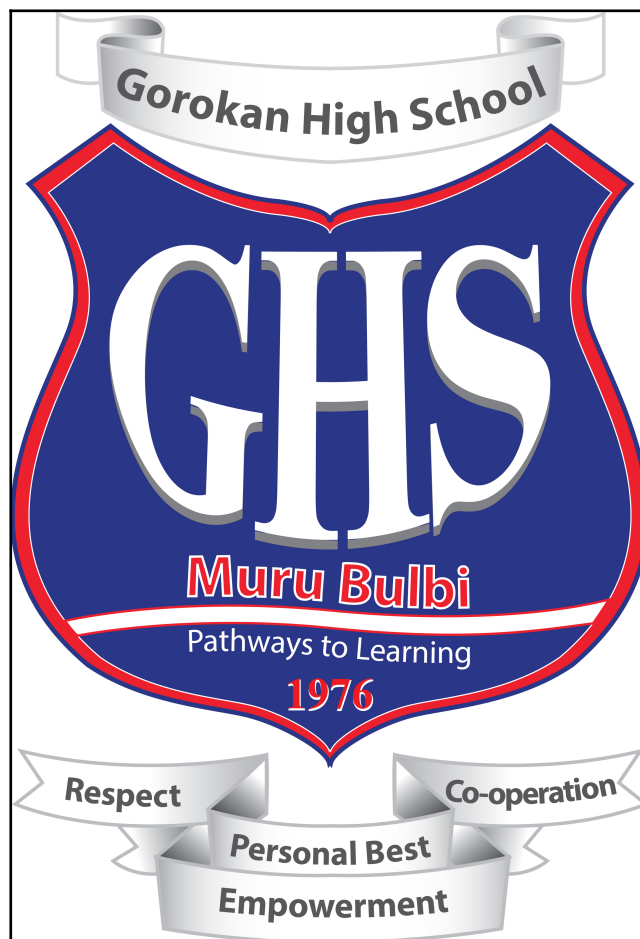


Gorokan High School

2019 Annual Report



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Introduction

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

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

School contact details

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School background

School vision statement

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

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

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

School context

Gorokan High School is a coeducational comprehensive high school, with an academically selective class in each year group. In 2020, the student population will consist of approximately 1000 students, including; 47 students in our Special Education Support classes, 140 GAT students in the Selective classes and 195 Aboriginal and Torres Strait Islander students.

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

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

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

In the domain of 'Learning' the evidence collected includes data from, the Tell Them from Me Survey, SCOUT, Personalised Learning Plans, Nationally Consistent Collection of Data records, attendance records and examples of wellbeing focused professional learning provided at a school level. Gorokan High School has a strong commitment to catering for the individual needs of all students. Classroom teaching and learning is being enhanced through the amount of available student focused data, provided through the Learning and Support team to drive differentiation in the classroom. In 2019, the school engaged professional learning support in the area of assessment, with a particular focus on formative assessment. We look forward to continuing our learning around this focus, with the aim of improving our students' learning and in moving the school toward achieving excellence in the domain of learning.

In the domain of 'Teaching' the evidence collected includes the SCOUT data, the school's previous Annual Reports, Staff PDP, Teaching and Learning programs, NESA curriculum policies and documentation, School Induction handbook and data re support of Beginning Teachers. To ensure Gorokan High school is able to achieve excellence in this domain, professional learning will focus on teachers collaboratively evaluating the effectiveness of their teaching and learning practice, through the utilisation of effective analysis of student growth and engagement data. Professional learning will continue to focus on effective assessment practices and feedback.

In the domain of 'Leading', the evidence collected includes; Second in Charge Policy Procedures, EOI Procedures, Student Leadership Process, Student Council meeting minutes, 2018–2020 School Plan, school newsletters, Facebook

engagement and student reports. These processes ensure and data supports, that the leadership team has a commitment to fostering a school wide culture of high expectations and a shared responsibility for student engagement. The leadership team is focused on creating strong, effective, sustainable leadership which supports high levels of learning and a collaboratively built vision.

Strategic Direction 1

Learning for an enriched future

Purpose

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

Improvement Measures

In line with the **Premier's Priority**, Increase the proportion of students in the top 2 NAPLAN bands in Reading and Numeracy by 10% by 2020. Our target data; Year 9 Reading 23%, writing 17.6%, spelling 27.8%, grammar 28% and Numeracy 27%

In line with the **State Priority**, Increase the proportion of Aboriginal students in the top two NAPLAN bands for Reading and Numeracy by 35% by 2020.

Baseline data (2017); Year 9 Reading 11.5%, writing 3.5%, spelling 20.6%, grammar 17.2% and Numeracy 13%

School Priority Increase the proportion of students completing the HSC, Certificate II Trade Qualifications, exiting to an approved educational pathway or the workforce by 10% by 2020. Target; 74%

Progress towards achieving improvement measures

Process 1: Implement a whole school approach to student wellbeing, with a focus on academic, personal and social development.

Evaluation	Funds Expended (Resources)
Gorokan High School continues to focus on the implementation of Positive Behaviour for Learning across the school culture. This is tied closely to our overall focus on supporting student wellbeing through the wellbeing framework. To support students academic achievement we continue to investigate literacy and numeracy programs to lift our student growth and classroom teachers practice across all students.	\$20 000 (Administrative Systems) \$15 000 (Program initiatives)

Process 2: Implement a collaborative approach to learning pathways, where staff, parents, community, business and interagenicies broaden student learning opportunities

Evaluation	Funds Expended (Resources)
Gorokan High School focuses on engaging staff, community and local businesses aimed towards enhancing student learning opportunities. Our year 6–7 transition program with local primary schools continues to develop and prove a successful pathway into the school community. While our relationship with local businesses provides suitable opportunities for students to explore work-related opportunities. Information evenings aim to engage parents/ carers and the community in meeting our students' welfare and learning needs.	\$6000 (Attendance improvement program) \$10 000 (Transition to work pathways) \$50 000 (Community engagement initiatives)

Strategic Direction 2

Teaching for an enriched future

Purpose

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

Improvement Measures

School Priority Increased proportion of students indicating: Engagement at School, a Sense of belonging to the school and experiencing success at school to exceed State Government Norms by 2020

Tell Them From Me Target

67% (State = 66%)

Increase the proportion of year 9 students achieving above expected growth in NAPLAN by 10% in Literacy and Numeracy by 2020.

