

Goulburn High School

Annual Report



2018



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Introduction

The Annual Report for **2018** 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.

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 a happy, inclusive learning environment that supports and encourages lifelong learning for students and staff underpinned by high expectations, explicit teaching, instructional leadership and a culture of excellence.

School context

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

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

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

2018 was the start of our new 3 year school plan, 2018–20.

Learning

Our focus in 2018 was to further develop a school **learning culture** that is strongly focused on the building of educational aspiration and ongoing performance improvement throughout the school community. Our schools on balance judgement for this element is Sustaining and Growing as there is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. Our school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points. Attendance data is regularly analysed and is used to inform planning. Our on balanced judgement is sustaining and growing.

Wellbeing has and will always be a strategic and planned approach. This is achieved by developing whole school well-being processes that supports the wellbeing of all students so they can connect, succeed, thrive and learn. Our schools on balance judgement for this element is Excelling as every student can identify a staff member to whom they can confidently turn for advice. Our school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement. There is a school wide, collective responsibility for student learning and expectations of behavior have been co-developed with students, staff and the community. Our on balanced judgement is excelling.

Curriculum, Assessment and Reporting on balance judgement is sustaining and growing. Curriculum provision provide a high expectations framework, within which all students develop their knowledge, understanding and skills.

Teaching and learning programs describe expected student progression. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement including adjustments to support learning or increase challenge. Assessments are used to monitor, plan and report on student learning across the curriculum. Through both formative and summative assessment, teachers routinely use evidence of learning to inform their teaching and meet learning needs of students and to provide valuable feedback. Reporting provides information that supports further progress and achievements for all students and presents clear information to parents on their child's learning progression.

Student Performance measures for value add is a positive trend. For NAPLAN and student growth, our school has identified growth targets for individual students. Our on balanced judgement is sustaining and growing.

Teaching

Effective classroom practice, through lesson planning, explicit teaching, feedback and classroom management demonstrate that all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods. Teachers collaborate across faculties to share curriculum knowledge, teachers are skilled at explicit teaching techniques such as questioning and assessing, teachers provide explicit, specific and timely formative feedback and there is a school wide approach to effective and positive classroom management. Our on balanced judgement is sustaining and growing.

Data skills and use through data literacy, analysis, its use in teaching and in planning, is demonstrated by professional learning in data concepts analysis and use. Leadership teams comprehensively analyse student progress and achievement. Assessments are developed and used regularly across stages and subject areas and there is a coordinated effort to reflect on student progress and achievement. Our on balanced judgement is sustaining and growing.

Professional standards are maintained by improvement in practice and accreditation with a focus on Literacy and Numeracy. All staff demonstrate personal responsibility for maintaining and developing their professional standards by a coordinated whole school approach to developing professional practice, informed by research. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject. Our on balanced judgement is sustaining and growing.

Learning and Development is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated by collaborative practice and feedback, coaching and mentoring, professional learning, expertise and innovation. Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes by negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support. Teachers actively evaluate, share and discuss learning and our school identifies expertise within its staff and draws on this to further develop its professional learning community. Our on balanced judgement is sustaining and growing.

Leading

Educational leadership is modeled by the Principal being the primary instructional leader who models and supports a culture of high expectations and community engagement. Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance. Our school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community. Our on balanced judgement is sustaining and growing.

School planning, implementation and reporting are based around continuous improvement, the current school plan and the annual school report. This is achieved by the leadership team actively supporting change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored and embedding clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. The annual school report, reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities. Our on balanced judgement is sustaining and growing.

School Resources are strategically used to achieve improved student outcomes and high quality service delivery. Resources include staff deployment, facilities, technology and financial management. The school's staffing is organised and managed to ensure an effective learning environment. The leadership team allocates staff resources to support the achievement of the school's strategic priorities. The school's physical resources and facilities are well maintained and provide a safe environment for learning and are used by the community. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Our on balanced judgement is sustaining

and growing.

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>

Strategic Direction 1

Quality Teaching and Learning

Purpose

By establishing high expectations, explicit teaching and instructional leadership as a means to student and staff improvement, a focus on quality teaching and learning allows for teacher development and growth and development and delivery of engaging, challenging and differentiated curriculum to support student development in a future focused setting.

Overall summary of progress

Under the banner of strategic direction 1 Quality Teaching and Learning, Literacy and Numeracy, Future Focused Learning and Aboriginal Programs were the focus areas.

Literacy and Numeracy have always been and will continue to be an area that Goulburn High places great emphasis. Our school is currently engaging in Best Start with year 7 that will assist staff to engage with the Learning Progressions.

Last year our school trialled a researched based program around comprehension strategies ('Super Six') where teachers were working in professional learning communities to identify student needs and tailoring their lessons to meet those student needs. This allowed the teachers to build foundational literacy skills necessary for the students to be successful at school and life beyond. Evidence of this program was shared with the whole school community through a literacy evening where samples of student work across all KLA's was displayed and where parents were engaged in various literacy activities.

Future Focused Learning was initiated in 2018. The room C9 was set up as an original Future Focused learning space with 4 breakout rooms with white board walls, a Smart Screen, projector and laptops. Technology budget was strengthened to support teacher and student use of technology across the whole school as well as opportunities to develop skills required to think and learn in the twenty first century. Cross KLA resourcing saw opportunities for KLA's to collaborate and create multi disciplinary tasks, further embedding the future focused learning strategy.

Aboriginal and Torres Strait Islander Peoples Program was also initiated in 2018. Its focus is to ensure all Indigenous students are supported in their learning journey. This program had a very broad reach within our school. The academic, social and emotional improvements achieved by our ATSI students in 2018 are a testament to the holistic support provided by Goulburn High School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A higher proportion of students achieve in the top two bands for NAPLAN reading, writing and numeracy. Value-added results is above the statistically similar schools.	Education Perfect SLISO • English language proficiency (\$130000.00)	Teachers are evaluating NAPLAN data and working through Numeracy across the KLA's, Counting on Data and Pretesting data also collected by numeracy coach. Teachers and students are using education Perfect in the classroom and at home to improve student learning. Student and teacher ALARM surveys show that ALARM is not fully across the whole school. More in depth analysis of NAPLAN data will result in better teacher understanding of student needs.
HSC improvement as per subject-specific targets detailed in faculty plans	All KLA's have presented their analysed HSC data to all staff at staff meetings	KLA's have identified areas in which to improve their HSC results and will work specifically in these areas for 2019 such as answering multiple choice questions, use of the ALARM framework to script a more complete extended response answer where the higher order verbs are better addressed.
Students are achieving higher than expected growth on internal	KLA's have access to a Literacy and Numeracy	Appointment of a literacy and numeracy coach

