-reflection and detailed skills development programs.

Student wellbeing is nurtured through developing strong, meaningful connections, engagement and support. Students support the community in so many ways including the extensive band program, drama, musicals, debating, chess, mentoring, competitive and recreational sport, leadership development and volunteering.

Student voice and their capacity for decision making is heard and acknowledged through the Student Representative Council, the Aboriginal cultural group and other Leadership programs.

Partnerships with parents, universities, business and industry are wonderfully supportive, creating a unique environment. These partnerships are valued and appreciated.

Gosford High School is proud of its students, their achievements and their contributions to the community.

## 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 self-assessment was undertaken by members of the school executive and program leaders, being mapped against each domain statement. Results of our self-assessment are outlined below.

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/sef-evidence-guide>

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

#### Learning Culture

In schools that excel, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

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

#### Wellbeing

In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

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

### **Curriculum**

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

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

### **Assessment**

In schools that excel, consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

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

### **Reporting**

In schools that excel, reporting that is clear, timely and accurate provides information that supports further progress and achievement for all student learning across the curriculum.

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

### **Student Performance Measures**

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

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

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

### **Effective Classroom Practice**

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

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

### **Data Skills and Use**

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

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

### **Professional Standards**

In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement.

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

### **Learning and Development**

In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

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

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

## **Educational Leadership**

In schools that excel, the principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

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

## **School Planning, Implementation and Reporting**

In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan is well-conceived, effectively implemented and effects improvement.

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

## **School Resources**

In schools that excel, resources are strategically used to achieve improved student outcomes and high quality service delivery.

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

## **Management Practices and Processes**

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

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

## Strategic Direction 1

### Learning that is Challenging

#### Purpose

To ensure that our curriculum is future focused and challenges students, staff and our community in the development of contemporary skills essential for success at school and beyond.

#### Overall summary of progress

Gosford High School has had school improvement teams developing strategies to enhance both student engagement and motivation to succeed. One team has worked as part of the Department of Education, Future Schools 2.0 project, another on the school's CONNECT program, a teaching and learning package aimed at enhancing student wellbeing and belonging. The Future Schools team have investigated, planned and implemented strategies for staff to embed future focused learning skills into programming across the curriculum. These were reported on for Year 7 students this year. The CONNECT program has been developed and implemented as a part of the school's wellbeing framework, with positive feedback from students, staff and parents.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Growth in student learning is measured through observations of development along the Contemporary Learning Skills progressions from 2018 onwards.	Staff attendance at Future Schools 2.0 training and conferences.  Professional learning of staff at Gosford High.  \$3500	Contemporary Learning Skills, locally known as the 'Skills To Succeed', are now being reported on for students in Year 7. A team of staff have worked as a part of the Department of Education statewide Future Schools 2.0 team and have provided professional learning to staff on how to embed these skills into current teaching programs. The 'Skills To Succeed' will be further incorporated into all Stage 4 and 5 reports as students move through the school. Baseline data will be collected from 2018 reports and assessment strategies.
To see an improvement in Tell Them From Me "Student engagement and motivation" survey results from a base of 52% and 30% respectively in 2017 to 65% and 60% respectively in 2020.	Development of CONNECT program.  Professional learning for staff.  \$2500	In the 2018 Tell Them From Me survey, results indicated that student engagement remained at 52% of students who indicated that they were positively engaged in their schooling while 39% of students indicated that they were motivated to succeed at school. The report indicated four drivers of student engagement: quality instruction, positive teacher–student relations, positive learning climate and expectations for success. On a 10 point scale compared to other schools across NSW, Gosford High was well above state mean in two of those drivers: expectations for success and positive student–teacher relations. In the other two drivers we were above the state mean.

#### Next Steps

Future focused skills will continue to be developed in teaching and learning programs. These skills will be reported on for all Stage 4 students in 2019, with implementation for Stage 5 in 2020 and 2021. Further program development will continue for the CONNECT program. This will be on a 4–5 year cycle of development.



## Strategic Direction 2

Learning that is Supported

### Purpose

To ensure that the emotional, social and intellectual wellbeing of students and staff is the concern of every member of our school community such that each can achieve their personal best, develop resilience and flourish.

### Overall summary of progress

Whole school wellbeing programs are being further developed and implemented to support our learning community. This includes a whole school approach which will ensure that the most effective, evidence based teaching and assessment strategies, including the focus on Literacy and Numeracy across all faculties, optimises learning for all students.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Year 9 NAPLAN results will show all students will have achieved results placing them in the top 3 Bands with a minimum of 90% of students in the top 2 Bands and an increasing number of students in the top Band across all testing areas.	Professional learning opportunities for staff.  \$2200	Progress has been made towards achieving this goal. One area of Year 9 NAPLAN, writing, did have a number of students not achieve in the top three Bands. This will be a focus for improvement in 2019. We will also further strive to move students from Band 7 into the top two Bands across all areas of NAPLAN.
All Year 9 students will achieve the NESA Minimum Standard for the awarding of the HSC.	Specific learning support program for identified students.  \$1500	All students in Year 9 achieved the Minimum Standard for the award of the HSC. A small number of students successfully presented for the alternate examination having not achieved a Band 8 result or better in aspects of NAPLAN.
HSC Z–Scores indicate that 75% of courses are at 0.6 standard deviations above state mean or better.	Faculty based professional learning based on Higher School Certificate standards and marking.  \$8000	In the 2018 HSC, 46% of courses in which students presented at Gosford High School achieved results placing them at 0.6 standard deviations above the state mean. This is a slight increase from results in the 2017 HSC. A number of courses were just below this figure and if they had achieved the 0.6 target, our school, result would have risen to 54%.
15% reduction in wellbeing referrals to welfare team by tracking data from Sentral and counsellor referrals using 2018 figures as a baseline.	Professional learning for staff.  \$2000	Professional learning was conducted to enhance the staff's understanding and implementation of Sentral capabilities. There has been an increase in the listing of student interactions on Sentral and details from this will be used as baseline data to measure the success of student wellbeing and support programs.

