

Gosford High School

2019 Annual Report



8115

Introduction

The Annual Report for 2019 is provided to the community of Gosford High School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

It is with great pride that I commenced the role of Principal at Gosford High School in 2019. The year has provided me with many opportunities to witness the great achievements of our students in both the academic and extra curriculum areas. Whilst we report on the state-wide improvement measures in this report it also contains information on the other programs that our school offers and has introduced throughout the year to further improve student engagement and provide opportunities for learning. The 2019 HSC results continued a positive trend upwards with 40% of students achieving an ATAR over 90 and students earning 266 Band results across the school.

The executive leadership team has welcomed Mrs Klempert as Deputy Principal who is currently looking after the curriculum and wellbeing of Year 7, Year 8 and Year 9 students. Mrs Scalese has continued to work with Year 10 and the Senior School Students as they make their subject selections and move towards the transition post school. In 2019 we also welcomed Mrs Moloney as a permanent staff member to the science faculty.

I thoroughly enjoyed my first year at Gosford High School and there were many highlights including the 90 year celebrations where I was provided with a first hand opportunity to become familiar with the traditions and history of Gosford High School. The end of the year always provides us with an opportunity to recognise the achievements of the students. This year students from all years were recognised at our recent Presentation Evening and Year Celebration Assemblies. Each occasion allowing students to be acknowledged for their consistent effort and commitment to learning at school.

I look forward to working with the school community who have continued to support the school through a strong P&C ensuring our students continue to be provided with excellent resources, learning opportunities and guidance whilst preparing for their future.

Michael Smith

Principal

Gosford HgH School

Message from the school community

P&C President's Annual Report for 2019

To say 2019 wasn't challenging would be a lie! Many changes took place last year which at times were difficult and somewhat onerous but in the end our objectives were met. As Association members we are partners with the school executive and a role models to students who are given the responsibility to play an active role in supporting the education and needs of the students at Gosford High School.

I would like to personally thank the current office bearers:

Sharryn Brownlee – Secretary

Lea Colwell and Joanne Ryan – Vice Presidents

Kath Styant – Treasurer

You all displayed an outstanding commitment to the School and without your prodding, pushing and poking I probably wouldn't have got through it all.

Special mention must also go to Quynh Sandeman and Eliz Smit for their amazing commitment to the school. Quynh as our Hospitality/Events Convenor organised and supported many events for the community and school. Eliz Smit works diligently behind the scenes with band members, their parents and Mrs Judith Partridge and music tutors. Thank you both for your support of GHS.

I would also like to thank Kylie Fletcher and Judy Worth for their commitment to the executive during 2019 and everyone else who put their hand up for one of the numerous positions within the Association.

The Association supported numerous School events and projects such as the Debating program and Year 7 partner school project, the highlight was undoubtedly the Schools 90th Anniversary which was successfully showcased on the 20th and 21st of September 2019. We also continued to support student initiatives by providing funds for the popular "Speak Out" competition and "Gosfest" film festival and the newly created Reflective Garden space.

We continue to be very thankful recipients of the Chapman Trust and thank Mr David Booth, Trustee, for his continued guidance and advice in this regard. The Association agreed at its December meeting to accept the recommendations of the Finance Committee and approved the disbursement of over \$110000 during 2020 to the School for student resources and needs. Some of the approved items include STEM equipment, drone kits, new syllabus textbooks for senior maths, defibrillators and elevate program as well as recurring items such as diaries. Remaining funds are being well managed by the Treasurer and are secured to ensure future obligations can be met.

The difficulties of running a business were realised in August when control of the Association run canteen was relinquished to the School, Government regulation and the ever-changing legislative requirements elevated the risk to the Association necessitating the change. The canteen continues to run successfully, managed by the School which leaves the Association to concentrate on its core endeavors and refocuses on the needs and well-being of the students.

Sharryn Brownlee put a lot of work into a policy review, firstly ensuring that our By-Laws and Financial Policy aligned with legislation and current expectations, over the years the amendments to these documents have made them onerous and sometimes conflict with legislative requirements. There is ongoing work that will be progressed this year on all Association policies.

We also welcomed Mr Michael Smith to our meetings as the School's new Principal and Mrs Sharnee Klempert, the new Deputy Principal, and of course we welcomed back Mrs Adrienne Scalese, Deputy Principal. I thank you and all School staff for your support and guidance.

Recent times have seen unprecedented destruction and disruption with extreme drought, record heatwaves, deadly bushfires, the Central Coast being declared a Natural Disaster Zone and now the threat of the coronavirus (Covid-19) pandemic. These challenges in life cause us to stop and reflect and think about what might lie ahead. It puts our challenges into perspective.

I thank all the Association members for your support and ask you give the same, if not more to whoever the next executive may be. Let us all ensure we maintain the wellbeing and safety of Association members, by coming together in close support to inspire an effective P&C Association to achieve our vision and mission.

Brett See

President 2019

GHS P&C

Message from the students

The year 2019 at Gosford High School was a transitory one as the school reached the end of the year and continued to focus on revamping teaching and learning outcomes to support the student body. At the end of a decade of Gosford High School, we saw an influx of new, talented teachers including Mr. Smith, our new Principal. There was also the continuation of many favourite 'Gossie' traditions and the revamping of many aspects of school life for the betterment of all school members. Now, during recent challenges impacting the Gosford community, it is a great time to reflect on the

last year as we reminisce on not only what makes it great to be a student, teacher, or any member of Gosford High, but also how we have the power to overcome anything, no matter how insurmountable, if we work together.

The beginning of Term 1 marked the last 'first year' of the decade, as we welcomed the Class of 2024 into our arms. However, as usual, the new year 7s were not the only people we were fortunate enough to have met this year, we also had the pleasure of welcoming sixteen new teachers to the school, providing a fresh start for the end of the decade. While the school has openly welcomed the changing atmosphere provided by the new students and teachers, we have still, as always, taken pride in the Gosford High traditions that are the foundation of our community spirit. Starting early in the term, the school had a fantastic turnout for the annual swimming carnival, with Rowe triumphing over the other houses with a total of 718 points! Following this, of course, we celebrated the popular Valentine's Day, with the spirit of the year 12s echoing throughout the halls as they serenaded students and presented them with roses. Furthermore, Gosford High showcased our student body's talent and hard work, as we placed in the finals for the Zero Robotics Competition for the second year in a row! An amazing effort! Continuing the school's traditions of broadening our horizons, this term also saw two of the school's most exciting and enriching trips: TAS to Tasmania, and the annual exchange with Kokubunji High School in Japan. Students had the opportunity to learn about agriculture, art, and engineering in Tasmania having fun in a multitude of activities whilst the international exchange students allowed for the student engagement in Japanese culture and language. Further, Gosford High continued the celebration of different cultures through the annual Harmony Day activities at the end of the term. Indulging in new foods, observing different cultural traditions, and participating in different games and stalls are just a few of the many ways that students enjoyed themselves. Term 1 proved to be full of tradition, excitement, and enrichment.

In Term 1, the School said farewell to Mr. Rudd as Principal as he entered into retirement. Mr. Rudd was a brilliant Principal who built genuine and heartfelt relationships among not only the staff at Gosford High but also the students. His contribution to school life was significant and Gosford High wishes him the best going forward. It was in Term 2 that Gosford High welcomed a new Principal to the school, Mr. Smith, who immediately began working with all members of the community to understand not only our traditions but also ways in which we can improve.