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
school progress and achievement data	coach employed by the school (\$73,152)	<p>KLAs developing resources on the Literacy and Numeracy Focus Areas – Planning for National Literacy/Numeracy week. – Evaluate ALARM program across the whole school. All year 7 students to complete a numeracy test – Development of draft numeracy policy.</p> <p>Teachers mentored by the Literacy and Numeracy coaches, developing learning programs to improve student outcomes.</p>
Teachers will engage in professional learning based around the QTF, resulting in improved pedagogy and equitable content delivery leading to improved HSC outcomes for all students	Teacher Professional Learning budget of \$68,935.	<p>All staff have completed Professional Learning – Literacy and Numeracy across the curriculum – KLAs embed strategies in Stage 4 T&L program around the Literacy and Numeracy Focus Areas</p> <p>Professional Development – Introduction to the Literacy and Numeracy progressions was completed Day 1 term 3 with Mulwaree High School.</p>
Future focused learning embedded across all KLAs resulting all students and staff demonstrating 21C learning skills.	Room C9 upgrade KLA resources for Project Based Learning \$70,000	<p>All KLAs explored Future Focused Learning in their own specialities. In review, the initial focus in 2018 was on research and testing, though the future focused team are confident that the successes will be extended and introduced into programs in 2019</p> <p>End of Term 4 2018– Suggestion for Professional Development on minimal standards for HSC (with a Future Focus)– Suggestion for showcasing individual / KLA successes in Future Focus (there is innovative work done across the school, but currently in small silos and sometimes unacknowledged)– Review that the FF presentation earlier in the year was highly successful and could happen more than once (to build on successes)– Suggestion for a common language to be shared and utilised in order to help embedding FF learning across the whole school. Follow up : concerns / review that the C9 learning space started strong, but usage could be improved. A review of the FF room for staff to use in a better capacity early 2019.</p>
<p>Increase in percentages of students in the top two NAPLAN bands by 2019</p> <p>Increase in the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 2019</p>	<p>Parent meeting at the Weir to develop students PDP's</p> <p>30 Books for '8 Aboriginal Ways of Learning'</p> <p>\$1000 for the Dance Group to teach students Aboriginal dance & \$3000 for AIME program</p> <p>Debating: Teacher release time for the debating workshop and hosting the challenge at Goulburn High School. Aboriginal Gardens: \$395 for Garden Shed and tools. Aboriginal Camp: \$13500 for 50 Aboriginal and Non-Aboriginal</p>	<p>–PLP mentors appointed and ATSI students assigned to them. PLP meeting organised with ATSI students and their parents / carers. NAPLAN, Wellbeing and Internal Assessment Data analysed to support the PLP progress. All PLPs will be stored on Sentral.</p> <p>Aboriginal Dance Program for Aboriginal female students runs every Wednesday during Break 2. and is managed by 2 members of staff. AIME program: Tutors will be at school on Wednesdays during period 5 from Week 2, Term 3 for 6 weeks.</p> <p>Aboriginal and Torres Strait Islander students participated in the AIME mentoring program. The challenge was to get a significant number of students to participate in this program. AIME tutors also visited the school in Terms 2 & 3 to provide tutoring/help students with a subject of their choice. Students who participated in this program also</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase in percentages of students in the top two NAPLAN bands by 2019</p> <p>Increase in the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 2019</p>	<p>students.</p> <p>Aboriginal dance group from Canberra ACT – cost \$1000</p>	<p>received an AIME jumper/hoodie as well as University of Canberra water bottle.</p> <p>NAIDOC week was celebrated in school on Thursday Week 2 Term 3. a formal assembly was held with Aboriginal students and staff leading the celebration. Lunch was prepared by the Hospitality students that featured a menu of Aboriginal food.</p> <p>Two Aboriginal and Torres Strait Islander students received the 'Inspire Succeed Excel' Award at the Aboriginal Education Excellence Awards (Achievement in Leadership Award & Recognition of Special Education Award).</p> <p>The Aboriginal garden is still in planning stage. It is expected to commence in 2019.</p> <p>Harmony Day celebrations was conducted on 21 March 2018 with Year 8 students participating in various activities that created an awareness of multicultural Australia.</p>

Next Steps

The Literacy and Numeracy coaches have been employed for a further 12 months. Evaluation of their results for 2018 has seen a re-alignment and change in their model of operation. We are hoping to see a greater influence across all of the KLA's as Literacy and Numeracy maintains a vibrant focus at Goulburn High School.

The newly re-established Technology Committee is providing funding support for KLA's to embed Future Focused Learning in every classroom despite having C9 as a designated Future Focus room. The concept of collaborative group work, open space learning where the teacher facilitates the learning and the new learning arrangements throughout our school, has meant that every student will have learning opportunities to experience the skills needed to engage in the world we live in.

A continual priority to ensure that all students are supported, especially our senior ATSI students, will mean a more proactive response and use of Aboriginal funding to improve engagement, retention and attendance. Staff will continue to work with students and families around individual students PLP's to ensure goals are met and students succeed at school.

Strategic Direction 2

Culture and Values

Purpose

By establishing high expectations, explicit teaching and instructional leadership as a means to student and staff improvement, the ongoing development of a school culture where all students make a successful transition, a strong start in life and learning, and are known, valued and cared for, where differences can be celebrated and community values are a tangible presence. This will result in all young people being well prepared for higher education, training and work.

Overall summary of progress

Goulburn High is a committed Positive Behaviour for Learning school. The whole school community is visibly aware of our core values of Respect, Responsibility and Resilience. Staff and students practice these values on a daily basis. Students receive PBL awards at the end of each term. Progress has been steady. However there are areas and projects we would like to see come to fruition next year.

Goulburn High's Whole School Transition program has been incredibly successful in meeting its goals. In 2018, the transition camps were initiated with great success as shown by the involvement of students and the building of a positive culture and cohesion in the year group. The year 6 into 7 program was immensely successful, with the establishment of the year 7 enrichment class and increased enrolments in year 7 for 2019.

Wellbeing and Leadership programs reached new heights. Student support processes were streamlined to enable an increased level of support and care to students. Student leadership opportunities had strengthened and there were many opportunities for our leadership team to participate in leadership cultural activities in the community as well as supporting our school activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Embedded use of PBL across the school, with the language of PBL used in all contexts and evidence of all staff routinely using the tools of PBL to support student outcomes	Staff time, meeting place and catering <ul style="list-style-type: none">• Socio-economic background (\$300.00)• Meeting time and space, possible relief from face to face time. \$1000.• Survey and collation of Sentral data. Staff time. \$500.	Review of signage around the school specifically explicitly teaching students about area specific behaviour. Still no signage, no agreement of formatting until today. A# laminated sheets to be used. Discuss with Principal re-budget. Completed specific matrix on areas. Active and Passive playground map presented to students. Put up A3 size maps around the school. Need to put large more permanent signs up. Sign format will be map and playground matrix.
2. Increased student intake into year 7 and retention across transition points through strong, equitable and community focused transition programs.	Identified transition points at Yr6-7, 8-9 and 10-11. Specific funds set aside to support transition camps in year 7, 9 and 11 of \$10,000 per camp. Transition Coordinator and program for year 6 transition are funded. Staff time, consumable materials, classroom space \$6,000.00	Amendments to the current transition program has been discussed with Transition Coordinator. Resound positive results from the program. A significant boost in year 7 enrollment from 90 in 2018 to 130 in 2019.
3. Students have a personalised learning plan with their specific	Staff trained in the use of the online goal setting	Year 7 parents informed about students educational plans and mentoring program. Information showing

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
learning goals and are regularly meeting with their teacher mentor and can relay their strengths and weaknesses and what they are doing to reach their goals.	<p>software and staff trained in mentoring strategies. Meeting time and staff training time, \$500.00</p> <p>Staff time, meeting space and catering \$1,500.00</p> <p>Mentoring teachers have worked with their year 7 students and developed their education plans online. Attendance processes within the school brought in line with DET policy.</p>	how parents and students can log in and contribute. Plans completed.