### Next Steps

We will continue to monitor school based and external data so that we can be proactive in providing both educational and wellbeing programs that best meet the needs of our students across all Year groups.



### Strategic Direction 3

#### Learning that is Connected

#### Purpose

To ensure that our learning community fosters connections and learning opportunities through a shared purpose, with a focus on a growth mindset.

#### Overall summary of progress

The school has worked to develop learning links with agencies from within and external to the education sector such that students have experiences to link their school based learning to requirements at tertiary level and within the business and industry sectors. additional opportunities have been developed with the University of Newcastle, Ourimbah Campus, Central Coast Council and a number of local business and industry providers.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
There will be a 80% increase in the frequency that faculties provide for students to benefit from learning links with business, industry parent community and tertiary institutions. This increased will be based on figures determined in the first semester of 2018.	Development of learning links.  \$2000	There has been significant progress made in developing learning links, particularly with the University of Newcastle, Ourimbah Campus. Selected faculties have also made progress in the development of links with business or experts specific to their needs. This will be used as baseline data for future assessment.
Tell Them From Me data will indicate a growth in the measure indicating that students see relevance in their learning.  In 2017, students rated their classroom learning as being relevant to their everyday lives at 5.9 out of 10. Our goal is for this to rise to 7.5 out of 10 by 2020.	Development of learning links.  \$2000	The measure for this item from the Tell Them From Me survey remained approximately the same in 2018 as it was for 2017. Students in Stage 6 indicated that they saw more relevance to their schooling than students in Years 8, 9 and 10. Year 7 students indicated the highest level of relevance.

#### Next Steps

Continue to develop learning links across all sectors. The school was able to develop one link such that students were able to experience the learning within a complete topic area from the syllabus within the environment of a university, taught by university academic staff in conjunction with Gosford High staff. We will further enhance students' learning experiences through strategies such as this.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$10978	<p>The school has two very dedicated teachers who support students of Aboriginal and Torres Strait Islander descent. They are supported by a Head Teacher who oversees the program. This year they:</p> <ul style="list-style-type: none"> <li>• supported Aboriginal and Torres Strait Islander students and their families in the development and implementation of Personalised Learning Plan goals.</li> <li>• worked with members of our school community and the Cooinda AECG in coordinating activities across schools. In 2018, our school once again hosted a very successful NAIDOC day celebration.</li> <li>• acted as additional assistants to the teaching staff who coordinate Aboriginal education activities in their faculties.</li> </ul> <p>In addition to this, funds from this budget allocation also supported Aboriginal and Torres Strait Islander students in their attendance in programs outside of the school and its curriculum. Examples of these included university readiness events, Science, Technology, Engineering and Mathematics (STEM) programs and local cultural programs.</p>
<b>English language proficiency</b>	\$57511	<p>Our Learning Assistance teacher works closely with specifically employed School Learning Support Officers to:</p> <ul style="list-style-type: none"> <li>• manage differentiated learning and assessment tasks for students with Language Backgrounds Other than English,</li> <li>• make adjustments to learning programs for students from all backgrounds,</li> <li>• focuses on the metalanguage across faculties to improve student's literacy skills, and</li> <li>• supports faculty teams to provide specialist support in the classroom for students from all backgrounds.</li> </ul> <p>In addition, professional learning has been provided to key personnel to ensure greater understanding of the needs of students from a Language Background Other than English.</p>
<b>Low level adjustment for disability</b>	\$50262	<p>School Learning Support Officers have been specifically employed to assist students with a physical mobility disability. Their duties include:</p> <ul style="list-style-type: none"> <li>• escorting students to and from classes,</li> <li>• supporting students during their recess and lunch breaks, and</li> <li>• ensuring they have a smooth transition between classes and to organised transport from school at the end of each day.</li> </ul> <p>The School Learning Support Officers are also required on occasion to:</p> <ul style="list-style-type: none"> <li>• scribe for disabled students during internal assessment tasks,</li> <li>• assist the teacher in 'chunking' work for students identified as needing classroom support,</li> <li>• record notes for students with specific learning needs,</li> </ul>

<b>Low level adjustment for disability</b>	\$50262	<ul style="list-style-type: none"> <li>• arrange for separate supervision during examinations to assist the student and teacher, and</li> <li>• attend camps, excursions and special events to support students.</li> </ul> <p>In addition, targeted professional learning for staff relating to the teaching of students with a disability is provided.</p>
<b>Socio-economic background</b>	\$21445	<p>The equity funding for supporting students in relation to their socio-economic background has been expended to support students in accessing both curriculum and curriculum enrichment activities. Students have been supported through the provision of access to activities such as camps, excursions and other off-site learning experiences. Students have been provided with access to technology based learning resources that would not have otherwise been available to supply from home. The school ensures that all students in Stage 6 have equal access to mandatory programs such as Crossroads and to voluntary programs in study skills, time management and wellbeing support.</p>
<b>Support for beginning teachers</b>	\$4063	<p>Gosford High School had one beginning teacher who was supported in a variety of ways: provided with relief from face to face teaching for program and assessment development, participation in mentoring programs with more experienced teachers, professional learning was provided through courses external to the school and opportunities were provided to visit other schools to experience professional collegiality through the sharing of strategies and resources. All of this impacted positively on the professional growth of our beginning teacher to improve academic and wellbeing outcomes for students.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	592	589	599	583
Girls	498	503	493	485