Regarding traditions, in June we had the annual Orange High visit, marking the 50th anniversary of the Malynley Shield, where our students visited Orange for 3 days for the event. Of course, students from both schools demonstrated their sportsmanship and represented their respective schools with pride. This year Orange High did win the Malynley Shield but ultimately students still enjoyed making and spending time with friends while also showcasing both their sportsmanship and athletic ability. Sportsmanship and school pride were also reflected in the cross-country and athletics carnival with many students advancing to both Zone and later Sydney North. Our juniors also experienced a continued emphasis on "future-focused learning" with stages 4 and 5 experiences changes in assessments that now focus on learning outcomes through features such as peer assessment and student choice. For our incoming class of 2021, this term was where they began to finalise their subject choices for their senior year as the school provided a wealth of information over the time through expo days, presentations, and course booklets. Finally, at the end of Term 2, the school celebrated Big Day In which looked a little bit different in 2019 but was still a fun-packed day where students were able to run stalls and games as well as celebrate the annual "Gossies Got Talent" with students of all years showcasing their talents and skill.

As Term 2 came to a close, the school prepared itself for one of the most emotional and transformative terms of the year – Term 3, the beginning of the end for year 12. After year 12 studied intensively for their trial examinations, they then prepared themselves for the annual year 12 graduation, where they were able to finally say goodbye to their second home of six years. As emotional as the day was, for everyone involved, it is always uplifting to know that the students will go on to do great things in the future, the only obstacle left is the HSC itself. While we celebrated the end of their high school education, we also celebrated the long-awaited 90th anniversary for Gosford High, where we were able to meet GHS alumni and hear stories about the different ways that the school has changed since its opening. As well as this, there was the annual year 10 PASS snow trip, which was the highlight of the term for many students and involved lots of new and fun experiences. Aside from exciting excursions and celebrations, however, the school also prided itself on the success of multiple projects initiated by students. Jackie Chan of year 11, in particular, participated in the MAX Potential program and conducted a very successful book drive, in which he collected books from the public and distributed them through Coast Shelter – well done Jackie! As well as this, year 10 and 11 textiles students prepared hygiene kits for delivery to Alpha Mpapa High School in Zimbabwe. Both of these projects have made the school extremely proud because they are just two of the many examples of how Gosford High students care for their community and those in need of help. While this term was full of emotion and wonderful projects and excursions, it also became a turning point for the year, 11 students, as they prepared themselves for their first term of 12, completing their preliminary exams and preparing for a new year of leadership opportunities. Overall, Term 3 has reflected greatly on the accomplishments of the students here, whilst also marking an important transitory stage for senior students. Term 4 always marks a period of increased workload for both students and teachers as all bear the burden of both final HSC exams, and final exams across all years. Our Year 10 students decided on their pattern of study for their senior years while our Year 11's completed their preliminary study and prepared for their HSC year ahead while our Year 12's finished their HSC!

Through this tumultuous time, the school still managed to organise exciting events seen in the excursions such as a Drama workshop with the Swoop Theatre Company, GHS participation in the RACI National Titration Competition, and Bandfest. Individual achievement of our teachers was put on full display at 2019's end as Mrs. Katherine Barbelier, our beloved Head Science Teacher has received a Teachers Guild award in recognition of her nearly 20 years of teaching

Science and Chemistry and for her ongoing commitment to colleagues by leading and facilitating networks in her school and beyond. Further, our new House Captains continued House Games throughout the term as over 223 students took part in Capture the Flag! We also saw individual creative achievement demonstrated as both Ruby Ingles and Bella Nakhoul of Year 11 were invited to perform in the State Drama Ensemble and Yuthing Zheng, Nathan Fantoni, and Mia Sanasi all had their artworks selected for the ArtExpress exhibition. Even the School Captains while in the midst of their HSC were able to display their creativity as they proposed a reflective garden for the community to be constructed as a lasting legacy of the 2019 cohort.

Unfortunately, Gosford High had to bid farewell to the 2019 Cohort who had contributed so much to school life as they completed their final exams. This cohort achieved remarkable results as Gosford ranked 52nd in the State and achieved numerous all-rounders individual results as well as two state ranks! While it was very exciting to celebrate the success of the HSC, the school, unfortunately, bid farewell to two of the English faculty's beloved teachers, Joshua McMahon and Laura Craven. Although we will miss their presence dearly at the school, and the fun atmospheres that came with every lesson, we wish both of them success in their new positions at Barkers College. Overall, Term 4 was yet another term jam-packed with academic achievements and experiences that brought us closer as a community. An end to yet another amazing year at Gosford High School!

Gosford High School has continually supported the values of integrity, diligence, sportsmanship, and support ever since its opening, and 2019 was no exception. The year saw many successes through academic achievements, community projects, sporting competitions, and extracurricular activities, and each student should feel extremely proud of their contributions to the school community. We welcome a new year, and bid farewell to another, placing 2019 as yet another year of transition, transformation, and new experiences. We wish the Class of 2019 the best in their endeavours, and we are excited to see what new achievements and experiences await Gosford High School in 2020.

Adam Connor and Evie Thompson

2020 School Captains

School background

School vision statement

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

School context

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

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

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

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

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

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

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Learning that is Challenging

Purpose

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

Improvement Measures

Growth in student learning is measured through observations of development along the Contemporary Learning Skills progressions from 2018 onwards.

To see an improvement in Tell Them From Me "Student engagement and motivation" survey results from a base of 52% and 30% respectively in 2017 to 65% and 60% respectively in 2020.

Progress towards achieving improvement measures

Process 1: Develop staff understanding and implementation of research based future focused learning skills, and to embed these in Stage 4 and 5 programs across the curriculum.

Evaluation	Funds Expended (Resources)
2020 commenced with a new timetable released across the school. All curriculum areas have been mapped to DoE requirements in teaching hours. Extra elective lines have been introduced to increase student choice and allow for students participate in a greater variety of lessons utilising STEM and project Based Learning Principles. Outcomes known as the "Six Cs" which represent a variety of areas of future focused Project Based Learning are measured on all Stage 4 Reports for students.	Visits to other schools. PL for staff. 2 x relief days @\$550 Primary School and partner primary school support invitation and cover. 5 x Teachers relief @\$550 per day Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$1100.00)• Socio-economic background (\$2750.00)

Process 2: Reporting proficiencies will be developed in line with future focused learning skills and professional learning provided to staff on how these skills are assessed.

Evaluation	Funds Expended (Resources)
The school has targeted professional learning funds to improving the staff understanding of formative assessment principles and strategies, gifted and talented education policy and strategies. This included cognitive coaching of students targeting the accelerated classes in 2019. The TTFM survey demonstrates that 56% of students at Gosford High School have a high wellbeing and high expectations whilst at school and that 71% of students have strong sense of belonging to Gosford High School.	Invite staff from academic partners and schools to work with staff on progressions. Relief days plus consultancy fees. Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$6000.00)

Next Steps

In 2020 the school will change report format to demonstrate student achievement to parents in an easy to read and interpret template. The schools focus on future focussed learning will continue and is supported by greater elective choice in stage 5, potential acceleration pathways and enrichment in stage 4. Further enhancement to the schools profile is created through the year 6 into 7 PrBL days and GATS days where local primary school students can attend and be supported by GHS Year 7 students as they participate in lessons. Each of these days is planned to build on year 7 students sense of belonging to the school.