Next Steps

The PBL committee has as its major focus for 2019 to place large 'core values' signs up around our school that explicitly instructs students to the correct behaviour expected for that particular area. The establishment of the PBL Futures group to review policies and procedures and determine staff training and community involvement and to establish regular PBL team meeting times.

The Transition program will tentatively book for 2019 the 7,9,11 year group excursions and communication to all stakeholders. The Year 6–7 Transition program scope and sequence finalised and partner primary schools informed.

The Wellbeing team have developed mentoring teachers to work with their year 7 students and developed their education plans online. Attendance processes within the school brought in line with DEC policy and to investigate MYPB for 2019. Student adjustment plans are evident as working documents in teacher chronicles.

The Leadership camp organised to run early 2019 with new SRC. Continue to provide leadership opportunities for all in the Goulburn High School community.

Strategic Direction 3

Leadership and Management

Purpose

By establishing high expectations, explicit teaching and instructional leadership as a means to student and staff improvement, the ongoing development of leadership and management within the school and community will provide opportunity for staff to develop as leaders and support and develop quality student outcomes and allow for greater parental and community engagement.

Overall summary of progress

NESA compliance and development of Professional Development Plan's.

Teaching staff have continued to actively engage in professional learning and reflective practices around feedback /feedforward, the literacy and numeracy progressions, ALARM and Super Six, Education Perfect and assessment task development and formative assessment. Ongoing evaluation and refining of teaching programs continues to ensure relevance so that student needs are better catered for. Staff and students are using standards to map their growth and development.

Community Engagement

Through analysis of school based data, it is apparent that we have further developed and strengthened the shared vision of Goulburn High School providing a quality learning culture underpinned by high expectations, explicit teaching and instructional leadership. This is evidenced by professionally run school activities such as showcase, awards ceremonies and parent evenings that have further engaged the whole community. This has been achieved by enthusiastic and engaged students and a highly talented staff.

An emphasis on 'why we do what we do', a rebranding of Goulburn High School and a more visible presence in the community, telling of the fantastic programs, incredible students and talented and committed teachers, is gaining traction within the broader Goulburn community.

Professional Networks

Goulburn High School hosted the 'Best Start' staff development day in term 3 with Mulwaree High School to support and develop a professional network in Goulburn. The Tablelands Network is no longer a functioning entity with the appointment of new directors and a new district. Goulburn High School staff have continued to attend and contribute to networks to develop skills and to assist in the development of skills to assist student learning outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>1. There is a strong, visible culture in the school that promotes and supports the attainment of higher level accreditation, with an increasing proportion of teachers at preliminary stages of the higher level accreditation process.</p> <p>The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality</p>	\$70000	<p>School leaders discuss and evaluate professional development goals with staff.</p> <p>Line management meetings. Staff develop personal development goals for 2019.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.</p> <p>The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.</p> <p>The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.</p> <p>The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.</p> <p>The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.</p> <p>All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.</p>		<p>School leaders discuss and evaluate professional development goals with staff.</p> <p>Line management meetings. Staff develop personal development goals for 2019.</p>
<p>2. The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.</p> <p>The leadership team measures school community (parent and student) satisfaction and shares</p>	\$70,000	<p>Connections have been made to local media platforms to showcase Goulburn High School. A discussion has been made with the Community Engagement team about how best to utilise the Facebook page, the newsletter and community radio to broadcast events within the school.</p> <p>P & C feedback. AECG feedback. Partner primary school satisfaction survey.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
its analysis and actions in response to the findings with its community.		Connections have been made to local media platforms to showcase Goulburn High School. A discussion has been made with the Community Engagement team about how best to utilise the Facebook page, the newsletter and community radio to broadcast events within the school. P & C feedback. AECG feedback. Partner primary school satisfaction survey.
<p>3. Teachers collaborate with staff in other schools to share and embed good practice.</p> <p>The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools.</p>	\$70,000	<p>GHS staff have been directly involved in the up skilling and assistance towards the Goulburn community of schools (GCOP's) and in particular partner primary school staff by developing strong links/programs with primary schools.</p> <p>Goulburn High School staff have organised and facilitated Goulburn Network Staff Development Days. Individual staff have contributed to professional networks and have in- serviced Goulburn High School staff.</p>

Next Steps

NESA compliance and development of Professional Development Plans.

All KLAS will provide lesson observations as part of their PDPs and professional development. This will be fully implemented in 2019. A focus on Formative Assessment as part of staff PDPs will be further developed in 2019.

Community Engagement.

Transition events have been analysed and amendments made to improve the program. Satisfaction of events were mostly positive with only constructive criticism. Major community engagement events such as Showcase and formal assemblies have been extremely successful and after evaluation will continue to improve Goulburn High Schools presence in the community.

Professional Networks

To investigate networking opportunities in the new district as opportunities to develop staff so that student outcomes continue to improve.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	We carried forward from 2015–16 \$19,857 which totaled \$60,000 in 2017. In 2018, \$29,247 was spent on student PLP's, teaching staff and resources, celebration of NAIDOC week, AECG onsite meetings, AIME mentoring, Gundarra Tribal Council Consultants/Mentors – dance group. \$10,042 was spent on ATSI student tutoring and SLSO's, Wiradjuri Echo Consultants (Blue Mtns ATSI camp) and supporting our Homework centre.	<p>All Aboriginal students have updated Personalised Learning Plans (PLP) 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 2018 to support Homework Centre, cultural activities such as Dance groups, the Blue Mountains Camp, Indigenous STEM camp and the AIME program.</p>
English language proficiency	\$54,000	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.
Low level adjustment for disability	\$350,000	We provide many 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.
Quality Teaching, Successful Students (QTSS)	N/A	N/A suited to SSP schools.
Socio-economic background	\$360,000	Across the school, at time of writing the 2018 SBAR report had Goulburn High School receiving \$444,657. As mentioned above, this will be used to fund all the initiatives in the 2018–20 School Plan that are appropriate to the funding source.
Support for beginning teachers	\$99,500	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.
Targeted student support for refugees and new arrivals	\$4000	Students receive regular support through the ESL teacher and the Equity team.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	344	359	345	306
Girls	292	299	309	285

Student enrolment for 2018 was lower than expected due to a small year 7 (90 students) in 2018. Our newly established Transition program that highlighted the year 6–7 transition, had not taken affect as students had already chosen their school early in 2017. The transition program has already had an effect with a year 7 enrolment in 2019 of 130 students. Add to this the establishment of a new school zoning boundary between Mulwaree and Goulburn High School, should see our enrolment numbers continue to increase. The executive are also looking at ways to retain year 11 students by a providing more curriculum options for the senior school.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	94.5	94.4	92.9	92.1
8	89.8	91.1	89.5	89.7
9	88.8	86.5	83.3	83.8
10	87.3	86	82.4	78
11	84.6	89.7	80.7	84.7
12	88.5	86.6	87.6	82.5
All Years	89.1	89.1	86	85.1
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

Teachers mark rolls on SENTRAL PxP (electronic roll marking system) at 9.10 am each school day during roll call. Rolls are also 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 year advisor, the Head Teacher Wellbeing and finally the Head Teacher Administration and the Deputy Principal. Attendance letters are sent home weekly so parents/carers can explain their child's absence.