Of the students enrolled at the school, 42% of the student population came from families whose language background was other than English.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	93.9	95.5	96.5	96.2
8	92.3	94.3	93.6	94.5
9	90.4	93.8	94	93.4
10	90.1	91.7	93.4	94.1
11	91.9	93.4	93	95.2
12	90.8	91.6	91.7	93.8
All Years	91.6	93.4	93.7	94.5
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

The school continues to have attendance rates greater than those of other schools across the state. Generally, across the school, attendance rates have increased due to the increased support of students through highly effective student wellbeing programs. Our school administrative staff, Head Teachers and wellbeing teams work closely with parents and caregivers to ensure that attendance rates are monitored and tracked; they also identify students with lower than expected attendance to ensure support networks are activated where necessary.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	3
TAFE entry	0	0	0
University Entry	0	0	92
Other	0	0	0
Unknown	0	0	5

As an academically selective high school, the vast majority of our students move on to tertiary study following their high school years. Some will take a gap year for a range of reasons: these may include work and/or travel. We had a small number of students who moved straight to the workforce and who will pursue tertiary studies in the form on cadetships at a later date.

### Year 12 students undertaking vocational or trade training

Few students at our school undertake vocational or trade training courses as part of their coursework.

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

In 2018, a very small number of students did not meet the requirements for the award of a HSC. In these circumstances, forces external to the school had a detrimental impact on the students ability to complete requirements. NESA data indicates that this figure is much higher, but this is a result of a significant number of students being accelerated in various courses prior to them being in Year 12.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	53.3
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	13.17
Other Positions	1

\*Full Time Equivalent

Gosford High School has one staff member who identifies as Aboriginal or of Torres Strait Islander descent.

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

All staff are accredited by the NSW Education Standards Authority as either Provisional (early career teachers) or Proficient, with a small number working towards accreditation at the higher levels of Lead or Highly Accomplished. This year, based on individual Performance and Development Plans, teachers became leaders of professional learning through the establishment of Professional Learning Communities. In these, teachers with similar professional learning goals worked together as both a development initiative and to spread the expertise that they gained to other staff across the school. Professional Learning Community leaders sought expertise from within and external to the school to further develop the skills of staff. Professional Learning Communities focused on learning in the areas of: Assessment, Flipped Classrooms, Socratic Questioning, Technology, Student Data and Its Use, Boys Education, Learning

Progressions, Student Wellbeing and Project Based Learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,180,857
<b>Revenue</b>	11,747,460
Appropriation	10,349,107
Sale of Goods and Services	167,657
Grants and Contributions	1,210,449
Gain and Loss	0
Other Revenue	0
Investment Income	20,247
<b>Expenses</b>	-11,329,879
Recurrent Expenses	-11,329,879
Employee Related	-9,498,065
Operating Expenses	-1,831,814
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	417,581
<b>Balance Carried Forward</b>	1,598,438

The school's financial summary indicates that the school is in a sound financial position. Much of the balance carried forward has been earmarked for major capital works for the school including an upgrade to the surface of the playing courts under the COLA, refurbishment of learning spaces to accommodate the review of our Stage 5 curriculum and future focussed learning needs, and maintenance upgrades to key school building infrastructure including the cottage on the school agriculture plot.

In addition to these, care was taken not to overspend as the school moved to the new SAP finance model and there were concerns over the possible impact of staffing/leave entitlements and how they might affect the overall budget of the school.

The school is in a good position to fully implement strategies outlined in the 2018–2020 School Plan.

## Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	9,437,598
Base Per Capita	211,063
Base Location	0
Other Base	9,226,536
<b>Equity Total</b>	181,841
Equity Aboriginal	10,978
Equity Socio economic	21,445
Equity Language	57,511
Equity Disability	91,907
<b>Targeted Total</b>	125,590
<b>Other Total</b>	256,290
<b>Grand Total</b>	10,001,320

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

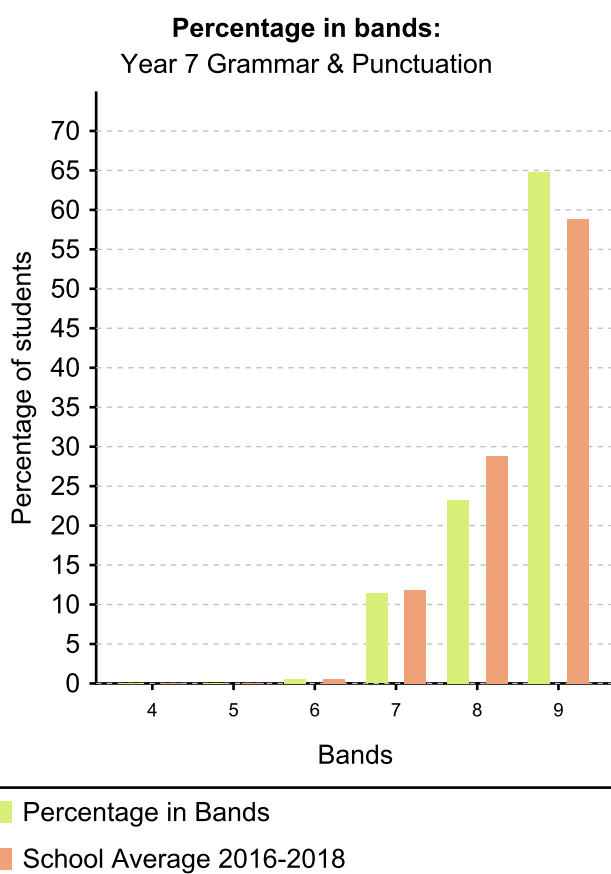
### NAPLAN

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.

