

Gorokan High School

Annual Report



2018



8515

Introduction

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

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

Sam Ricketts

Principal

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School background

School vision statement

Gorokan High School's vision is to embody the core values of respect, cooperation, personal best and empowerment, to enable our students to be successful learners, equipped with the skills to be active and informed participants in society.

Our mission is to strive to ensure that our students will be confident and creative individuals who have an optimistic view of themselves, their lives and their futures. They will be agile thinkers, who show initiative and enterprise, who are resilient and capable of managing their emotional and physical wellbeing.

Our school community is committed to ensuring the best possible educational and personal outcomes for all students, free from discrimination and inequality.

School context

Gorokan High School is a coeducational comprehensive high school, with an academically selective class in each year group. In 2018, the student population will consist of approximately 1040 students, including; 39 students in our Special Education Support classes, 152 GAT students in the Selective classes and 180 Aboriginal and Torres Strait Islander students.

The school focuses on the needs of individual students by providing a broad-based curriculum of vocational, creative and academic courses, gifted and talented student programs and personal, social, welfare and ethical development programs. The school has high expectations of students, consistent with each student's ability and the belief that all students can achieve their personal best. Our experienced staff supports the needs of our students. A significant feature of the school is that it is a caring, diversified community, committed to a holistic approach to our student's education. The development of technology is ongoing with continued access to applications that enhance teaching and learning. The school has an active parent body that supports the school through a variety of programs.

Gorokan High School embraces the 'Stronger Smarter' philosophy, emphasising the strengths of Aboriginal identity, culture and positive academic achievement. It enjoys a strong regional reputation for its cultural leadership and partnerships with its local Aboriginal community and AECG, Muru Bulbi. Our school is a member of the Wallarah Learning Community, working collegially with Toukley, Gorokan, Budgewoi, Northlakes and Blue Haven Primary schools as well as Northlakes High school.

Gorokan High's core values are respect, cooperation, personal best and empowerment through learning.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

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

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

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

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

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

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

We examined each element across a number of data sets and have made a collective judgement based on our school plan and its alignment to the school excellence framework. According to the overall judgement Gorokan High School is delivering in the elements of leadership, planning, implementation and reporting. Evidence suggests the school is sustaining and growing in the areas of school resources and management practices and processes. The evidence collected includes a staff survey on the school day structure, second in charge procedures, student council list 2017, the community survey completed by Woolcott research, Headspace brochure, AIM high note, the GHS Annual Report, photos of classrooms, the participant booklet for 'Barang Bandimayi', specialist class timetable, P and C meeting minutes, a school newsletter and student report. These processes ensure and data supports that the Gorokan High School leadership team have a commitment to fostering a school wide culture of high expectations and a shared responsibility for student engagement. The leadership team is focused on creating strong, effective, sustainable leadership which supports high levels of learning and a collaboratively built vision.

Our self-assessment process will assist the school to 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

Learning for an enriched future

Purpose

To foster a school environment, which supports the provision of engaging, high quality, challenging and relevant learning opportunities with the purpose of increasing the learning pathways of our students.

Overall summary of progress

In order to support students in learning for an enriched future, Gorokan High School developed 3 key teams. These teams are :

The Engagement team, drives action relating to areas of success and areas for development. Throughout 2018 the engagement team focused on data from the Tell Them From Me survey to establish the levels of student and community engagement. The analysis of results when evaluated gave the team information relating to areas that impact on improving the skills of 21st century earners and engagement in class activities. Outcomes have included a change to a 5 period day structure which started in 2016, the development of a new STEM (Science, Technology, Engineering and Maths) elective being developed and approved by NESA for delivery in 2017. The curriculum committee approved a recommendation to run a vertical 100 hour stage 5 elective structure and or implementation in 2017 and continued in 2018. The whole school evaluation was very positive across all stakeholders when reviewing the 5 period day structure with over 80% of staff and parents and 85% of students agreeing or strongly agreeing that the new structure was preferable.