- 2018 saw a 38% decrease in unexplained whole day absences

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, phone call, or electronic submission via either the Schoolzine App or the Sentral Parent Portal. Partial non-attendance during the school day is monitored by classroom teachers and followed up by faculty Head Teachers and the Head Teacher Administration. Parents can access period by period attendance data about their child through the Parent Portal. The importance of good attendance at school is regularly emphasised in school assemblies, year meetings, the school newsletter and regular discussions with all teachers that comprise the line management.

School attendance is an important part of our Positive Behaviour for Learning (PBL) program and students who demonstrate positive attendance patterns are recognised and rewarded at our PBL Assemblies each term. Students with exceptional attendance rates are also recognised at the end of year Presentation ceremonies.

Engagement of Aboriginal and Torres Strait Islander (ATSI) students is also a key focus at Goulburn High School for leading and inspiring the next generation for success. Implementation of ATSI programs across all KLA's as well as extracurricular groups and activities resulted in a 5% increase in ATSI attendance in 2018.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2.5	13
Employment	1	3.75	17
TAFE entry	11.5	3.75	25
University Entry	0	0	25
Other	1	2.5	0
Unknown	0	0	20

Year 10: Goulburn High School had a number of disengaged students who failed to complete the Record of School Achievement (Rosa) due to non-attendance, despite welfare and HSLO intervention. It was most

rewarding to see that 9 students moved to full time traineeships/apprenticeships, many of which were initiated from their participation in the schools Work Experience program.

Year 11: A smaller number of students left at the completion of the Preliminary year than in previous years and the students who left moved into employment and/or training. One student gained her Cert III Assistant in Nursing and has moved on to complete the Cert IV; another School Based Trainee moved to a full time traineeship having gained his drivers license.

Year 12 : 20 students applied for courses through UAC, 90% of students who applied to UAC received an offer. A total of 35 offers have been made to 18 students; 25% of the total cohort; 58% of ATAR eligible students. Early entry – A total of 10 offers made to 7 students; 22% of ATAR eligible students, fewer than in previous years. While the percentage of the total cohort obtaining university entry was lower than the 31% of 2017 it is still above that of the state average for regional and remote areas (20%). 50% of the total cohort have moved into some form of further training or education which reflects the direction that students are encouraged and supported to aim towards throughout our post-school development programs.

Post-School Outcomes

- University Offer/placement, 25%;
- apprenticeship or Traineeship, 25%;
- unknown 20%;
- looking for employment, 13%;
- employment, 11% ;
- employment retail, 6%;

(NB: 4 students are counted twice as they have commenced employment or traineeships in their gap year)

Year 12 students undertaking vocational or trade training

SVET:

Hospitality – 11 students enrolled in 240 hr Food and Beverage; 1 student 120 Hr course. 1 student did not complete Mandatory Work Placement and was N determined. 2 students have entered the Hospitality industry and one has obtained a full time apprenticeship from Work Placement employer. 1 student has an apprenticeship in Painting and Decorating

Construction – 11 students enrolled in 240hr Construction; 1 student 120 hr course. 1 student did not complete Mandatory Work Placement and was N determined. 4 students are currently working with builders, 2 have obtained apprenticeships; 1 student is working in Concreting, 2 have plumbing apprenticeships and 1 is completing his electrical School Based Apprenticeships and Traineeship (SBAT).

EVET:

1 Year 11 student successfully completed Cert III Individual Care – Aged Care – started as an early commencement student in Year 10.

Very few study options were offered by TAFE, 2 students completed Animal Studies and 1 student completed Primary Industries – Horticulture in the Access class.

Year 12 students attaining HSC or equivalent vocational education qualification

99 students commenced Year 11 in 2017.

15 students left during or at the end of year 11, 15%

11 students left during year 12, 11%

73 students completed Year 12, 74%

All students had a subject pattern that would enable them to receive the HSC

At the completion of the HSC, 7 students were not eligible for their HSC, 10%; N-determinations (3) and exam non-completion/ non-serious attempt (4)

Number of Units studied by ATAR students:

10 units – 20 students, 64%; 12 units – 10 units. Board Developed Courses, 3 students 10%; 12 units 8 students, 26%

Students including a VET course in their ATAR pattern, 8 students 26%

School Based Apprenticeship: 1 student (also obtained an est.ATAR of 63.95)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	9
Classroom Teacher(s)	36.8
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	12.48
Other Positions	1

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. This year Goulburn High School had three teachers that recognize as Aboriginal. These teachers taught in the areas of Industrial Technology and Home Science. As well, Goulburn High School 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, SCOUT and RAP analysis data at executive, staff and KLA meetings 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. All staff PDP's were discussed with head teachers and the principal. Their goals aligned with personal, KLA and whole school plan and financed accordingly. PDP's strongly linked goals with the Institute Standards. Staff professional development was tracked using a school plan breakdown on the Teacher Professional Learning forms. A budget of \$68,935. was provided for staff development.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	630,143
Revenue	9,273,225
Appropriation	8,728,217
Sale of Goods and Services	198,124
Grants and Contributions	340,125
Gain and Loss	0
Other Revenue	252
Investment Income	6,506
Expenses	-9,086,634
Recurrent Expenses	-9,086,634
Employee Related	-7,898,608
Operating Expenses	-1,188,026
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	186,590
Balance Carried Forward	816,734

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

- Financial Management of the school is undertaken by the Principal consulting with Snr Executives, Head Teachers, SAM and Community. Day to day processes are undertaken by the school's administrative staff.. Key Learning Areas programs are maintained to reflect the varying resource demands of subjects, student numbers, period allocations and historical factors. School budgets are based on all funds available to the school from Government, parent and community sources. RAM Equity funds have been issued to support various programs that link into our School Plan.
- Goulburn High School had a significant increase in maintenance programs in 2018. There was an urgent need to upgrade equipment in TAS/IA to meet safety standards. Students requiring assistance/support for school activities, uniform, fees and book packs increased significantly.
- Goulburn High School had a school operated canteen undertaking the transition to a Healthy School Canteen. Towards the end of 2018, the canteen transitioned to a P & C operated canteen for 2019.
- Funds carried forward are budgeted to continue with plans for maintenance projects, supporting students and upgrade of equipment.