Baseline (2017) Data; Reading 44%, writing 46%, spelling 48%, grammar 58% and Numeracy 61%

Progress towards achieving improvement measures

Process 1: Implement systems and practices where student accommodations and adjustments are embedded in differentiated teaching and learning.

Evaluation	Funds Expended (Resources)
We continue to focus on providing accommodation to meet the needs of our students. During this year we have made 2714 student adjustment within the classroom. We have engaged 120 students in specific programs aimed at enhancing student growth and development. Our welfare hub has provided support to over 25% of students throughout the course of the year. Gorokan High School continues to focus on enhancing the educational opportunities within the classroom including extending our Gifted and Talented students and enhancing the engagement and achievement of our disadvantaged students.	\$20 000 (Staff support/ meetings coordination)

Process 2: Review and further develop a whole school approach to capacity building where every teacher and leader improves every year to create sustainability.

Evaluation	Funds Expended (Resources)
We endeavour to develop meaningful and enriching opportunities to professionally develop the capacity of all staff. As a school, we are focused on ensuring our staff welfare are maintained and improved through focused professional learning activities. We further seek to develop staff by providing professional learning and leadership opportunities throughout the year. This has included providing ?? professional learning days for staff and supporting 14 staff in a higher duties role across 2019.	\$15000 (Professional Learning onsite)

Strategic Direction 3

Expectations for an enriched future

Purpose

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

Improvement Measures

Increase the number of staff applying for 2IC positions across the school by 2020.

Target – 22%

Increase the number of students recognising the positive impact education has on their to exceed the NSW Government norm in the Tell Them From Me survey.

Target – 75%

2017 Baseline – 66% (school) and 75% (State)

Progress towards achieving improvement measures

Process 1: A leadership initiative that supports the opportunity for staff to research, explore and develop skills in the implementation of future focused teaching and learning, concentrating on learning modes, dispositions and learning space.

Evaluation	Funds Expended (Resources)
Gorokan High School aspires to provide an opportunity for our beginning and experienced teachers to develop and explore professional learning, which prepares our students for the future. We will continue to provide opportunities for teachers to implement future-focused learning initiatives by creating professional learning teams, developing assessment initiatives and promoting life long learning across the school.	\$ 90 000 (Beginning teacher support)

Process 2: Implement and embed high quality, research based, future focused literacy teaching practices.

Evaluation	Funds Expended (Resources)
Gorokan High School continues to develop our strategies to support the diverse literacy needs of our students. We have implemented Gifted and Talented focused activities, with the aim of enhancing students skills. While continuing to develop our vulnerable students to achieve minimum literacy standards. This has included ongoing withdrawn programs for 120 students, LAST team assessment of 245 new enrolments throughout the year, staff support of senior homework centre and specific focus-areas to lift the abilities of our students.	\$12 000 (Software programs)

Process 3: Implement and embed high quality, research based, future focused numeracy teaching practices.

Evaluation	Funds Expended (Resources)
Gorokan High continues to focus on developing students numeracy skills. We aim to build students capacity in numeracy skills, which adequately prepare students for future educational and vocational needs. We continue to engage students in afterschool activities including the senior studies centre and Maths homework club. Across the school, we continue to look for innovative means to promote students engagement including purchasing of new software programs explicitly targeting numeracy development of students.	\$8000 (Software Programs)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$228 000 (Staffing & Cultural programs)	<p>All Aboriginal students at Gorokan High School have a personalised learning plan, linking students to Aboriginal culture and educational goals. Students have access to a designated community room, where educational and cultural programs are facilitated. The Community room provides a welcoming space for local elders and community members to engage in meaningful conversation in relation to supporting our Aboriginal students. Gorokan High Schools provides significant student support through staffing of an Aboriginal Education Officer and an Aboriginal Education worker. Gorokan further supports targeted Aboriginal tutoring and mentoring to our students. These critical positions provide a strong link to our local 'Muru Bullbi' AECG and Aboriginal Community.</p> <p>Gorokan High offers a number of cultural and academic programs throughout the school year. These include: Aboriginal dance, Aboriginal Art, and Didgeridoo groups supported by local elders. We provide additional extracurricular activities including cultural excursions to Narromine and Starstruck performances to promote and develop pride in Aboriginality. We further focus on lifting educational achievement through the Shake-a-Leg program focused on literacy. Further, in class support of Aboriginal students, individual tutoring targeted at supporting senior completion and retention is also provided. We seek to develop pathways into vocational or tertiary education for our Aboriginal students.</p> <p>Gorokan High School seeks to develop staff capacity to engage positively with our Aboriginal community. We promote positive engagement with members of our community through the Stronger Smarter philosophy. All whole schools events commence with a Welcome To or Acknowledgement Of Country conducted by our Aboriginal students. All staff promote Aboriginal perspectives through their teaching, using the 8 Ways approach and receive professional learning including Barang Bandimayi and Connected to Country.</p>
Low level adjustment for disability	\$169 000 (additional LAST Role, SLSO support & Welfare Hub development)	Gorokan High School caters for a diverse population of students with complex learning needs. Students are supported through our LAST team and learning support centre (LSC). In 2019 our LSC supported 820 student presentations for a variety of reasons including anxiety, mental health, physical

<p>Low level adjustment for disability</p>	<p>\$169 000 (additional LAST Role, SLSO support & Welfare Hub development)</p>	<p>alignments and social–emotional concerns. Students with a disability are identified within our school monitoring system and classroom teachers provided with regular updates to support individual student learning. Learning adjustments are recorded within our school monitoring system. Students with significant disabilities are supported through a personalised learning support plan, accessible to all staff within our administrative systems.</p> <p>All students enrolling at Gorokan High School undertake a series of assessments to determine literacy and numeracy skills. These assessments then provide baseline data to support classroom teachers in their delivery of teaching material. Furthermore, this enables individualised support for students identified with deficits in literacy and numeracy through withdrawal programs including Quicksmart and literacy–based programs.</p> <p>In collaboration with our feeder primary schools, we identify students requiring additional learning needs. These students are subsequently placed within a specialised Gorokan High School class. While within this class, student learning needs are assessed and discussed with parents to develop a learning pathway beyond year 7.</p> <p>Throughout the school year, all staff participated in professional learning to support students with anxiety and mental health. This aimed to provide an insight into the challenges these students face and best practice in catering for their learning needs. Gorokan High School furthers employs an additional 10 support staff to assist students throughout the school.</p>
<p>Socio–economic background</p>	<p>\$120 000 (Welfare programs)</p> <p>\$30 000 (Financial assistance program)</p>	<p>Gorokan High School has a diverse community with additional needs to cater for students and families. To support our needs, we have employed an additional Deputy Principal, Head Teacher Teaching and Learning, Student Administrative Staff, and enhanced our LAST team to support students and families. These roles support in the administration of our attendance monitoring programs and community communication strategy (Facebook, letters and SMS communication).</p> <p>All staff and students are supported through a Technology Support Office, who administers the technological needs of the school, purchases additional technology resources</p>