Driving Action, Targeting Action (DATA) team which analyses a range of internal and external data sources to provide the engagement team areas for action. Internal data sources analysed came from SENTRAL. External sources were the TTFM survey results and SMART data analysis. Data on our year 9 writing results was presented at an executive meeting with a number of strategies suggested to try to improve our results. The use of the TXXXC model continued to be taught explicitly across the school in 2018 in an endeavour to improve our overall results.

The team also used EDMODO to test students in areas of the numeracy continuum. Students identified with areas of need were invited to be involved in the QUIKSMART program.

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

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
In line with the Premier's Priority , Increase the proportion of students in the top 2 NAPLAN bands in Reading and Numeracy by 10% by 2020. Our target data; Year 9 Reading 23%, writing 17.6%, spelling 27.8%, grammar 28% and Numeracy 27%	\$10000 Professional Learning \$20000 CRT to HT Teaching and Learning \$5000 PL Analysis costs \$30000 additional LaST support	Student performance in year 9 NAPLAN : Areas of Reading, Spelling and Grammar and Punctuation the proportion of students in the top 2 bands increased. Areas of Writing and Numeracy decreased slightly
In line with the State Priority , Increase the proportion of Aboriginal students in the top two NAPLAN bands for Reading and Numeracy by 35% by 2020. Baseline data (2017); Year 9 Reading 11.5%, writing 3.5%,	\$40000 'Shake a leg' program \$6000 Professional learning \$30000 in class tutoring	Student performance in year 9 NAPLAN : Areas of Reading, writing Numeracy and Grammar and Punctuation increased significantly Area of spelling decreased slightly

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
spelling 20.6%, grammar 17.2% and Numeracy 13%		Student performance in year 9 NAPLAN : Areas of Reading, writing Numeracy and Grammar and Punctuation increased significantly Area of spelling decreased slightly
School Priority Increase the proportion of students completing the HSC, Certificate II Trade Qualifications, exiting to an approved educational pathway or the workforce by 10% by 2020. Target; 74%	\$3000 Expo Night \$5000 Careers education and guest speakers \$2000 Tracking \$15000 VET teacher training	Slight increase in student retention in 2018

Next Steps

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

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

Improved classroom practice

- Expand the teacher observation and feedback program to all staff
- Continue to provide staff professional learning opportunities in line with their PDP
- Provide staff with opportunities to relieve in higher positions including completing the second in charge (2IC) process
- Provide staff the opportunity to shadow executive staff or year advisers for their area of interest

Strategic Direction 2

Teaching for an enriched future

Purpose

To enhance collaboration and collegiality with the aim of encouraging high expectations in an environment committed to identifying, understanding and implementing highly effective teaching methods. Our practice embraces continuous improvement, reflective practice and an observable modelling of our school values.

Overall summary of progress

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

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

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School Priority Increased proportion of students indicating: Engagement at School, a Sense of belonging to the school and experiencing success at school to exceed State Government Norms by 2020 Tell Them From Me Target 67% (State = 66%)	\$50000 Welfare Assistant \$40000 HT Welfare decreased teaching load	2018 saw student engagement improve slightly according to the TTFM survey
Increase the proportion of year 9 students achieving above expected growth in NAPLAN by 10% in Literacy and Numeracy by 2020. Baseline (2017) Data; Reading 44%, writing 46%, spelling 48%, grammar 58% and Numeracy 61%	\$10000 Professional Learning \$20000 CRT to HT Teaching and Learning \$5000 PL Analysis costs \$30000 additional LaST support	According to Year 9 NAPLAN results student growth improved in the areas of Numeracy, Reading and Writing. But declined in the areas of Spelling and Grammar and Punctuation

Next Steps

Accountability folders from year 7 – 12 reflect student needs

– Year 6 – 7 transition starts in Term 1 with visits to the Primary Schools by Principal, HT Welfare, Year Adviser and current year 7 and year 9 students

– Continuation of the year 3 sports day and expansion of the year 5 sports day to include the Premiers Sporting Challenge Leadership Program

– Continued implementation of the uniform policy

- Continued advertisement of the outstanding success of GHS students through Social media and local media outlets

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

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

Strategic Direction 3

Expectations for an enriched future

Purpose

To ensure processes, structures and resources are evidence based, transparent, sustainable and evaluative to strategically improve teaching and learning outcomes and support a culture of high expectations.