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Financial summary equity funding

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

	2018 Actual (\$)
Base Total	6,376,691
Base Per Capita	131,131
Base Location	4,039
Other Base	6,241,521
Equity Total	758,490
Equity Aboriginal	31,356
Equity Socio economic	444,657
Equity Language	2,681
Equity Disability	279,796
Targeted Total	733,769
Other Total	192,920
Grand Total	8,061,871

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

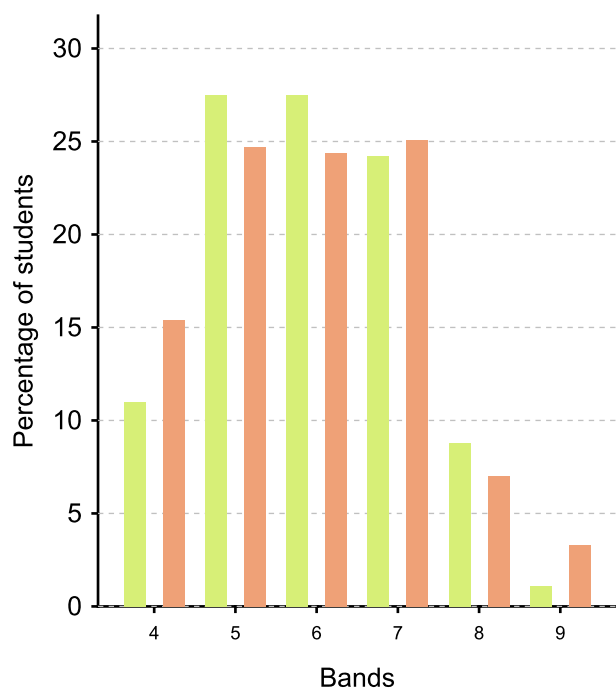
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 majority of Year 7 students scored in bands 5, 6 & 7 for Grammar and Punctuation. In general, Year 7 students performed well in the mid-range in Grammar and Punctuation. 10% of students have achieved a greater than average score. The majority of Year 7 students are in bands 5, 6 & 7 for Reading. 11% are achieving greater than average in Reading. Year 7 Spelling results are varied. 23% of Year 7 students are achieving greater than average scores. Improvement is needed to lift students from lower bands. 35% of Year 9 students have achieved scores in bands 8, 9 & 10. In Reading, 30% of Year 9 students have achieved in bands 8, 9 & 10. A reading focus will assist students in mid-range bands. In Writing, students results are spread across all bands. There has been growth in band 8 above previous averages. The majority of Year 9 students achieved mid-range results in Spelling. 26% scored in bands 8, 9 & 10. No students scored in bands 1 to 4.

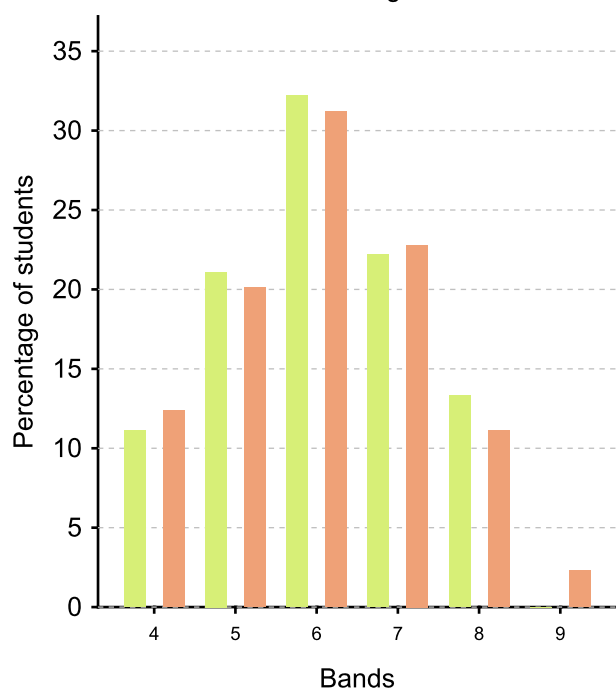
Percentage in bands:
Year 7 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	11.0	27.5	27.5	24.2	8.8	1.1
School avg 2016-2018	15.4	24.7	24.4	25.1	7	3.3

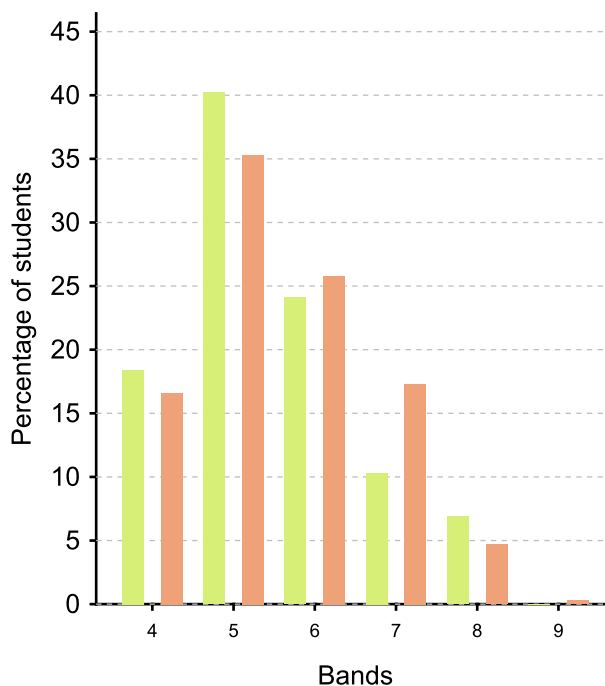
Percentage in bands:
Year 7 Reading



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	11.1	21.1	32.2	22.2	13.3	0.0
School avg 2016-2018	12.4	20.1	31.2	22.8	11.1	2.3

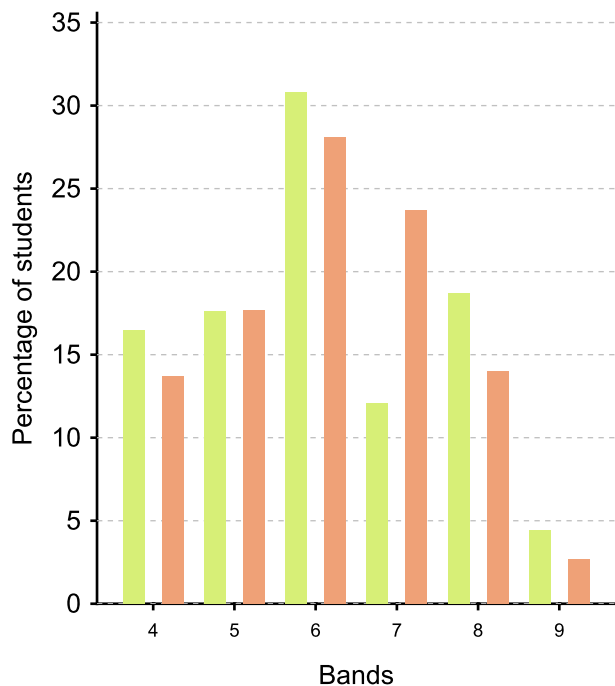
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	18.4	40.2	24.1	10.3	6.9	0.0
School avg 2016-2018	16.6	35.3	25.8	17.3	4.7	0.3

