Goulburn High School

2019 Annual Report

8116

Introduction

The Annual Report for 2019 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.

School contact details

Goulburn High School

Goldsmith St

Goulburn, 2580

www.goulburn-h.schools.nsw.edu.au

goulburn-h.school@det.nsw.edu.au

4821 4022

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

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation 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

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.

Improvement Measures

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.

HSC improvement as per subject–specific targets detailed in faculty plans

Students are achieving higher than expected growth on internal school progress and achievement data

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

Future focused learning embedded across all KLAs resulting all students and staff demonstrating 21C learning skills.

Increase in percentages of students in the top two NAPLAN bands by 2019

Increase in the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 2019

Progress towards achieving improvement measures

Process 1:   1. Literacy & Numeracy

Implement evidence–based practices, including ALARM, Super–Six and Numeracy's Five Focus areas, to improve student literacy and numeracy outcomes.

Evaluation	Funds Expended (Resources)
Diagnostic testing of Year 7 resulted in the explicit teaching of weaker skills lifting results in post–testing by over 48%. Analysis of Best Start and NAPLAN results issued to all class teachers resulted in increased implementation of numeracy skills in programs. NAPLAN showed a continuing upward trend in Year 7 numeracy Band 8/9 from 13% to 21%, and a downward trend in Lowest Band – 6% to 4%. Value–adding between Year 7 (2017) and 9 (2019) has tracked down considerably. Intervention for HSC Minimum Standards below level 3 reduced from 14% to 2% in Year 11 (2019). 24% of Year 10 did not meet level 3 and will have intervention in 2020.	226000

Process 2:   2. Future focused learning

Through the provision of learning spaces, pedagogy and technology, staff design and implement highly effective teaching and learning programs that prepare our students to shape their future and thrive in a global world.

Evaluation	Funds Expended (Resources)
It has been a successful year with much growth in the capacity of staff and students in the future–focussed pedagogy teaching space. In the development of future focussed pedagogy, new ideas were selected. The areas identified were: Learning Modes and 21st Century skills. The future–focused team participated in professional development and then organised training for the whole school staff. Technology was a major focus	130000

Progress towards achieving improvement measures	
Chromebooks were identified as appropriate technology with the successful purchasing and roll out. Investigated and begun implementation of future–focused pedagogies. Along with the rollout of new platforms for Teaching and Learning Organisation in the form of SharePoint and delivery in the form of Google Classroom. These platforms have really flourished in their use in 2019. Furthermore, Technology presentation needs were explored and Wireless Presentation Dongles were selected and rolled out to all school teaching spaces and staff trained on their use. This saw strong use in 2019. Along with the development of spaces to improve the capacity for integration of future pedagogies with B1, Library Annex 3, C9 and some classrooms re–orientated and re–equipped. So far the school has seen a major upswing in the use of digital lesson planning and delivery based around the technology, ideas and spaces that the future–focussed teams have developed. As well the Robotics and 3D printing programs have seen widespread success. Overall a successful year with the majority of goals reached and platform built for growth in 2020.	

Process 3:   3. Aboriginal and Torres Strait Islander Peoples' Program

Implement a whole school approach by professionally developing staff and forging strong links with our local Aboriginal community, to ensure effective teaching and learning culture that provides an inclusive and respectful environment for Indigenous and non indigenous students.

Evaluation	Funds Expended (Resources)
A strong partnership has been established with NSW Health where our Aboriginal boys have been able to access 'Konnected Koori Men' on Tuesday afternoons. The program assists Aboriginal boys with their mental health and future goals and planning. A 'drop–in' session has been established on Wednesday afternoons to assist Aboriginal students with their PLP goals, literacy and numeracy. The PLP meetings were held at the Weir where the students, families and teachers completed the Personalised Learning Plan for each Aboriginal and Torres Strait Islander student. The Didgeridoo group have performed at St Saviour's Pre–School and the opening of Grand Pacific Health. Students have also attended STEM and Culture Camps which were hosted by the NSW AECG. Students were nominated for the New South Wales Department of Education Inspire Awards across a number of categories.	21651

Next Steps

Literacy & Numeracy Program

Implementation of specific numeracy & literacy rotational classes for all Year 8 students to explicitly teach and reinforce necessary numeracy skills. This aims to value–add in NAPLAN, improve numeracy & literacy skills in KLAs and increase the per cent of Minimum Standards students gaining Level 3 at the first sitting. Continue diagnostic testing of Year 7 and targeting gaps for improvement through explicit teaching strategies. Ensure all KLA teachers have time and opportunities to develop explicit teaching strategies based on data–informed practice; collection and analysis of relevant data about student numeracy and develop easy to embed numeracy teaching into KLAs work units.

Future Focussed Program

The Future Focused Learning space will see further growth in the areas of pedagogical understandings, space design and teaching and learning platforms. In terms of pedagogical understandings, the focus will be learning modes and 21 Century thinking in teacher practice. There will be changes in the physical layout of school spaces to support the utilisation of learning modes better. Along with the technological platforms that support teaching–learning will be further embedded in practise and doctrine of the school with a significant focus being Digital Learning (Gsuite) and Administration (SharePoint).

Aboriginal and Torres Islander Peoples Program

The employment of an Aboriginal tutor to assist senior students with completing assessments and meeting deadlines. Early intervention programs to help Literacy and Numeracy targets for our Aboriginal and Torres Islander students and

implementation of PLPs with a Literacy and Numeracy focus.

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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.

Improvement Measures

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

2. Increased student intake into year 7 and retention across transition points through strong, equitable and community focused transition programs.

3. Students have a personalised learning plan with their specific 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.

Progress towards achieving improvement measures

Process 1:   1. Positive Behaviour for Learning (PBL)

Strengthening and growing the PBL program through continual staff and community learning using internal and external expertise to support ongoing staff training and school community engagement.

Evaluation	Funds Expended (Resources)
The Positive Behaviour for Learning framework continues to provide support to staff and students to help foster a positive school environment that is conducive to learning. The committee is one with some new members. This provides an opportunity to inject intensity to an established program, brings fresh perspectives, and tests the durability of established programs. Recognition of student contribution to the school community continues apace with periodic rewards such as icy poles and a games afternoon for students that achieve behavioural goals. In response to feedback from staff, regular assembly presentations on positive behaviour were introduced. These presentations provide opportunities for students to collaborate with the teaching staff and to develop leadership and communication skills. The language around PBL was reviewed, and a PBL matrix was created for specific contexts around the school. Work has started on updating the signage around the school to be installed next year.	8000

Process 2:   2. Transition from Partner Primary Schools, within School Years and Stages, and to Work and Further Study

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including aboriginal students, highly mobile students, students with atypical enrolment and specific support needs.