Overall summary of progress

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

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of staff applying for 2IC positions across the school by 2020. Target – 22%	\$40000 Professional Learning Career Development	applications for 2IC positions increased by 10% from 2017 – 2018
Increase the number of students recognising the positive impact education has on their to exceed the NSW Government norm in the Tell Them From Me survey. Target – 75% 2017 Baseline – 66% (school) and 75% (State)	\$15000 Professional Learning	2018 Data 68% so a slight increase

Next Steps

- Fortnightly formal assemblies 7 – 9 and 10 – 12
- Support staff to increase the number of positive letters home
- Continuation of the current day structure due to the positive review completed by all stakeholders throughout 2018

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$209,921	<p>Full time employment of an Aboriginal Education Officer to support our Aboriginal community. 90% of PLP's completed with AEO and Year Adviser.</p> <p>Part time employment of an Aboriginal student learning and support officer to support students in class.</p> <p>Employment of Aboriginal leaders to provide authentic Didge, Dance and Art programs in the school. School Didge and Dance groups represent in our community</p> <p>Tutors employed to support Senior students in identified areas of need</p> <p>'Shake a Leg' program continues to support year 8 and 9 students in Literacy and Numeracy</p> <p>Aboriginal Artist employed to work with targeted Stage 4 and 5 students</p>
Low level adjustment for disability	\$372,288	<p>2.3 staff employed to support students and staff working with students with disabilities</p> <p>Student Learning Support Officers employed to work with students in class and individually, to ensure they can access the curriculum</p>
Socio-economic background	\$888,849	<p>Additional classroom teachers and SLSO's are employed to support whole school programs such as the 'At Risk Class, 'Collaborative Learning Class' and 'Learning Support Centre.</p> <p>Additional SLSOs are employed to work with students in class and for individual tutoring, leading to increased engagement and improved student achievement.</p> <p>Full time SLSO employed to work with HT Welfare to support students welfare initiatives in the school</p> <p>Staff engaging in higher levels of Professional Learning in order to cater for all student learning needs</p> <p>Upgrading learning spaces to include 'future focused' furniture and additional technology support</p>
Support for beginning teachers	\$56302	<p>All beginning teachers receive additional support in their first 3 years of service. Beginning teachers are provided with access to additional support, professional learning and mentoring time with a supervisor or colleague.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	533	483	483	495
Girls	522	478	477	464

Student enrollments were again steady in 2018. The projection over the next 2 – 3 years is for enrollments to decline slightly.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	90.5	91.2	90	87
8	87.3	86.7	86.9	85.3
9	85.1	89.4	85.3	84
10	84.4	86.9	84.2	82.9
11	86.9	87.7	85	86
12	90.2	91.5	88.3	88.3
All Years	87.1	88.7	86.5	85.5
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

As indicated by the table, attendance at Gorokan High School declined slightly in 2018. Although our attendance rate was previously improving we are below both regional and state average and therefore this continues to be an issue. We are constantly monitoring student attendance and students are regularly reminded through year meetings and newsletters of the implications on achievement of educational outcomes non-attendance has. In 2018 we continued the phone intervention program (PIP) and SMS messaging letting parents know if students were not in attendance. Parents and carers are also able to track their students attendance in 'real time' using the SENTRAL parent

portal. Our parents and community suggest that these programs are well received.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	6	12	20
Employment	4	15	18
TAFE entry	3	6	10
University Entry	0	0	40
Other	7	5	0
Unknown	0	0	12

Year 12 students undertaking vocational or trade training

In 2018 students at Gorokan High School completed 58 SVET courses and 8 students completed TVET courses. Another student completed a Certificate III in Health Services.