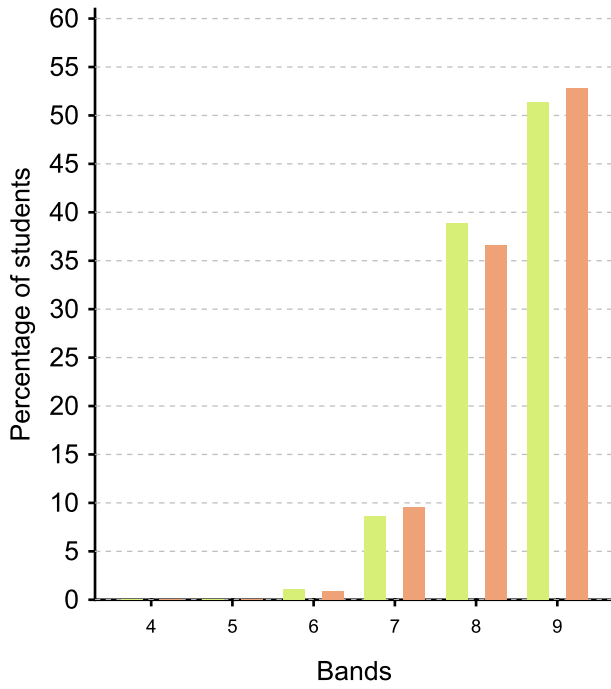
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

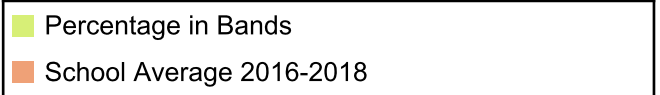
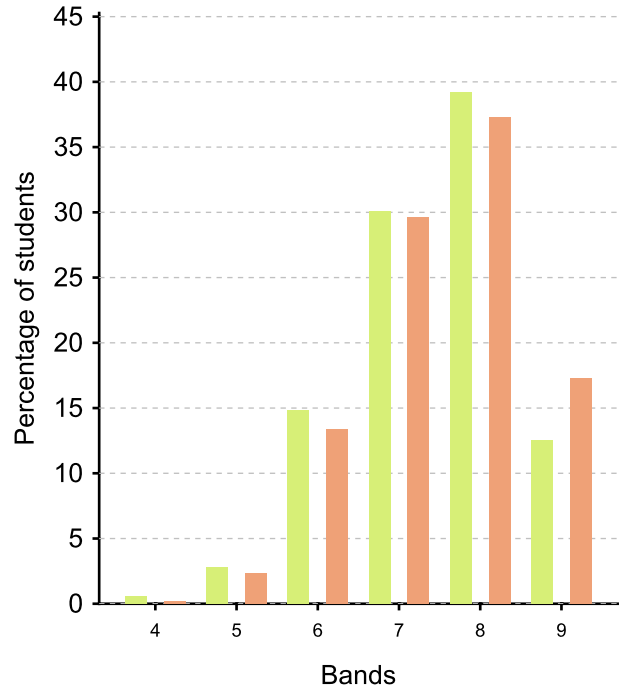
The school continues to have a focus on the cross curricular approach to the teaching of Literacy. It should not be seen as the domain of the English faculty. While it is expected that the majority of students from this school will achieve in the top three Bands, we will continue to strive to have at least 90% of students achieve in the top two Bands and an increasing number of students in the top Band across all areas of Literacy. In 2018 there has been an increase in the number of student achieving in the top band. Our challenge for 2019 is to move Year 9 students from Bands 6, 7 and 8 into Bands 9 and 10.



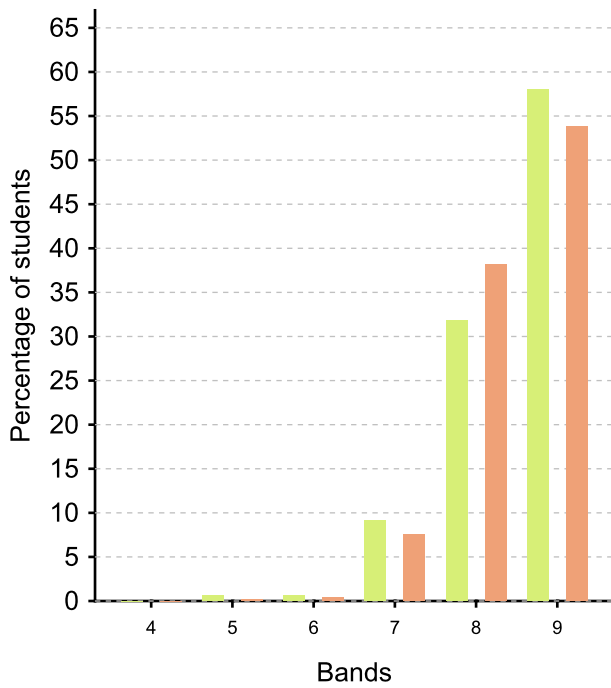
**Percentage in bands:**  
Year 7 Reading