Evaluation	Funds Expended (Resources)
Although Year 7 enrolment hasn't significantly improved, we have been able to gather quality information about the students thus ensuring that every student is known, valued and cared for. Parental engagement has also improved significantly with higher rates of participation in PT nights, Award assemblies and other school organised functions. A large number of parents are also accessing information about their child and the school through the school app and Sentral.	8000

Progress towards achieving improvement measures

Process 3:   **3. Wellbeing**

Developing and implementing school–wide, collective responsibility for student learning and success, which is shared by parents and students through planning for learning that is informed by holistic information about each student's wellbeing and learning needs in consultation with parents/carers and members of the Aboriginal community, where appropriate.

Evaluation	Funds Expended (Resources)
Results indicate that 85% of students who began the program with reading results below their chronological age met their chronological reading age after one year of intervention. Room for improvement is needed in the area of plan implementation by teaching staff. LaST's have an opportunity to establish rapport with staff and work in the class to help implement the plan. Every student has a person they can check–in with regarding Wellbeing. The Wellbeing Team consists of Year Advisors for Years 7–12, a Boys and Girls Advisor, a Head Teacher Wellbeing, 2 x School Psychologists and 2 x Learning Support Teachers. In 2019, the school was externally validated by the DoE and results indicate we are excelling in this area. The team meets weekly to review staff referrals, monitor attendance and review all Wellbeing policies.	30961

Process 4:   **4. Leadership**

Through participation in student and community capacity building programs, enhance and develop leadership teams that are representative of the whole school community, including proportional representation from school community members.

Evaluation	Funds Expended (Resources)
School committees are represented by staff members from every faculty. The teams meet at least once a term to monitor the progress of milestones in the school plan.	5500

Next Steps

PBL

PBL lessons in the classroom. Increase the PBL signage around our school. Continue to build relationships with students focusing on Wellbeing. Increase the engagement of students at risk with non–attendance issues. Consistent implementation of learning plans

Transition Program

Continue with the transition program with partner primary schools. The Transition Coordinator will also be implementing a Future Ready Work Program. The objective of this program is to provide disengaged Year 10 students with learning 'future focus' skills in accordance with the Quality Teaching Framework (element of Significance). Students will be involved in 'future focussed' learning which will include interview preparation, networking with community agencies, implement the use of a logbook to develop record–keeping and self–management and to apply 'Give it a go Days' e.g. different trades, IT and university education roles – Vocational education programs across KLAs.

Wellbeing

Introduction of the Berry Street Education Model which is based on proven positive education, trauma–informed and wellbeing practices that enable students' academic and personal growth.

Leadership

Distributed leadership with a prime focus to mobilise leadership expertise at all levels in the school to generate more

opportunities for change and to build the capacity for improvement.

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.

Improvement Measures

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.

 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 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.

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

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.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

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.

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.

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.

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

3. Teachers collaborate with staff in other schools to share and embed good practice.

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.

Progress towards achieving improvement measures

Process 1:   **1. Significant involvement in professional educational networks.**

The school builds capacity in its staff, identifies expertise and draws on this to further develop its professional learning community. Teaching staff demonstrate and share their expertise within their school and with other schools.

Evaluation	Funds Expended (Resources)
Staff are directly involved with building professional networks to build capacity in current practises and skills. The Learning Support Team and Transition Advisor work alongside feeder primary schools to organise focus days where Year 6 students attended classes as part of the transition to high school program. Staff exchange information with primary schools on the	15000

Progress towards achieving improvement measures	
learning needs of the new cohort and work alongside school's to prepare any support class placement applications. The Student Leadership group and SRC are involved in numerous sporting days with feeder primary schools to upskill staff and students in maintaining professional learning networks. GHS staff have been directly involved in the up–skilling and assistance towards partner primary school staff by developing strong links/programs with primary schools. Two staff members delivered professional development to teachers' in the GCOPS Professional development evenings regarding differentiating the curriculum for students with additional needs in mainstream and support classes.	

Process 2:   **2. NESA compliance and development of PDP's.**

School leadership team analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues in identifying and achieving personal development goals, and pre–service teachers in improving classroom practice.

The leadership team develops a scheduled mentoring/coaching program that embeds principles of evaluative and reflective thinking to support staff capacity building and development of their PDP's personal, KLA and whole school goals aligned with the School Plan. The leadership team will implement a process of continually monitoring the impact of programs and approaches used by all teachers, and improve practice as required.

Evaluation	Funds Expended (Resources)
All faculties participated in a faculty review. Evidence collected from the faculty review process was used to guide future goals for faculties in line with the school plan.	51000

Process 3:   **3. Improvement in community engagement.**

The leadership team measures whole school community satisfaction and shares its analysis, reflections and actions to strengthen its links with the community leading to a cycle of continual improvement.

Evaluation	Funds Expended (Resources)
Through successful community engagement initiatives, we have developed deeper ties with families and the community and found ways to better involve them. The team members spend considerable time to engage with the community through various communication channels in order to provide up to date information about the school in a timely way.	15000

Next Steps

Professional Network

Providing opportunities to staff to engage with the wider educational network.

NESA Compliance & PDPs

Maintain processes and practices around NESA Compliance. Deepen our knowledge and ability to better measure the impact of programs and processes in our school. We need to be systematic and planned in our collection of both qualitative and quantitative data so that its use can measure evidence of impact. Provide leadership training and opportunities for all including those who have highlighted these as PDP goals and those who are leading committees and teams.

Community Enagagement

Strengthen current programs and practices. Appointment of a media officer who will communicate the latest information about the school through various communication channels. There also needs to be a greater emphasis on community/school integrated collaborative events – White Ribbon Walk and Remembrance Day.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	21651	All Aboriginal students have updated PLPs and there is an increase in the involvement of families in the PLP process. Aboriginal funding was used to employ an Aboriginal tutor to support the learning needs of Aboriginal students. A camp at the Blue Mountains was also organised for Aboriginal students.
English language proficiency	85000	A literacy coach was hired to work with teachers who needed support in implementing Super six and ALARM strategies into their classes. The Careers teacher and the Wellbeing team coordinated the Minimum Standard Tests – a significantly large number of students met the requirements.
Low level adjustment for disability	21366	We provide a number of 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.
Socio–economic background		RAM funding
Support for beginning teachers	77,865	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	13912	A tutor was hired to support the learning needs of two new arrivals. The Individual Learning Plans have been developed for each student to assist them with their learning and career pathways. A range of resources has been purchased to support student learning across a range of KLAs.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	359	345	306	310
Girls	299	309	285	281