Year 12 students attaining HSC or equivalent vocational education qualification

All 98 students (100%) who sat for the Higher School Certificate were awarded this honour. Gorokan High School offered thirty four courses. Students also achieved vocational accreditation across 18 courses.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	53.6
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	17.57
Other Positions	1

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	97
Postgraduate degree	3

Professional learning and teacher accreditation

During 2018 all staff were afforded opportunities to engage in professional learning. Gorokan High School runs three voluntary, after school professional learning workshops each term where staff have the opportunity to attend. The topics and agenda for these workshops are set from a staff survey completed by staff day 1 of the school year asking which areas staff would like further knowledge about or support in. 2018 topics included ; Differentiation for GaT students, Adjustments and accommodations for students on NCCDD register, CV Writing, Behaviour Management, Formative Assessment and Assessment Task Writing.

Staff are also given the opportunity to apply for external Professional Learning to support their teaching, leadership and career 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	596,361
Revenue	13,009,059
Appropriation	12,462,967
Sale of Goods and Services	68,058
Grants and Contributions	469,314
Gain and Loss	0
Other Revenue	1,725
Investment Income	6,995
Expenses	-12,385,689
Recurrent Expenses	-12,385,689
Employee Related	-11,127,304
Operating Expenses	-1,258,386
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	623,370
Balance Carried Forward	1,219,731

Gorokan High School spend a significant amount of funds on upgrading classroom data projectors and providing access for students to laptops. Gorokan High school also spent significant funds employing extra staff both teaching in order to provide more breadth of curriculum and support teachers to support students with disabilities integrate more effectively into class.

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	8,912,026
Base Per Capita	191,084
Base Location	0
Other Base	8,720,943
Equity Total	1,475,512
Equity Aboriginal	209,921
Equity Socio economic	888,849
Equity Language	4,454
Equity Disability	372,288
Targeted Total	1,042,720
Other Total	299,342
Grand Total	11,729,600

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.

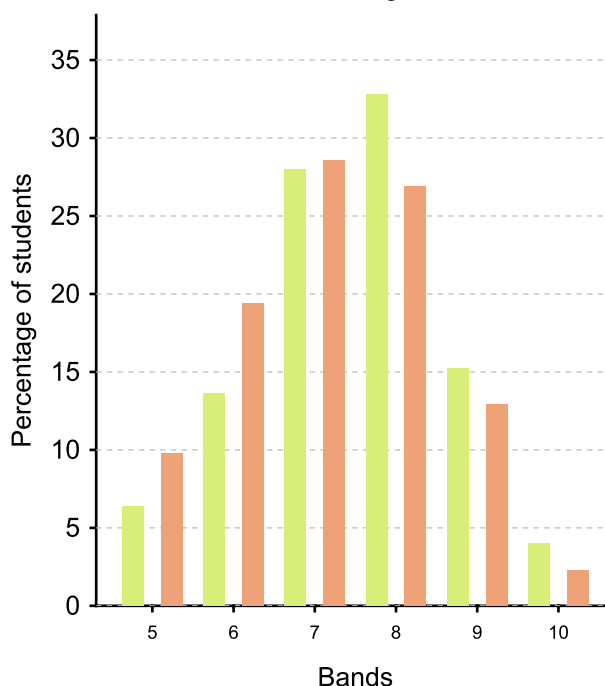
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