Socio-economic background	<p>\$120 000 (Welfare programs)</p> <p>\$30 000 (Financial assistance program)</p>	and providing in-class support to classroom teachers. We have further used our funding to create future-focused learning environments for students.
Support for beginning teachers	\$ 90 000 (Professional Learning)	<p>All Beginning Teachers complete a school induction program on commencement of employment at Gorokan High School. We offer ongoing professional learning and teacher release days to support professional development.</p> <p>Beginning teachers are provided in-class support from the LAST team with observations and professional learning to create a professional dialogue between executive and beginning teachers. To facilitate beginning teachers welfare we meet on a regular basis as a staff gathering to support professional dialogue and reflection of current practice.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	483	483	495	512
Girls	478	477	464	467

Student attendance profile

School				
Year	2016	2017	2018	2019
7	91.2	90	87	88.9
8	86.7	86.9	85.3	84.6
9	89.4	85.3	84	84.1
10	86.9	84.2	82.9	82
11	87.7	85	86	84.9
12	91.5	88.3	88.3	84.3
All Years	88.7	86.5	85.5	85
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	6.5	11	27
Employment	2	10	21
TAFE entry	0	1	8
University Entry	0	0	30
Other	5	0	0
Unknown	1.5	2	14

Year 12 students undertaking vocational or trade training

22.96% of Year 12 students at Gorokan High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

90.1% of Year 12 students in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Gorokan High School offered thirty two courses.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	55.5
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	19.57
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	1,219,731
Revenue	13,517,631
Appropriation	13,088,057
Sale of Goods and Services	67,835
Grants and contributions	354,290
Investment income	4,599
Other revenue	2,850
Expenses	-13,305,720
Employee related	-11,785,428
Operating expenses	-1,520,293
Surplus / deficit for the year	211,910

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	1,528,190
Equity Total	1,511,611
Equity - Aboriginal	184,921
Equity - Socio-economic	942,508
Equity - Language	5,907
Equity - Disability	378,275
Base Total	8,963,255
Base - Per Capita	231,832
Base - Location	0
Base - Other	8,731,423
Other Total	652,426
Grand Total	12,655,483

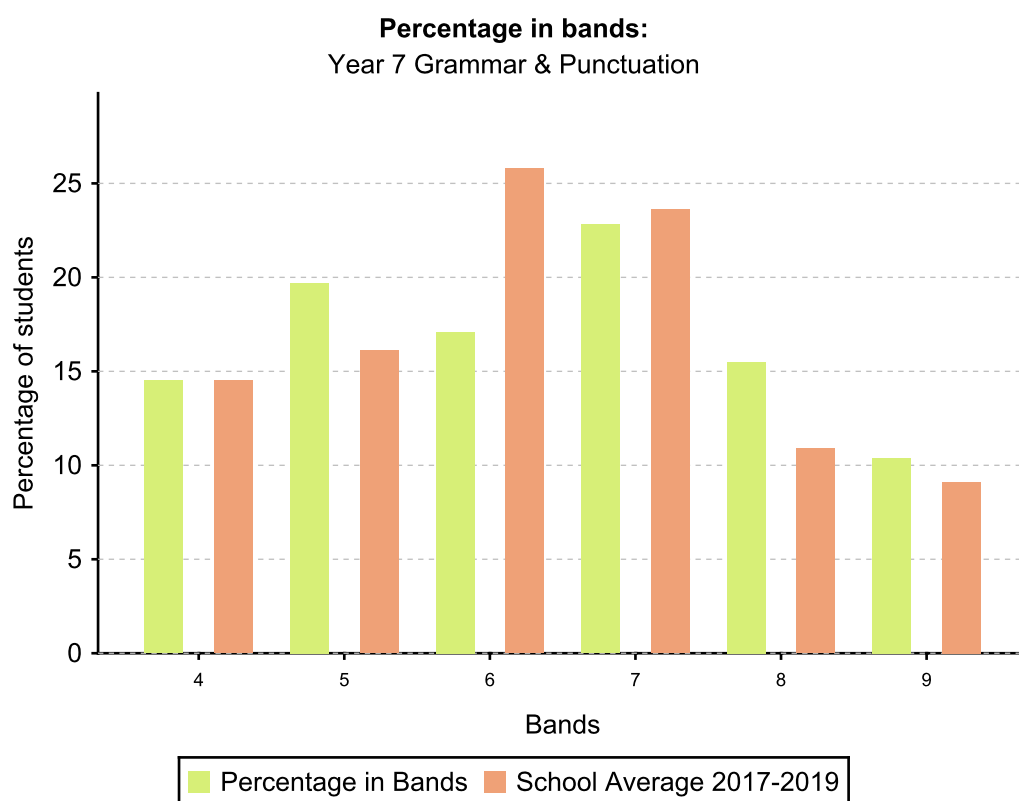
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