Strategic Direction 2

Learning that is Supported

Purpose

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

Improvement Measures

Year 9 NAPLAN results will show all students will have achieved results placing them in the top 3 Bands with a minimum of 90% of students in the top 2 Bands and an increasing number of students in the top Band across all testing areas.

All Year 9 students will achieve the NESA Minimum Standard for the awarding of the HSC.

HSC Z–Scores indicate that 75% of courses are at 0.6 standard deviations above state mean or better.

15% reduction in wellbeing referrals to welfare team by tracking data from Sentral and counsellor referrals using 2018 figures as a baseline.

Progress towards achieving improvement measures

Process 1: Whole school wellbeing programs developed and implemented to support our learning community.

Evaluation	Funds Expended (Resources)
Gosford High School places great importance on the wellbeing of students. This is measured using the schools management system Sentral. This system has had a large increase in the number of teachers using the system to make wellbeing notifications. From 2018 to 2019 there was a 20% increase in negative referrals using Sentral and a 150% increase in the number of positive referrals issued to students for positive achievement.	Physical resources for implementation plus relief days for development. Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$4000.00)

Process 2: A whole school approach will ensure that the most effective, evidence based teaching and assessment strategies, including the focus on Literacy and Numeracy across all faculties, optimises learning for all students.

Evaluation	Funds Expended (Resources)
The NAPLAN test is no longer able to be used for students to gain their minimum standards in literacy and numeracy. Currently there are 4 students that have not completed their minimum standard test in year 12. The 2019 HSC results were very positive with the overall median mark for HSC courses continuing to improve on the 2017 and 2018 results. In 2019 40% of students gained an ATAR of over 90 and the school median ATAR was 88. From 2018 to 2019 52% courses had a z score more than .6 standard deviations above the state mean. This increased from 30% of courses in 2018.	Relief days and physical resources for implementation. Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$3000.00)

Next Steps

During 2020 the school will continue to implement positive behaviour and achievement strategies. Using principles of positive psychology and a growth mindset the school has implemented a senior mentoring program to support Stage 6 students. The school will also utilise the senior leadership team to educate and support junior students through tutoring, year presentations and recognition assemblies. This will continue throughout 2020 and provide increased opportunities for students to be supported with their learning and recognised for their achievement in a highly competitive environment.

Strategic Direction 3

Learning that is Connected

Purpose

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

Improvement Measures

There will be a 80% increase in the frequency that faculties provide for students to benefit from learning links with business, industry parent community and tertiary institutions. This increased will be based on figures determined in the first semester of 2018.

Tell Them From Me data will indicate a growth in the measure indicating that students see relevance in their learning.

In 2017, students rated their classroom learning as being relevant to their everyday lives at 5.9 out of 10. Our goal is for this to rise to 7.5 out of 10 by 2020.

Progress towards achieving improvement measures

Process 1: Develop and enhance partnerships with business, industry parent community, alumni and tertiary institutions for curriculum and curriculum enrichment opportunities.

Evaluation	Funds Expended (Resources)
The school has maintained and further developed links with external stakeholder groups. The School celebration of 90 years encapsulated the extent that school is a product of the local community and how the community, alumni parents and businesses have remained invested in the school for a long period of time. Concluding 2019 the school was further building a strong working relationship with the University of Newcastle to enhance student achievement and opportunities.	Costs associated with advertising and publicising the contributions made to student learning by partners. Funding Sources: <ul style="list-style-type: none">• (\$2000.00)

Process 2: Embed school based curriculum and curriculum enrichment programs that contribute holistically to student and staff connections within and external to the school.

Evaluation	Funds Expended (Resources)
The school has embedded a gifted and talented program that targets stage 4 students and students transitioning into Gosford High School as part of the Year 6 orientation process. The program was led through the schools professional learning team and Deputy Principal to familiarise students with the school and provide opportunities for students to develop STEM skills through inquiry based learning. The program also provides students in Stage 4 with a leadership and mentoring opportunity with the incoming Year 7 students. In 2020 the program will be expanded into both local primary schools and into Stage 5 through the increased options in elective lines.	\$10,000 P&C and Chapman funding Funding Sources: <ul style="list-style-type: none">• P&C Funds (\$10000.00)

Next Steps

The school will continue to build on the links with the local businesses, University of Newcastle, Macquarie University, LMG and Partner Primary Schools. Teachers and external organisations working together to create inquiry based learning and authentic assessment tasks is being expanded across Stages 3, Stage 4 and Stage 5. STEM and inquiry based learning will continue to be a vehicle to engage students in the needs of the local community and businesses whilst utilizing the expertise and resources of tertiary institutions.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$12 799.00) 	The school has engaged in cultural activities and offered leadership opportunities for Aboriginal students through the local AECG. Staff members have taken specific roles of mentoring Aboriginal students and providing support for leadership opportunities for Aboriginal students.
English language proficiency	SLISO Support Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$20 813.00) 	The school tested and created IEP programs for many students and allocated Learning and Support Team assistance to students who were identified with need English Language Support. Teachers have been notified through the school Sentral database to inform their practice.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$96 340.00) 	Students have been allocated support through the Learning and Support Team and Wellbeing Team. Students identified through NAPLAN results, school assessment and parent feedback received Individual Education Plans and ongoing support with organisation, scaffolding and planning of school assessment tasks.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$21 425.00) 	The socio –economic money has been used to support welfare and wellbeing programs across 7–12. These have included all activities hosted by the Captains, House Captains, and SRC. It supported multiple transition activities for our stage 3 into 4 program and the implementation of the High Resolves Global Citizenship program.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$40 000.00) 	Beginning teacher Support through ongoing induction, reduced teaching load and increased professional learning opportunities. Each beginning teacher was allocated a mentor teacher within their faculty who is also on a load reduction to support them with programming, teaching, assessment and feedback..

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	589	599	583	565
Girls	503	493	485	502

Student attendance profile

School				
Year	2016	2017	2018	2019
7	95.5	96.5	96.2	96.5
8	94.3	93.6	94.5	95.7
9	93.8	94	93.4	95.2
10	91.7	93.4	94.1	93.9
11	93.4	93	95.2	95.2
12	91.6	91.7	93.8	96
All Years	93.4	93.7	94.5	95.4
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	3
Employment	0	0	10
TAFE entry	0	1	2
University Entry	0	0	70
Other	1	1	5
Unknown	0	0	3

Year 12 students undertaking vocational or trade training

1.00% of Year 12 students at Gosford High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

98.9% of all Year 12 students at Gosford High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	53.2
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	13.17
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,598,438
Revenue	11,848,693
Appropriation	10,577,038
Sale of Goods and Services	126,123
Grants and contributions	1,127,771
Investment income	17,761
Expenses	-11,655,813
Employee related	-9,432,941
Operating expenses	-2,222,871
Surplus / deficit for the year	192,881

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	84,709
Equity Total	151,370
Equity - Aboriginal	12,791
Equity - Socio-economic	21,425
Equity - Language	20,813
Equity - Disability	96,340
Base Total	9,552,365
Base - Per Capita	250,429
Base - Location	0
Base - Other	9,301,935
Other Total	564,429
Grand Total	10,352,872