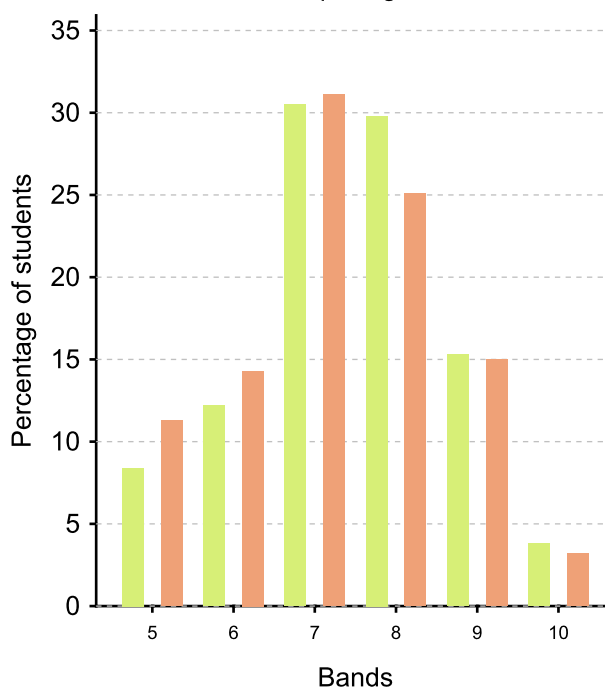
In each area of literacy, which looks at the areas of Grammar and Punctuation, Reading, Spelling and Writing. Gorokan High School performed well and was above the mean of our Statistically Similar Group (SSG). This measure looks at school taking into account their socio-economic conditions and relative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

our year 7 and year 9 cohorts achieved results significantly higher than our SSG in all areas of literacy. Gorokan High School also had a higher percentage of students in the top 3 NAPLAN Bands for literacy than in previous years which showed the strategies we have in place are working.

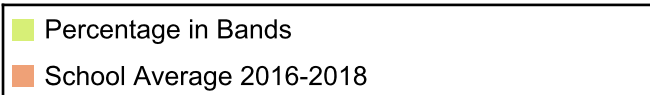
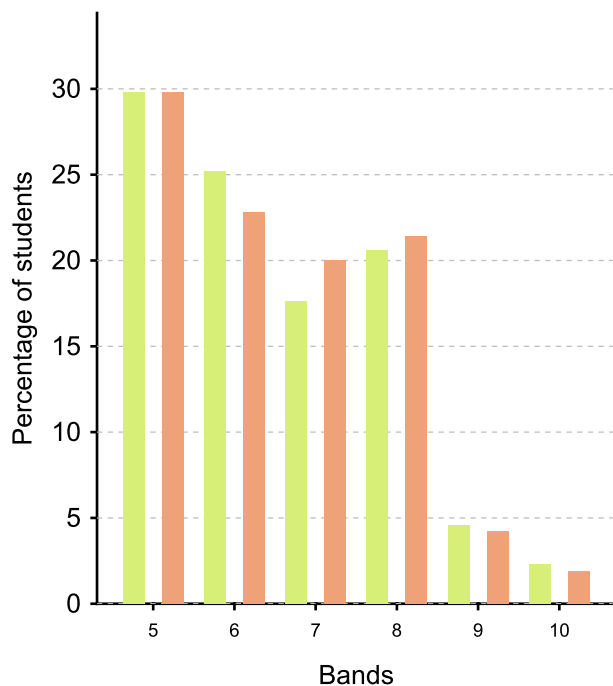
Percentage in bands:
Year 9 Reading



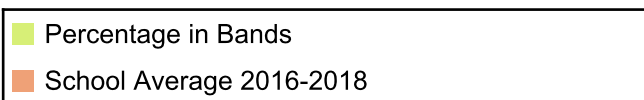
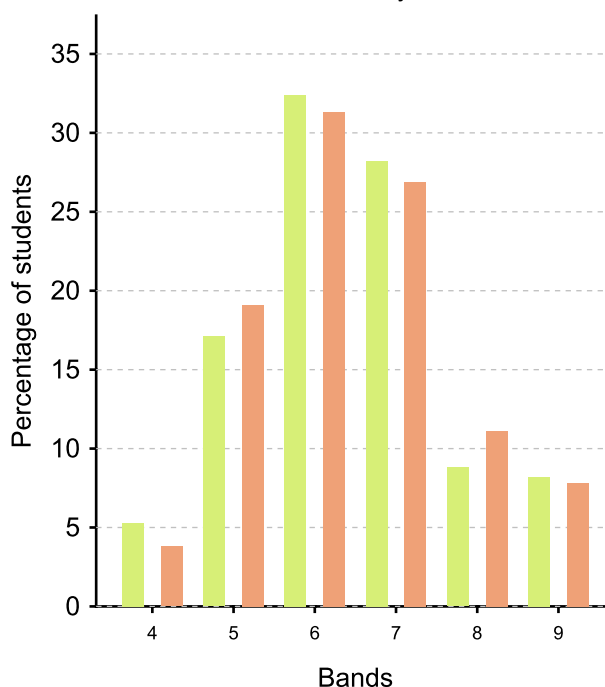
Percentage in bands:
Year 9 Spelling