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
7	94.4	92.9	92.1	90.5
8	91.1	89.5	89.7	87.4
9	86.5	83.3	83.8	84.2
10	86	82.4	78	84.2
11	89.7	80.7	84.7	79.5
12	86.6	87.6	82.5	87.3
All Years	89.1	86	85.1	85.8
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	1	0	3
Employment	2	6	57
TAFE entry	5	7	6
University Entry	n/a	n/a	13
Other	1	2	9
Unknown	1	2	12

Year 12 students undertaking vocational or trade training

39.74% of Year 12 students at Goulburn High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

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

6 students were not eligible for their HSC – 10% (N–determinations and non–completion of exams)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	9
Classroom Teacher(s)	37.6
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.88
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	816,734
Revenue	9,412,813
Appropriation	9,078,227
Sale of Goods and Services	12,959
Grants and contributions	315,937
Investment income	5,290
Other revenue	400
Expenses	-9,122,496
Employee related	-7,982,279
Operating expenses	-1,140,217
Surplus / deficit for the year	290,317

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	1,029,119
Equity Total	795,991
Equity - Aboriginal	38,433
Equity - Socio-economic	469,812
Equity - Language	1,432
Equity - Disability	286,314
Base Total	6,386,873
Base - Per Capita	145,128
Base - Location	3,635
Base - Other	6,238,110
Other Total	431,166
Grand Total	8,643,149

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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.
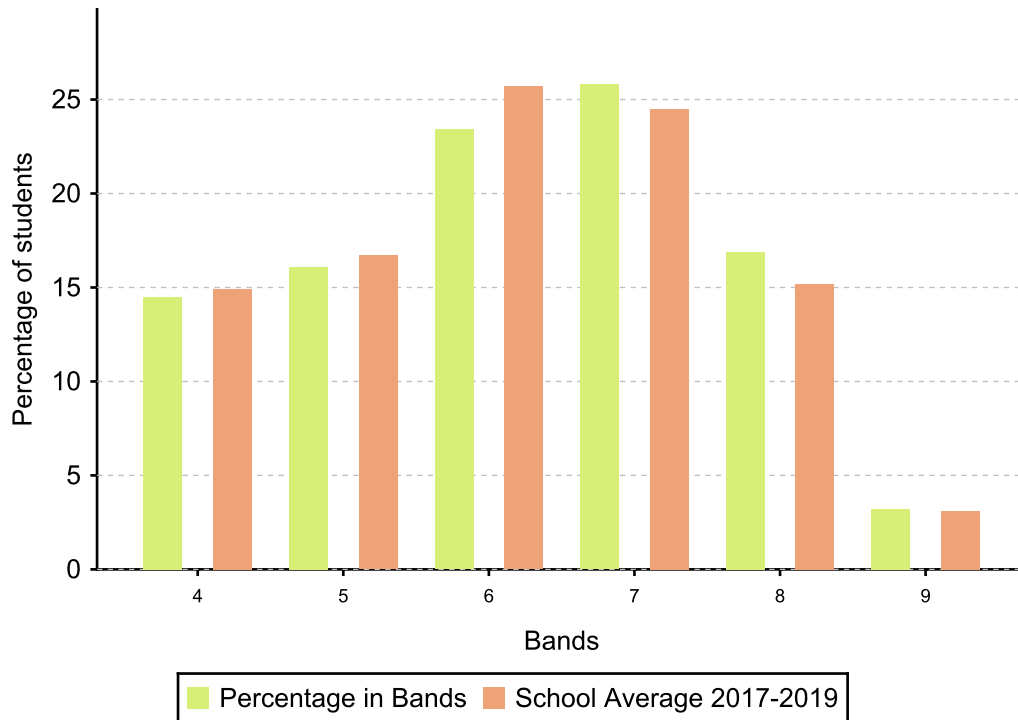
Literacy and Numeracy Graphs

Percentage in bands:
Year 7 Grammar & Punctuation
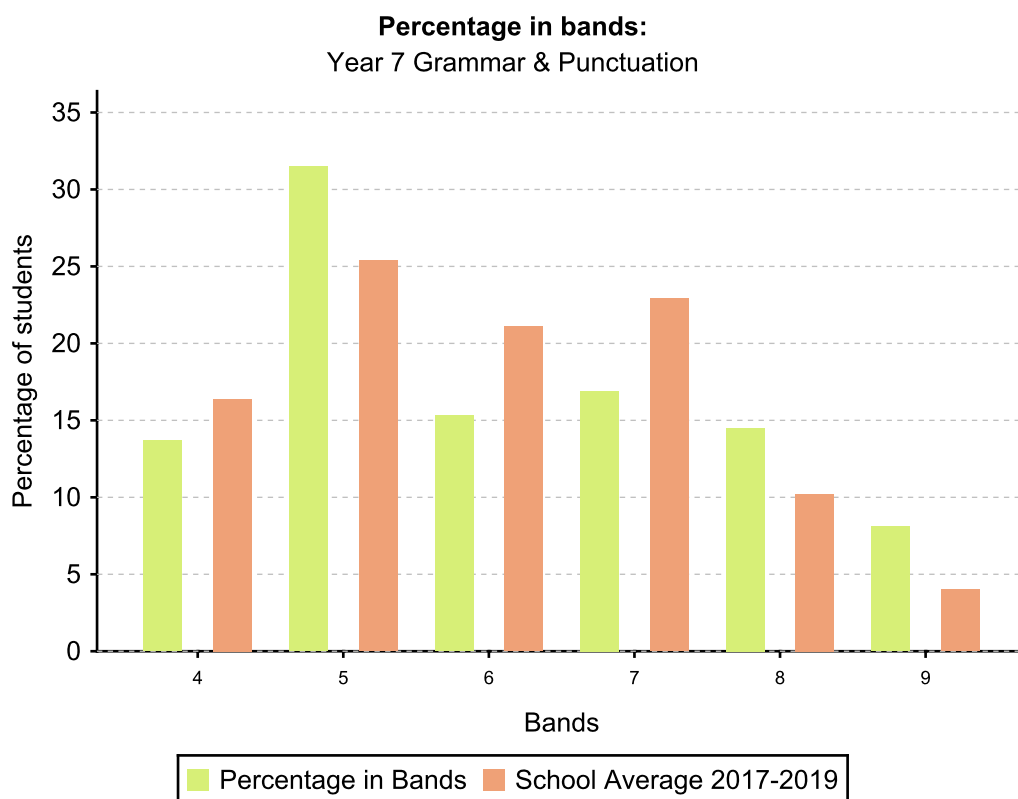
Band	4	5	6	7	8	9
Percentage of students	13.7	31.5	15.3	16.9	14.5	8.1
School avg 2017-2019	16.4	25.4	21.1	22.9	10.2	4