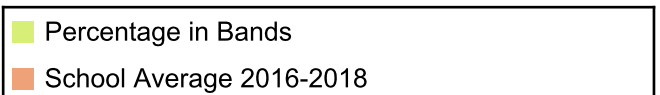
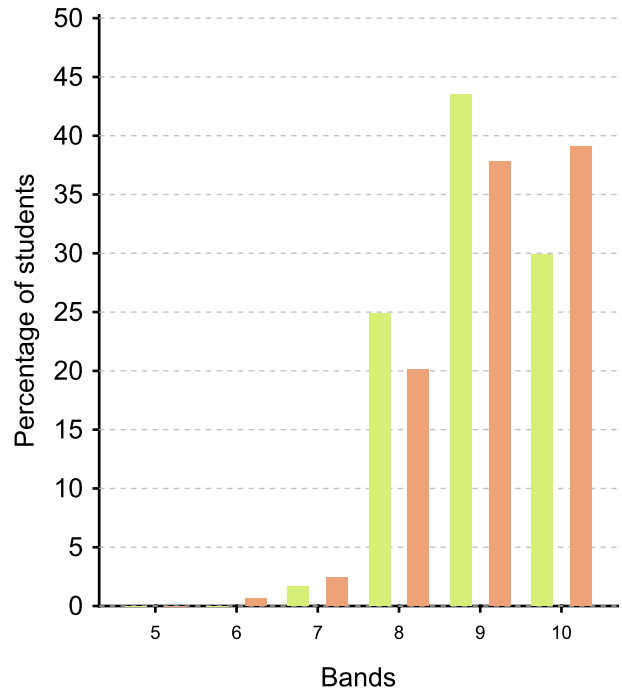
**Percentage in bands:**  
Year 7 Writing



**Percentage in bands:**  
Year 7 Spelling

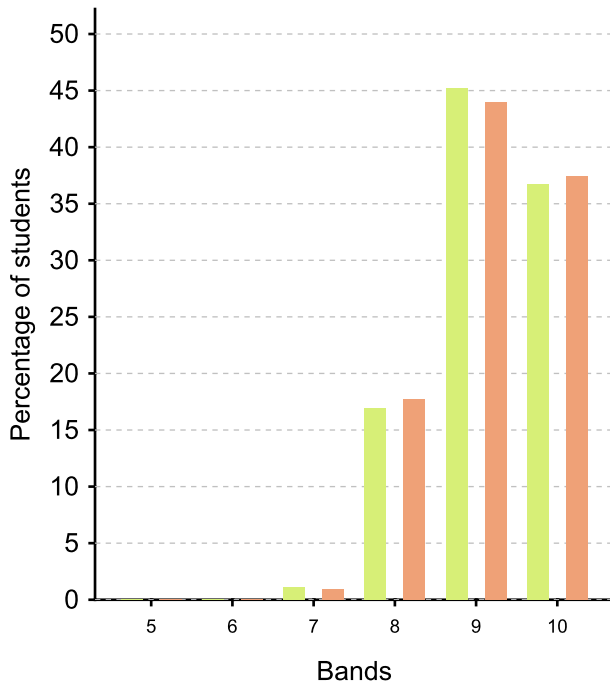


**Percentage in bands:**  
Year 9 Grammar & Punctuation



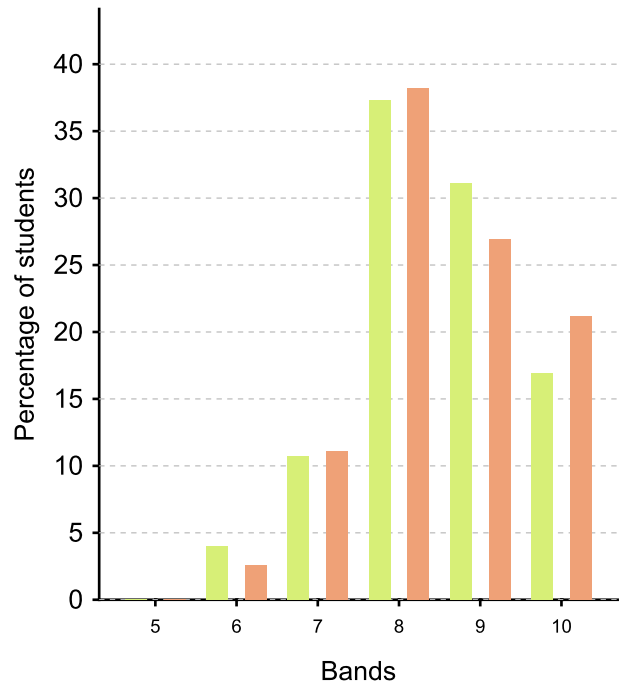


**Percentage in bands:**  
Year 9 Reading



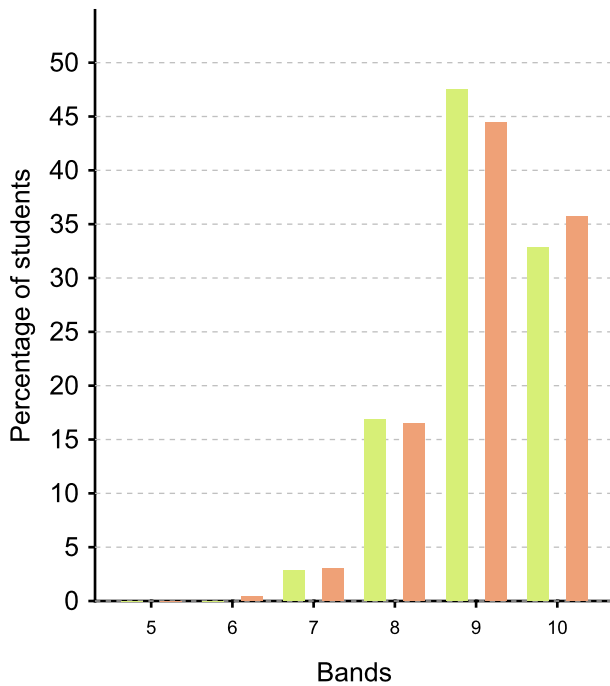
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2016-2018