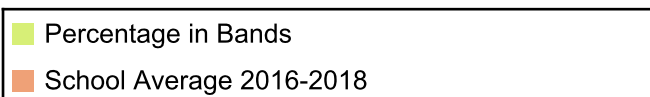
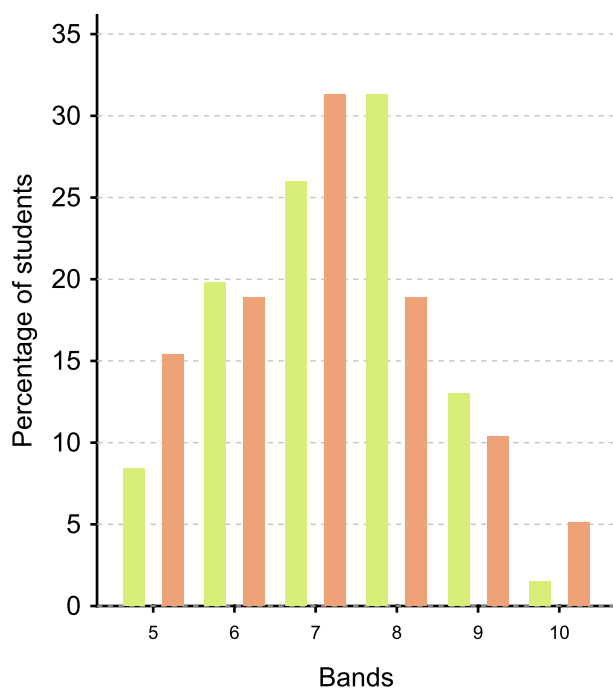
Percentage in bands:
Year 9 Writing



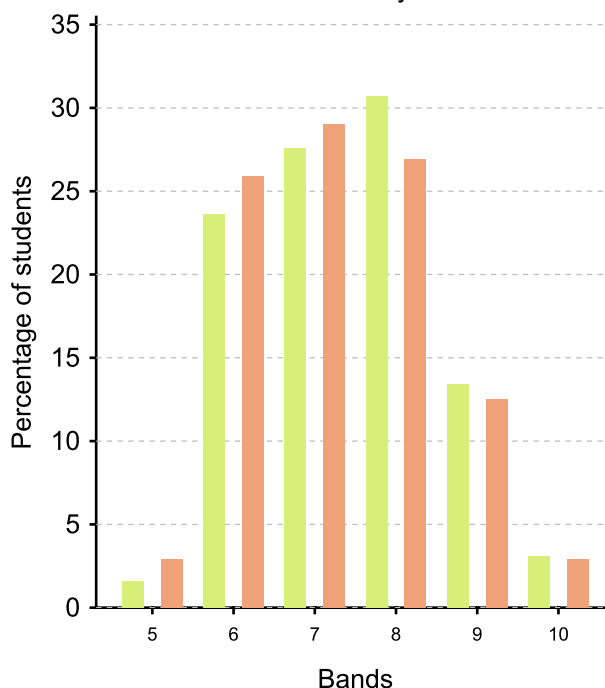
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Numeracy



In each area of Numeracy, which looks at Data, Measurement, Space and Geometry, Number, Pattern and Algebra. Gorokan High School also performed well above the mean of our Statistically Similar Group (SSG). Both our year 7 and year 9 cohorts achieved well in this area. A much higher percentage of Year 9 students also achieved in the top 3 NAPLAN Bands than in previous years.