Percentage in bands:
Year 7 Reading
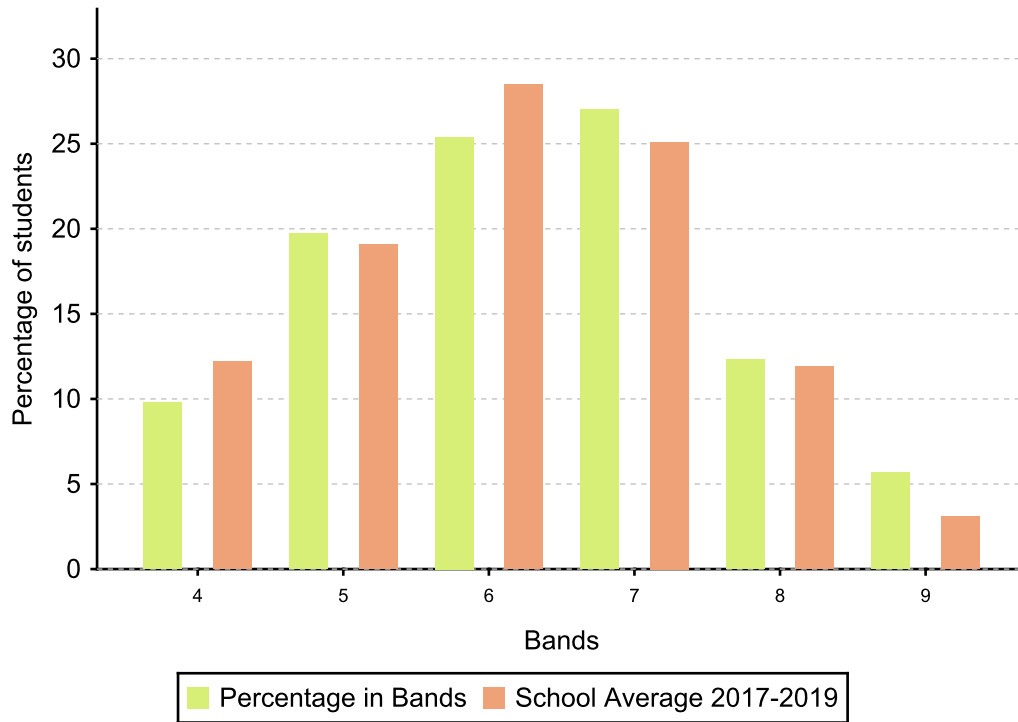
Band	4	5	6	7	8	9
Percentage of students	9.8	19.7	25.4	27.0	12.3	5.7
School avg 2017-2019	12.2	19.1	28.5	25.1	11.9	3.1

Percentage in bands:
Year 7 Spelling

Band	4	5	6	7	8	9
Percentage of students	14.5	16.1	23.4	25.8	16.9	3.2
School avg 2017-2019	14.9	16.7	25.7	24.5	15.2	3.1

Percentage in bands:
Year 7 Writing
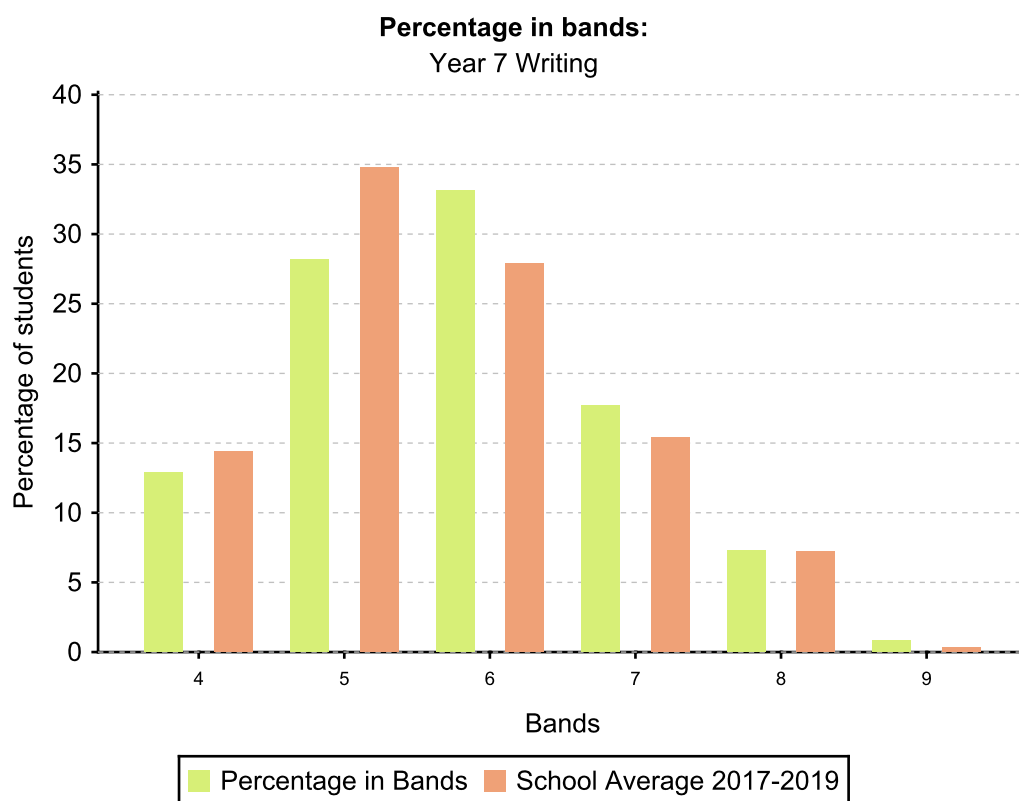
Band	4	5	6	7	8	9
Percentage of students	12.9	28.2	33.1	17.7	7.3	0.8
School avg 2017-2019	14.4	34.8	27.9	15.4	7.2	0.3