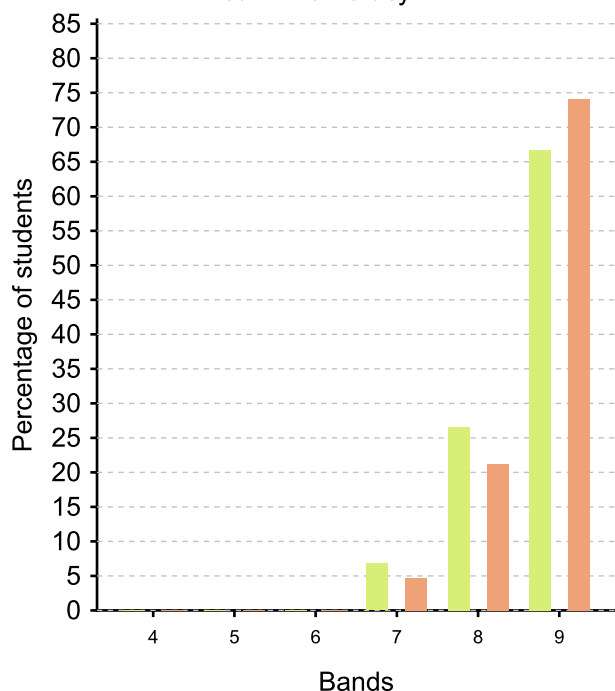
**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2016-2018

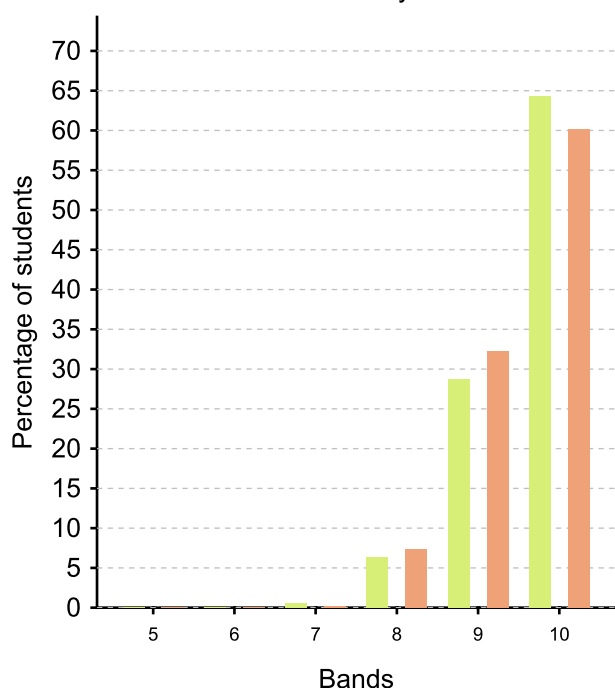
The school continues to have a focus on the cross curricular approach to the teaching of Numeracy. It should not be seen as the domain of the Mathematics faculty. While it is expected that the majority of students from this school will achieve in the top two Bands, we will continue to strive to have at least 95% of students achieve in the top two Bands and an increasing number of students in the top Band in Numeracy. In 2018 we did not quite meet this target, being just two percentage points below it.

**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 9 Numeracy



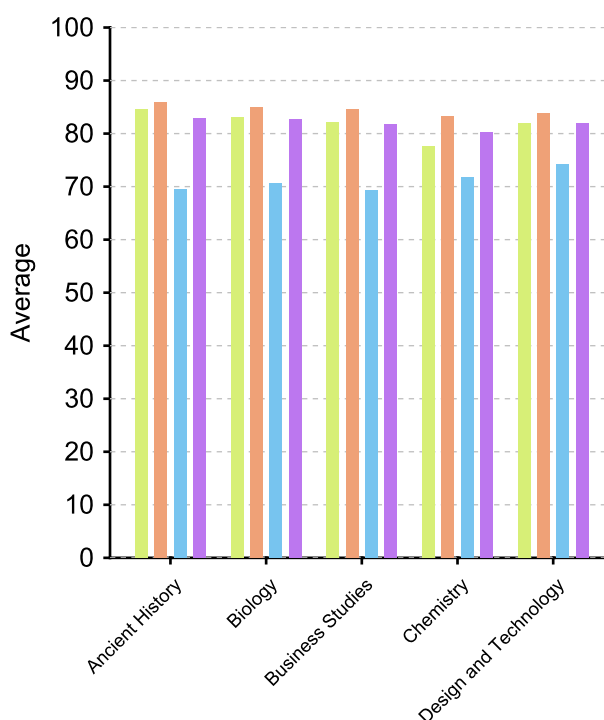
Percentage in Bands  
School Average 2016-2018

the 2018 NAPLAN tests we had increased numbers of Year 9 students attain results in the top two Bands in Reading, Spelling and Numeracy. Our results in Writing showed no significant change from the average of the previous three years while there was a slight fall in the numbers of students achieving Band 9 or 10 in the Grammar and Punctuation section.