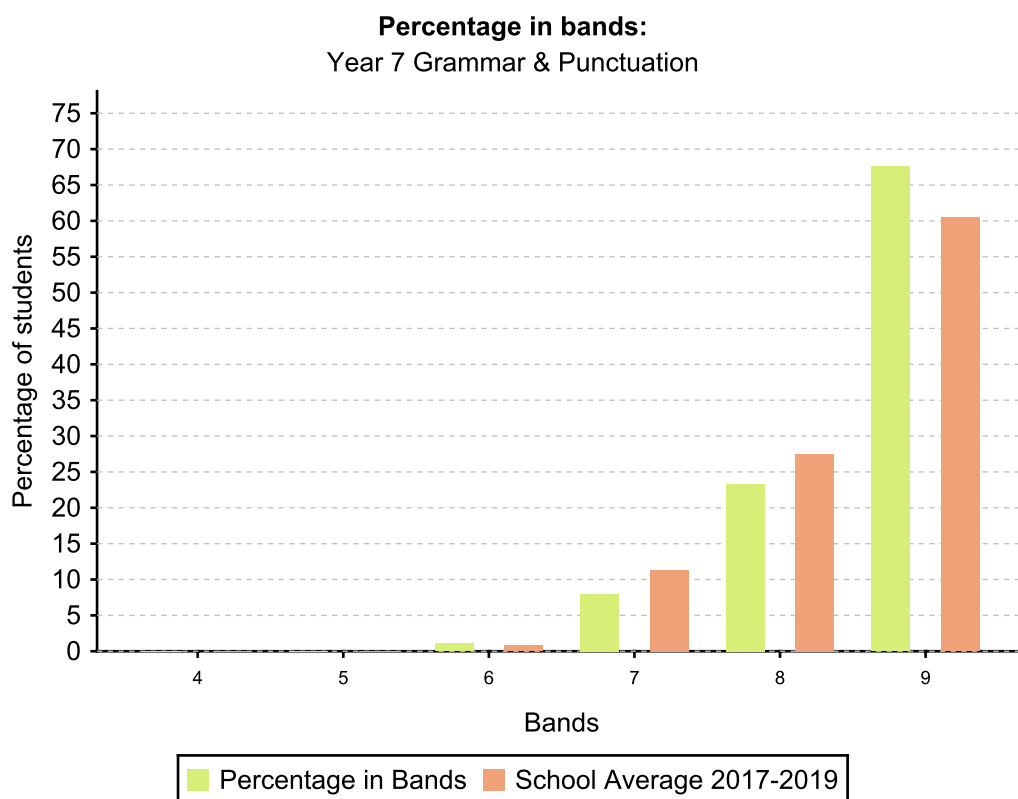
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

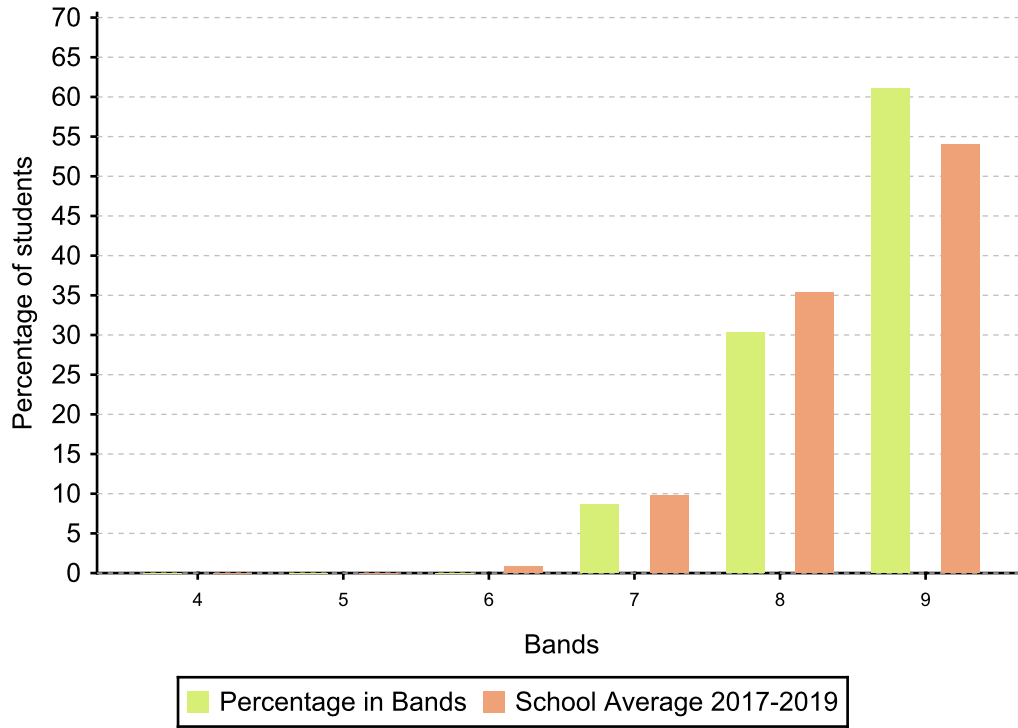
Literacy and Numeracy Graphs



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	1.1	8.0	23.3	67.6
School avg 2017-2019	0	0	0.8	11.3	27.5	60.5

Percentage in bands:

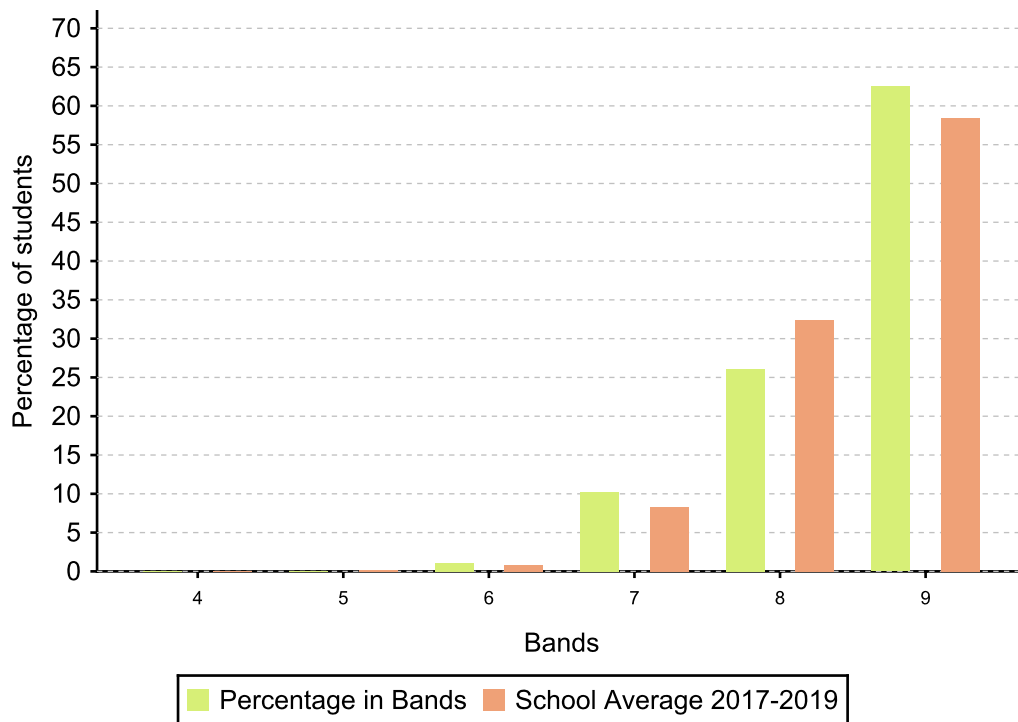
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	8.6	30.3	61.1
School avg 2017-2019	0	0	0.8	9.8	35.4	54