Percentage in bands:
Year 9 Grammar & Punctuation
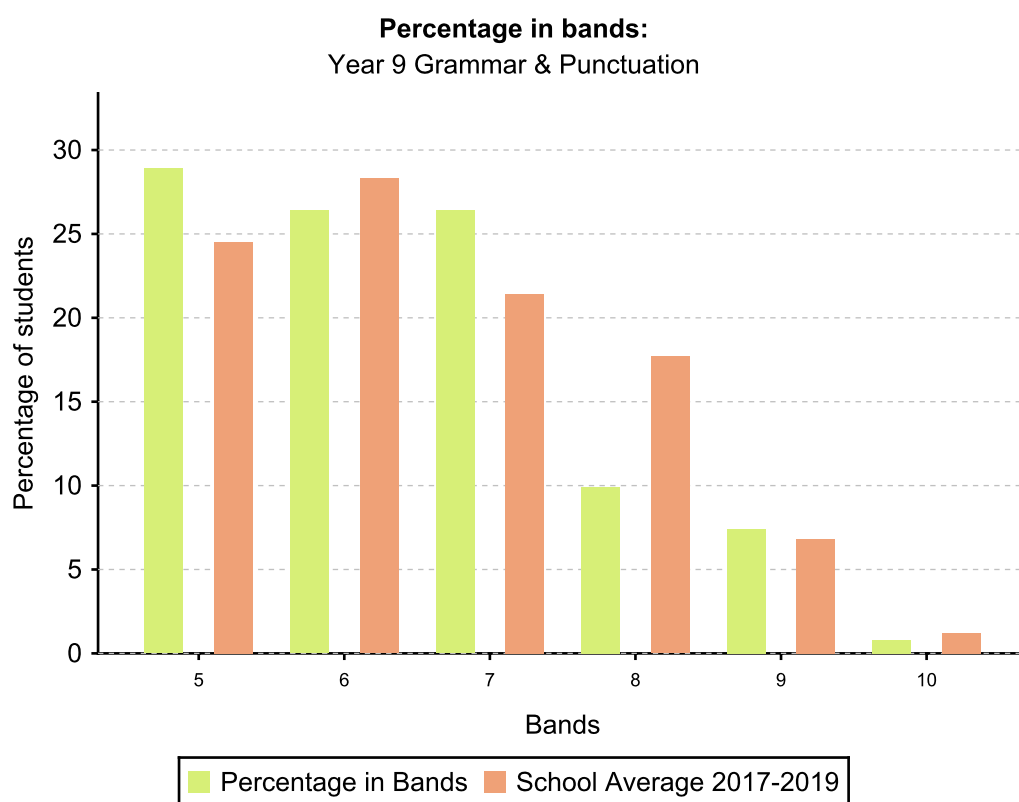
Band	5	6	7	8	9	10
Percentage of students	28.9	26.4	26.4	9.9	7.4	0.8
School avg 2017-2019	24.5	28.3	21.4	17.7	6.8	1.2

Percentage in bands:
Year 9 Reading
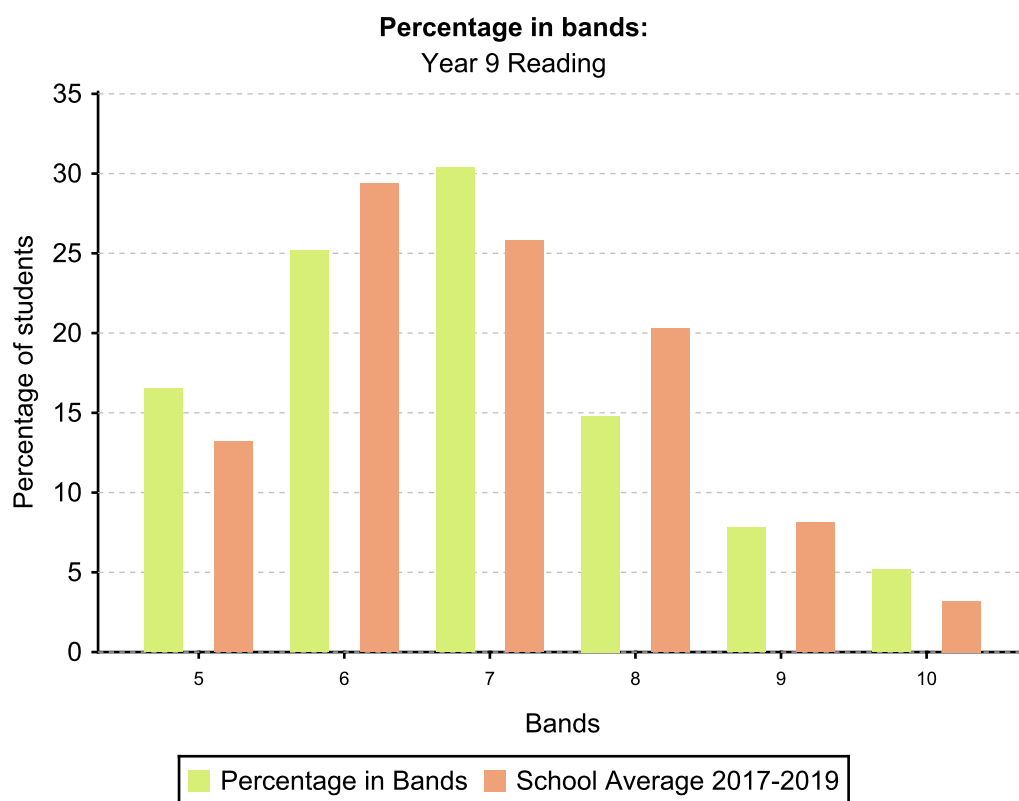
Band	5	6	7	8	9	10
Percentage of students	16.5	25.2	30.4	14.8	7.8	5.2
School avg 2017-2019	13.2	29.4	25.8	20.3	8.1	3.2