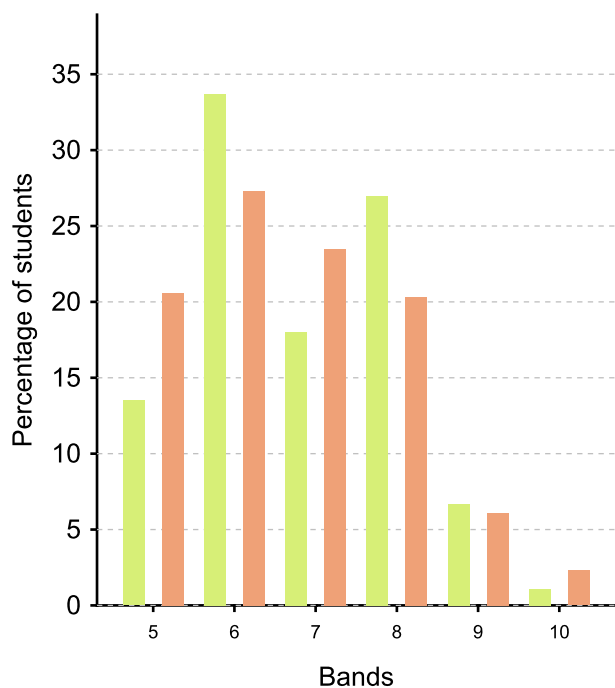
Percentage in bands:
Year 7 Spelling



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	16.5	17.6	30.8	12.1	18.7	4.4
School avg 2016-2018	13.7	17.7	28.1	23.7	14	2.7

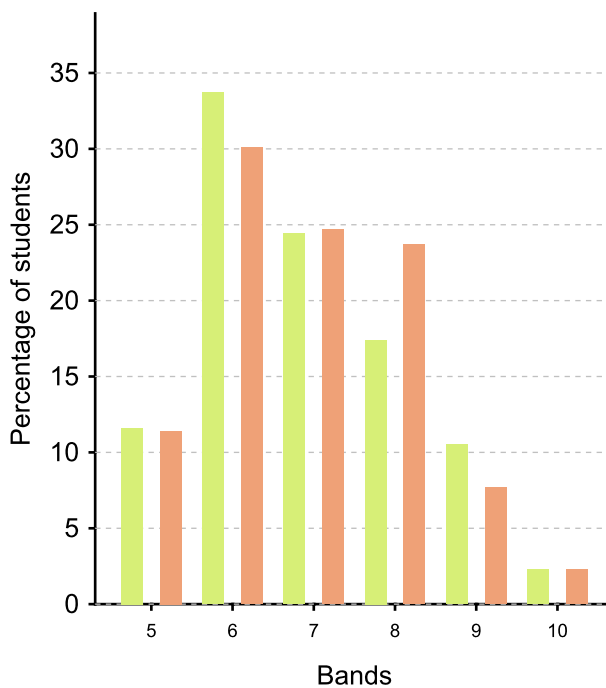
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	13.5	33.7	18.0	27.0	6.7	1.1
School avg 2016-2018	20.6	27.3	23.5	20.3	6.1	2.3

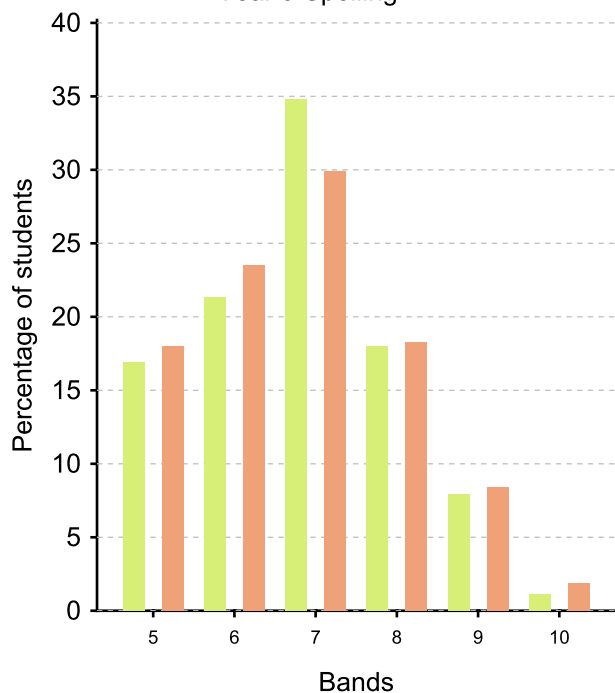
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	11.6	33.7	24.4	17.4	10.5	2.3
School avg 2016-2018	11.4	30.1	24.7	23.7	7.7	2.3

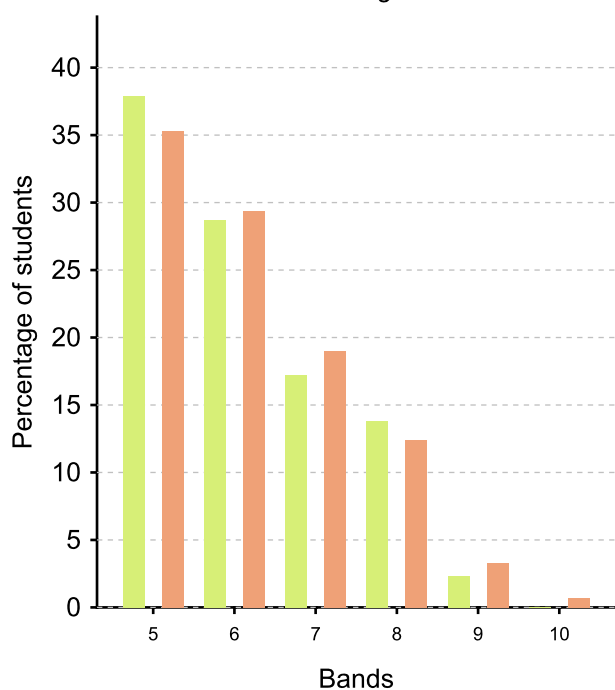
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	16.9	21.3	34.8	18.0	7.9	1.1
School avg 2016-2018	18	23.5	29.9	18.3	8.4	1.9

Percentage in bands:
Year 9 Writing

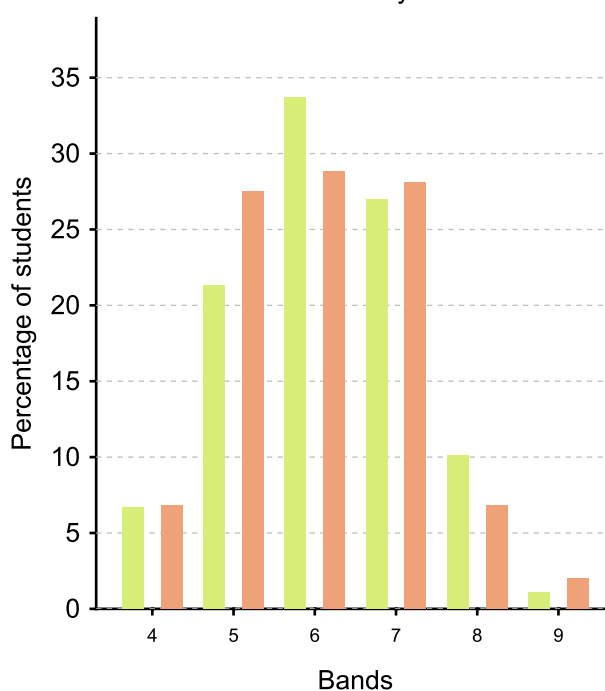


Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	37.9	28.7	17.2	13.8	2.3	0.0
School avg 2016-2018	35.3	29.4	19	12.4	3.3	0.7

In Numeracy, Year 7 students scored between bands 4 & 9. 60% of students scored in bands 6 & 7. 40% of Year 9 students scored in band 7 and 30% of students achieved results in the top three bands.