Percentage in bands:

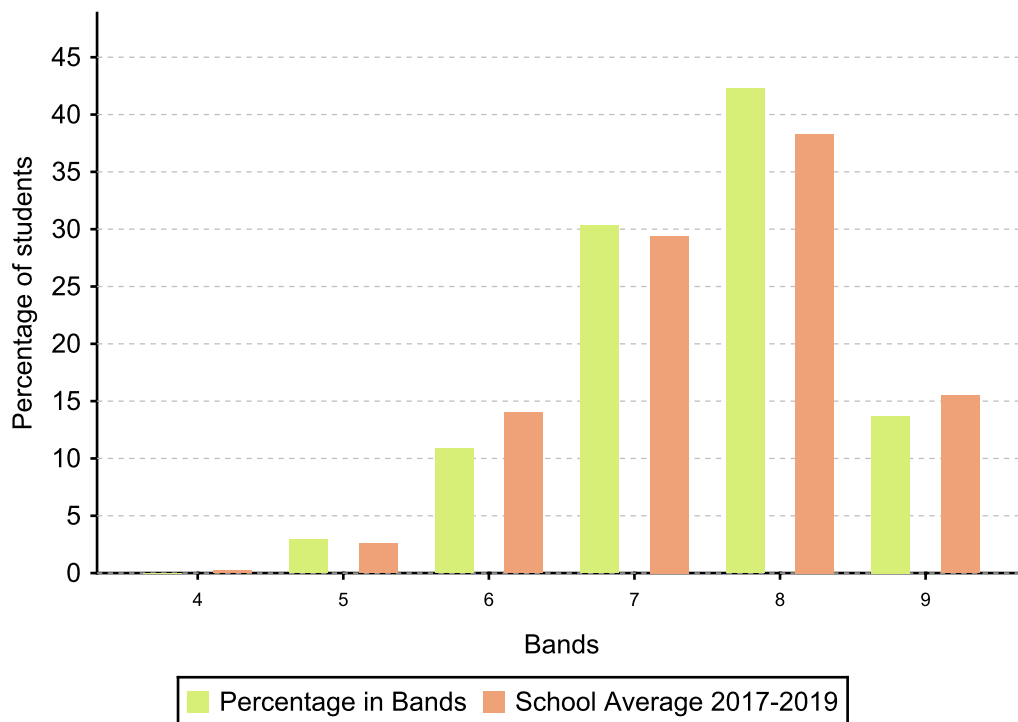
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	1.1	10.2	26.1	62.5
School avg 2017-2019	0	0.2	0.8	8.3	32.4	58.4

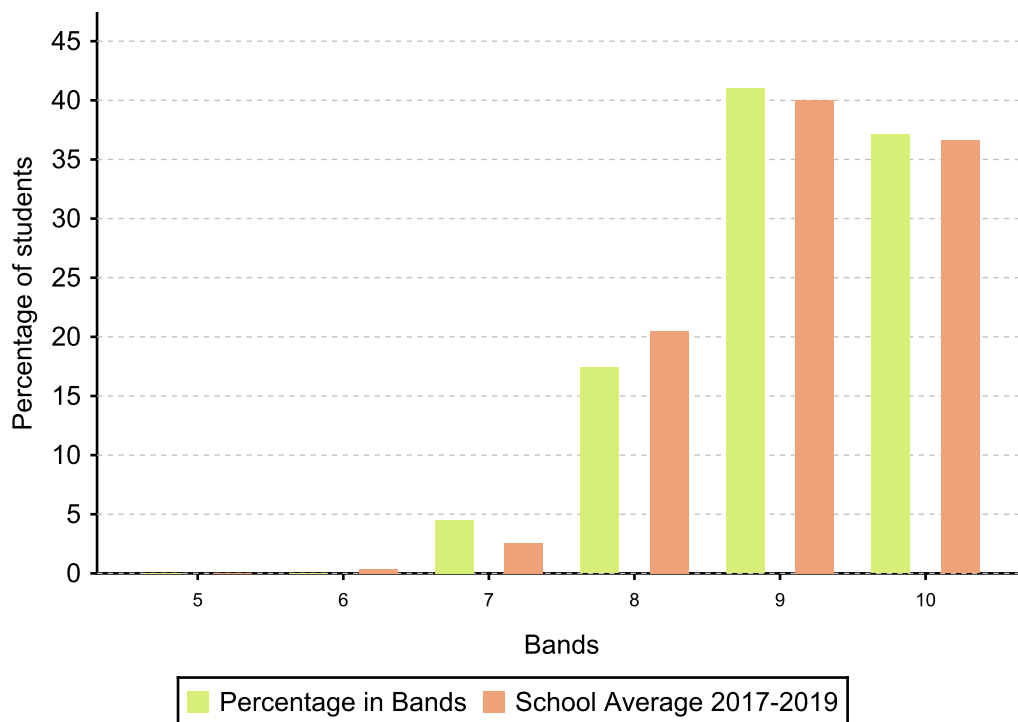
Percentage in bands:

Year 7 Writing



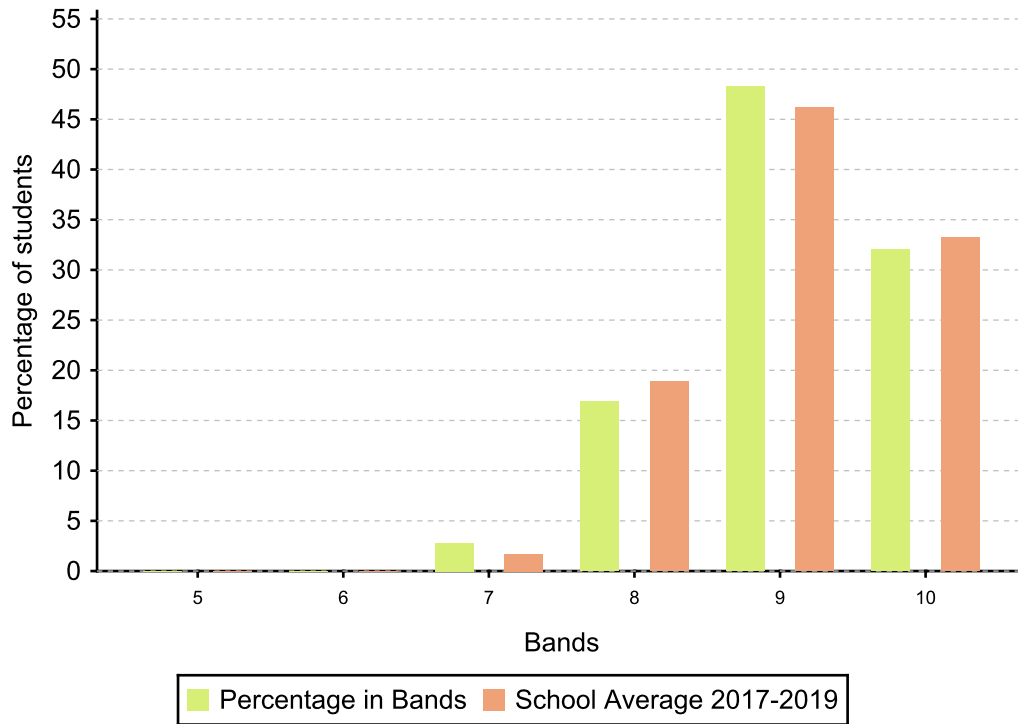
Band	4	5	6	7	8	9
Percentage of students	0.0	2.9	10.9	30.3	42.3	13.7
School avg 2017-2019	0.2	2.6	14	29.4	38.3	15.5