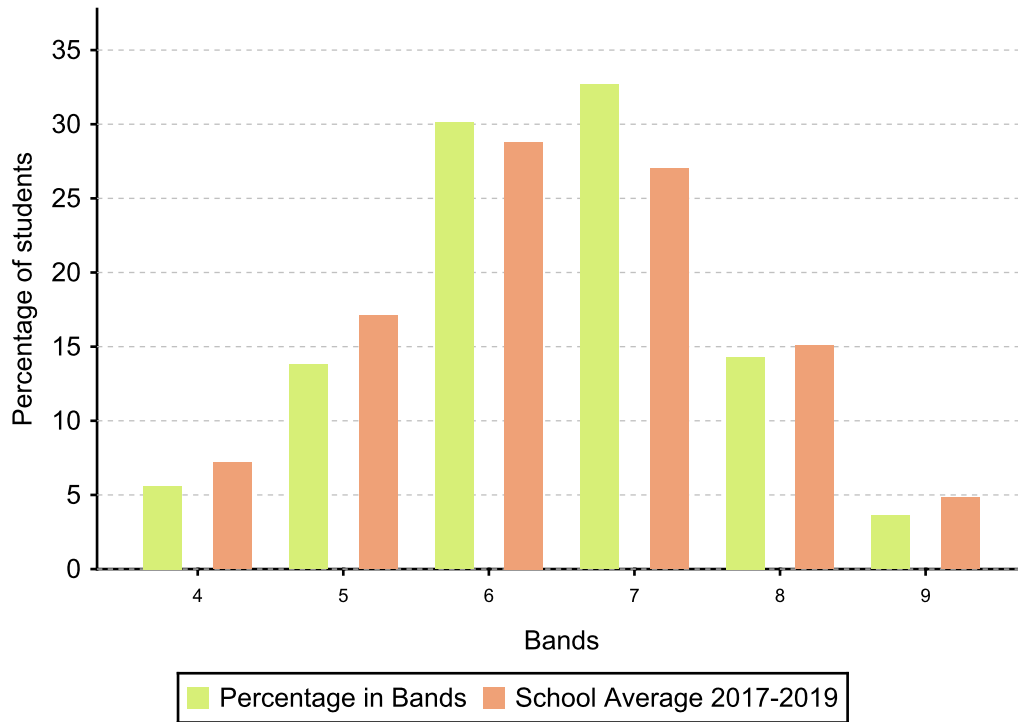
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



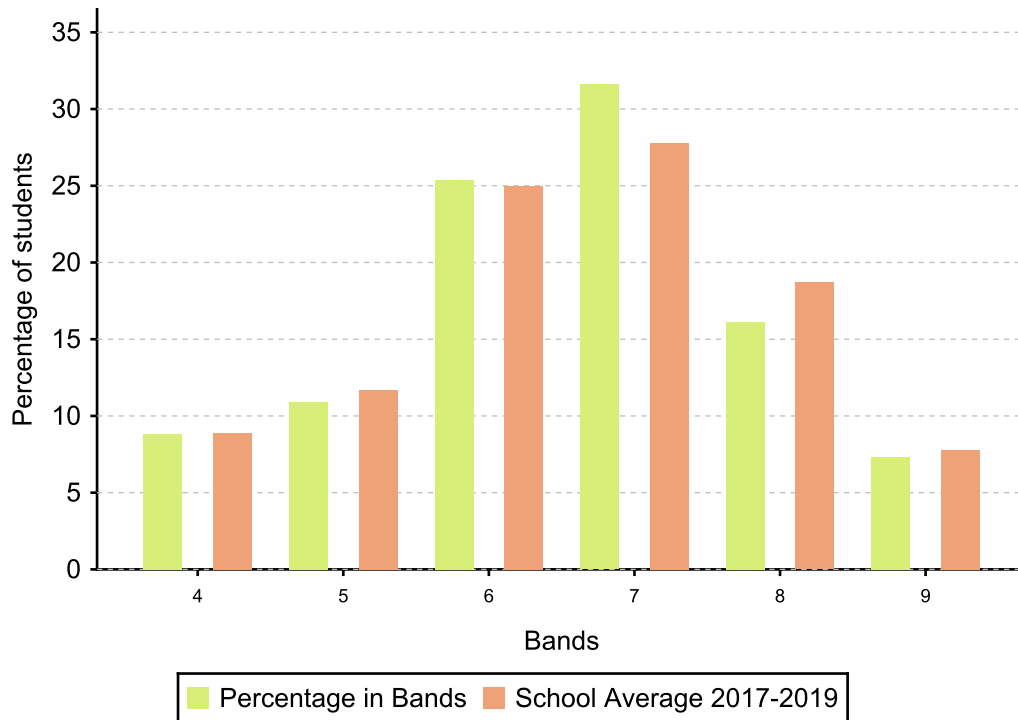
Band	4	5	6	7	8	9
Percentage of students	14.5	19.7	17.1	22.8	15.5	10.4
School avg 2017-2019	14.5	16.1	25.8	23.6	10.9	9.1

Percentage in bands:
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	5.6	13.8	30.1	32.7	14.3	3.6
School avg 2017-2019	7.2	17.1	28.8	27	15.1	4.8

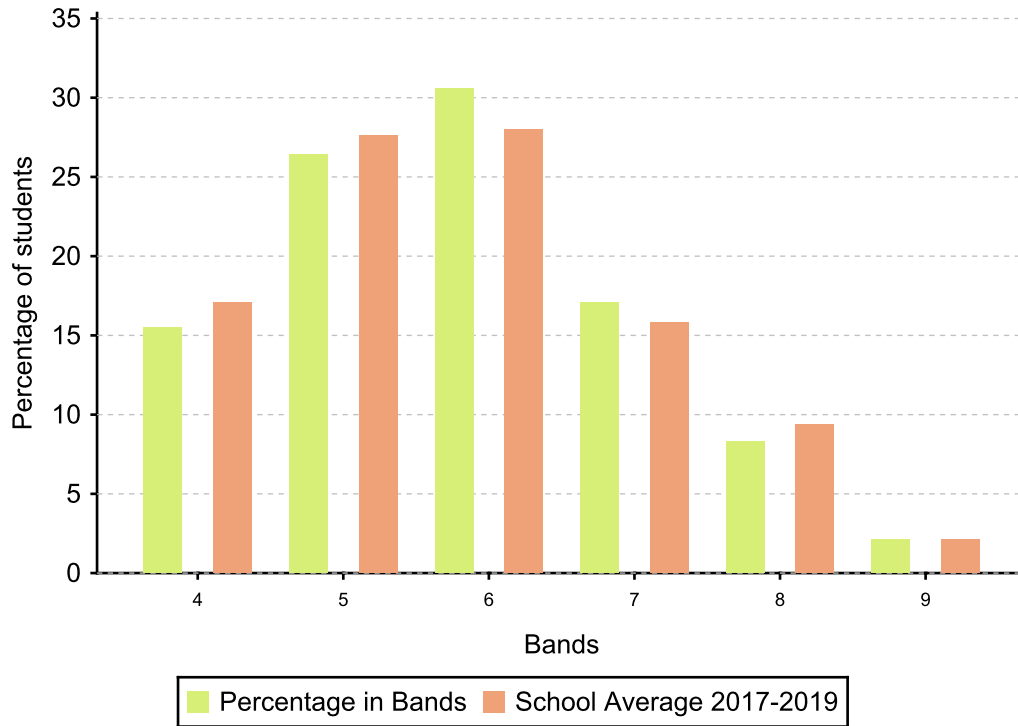
Percentage in bands:
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	8.8	10.9	25.4	31.6	16.1	7.3
School avg 2017-2019	8.9	11.7	25	27.8	18.7	7.8