Percentage in bands:
Year 7 Numeracy

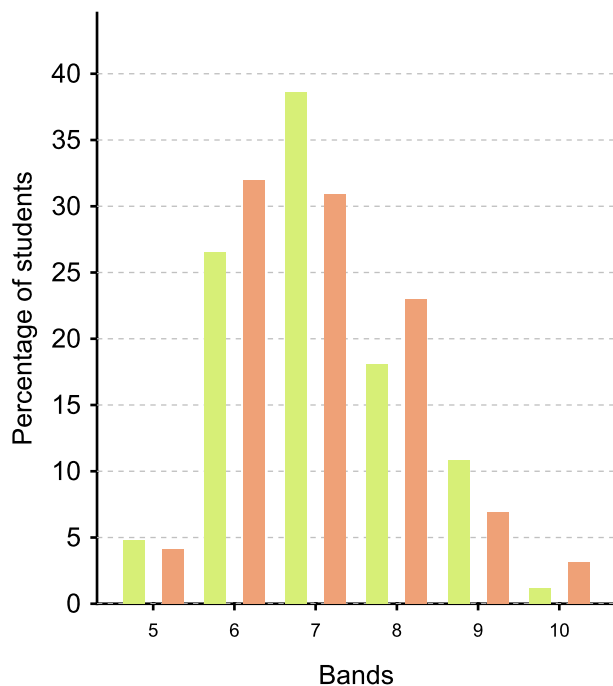


Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	6.7	21.3	33.7	27.0	10.1	1.1
School avg 2016-2018	6.8	27.5	28.8	28.1	6.8	2

Percentage in bands:

Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	4.8	26.5	38.6	18.1	10.8	1.2
School avg 2016-2018	4.1	32	30.9	23	6.9	3.1

Students at Goulburn High School are working towards the premier's priority of increasing the proportion of NSW students in the top two NAPLAN bands by eight per cent. There is room for growth in this area in regards to NAPLAN results, in both Years 7 and 9. To support students to achieve this goal, the Learning and Support Team have enrolled students in an intensive reading program that focuses on utilising reading strategies such as predicting, monitoring, questioning, making connections and inferring. The school's Literacy and Numeracy coaches have also been assisting classroom teachers to implement literacy and numeracy strategies that will enable students to achieve this goal.

Through Personalised Learning Plans, Aboriginal and Torres Strait Islander students' have been working towards achieving the premier's priorities in relation to increasing the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for Reading and Numeracy by 30%. Specific weaknesses are identified by classroom teachers and are explicitly taught within teaching and learning programs across all KLA's.

Higher School Certificate (HSC)

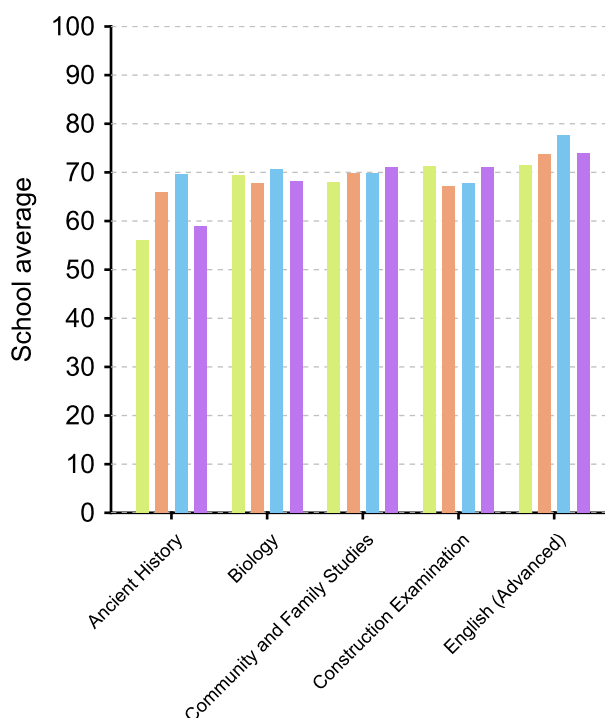
All students had a subject pattern that would enable them to receive the HSC

At the completion of the HSC: 7 students were not eligible for their HSC, 10%; N-determinations (3) and exam non-completion/ non-serious attempt (4).

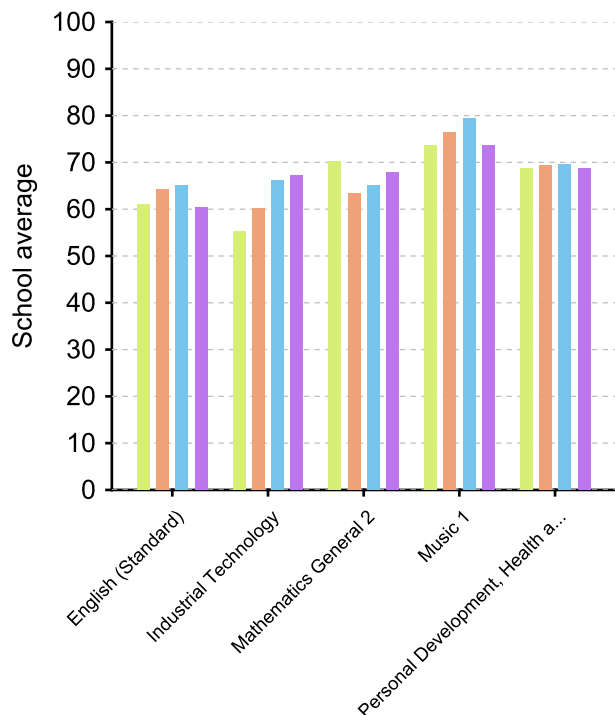
Number of units studied by ATAR students: 10 units – 20 students, 64%; 12 units– 8 students, 26%, 10 units BDC – 3 students, 10%.

Students including a VET course in their ATAR pattern– 8 students, 26%.