Percentage in bands: Year 9 Grammar & Punctuation



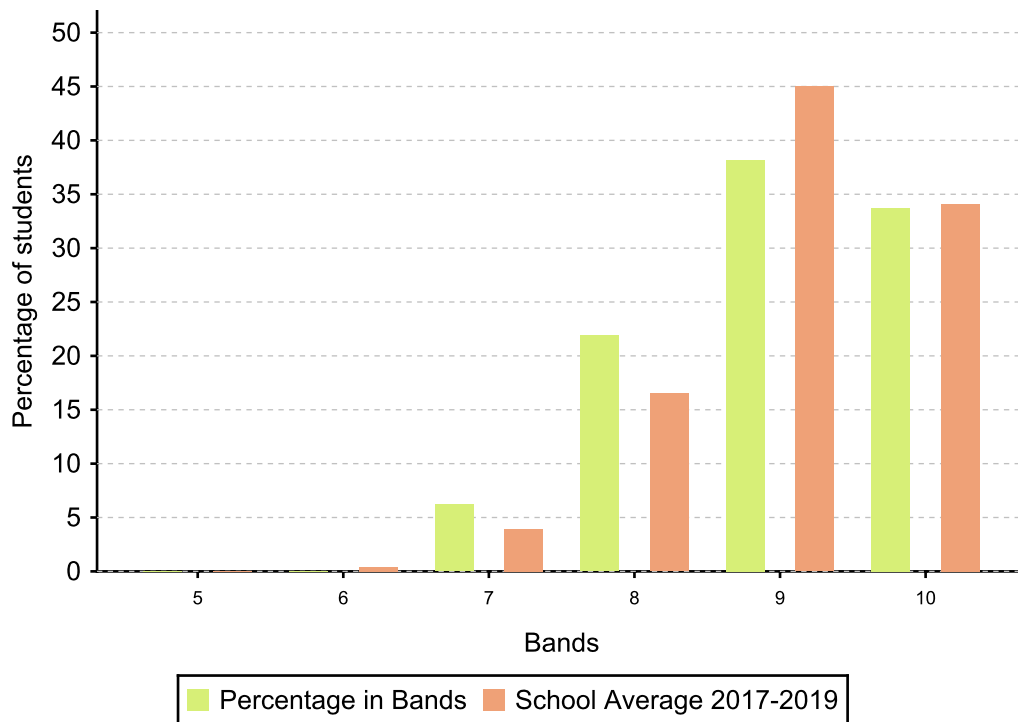
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	4.5	17.4	41.0	37.1
School avg 2017-2019	0	0.4	2.6	20.5	40	36.6

Percentage in bands:
Year 9 Reading



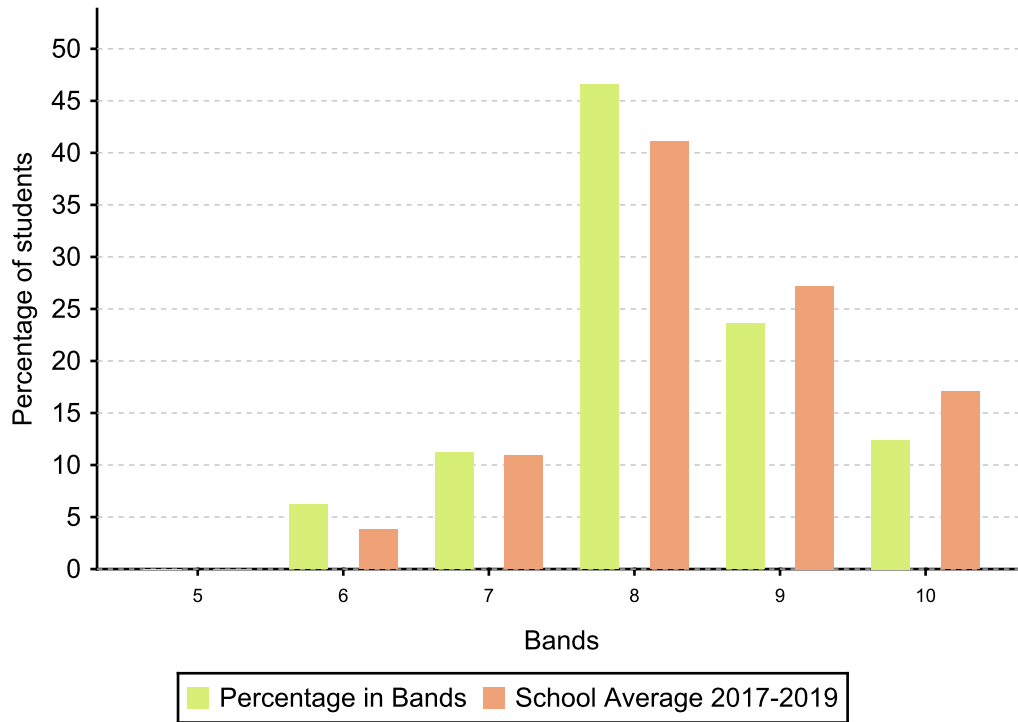
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	2.8	16.9	48.3	32.0
School avg 2017-2019	0	0	1.7	18.9	46.2	33.2