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

In accordance with the *Premier's Priorities: Improving education results schools are required to report on their*

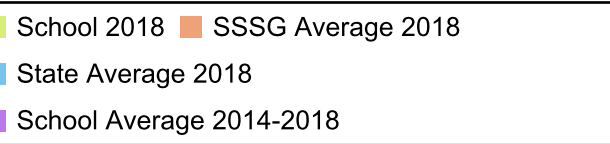
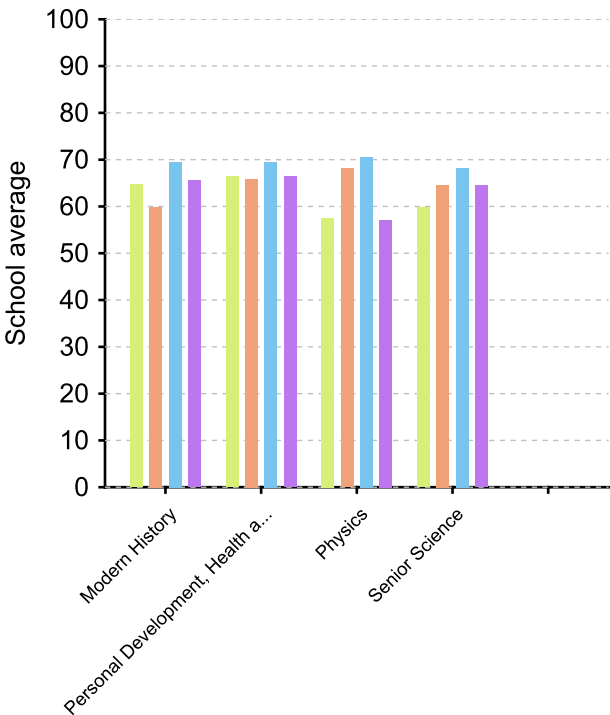
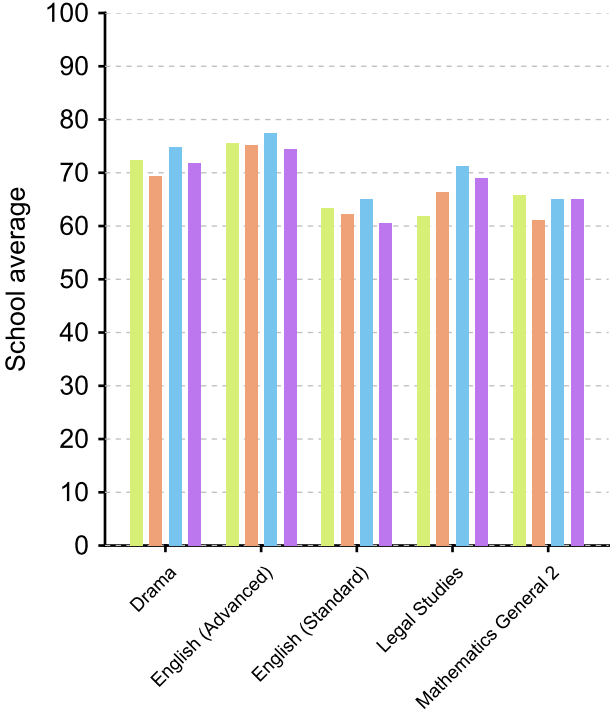
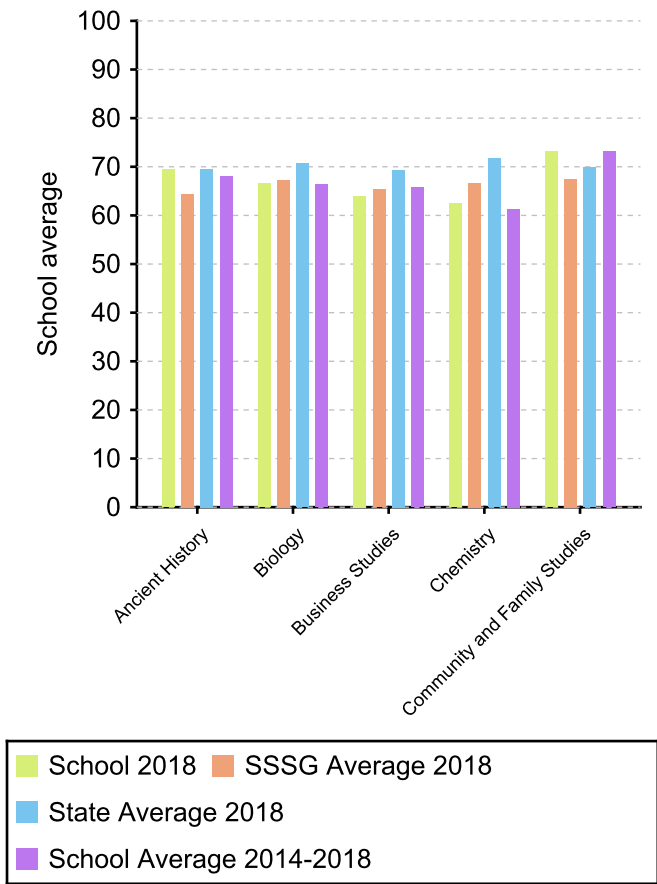
student performance in the top two NAPLAN bands in reading and numeracy. The percentage of year 7 and 9 in both areas has increased slightly in 2018.