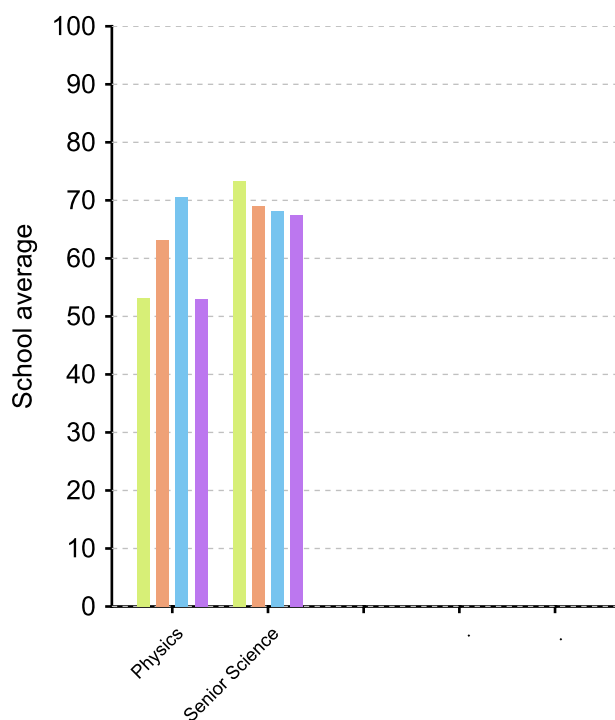
School Based Apprenticeship: 1 student (also obtained an est.ATAR of 63.95)



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



School 2018 (Green)
 SSSG Average 2018 (Orange)
 State Average 2018 (Blue)
 School Average 2014-2018 (Purple)



School 2018 (Green)
 SSSG Average 2018 (Orange)
 State Average 2018 (Blue)
 School Average 2014-2018 (Purple)

In 2018, 30 students and 1 Support student completed Year 12 and received an ATAR, 43%.

39 students and 3 support students completed Year 12 and were not ATAR eligible, 57%.

HSC ATARS : 43% of Candidates were ATAR eligible. 58% of students who were ATAR eligible applied

through UAC for University entry.

VALUE ADDED DATA:– Find below total HSC results in bands for the 2018 HSC candidate compared to their 2015 NAPLAN results.

HSC Results: Yr9 NAPLAN RESULTS (HSC 2018 candidates only)

Band 6 – 2, 0.5% in Community and Family Studies and Senior Science Band 10, 13, .3%

Band 5 – 35, 13% Band 9, 44, 10%

Band 4 – 82, 30% Band 8, 139, 30%

Total HSC results Band 6–4, 43.5% Total NAPLAN results Band 10–8, 43%

Band 3 – 101, 36% Band 7, 109, 23.5%

Band 2 – 38, 13.5% Band 6, 100, 21.5%

Band 1 – 19, 7% Band 5, 53, 12%

Total HSC results Band 3–1, 56.5% Total NAPLAN results Band 7–5, 57%

These results reflect the trend set in 2017 where the band bulge continued to move 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

Goulburn High uses a range of strategies and resources 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 Sentral Student and Parent Portal, Schoolzine 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.

Continual reflection and improvement is a key focus within our school community. In 2018, as part of our faculty reviews, parents and community were invited 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 2017, there has been a 500% increase in the use of the Parent Portal with approximately 250 logins per day. The parent portal provides families with an opportunity to maintain a closer link with the school to support their child's education. They can monitor their child's period by period attendance, explain absences online, book appointments for parent teacher

interviews, access student wellbeing data, approve and pay for excursions online and access academic reports online.

In 2018, we migrated to the online Newsletter system, Schoolzine. This has allowed us to create more engaging newsletters that include image galleries, videos, hyperlinks, posters, etc. The online delivery system allowed us to distribute school newsletters to 18539 recipients throughout the year, plus other important notices. We are committed to engaging all members of the community and also provide hard copies for families and community members that do not have access to the internet.

Our online social media presence has continued to grow throughout 2018. Our Facebook following is up 13% from a total of 1251 likes in 2017 to 1418 in 2018. Throughout the year we had a total of 28944 engagements on our page, this included all clicks, likes, views and comments. Our Facebook content reached a total of 132037 feeds. In 2018 we also launched the Goulburn High School YouTube account, which in its first year, achieved over 10000 views on our video content. Improvement in community engagement is a key focus area in our 2018–2020 School Plan and we will continue to develop our Social Media presence and growth strategies.

Through the PBL program, the school leadership team and teachers regularly give achievement awards and Goulburn High School points to students to recognise students' positive behaviour and achievements at school. In 2018 we updated the online delivery system to create a more efficient process that has resulted in more students receiving PBL rewards throughout the year. Students and parents can always access a live tally of PBL achievements and points via the Student and Parent Portal. 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.

The pinnacle of our community engagement is our annual Showcase, held in Term 1. In 2018 we combined the Showcase with our Year 6 into 7 Information Evening. This resulted in increased overall participation numbers on the day. The feedback from our students, staff, parents and carers, as well as the wider community, was that the Showcase was a success and positively promoted all facets of the school.

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

Goulburn High School is committed to Aboriginal education and to improving the experiences and maximising outcomes for the 42 Aboriginal and Torres Strait Islander students enrolled in the school during 2018.

Aboriginal students from Years 7–12 were assisted through the provision of in-class support as well as one-on-one support depending on their individual needs. Trend data for Year 7 NAPLAN results demonstrated improvement in all areas of literacy and numeracy except the writing component. Year 9 NAPLAN student growth data also demonstrated positive growth in all literacy and numeracy components.

The Aboriginal and Cultures Team (ACT) help drive Aboriginal education initiatives across the school. One of the first initiatives of this team was to organise the Australian Indigenous Mentoring Experience (AIME) program for Aboriginal and Torres Strait Islander students. Through this program, students participated in Tutor Squads and attended the AIME Institute at the University of Canberra. The Tutor Squad program featured trained university mentors to provide free academic support for students at school. The mentors help students with personal learning plans, study plans, goal setting, homework, assignments and any other work the students may need assistance with. The AIME Institute provided different courses tailored for each year group. Many of the modules provided launch pads for real-life opportunities for the students to extend themselves through, for example, internships for artists, performance opportunities for musicians, ambassador programs and more. Overall, the students gave positive feedback about the AIME program.

This year the ACT team organised the Personalised Learning Plan (PLP) meeting at the Goulburn Weir. Staff consulted with the students and families to complete the PLP. The meeting was a great platform to establish positive and productive relationships with families and improve communication with them.

Aboriginal students also participated in a dance workshop during the year. In the NAIDOC assembly, students showcased their talents by participating in a traditional dance in front of their peers, staff and families. A special thanks go to the Bangarra Dance group.

A number of Aboriginal and Torres Strait Islander students were inducted in leadership positions, Student Representative Council and Prefects, at school. One of the students, Blake Robertson, received recognition for his leadership work in the community.

Goulburn High School played a significant role in establishing the Aboriginal Education Consultative Group (AECG) in the Goulburn area. A number of staff members hold executive positions in the local AECG.

Multicultural and anti-racism education

Goulburn High School embraces a multicultural Australia through our whole school approach to promote inclusivity and celebration of cultural diversity.

The Aboriginal and Cultures Team in conjunction with the Goulburn Multicultural Centre organised Harmony day. Year 8 students had the opportunity to participate

in the various activities, such as Hena Art, Multicultural dance and Maori Cultural activities. Through the Cultural program, the whole school community participates in culturally appropriate and historical activities in the community which provides students and teachers with a hands-on perspective of what it means to exist in a multicultural society.

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

Through a school-based course of Cultural Studies, International Studies and Society and Culture, students learn about the multicultural dimension of our Australian society.

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