Percentage in bands:
Year 9 Spelling



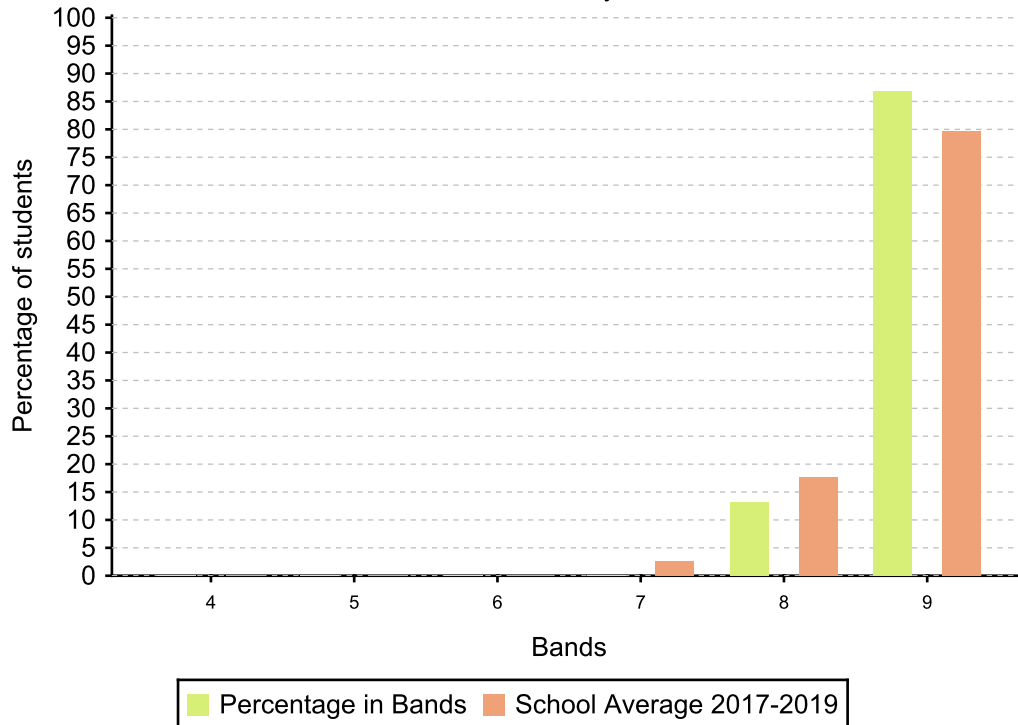
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	6.2	21.9	38.2	33.7
School avg 2017-2019	0	0.4	3.9	16.5	45	34.1

Percentage in bands:
Year 9 Writing



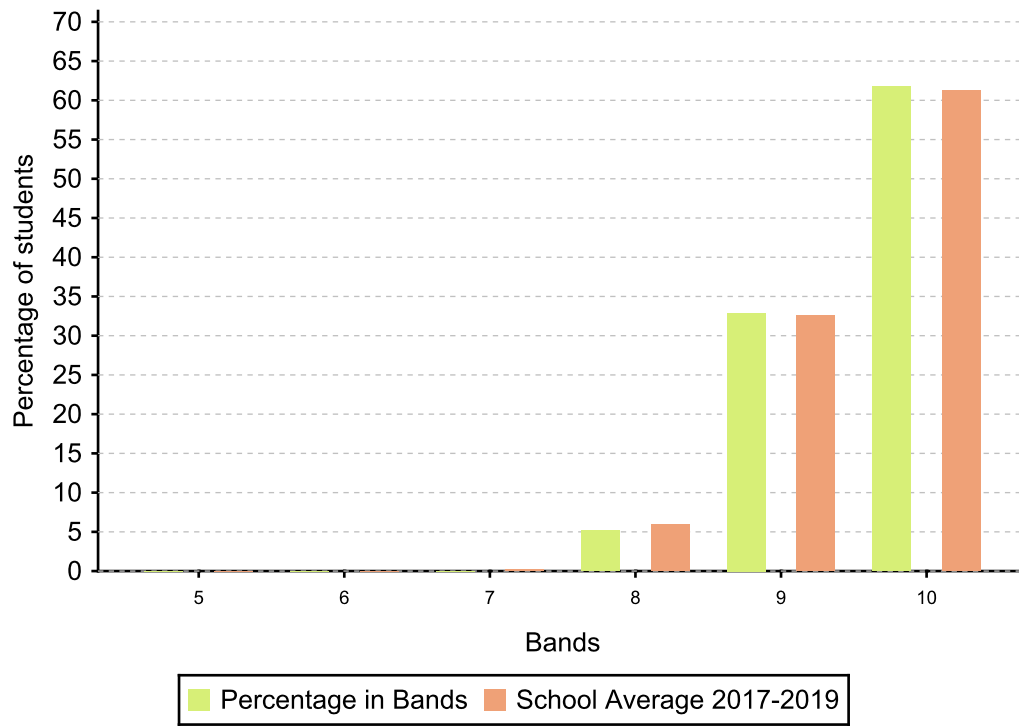
Band	5	6	7	8	9	10
Percentage of students	0.0	6.2	11.2	46.6	23.6	12.4
School avg 2017-2019	0	3.8	10.9	41.1	27.2	17.1

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	13.1	86.9
School avg 2017-2019	0	0	0	2.6	17.7	79.6