Percentage in bands:
Year 9 Spelling
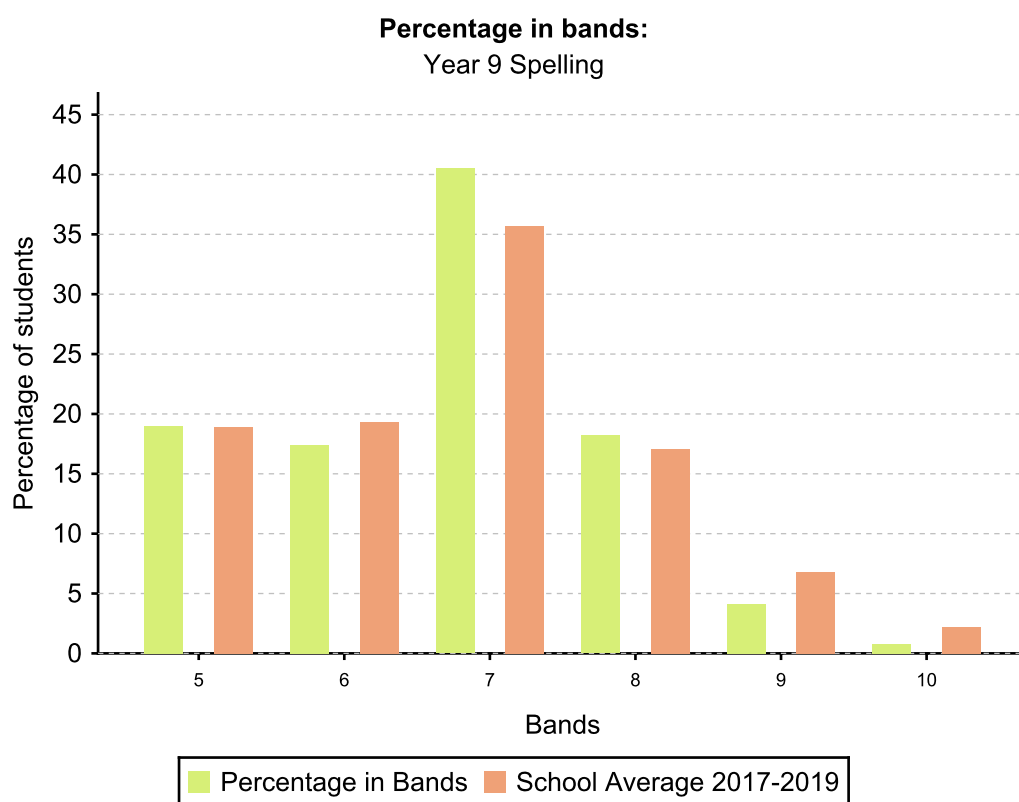
Band	5	6	7	8	9	10
Percentage of students	19.0	17.4	40.5	18.2	4.1	0.8
School avg 2017-2019	18.9	19.3	35.7	17.1	6.8	2.2

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Percentage in bands:
Year 9 Writing
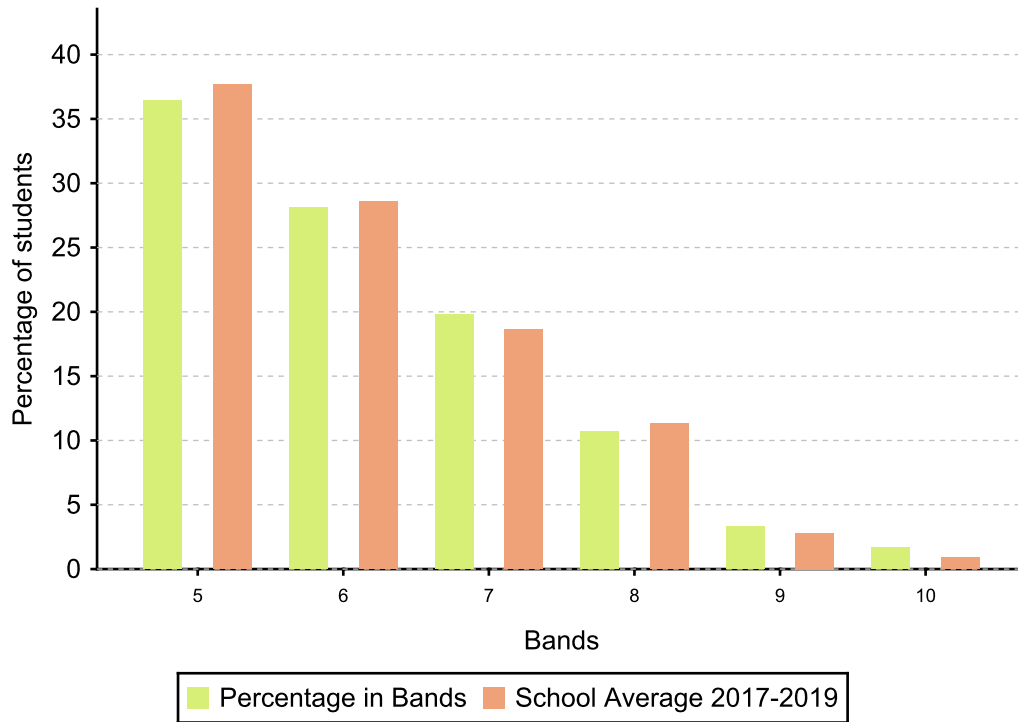
Band	5	6	7	8	9	10
Percentage of students	36.4	28.1	19.8	10.7	3.3	1.7
School avg 2017-2019	37.7	28.6	18.6	11.3	2.8	0.9

Percentage in bands:
Year 7 Numeracy
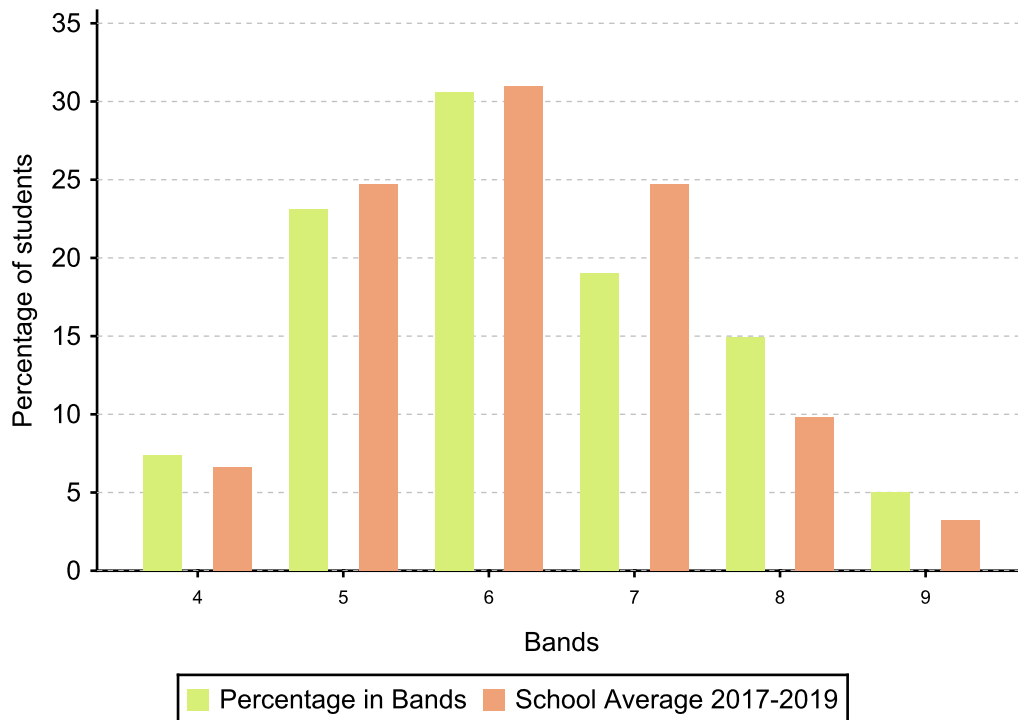
Band	4	5	6	7	8	9
Percentage of students	7.4	23.1	30.6	19.0	14.9	5.0
School avg 2017-2019	6.6	24.7	31	24.7	9.8	3.2