### Higher School Certificate (HSC)

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

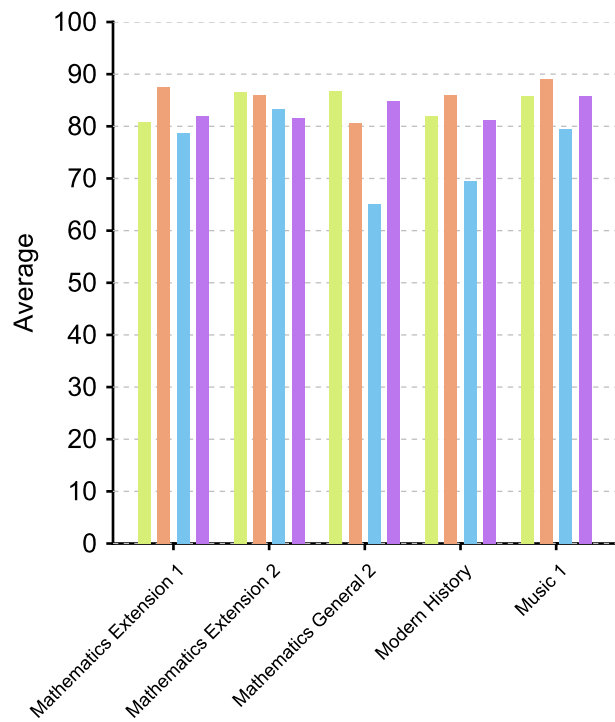
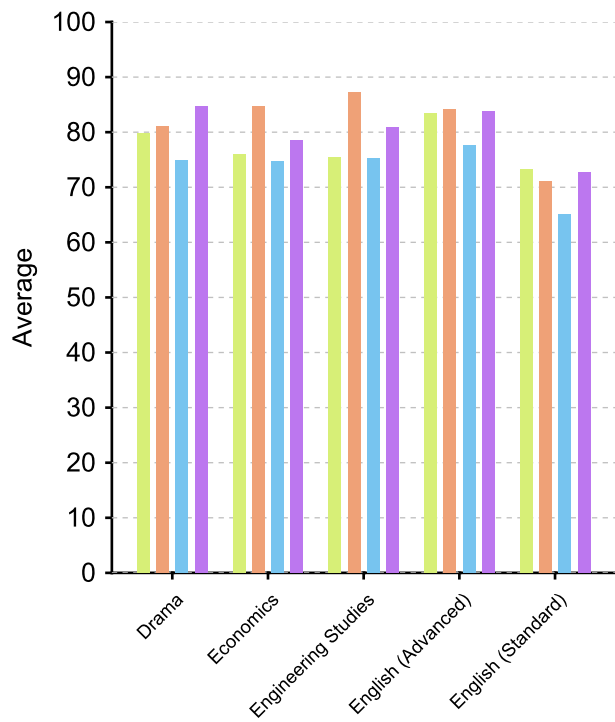
In 2018, Gosford High School had 178 students present for the HSC



School 2018 SSSG Average 2018  
State Average 2018  
School Average 2014-2018

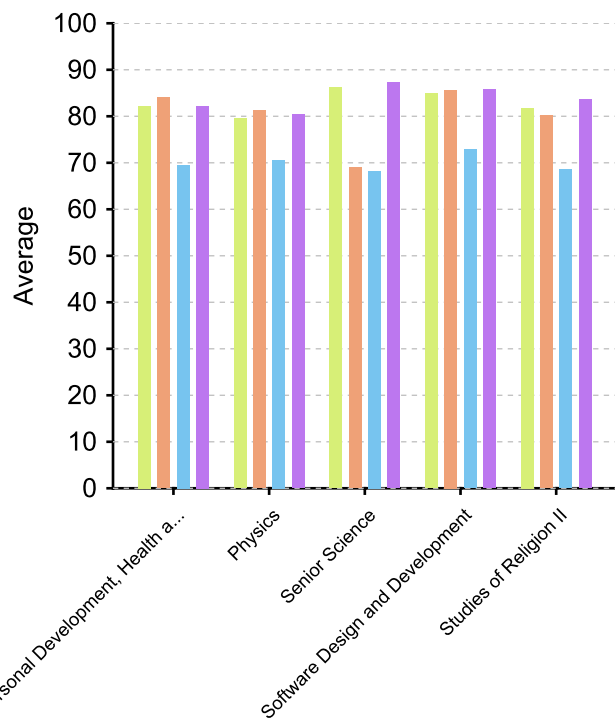
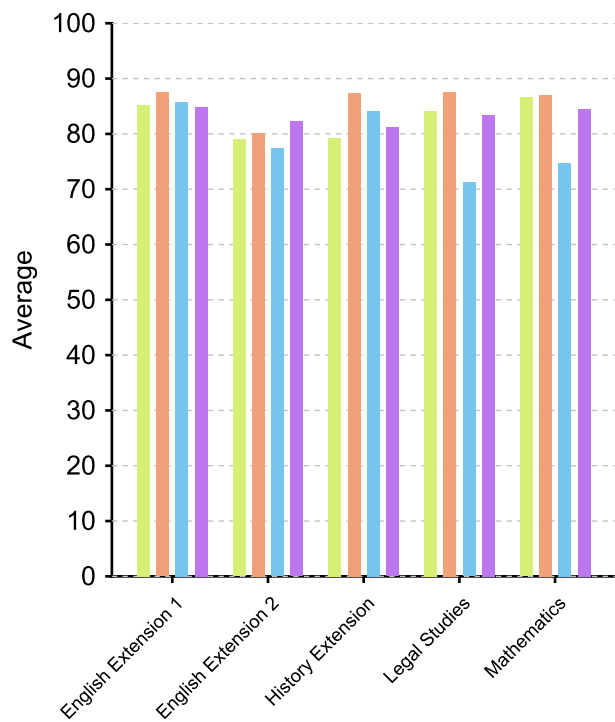
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In line with the Premier's Priorities: Improving Education Results, Gosford High School reports that in



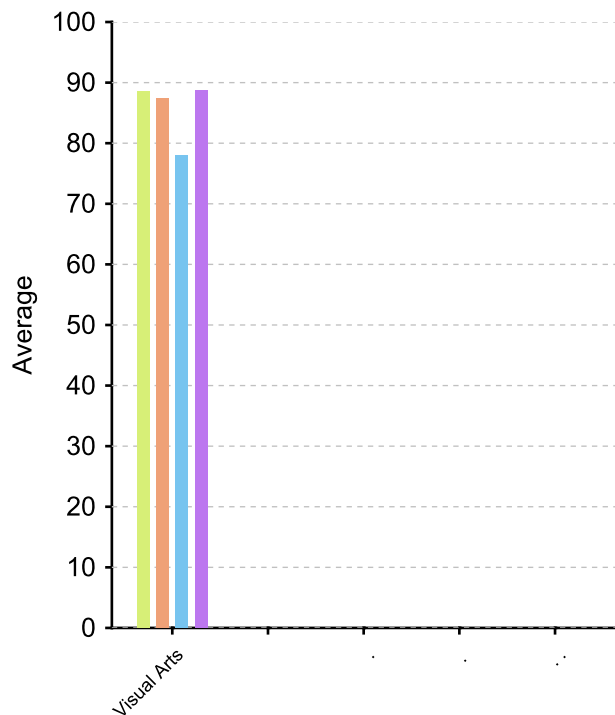
■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018