Percentage in bands:
Year 9 Numeracy

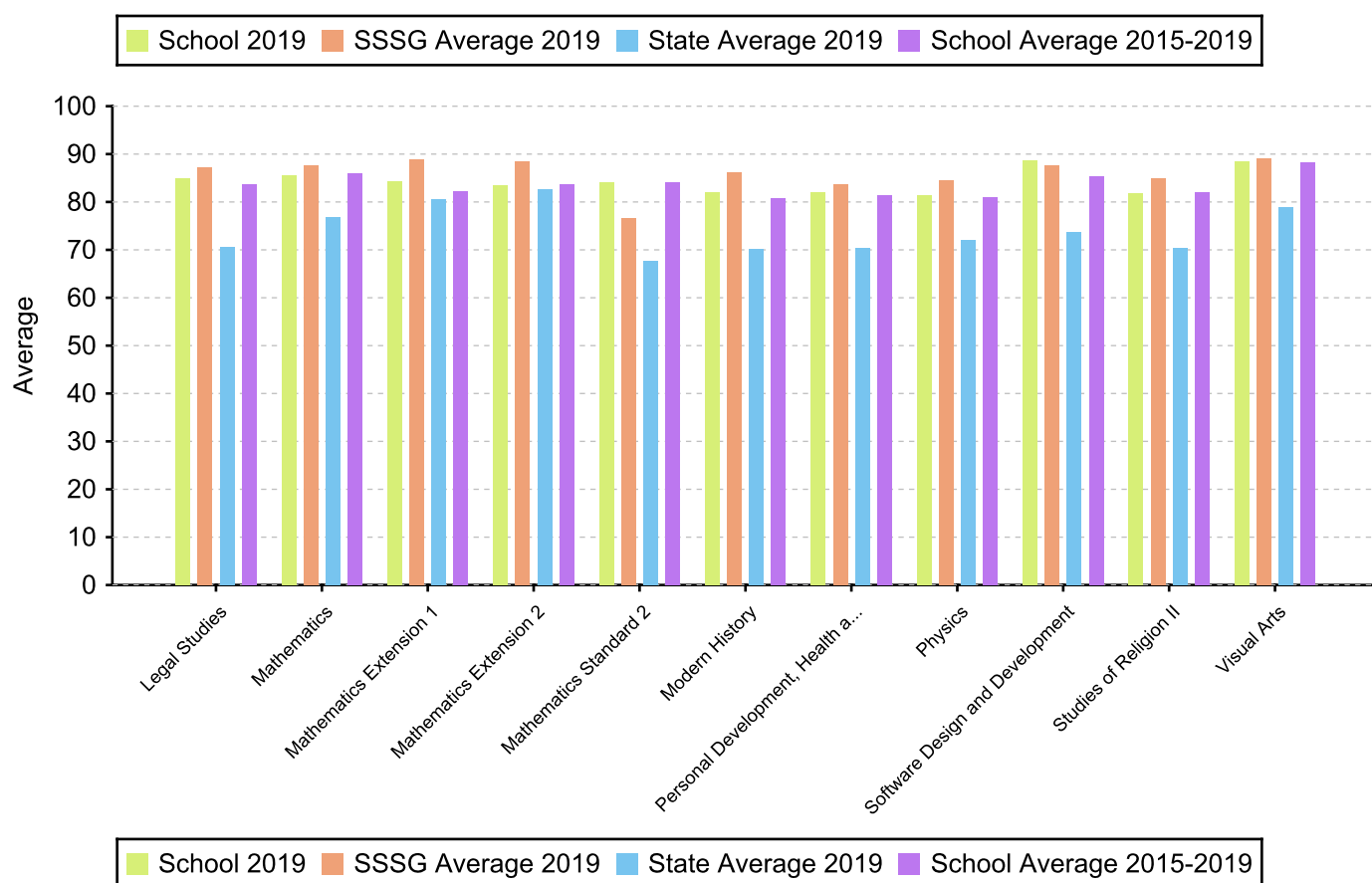
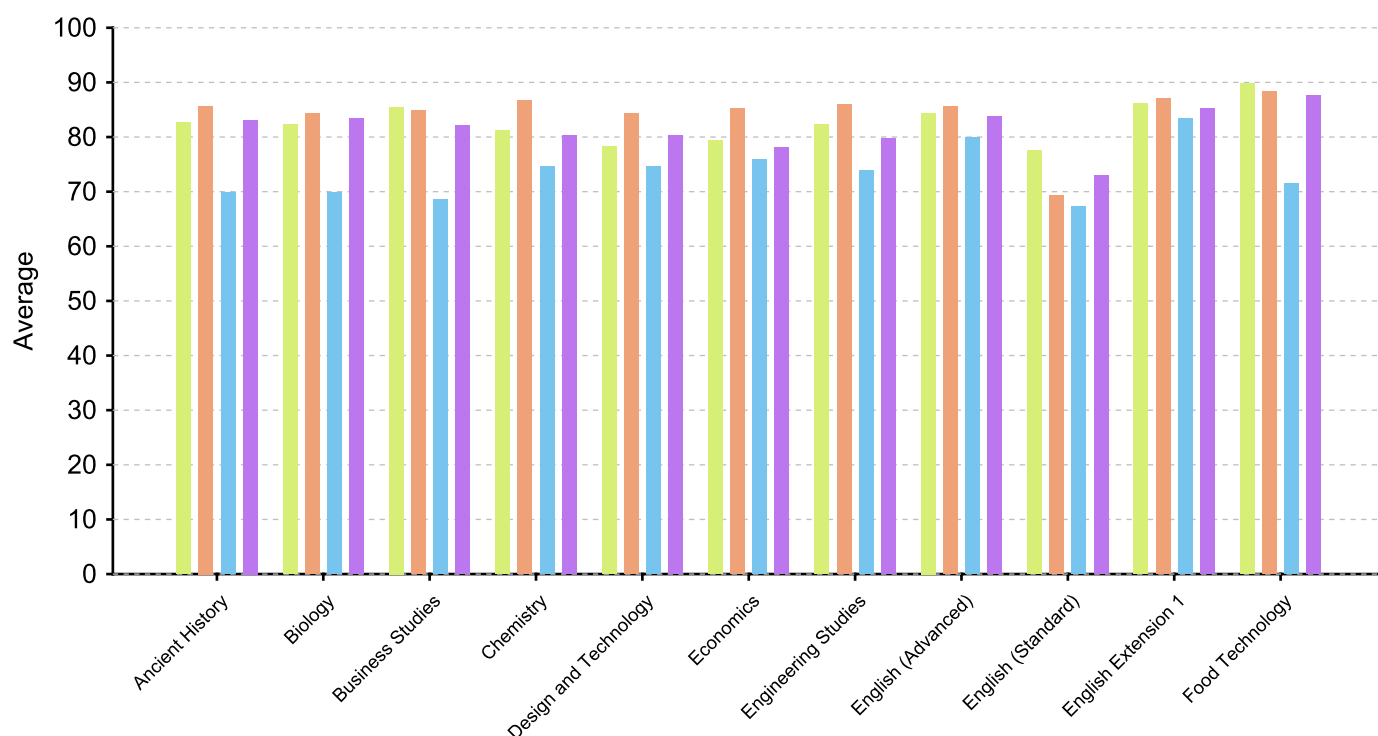


Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	5.2	32.9	61.8
School avg 2017-2019	0	0	0.2	5.9	32.6	61.3

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	82.7	85.7	69.9	83.1
Biology	82.3	84.4	69.9	83.4
Business Studies	85.5	84.8	68.6	82.2
Chemistry	81.2	86.7	74.7	80.3
Design and Technology	78.3	84.4	74.5	80.3
Economics	79.3	85.3	75.9	78.0
Engineering Studies	82.3	85.9	73.9	79.8
English (Advanced)	84.4	85.6	80.0	83.7
English (Standard)	77.5	69.4	67.3	72.9
English Extension 1	86.1	87.0	83.4	85.2
Food Technology	89.8	88.3	71.4	87.7
Legal Studies	84.9	87.2	70.6	83.7
Mathematics	85.5	87.6	76.9	85.9
Mathematics Extension 1	84.3	88.9	80.6	82.3
Mathematics Extension 2	83.5	88.4	82.7	83.7
Mathematics Standard 2	84.0	76.6	67.7	84.0
Modern History	82.0	86.3	70.2	80.7
Personal Development, Health and Physical Education	82.1	83.7	70.5	81.4
Physics	81.3	84.5	72.1	81.0
Software Design and Development	88.7	87.7	73.8	85.3
Studies of Religion II	81.8	84.9	70.4	81.9
Visual Arts	88.5	89.2	78.8	88.2

Parent/caregiver, student, teacher satisfaction

The school conducts surveys of students, parents and students to gather feedback, make financial decisions and assess student wellbeing. The Tell Them From Me survey plus school based surveys provide the school with an overview of parents views and expectations of the school and its programs.

The P&C is an integral aspect of school management with the executive participating in financial decisions of the school and allocating funding to teaching and learning activities.

During 2019 the school conducted a number of specific surveys. These included the:

1. 'Transport and Timetable Survey
2. Tell Them From Me Survey
3. Curriculum Options and Elective Feedback survey

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

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

In the student TTFM survey, students indicated a strong sense of belonging and advocacy for the school. Students in Year 12 have a high expectation of success and said that they were proud of their school. 86% of students felt that they had friends at school who they can trust and who encourage them to make positive choices. This is almost 10 percentage points above the state mean. Overall, 59% of students, across all measures had scores that placed them in the quadrant of measures which indicated they have the highest of skills and high levels of challenge while only 4% of students lacked confidence in their skills and did not feel challenged. This is almost half of the state norm for this category. However, scores did indicate an ongoing lower than average result on students finding relevance to classroom instruction as compared to other drivers of their outcomes. This continues to be addressed through our focus on authentic learning experiences and in the development of learning partnerships with universities, business and industry.

Staff believe there is a strong focus on making improvements to student learning. Professional learning teams became the hub of teacher learning in the school with additional time allocated for these professional learning opportunities. Teachers indicated a these had a positive impact on the variable delivery of content to students. The CONNECT lesson continued to be evaluated and was removed and replaced with the Hlgh Resolves Global Citizenship Program, Elevate and the new wellbeing team structure. Staff are generally happy with the level of support offered to them through the Learning Support Team in assisting students who require greater levels of support in their classes.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.