Percentage in bands:

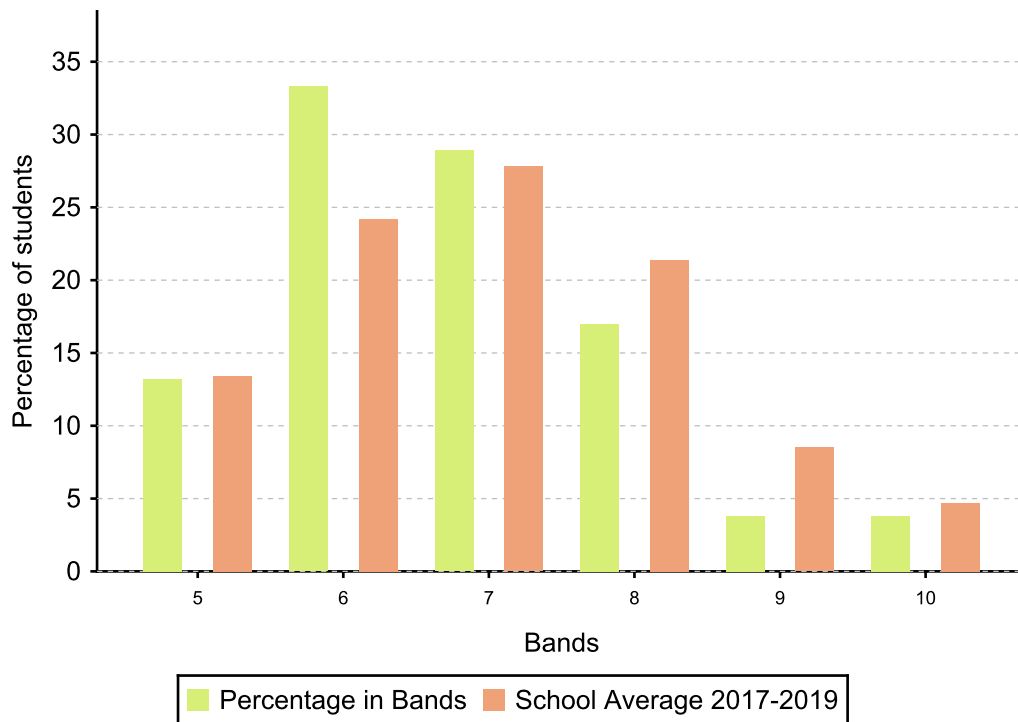
Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	15.5	26.4	30.6	17.1	8.3	2.1
School avg 2017-2019	17.1	27.6	28	15.8	9.4	2.1

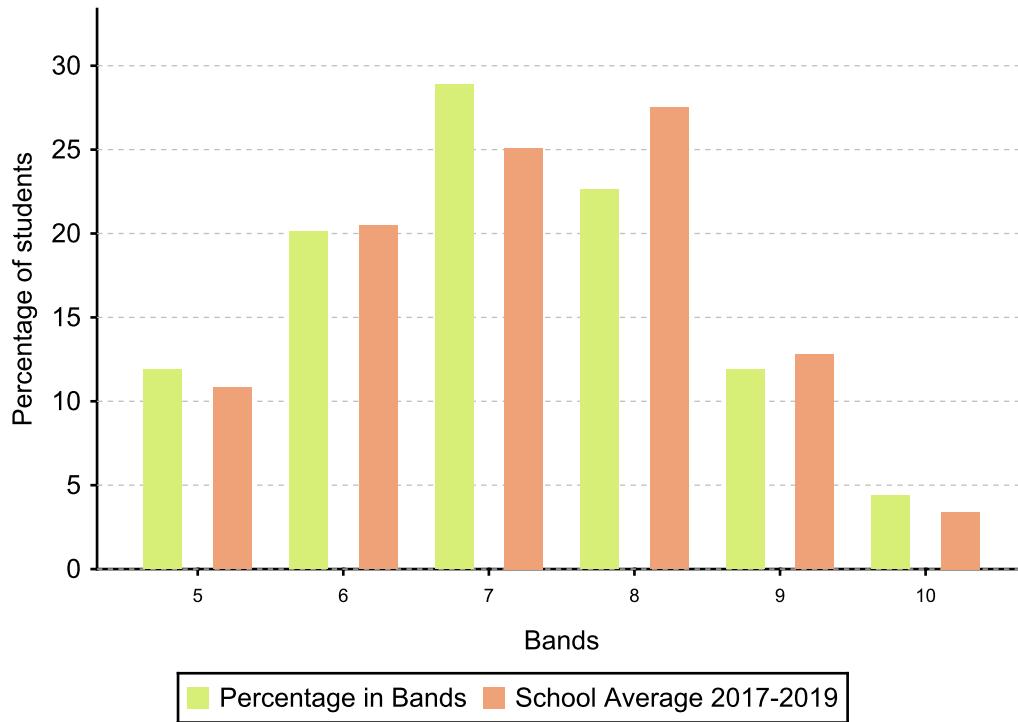
Percentage in bands:

Year 9 Grammar & Punctuation



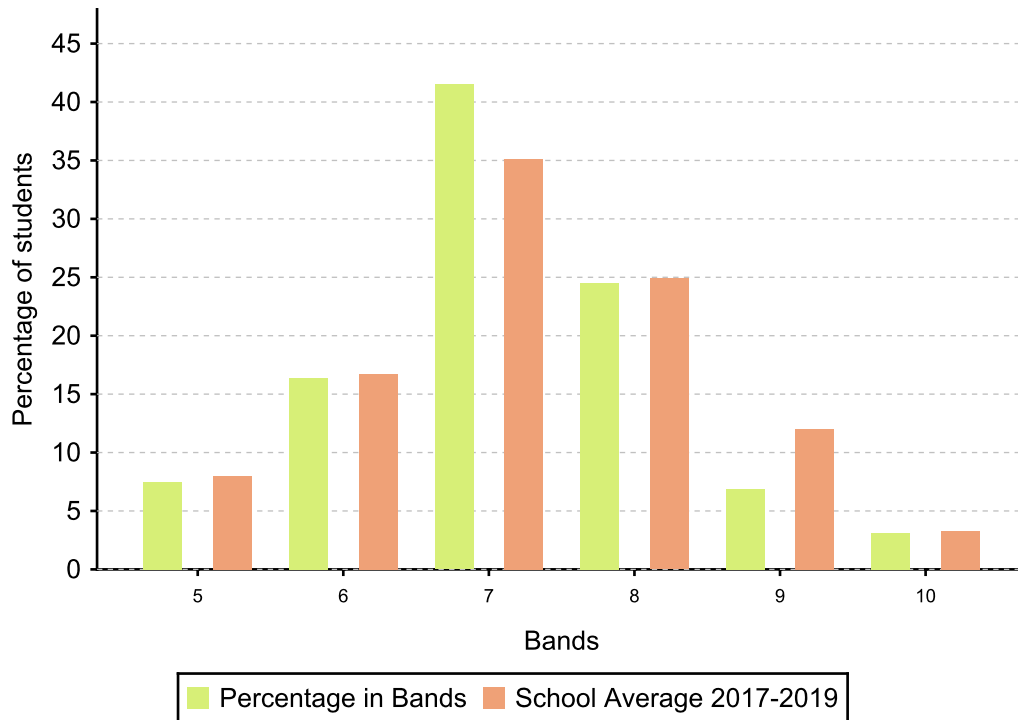
Band	5	6	7	8	9	10
Percentage of students	13.2	33.3	28.9	17.0	3.8	3.8
School avg 2017-2019	13.4	24.2	27.8	21.4	8.5	4.7

Percentage in bands:
Year 9 Reading



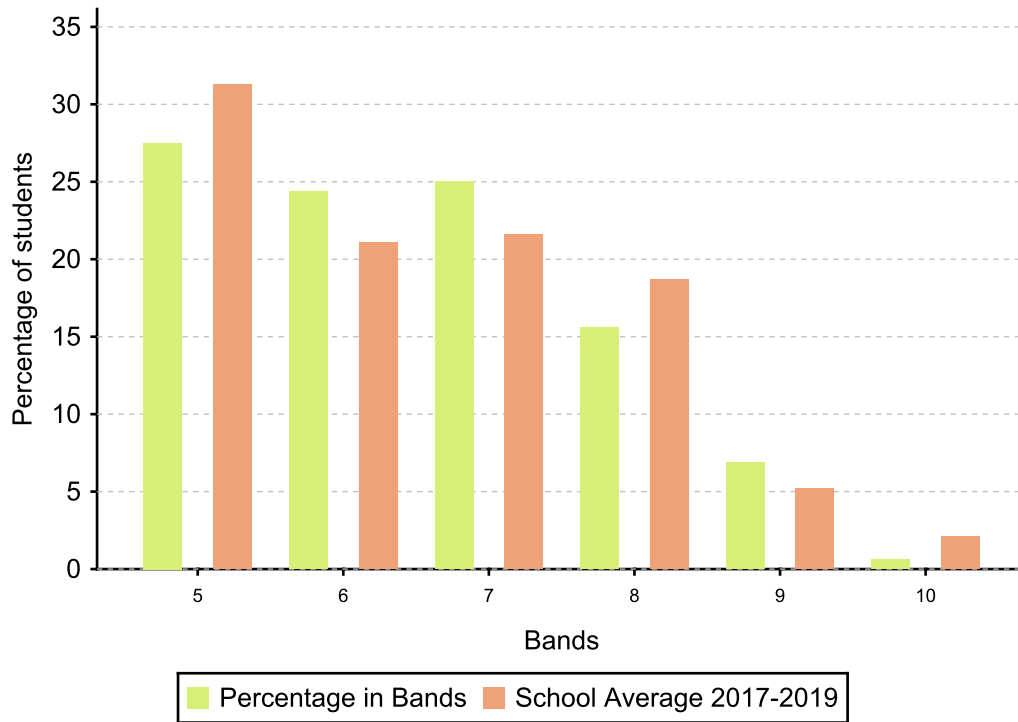
Band	5	6	7	8	9	10
Percentage of students	11.9	20.1	28.9	22.6	11.9	4.4
School avg 2017-2019	10.8	20.5	25.1	27.5	12.8	3.4

Percentage in bands:
Year 9 Spelling



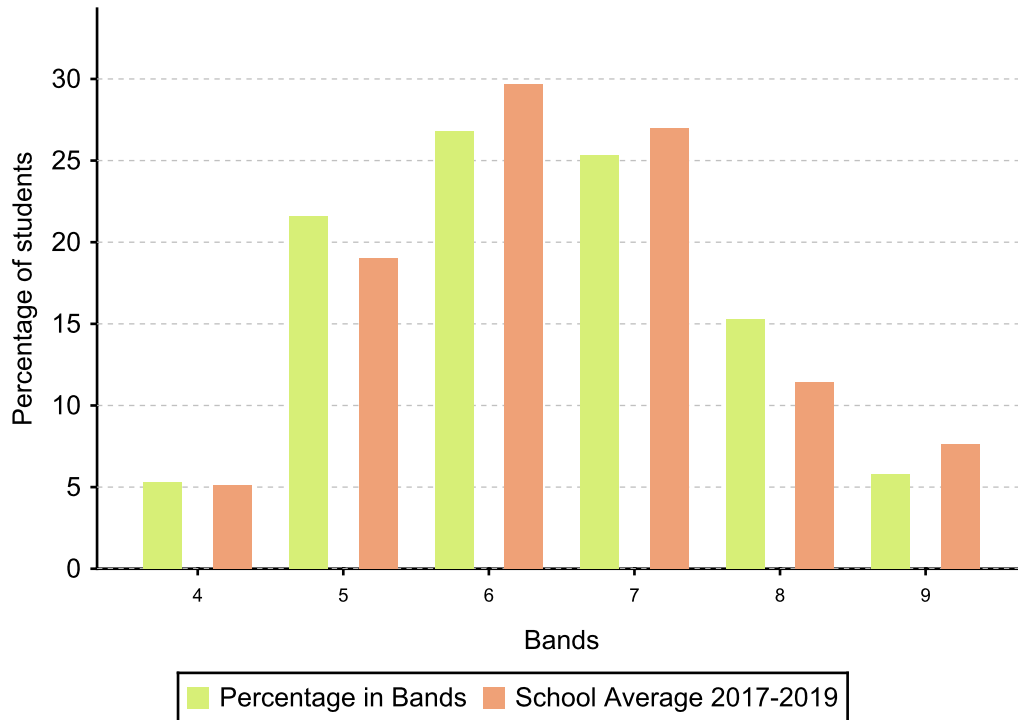
Band	5	6	7	8	9	10
Percentage of students	7.5	16.4	41.5	24.5	6.9	3.1
School avg 2017-2019	8	16.7	35.1	24.9	12	3.3