■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018



■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018

■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018



■ School 2018
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018

In the 2018 HSC, Gosford High School had six students named as all-rounders based on their results of achieving a Band 6 or equivalent in all units used in the calculation of their ATAR. These students were:

Noah Berry

Nguyen Lan D'Arcy

Seungjoo Lee

Samuel Schmaltz

Mitchell Sigley, and

Tsung-Lin Wu.

In addition, the school had a total of 231 Distinguished Achievements. A Distinguished Achievement is achieved when students achieve a Band 6 or equivalent result in a course.

While the school is extremely proud of our HSC students and their results, we will continue to strive for improvement. In the 2018 – 2020 Strategic Plan our goal is to achieve a minimum of 75% of courses presented for the HSC achieve results that places our school at 0.6 standard deviations above the state mean score for that course or better. In 2018 the school had 46% of courses achieve this goal with a number of other courses which were minimally below. Had these courses achieved that goal, the percentage would have grown to 54%.

## Parent/caregiver, student, teacher satisfaction

Parents have indicated that the school supports learning and that students are safe at school. Reports also indicate that the school supports the positive behaviour of students and that in the majority of cases, parents indicated that their child feels safe at school. Parents have been especially pleased with the schools direction to include a growing number of information sessions at which parents have the opportunity to learn more about programs within the school and opportunities for their children beyond the learning environment of Gosford High. Parents regularly praise the school and its staff for the range of curriculum enrichment activities that are on offer at the school.

Parents also indicated that the school has a good reputation in the local community with the vast majority indicating that they would recommend the school to parents of primary school students.

In the student survey, approximately 80% of students indicated that they were proud of their school with only 8% saying that they were not. 86% of students felt that they had friends at school who they can trust and who encourage them to make positive choices. This is almost 10 percentage points above the state mean. Overall, 59% of students, across all measures had scores that placed them in the quadrant of measures which indicated they have the highest of skills and high levels of challenge while only 4% of students lacked confidence in their skills and did not feel challenged. This is almost half of the state norm for this category. However, scores did indicate an ongoing lower than average result on students finding relevance to classroom instruction as compared to other drivers of their outcomes. This is being addressed through our focus on authentic learning experiences and in the development of learning partnerships with universities, business and industry.

Staff believe there is a strong focus on making improvements to student learning. Professional learning teams became the hub of teacher learning in the school with additional time allocated for these professional learning opportunities. Teachers indicated a these had a positive impact on the variable delivery of content to students. There was initial concern raised about the changes made to the student wellbeing program, from HomeGroup to CONNECT, but as the program and the resources for it were developed, there was certainly greater acceptance and acknowledgement of the improvements and benefit for students. Staff are generally happy with the level of support offered to them through the Learning Support Team in assisting students who require greater levels of support in their classes.

## Policy requirements

### Aboriginal education

In 2018, Gosford High School's priorities for Aboriginal Education included our ongoing connections with our local community, strengthening our partnerships and school events, and focussing on ensuring deep student learning about Aboriginal culture, histories and contemporary experiences.

Our work with the local Community included ongoing engagement with the Cooinda Local AECG as a source of ongoing support and consultation. We have worked with a number of active local community members, both formally and informally. Community relationships through the AECG, were vital for the planning of NAIDOC and other events.

This year, with the support of the AECG we were able to install a series of totums painted by members of the local Community telling the story of Country in our area. These were complimented by similarly painted displays installed in our school hall, the meeting place of our community for a range of purposes.

Aboriginal perspectives were incorporated into programs throughout Stage 4, 5 and 6. In 2018, we again hosted the NAIDOC celebration event for all schools in the Gosford City Learning Community. Thanks to the efforts of the committed organising team of teachers, students engaged in a range of activities in co-ordination with our local Aboriginal community members. This day was a great success and helped to connect our students with both Community and Country.

Gosford High had three members of its community receive Cooinda AECG Recognition Awards. Recipients and awards included:

Marley Williams (Year 10) for Leadership

Hannah Barker (Year 9) for Leadership

Simon Madden (Staff) for his Contribution to Program Development.

The awards were the culmination of hard work and success in Aboriginal Education and demonstrated Gosford High School's commitment to improving educational outcomes for all students, including Aboriginal students.

### Multicultural and anti-racism education

The school comprises students from approximately 50 different language backgrounds from every continent of the world making it a culturally rich and diverse learning environment. Through the integration of multicultural perspectives in whole school and faculty programs, students at Gosford High School have a broad range of opportunities to acquire the knowledge, skills and positive attitudes required for life in a diverse society.

Students benefit from participating in a range of learning programs where societal values, including multicultural perspectives, are paramount to the understanding and success of the program.

Our school provides extensive opportunities for students to gain first-hand experience in the perspectives of those from other cultures through both in-bound and out-bound exchange programs, through hosting visiting schools and through direct contact via video-conferencing facilities. Our students also organise a variety of events, including the recognition of Harmony Day, to support the connection of students from diverse backgrounds.

The school has an Anti-Racism Contact Officer to assist in the promotion of cultural understanding and to support students and staff on the very rare occasions that racist behaviours may become apparent.