In accordance with the State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands. At Gorokan High School in 2018 20% of Aboriginal Studnets from both year 7 and 9 were in the top 2 bands across all 5 areas.

This is a significant increase on previous years and well above SSG performance.

Higher School Certificate (HSC)

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



Nintey eight students sat for their Higher School Certificate across thirty two subjects in 2018. 60% of courses achieved above the SSG average. Community and Family Studies, Mathematics and Extension Mathematics achieved above state average.

Parent/caregiver, student, teacher satisfaction

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

Gorokan High School has continued to build on strong parental support. Evidence of this is the increased numbers presenting at P & C meetings as well as in the Tell Them From Me survey, GHS parents rating the school on average higher than other schools surveyed nationally.

In a school based survey conducted on our 'Expo' night which was attended by all year 8 and 10 students and 95% of parents. Areas included in the survey were : Our GaTS and selective school curriculum, teacher quality, access to technology, school leadership, parent communication, sport, guidance and support, school environment, personal development and learning opportunities.

Key areas of strength identified in the survey for parents and caregivers were the schools selective unit and GaTS programs, Sport and communication. Areas for development identified were Student Uniform and Behaviour.

Policy requirements

Aboriginal education

With 181 Aboriginal students Gorokan High School celebrates a strong cultural program. Students at Gorokan High are offered the opportunity to experience many aspects of Aboriginal Culture. During 2018 Gorokan High School was lucky enough to receive funding to ensure the continuance of the tutoring program, two Aboriginal Education Workers to provide in class support focusing on student learning outcomes, overseeing culturally appropriate programs across the curriculum, Mentor students, the Sista and Brospeak programs, promotion of Aboriginal culture within the school and its community and the monitoring of attendance were all initiatives that are integral to the success of our students.

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

The Quicksmart, Multilit and 'Shake a leg' tutoring programs continued concentrating on increasing the skill levels for students in numeracy and literacy. While the program was targeted at all Year 7 and 8 students,

many Aboriginal students took part.

Barley Terrun, the Aboriginal Advisory Committee met once a term to discuss the direction of Aboriginal education at Gorokan High School as well as to direct the allocation funds.

Multicultural and anti-racism education

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

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