Percentage in bands:
Year 9 Writing



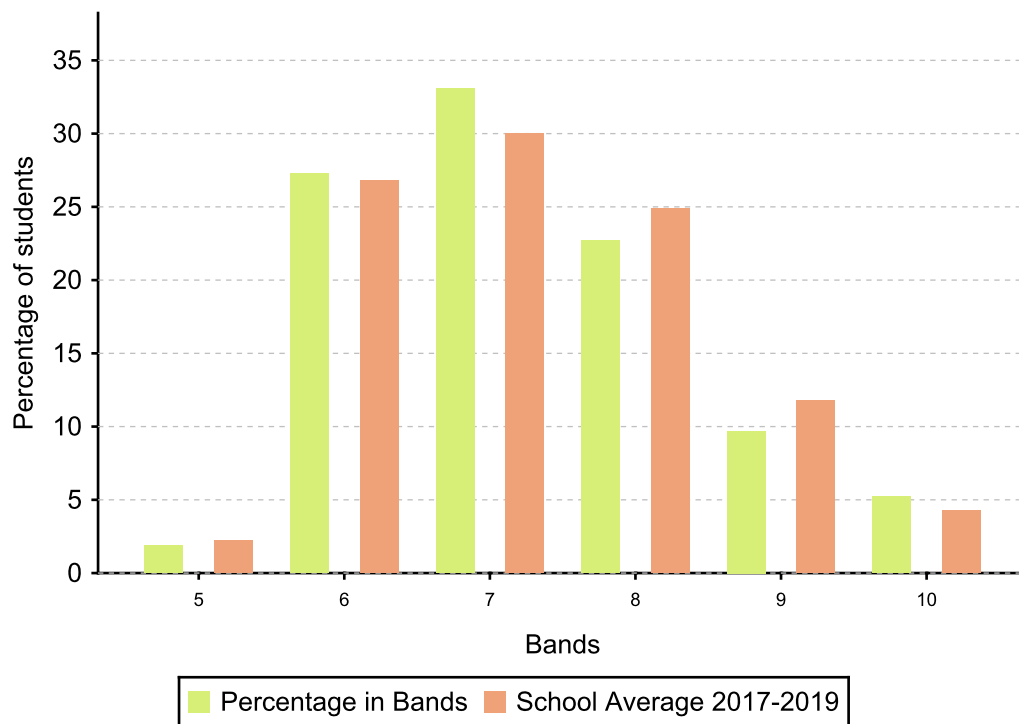
Band	5	6	7	8	9	10
Percentage of students	27.5	24.4	25.0	15.6	6.9	0.6
School avg 2017-2019	31.3	21.1	21.6	18.7	5.2	2.1

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	5.3	21.6	26.8	25.3	15.3	5.8
School avg 2017-2019	5.1	19	29.7	27	11.4	7.6