Percentage in bands:
Year 9 Numeracy

Legend: Percentage in Bands | School Average 2017-2019
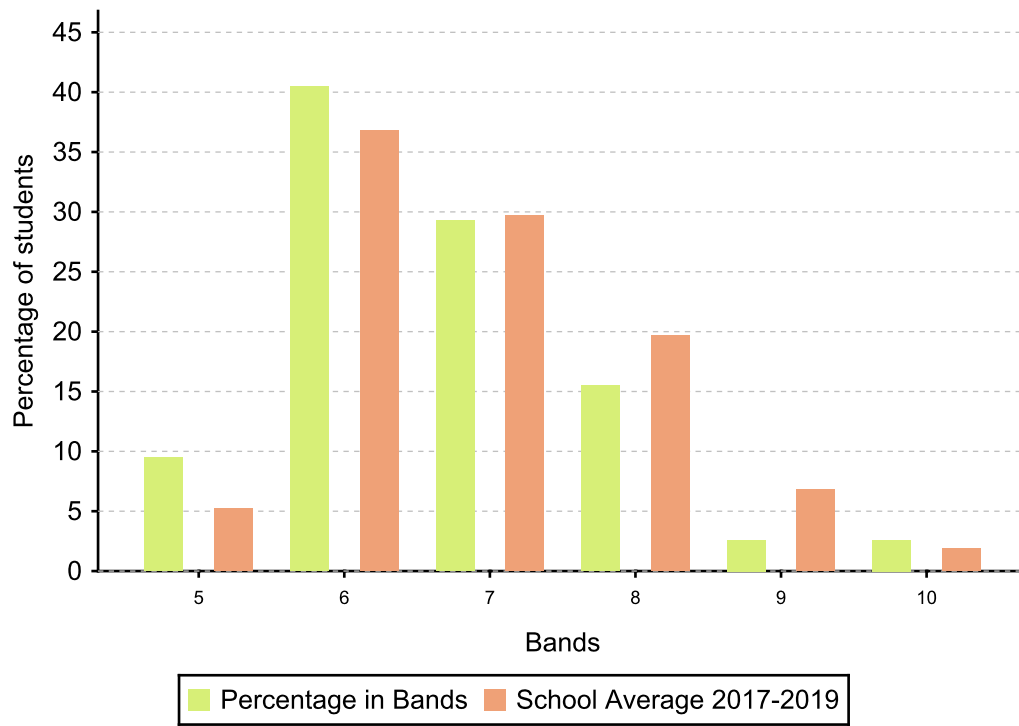
Band	5	6	7	8	9	10
Percentage of students	9.5	40.5	29.3	15.5	2.6	2.6
School avg 2017-2019	5.2	36.8	29.7	19.7	6.8	1.9

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.
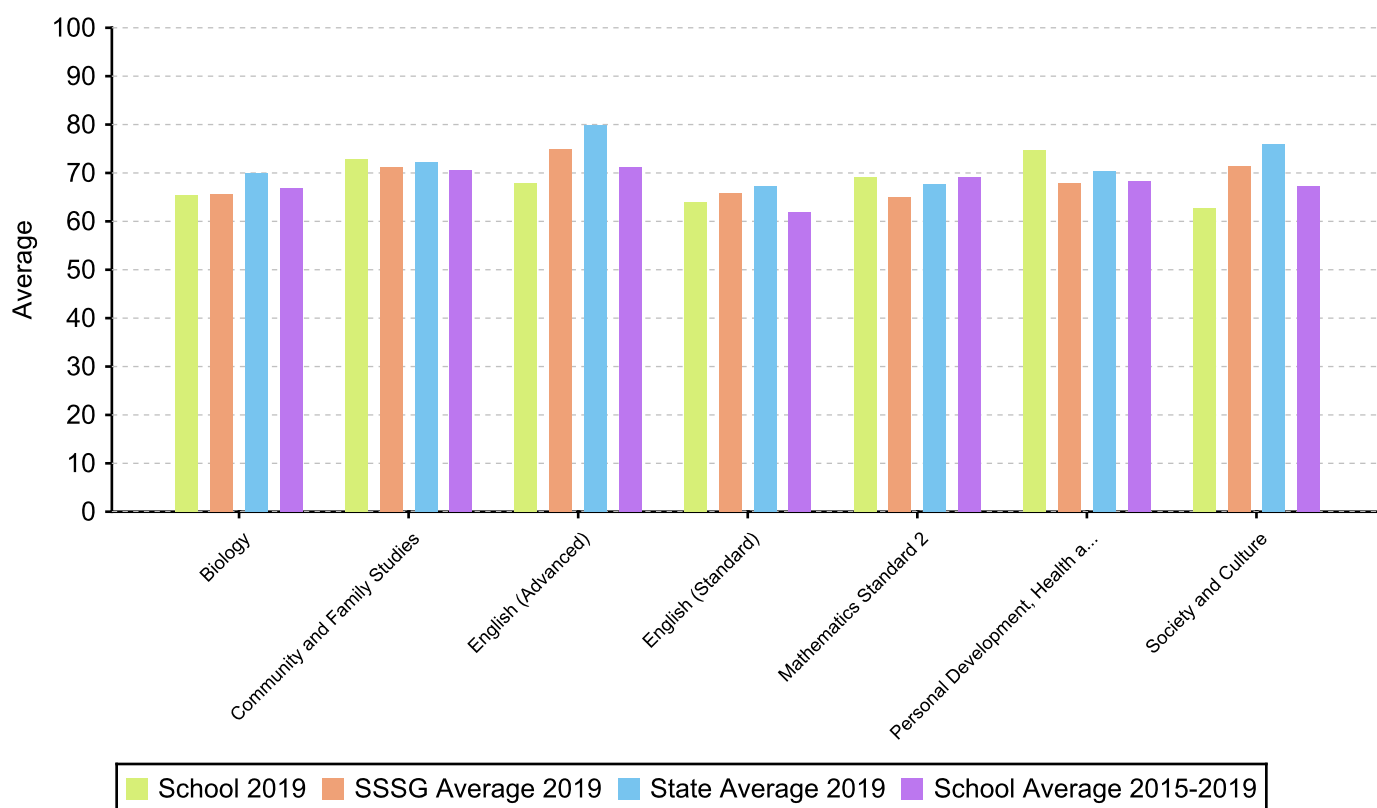
Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	65.4	65.6	69.9	66.9
Community and Family Studies	72.8	71.1	72.2	70.5
English (Advanced)	67.8	74.9	80.0	71.1
English (Standard)	63.9	65.9	67.3	62.0
Mathematics Standard 2	69.1	64.9	67.7	69.1
Personal Development, Health and Physical Education	74.8	67.9	70.5	68.3
Society and Culture	62.8	71.4	75.9	67.2