Percentage in bands:
Year 9 Numeracy

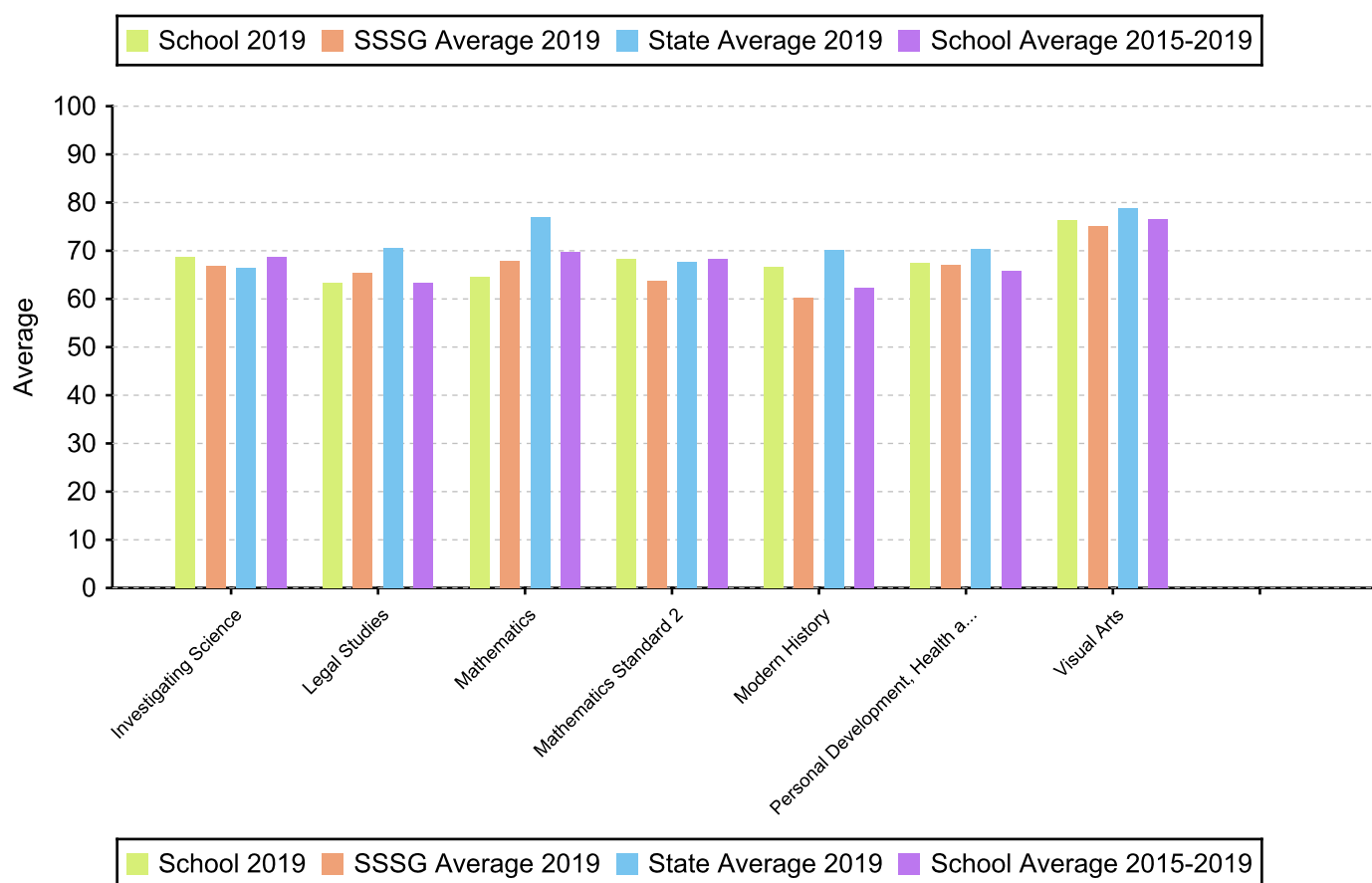
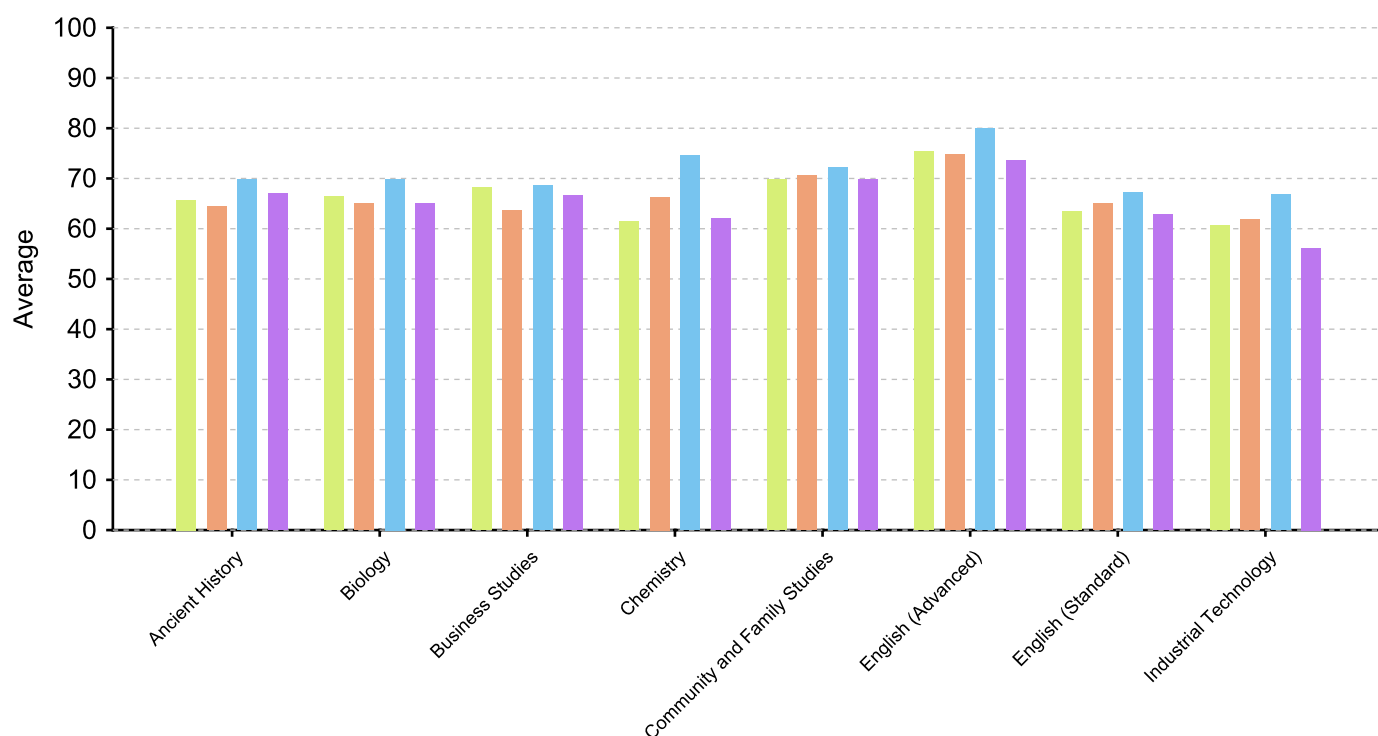


Band	5	6	7	8	9	10
Percentage of students	1.9	27.3	33.1	22.7	9.7	5.2
School avg 2017-2019	2.2	26.8	30	24.9	11.8	4.3

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	65.7	64.5	69.9	67.1
Biology	66.4	65.1	69.9	65.0
Business Studies	68.2	63.6	68.6	66.7
Chemistry	61.4	66.3	74.7	62.0
Community and Family Studies	69.8	70.6	72.2	69.9
English (Advanced)	75.4	74.8	80.0	73.5
English (Standard)	63.5	65.0	67.3	62.8
Industrial Technology	60.6	61.8	66.8	56.2
Investigating Science	68.8	66.8	66.5	68.8
Legal Studies	63.3	65.5	70.6	63.4
Mathematics	64.6	67.9	76.9	69.8
Mathematics Standard 2	68.3	63.8	67.7	68.3
Modern History	66.6	60.3	70.2	62.4
Personal Development, Health and Physical Education	67.5	67.0	70.5	65.8
Visual Arts	76.3	75.2	78.8	76.6

Parent/caregiver, student, teacher satisfaction

In 2019 Gorokan High School engaged in key evaluation strategies that underpin the strategic directions of our 2018–2020 School Plan. Included in this process was a suite of independent surveys engaged by the Department of Education – The Tell them from Me Surveys. These were conducted throughout the year to capture, student, parent and teacher voices, providing evidence to use in identifying strengths and areas for improvement.

An identified area of strength for our school was around 'Expectations for Success', with 81% of our students indicating positive outcomes in this area. This is a measure of classroom context and refers to the extent to which teachers value academic achievement and hold high expectations of all students. High expectations are effective for learning for all types of students and schools. Supportive classroom environments, in which students experience consistent, clear and high expectations, and receive help from teachers and peers, promote the engagement of all students.

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.