86 student's commenced Year 11 in 2018 & 61 students completed Year 12 = 71%

25 students left at the end of Year 10

17 STUDENTS LEFT DURING OR AT THE END OF year 11

8 Students left at the start of or during 2019

35 STUDENTS COMPLETED Year 12 and received an **ATAR – 57%;**

1 Atar eligible student did not satisfactorily complete the HSC

24 STUDENTS + 2 SUPPORT students COMPLETED Year 12 and were not **ATAR eligible – 43%**

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

6 students were not eligible for their HSC – 10% (N–determinations and non–completion of exams)

Number of Units studied by ATAR students:

10 units – 25 students 71%; 12 units – 10 units BDC – 5 students 14.5 %; 11 units 5 students – 14.5%

Students including a **VET course** in their ATAR pattern – 4 students 11%

School Based Apprenticeship: 4 students (all Traineeships) – 1 ATAR student

University Offers

24 students applied for courses through UAC 69%: 92% of students who applied to UAC received an offer.

A total of 40 offers have been made to 22 students; 36% of the total cohort; 65% of ATAR eligible students.

9 students have commenced their courses; 12 have deferred; 1 student unknown.

Early entry – A total of 17 offers made to 15 students; 62.5% of ATAR eligible students.

13 Girls – 39%: 61.5% increased their rank from Naplan to HSC; 23% decreased their rank and 15.5% stayed same.

20 boys – 61%: 40% increased their rank from Naplan to HSC; 50% decreased their rank and 10% stayed the same

Parent/caregiver, student, teacher satisfaction

The school used the Tell Them From Me Survey in 2019 to gauge overall satisfaction within our school. Throughout the year, school surveys students, staff and parents about a range of topics and the information gained from these smaller surveys provide us with data to inform adjustments to our school improvement plan and or programs. Furthermore, there was a significant improvement in various areas of Community Engagement in 2019. Social media and online platforms have provided us with a deep insight into our engagement with students parents and the wider community. Facebook has seen an increase of 219; this is a 14.85% increase on last year. Schoolzine has seen a 2.3% increase, and presently there are 848 subscribers.

Our parent–student satisfaction can be closely linked to our student/parent portal. Many parents are now using the data and information on Sentral to support decisions being made for their child's learning/school needs. 2019 saw an increase of 19.21% with an increase of 256 users.

Goulburn High has remained steady in meeting high expectations at community events and with community presence. Our attendance at ANZAC day continues to be the highest number of students per school, and this is linked to the expectations of leadership students to be present at the event. During 2019 we increased opportunities for students to be involved in various leadership projects at school and the community. A staff survey was conducted as part of our mid–year self–evaluation and assessment to gauge the level of satisfaction with school processes and procedures. A rigorous analysis was conducted by the school executive over several weeks to ensure that staff voice was incorporated into adjustments that were made to the school plan. The analysis and feedback were reported at faculty meetings to ensure that all staff were part of the process. The result of this evaluation was that the staff felt heard and valued for their

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.

During 2019 the Aboriginal and Cultures Team utilised Aboriginal Education and Training Policy '*Turning Action into Policy into Action'* to Reflect, Plan and Act on the milestones.

Members of the Aboriginal Cultures Team attend the local Aboriginal, Education Consultative Group, where they are full members. This has built a strong connection with Goulburn High School and the local AECG. The '8 ways of Aboriginal Learning' pedagogy was addressed at the local AECG full members meeting, and this was then addressed at the regional AECG meeting. Consultation is still occurring with this process, as it has been suggested to change the symbols to meet the local area. The team surveyed KLA's at Goulburn High School to gauge an understanding of where Aboriginal Education is integrated into their stage–based programs. The information gathered from the survey will assist the team in locating resources.

Aboriginal Students achievements have been recognised throughout the year and students were nominated for various awards including the NSW Department of Education *Aboriginal Education Inspire Awards*, where one of our students was awarded Sporting Excellence Award. Consultation occurred with the Aboriginal Cultures Team to observe student data for the end of the year award, which was then communicated to the Community Engagement Team, this resulted in the award being announced respectfully to acknowledge the student's achievement.

The employment of an Aboriginal SLSO has assisted the students with their academic, social and wellbeing requirements. The Aboriginal SLSO is timetabled according to student data available on Sentral, and this has resulted in decreased N–Awards due to the support provided academically and increased student engagement. The use of an Aboriginal SLSO has also enabled Goulburn High School to assist students at various transition points, which included the SLSO being accessible at the Year 6 orientation day. Connections have been strengthened with the Aboriginal Engagement at the Queanbeyan and Warilla offices to assist with the learning needs of students.

Personalised Learning Pathways were completed at the Goulburn Weir and were then updated at Goulburn High School in semester 2; the plans are a requirement by the NSW Department of Education. These plans are downloaded by classroom teachers to integrate into their programming, so they have an understanding of the needs of the Aboriginal student.

The Aboriginal students have been exposed to many community initiatives which included the Koori Cook–Off, Opening of Grand Pacific Health, Didgeridoo performance at St Saviours Pre–school and Connected Koori Men at Bourke Street Health Service. Students have been exposed to several various pathways for the future at AECG STEM and Culture camps. A NAIDOC assembly was held, which meant all students were able to learn about Aboriginal and Torres Strait Islander Culture, information was also provided to students about NAIDOC celebrations which occurred in the Goulburn Community.

The Aboriginal Garden is still ongoing and has been greatly supported by the Rotary Club of Goulburn.

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.

The Principal and Deputy Principal fulfilled the joint role of ARCO ensuring that cultural differences and conflicts were mediated and managed appropriately.

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.

Goulburn High has a strong focus on managing and meeting the needs of our multicultural school. The school community acknowledges the need to be respectful with regard to multicultural diversity. Our current school plan has broadened the focus to incorporate intercultural understanding and diversity. In 2019, the school community celebrated HarmonyDay, NAIDOC, and ANZAC day.