2020 Annual Report

Goulburn High School

8116

Introduction

The Annual Report for 2020 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.

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Message from the principal

At Goulburn High School, we strive to deliver student-centered learning, which is connected, culturally located, authentic and exciting, where all our students want to be engaged, where our community willingly shares its skills, strengths, and values, and where learning is at the core. This is our aspirational journey.

We get what we expect and our community must continue to expect great things from our school and our young people. Our collective challenge as a school, in 2021 is to continue to grow not only strong young men and women who experience academic success but young people who are compassionate and considerate. We thank all parents, caregivers for your ongoing support of our school and look forward to continuing to build strong working relationships focused on student success next year.

Despite COVID-19, the Year 2020 has proven to be a very successful year once again for the school. We have celebrated the character, commitment, and achievements of our students in academia, sport, the arts, and cultural endeavours.

As Principal, the quality of our staff and the potential we have for making a profound difference in the lives and the learning of the students in our care is of paramount importance to me. I feel very blessed to be working with some of the best educators that I have had the privilege to work alongside. The drive, passion, and determination - underpinned by skill, knowledge, and empathy, has seen teaching and learning continue to raise progress and achievement despite the ever-changing social, learning, and emotional needs that we are confronted with today. The resilience required from the 21st-century teacher is an incredible mix of passion, professionalism, patience, and persistence. In acknowledging the teaching staff, I also want to acknowledge the wonderful support staff team that ensures this school runs smoothly. They are often the unsung heroes of our school. Every member of this staff team, both teaching, and non-teaching has a critical function in the success of this school. Please know that your contributions and efforts are most valued and appreciated.

I must also pay tribute to the supreme dedication and support of my Leadership team: Deputy Principals Ms. Michelle Ryan and Mr. James Von and the Head Teachers. Thank you all for your support and guidance this year.

Finally, I want to thank our hardworking and dedicated P & C, who plays such an active role in the education of all students. In particular, I want to thank our president Mrs. Renee Woodberry who works tirelessly to support the school in every possible way. As the Principal, I am committed to working collaboratively with our P&C to provide quality education to every student.

Yogesh Mani

Principal

Goulburn High School

Captains in the Library

Year 11 students working hard

Staff professional development

School vision

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 through a variety of career, academic, cultural and sporting pathways.

Our students experience a range of quality extra-curricular and cultural activities, such as, 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. 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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
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

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

Overall summary of progress

A number of new initiatives have been put in place including a multi-tiered approach to literacy and numeracy strategy along with the provision of instructional leaders that a leading the school in these areas. Along with the establishment of an instructional leader position for Aboriginal Education and Aboriginal School Learning Support Officer.

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)
Numeracy Although there have been many setbacks in regards to our progress within the Numeracy Committee due to COVID 19, this year has still had its successes. The Numeracy Committee has examined the need to increase numeracy results through engaging with numeracy coaches and a year 8 numeracy program to help support the Best Start and Minimum Standards results. In regards to Best Start, 2020 was the first year of implementation in the year 7 cohort. This data was used to identify weaknesses and help implement early intervention to support their growth in numeracy. In the future, this will be used to influence the programming of rotations in 7-9 in regards to numeracy. Minimum Standard is a requirement for all students completing the HSC. Through early intervention in 2020, 99 out of 112 Year 10 students have achieved this milestone to date. The numeracy coach has been used to support and enhance numeracy skills across all KLA's. The evidence is reflected in the improved results within Minimum Standards, Best Start data, and the Year 8 Elective Rotation. The newly integrated Year 8 Elective Rotation has used Best Start data to target specific areas of	**Funding including but not limited to:** Socio-economic background: $198,000 Morpheus Foundation: $15,277

Progress towards achieving improvement measures	
numeracy to consolidate understanding. However, its success is difficult to determine due to the complication of COVID 19. The next step is to further engage with feeder primary schools to inform Best Start data and continue to utilise the numeracy coach to improve the results in the Minimum Standards. **Literacy** The Literacy team believes that students need to not only be shown how to reach success in writing (or responding to questions) but rather what a response of success looks like once they have worked through how to complete what is expected of them.	

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 to implement future focussed pedagogy with an emphasis on the teaching space. The committee examined the needs of the school in terms of pedagogical innovation, space, and technology. For Pedagogical Innovation, the team identified Learning Modes and 21st Century Skills. The team undertook training in this area and planned workshops for the whole school. At end of the year, two workshops on Learning Modes have been presented at whole staff professional development. This is an emerging area with some impact already, particularly on the growing diversity of learning approaches being used. For Space, the team implemented a 'cloud room' initiative, with all faculties having the opportunity to increase the number of whiteboards in at least one classroom. This initiative has had a huge impact on the amount of collaborative and guided learning taking place, improving student outcomes. The third area of Technology saw an investigation of the need for student access to ICT, along with the presentation needs of staff and use of digital learning platforms. Chromebooks in trolleys were rolled out across the school to address student access. Wireless display adapters were installed in classroom projectors to enhance staff presentation options. Staff were also encouraged to explore cloud-based storage options within their faculties to enhance resource collaboration. These initiatives have had a strong impact on both staff efficiency and student/staff engagement with emerging technologies. The next step is to consolidate staff professional development in Future Focussed Learning Modes, creating strong links with other school initiatives like formative assessment and QTR. Additionally, we should seek to further develop staff and student capacity with digital platforms and applications such as SharePoint and G-Suite.	**Funding including but not limited to:** Socio-economic background = $160,000

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)

Progress towards achieving improvement measures

There has been a significant retention rate for our Higher School Certificate Student's academic and wellbeing needs due to the appointment of two Aboriginal SLSO's. The Aboriginal Cultures Team utilised the 'Turning Policy into Action' document to reflect and plan milestones for the school plan. We established that there was a lack of teaching resources in the school environment that represented the culture of our Aboriginal and Torres Strait Islander students, teaching resources were sourced and placed into the school library.	**Funding including but not limited to:** Aboriginal background loading: $47,796

We found that there was a lack of Aboriginal and Torres Strait Islander and Multicultural knowledge and understanding amongst staff and students this is due to lack of training at University and within the workplace.

Minimum standards data shows that numeracy amongst Aboriginal and Torres Strait Islander Students is below the New South Wales state average. This is an area that needs to be addressed within the students' Personalised Personal Pathways next year, the goals within the PLP's should be targeted to meet the academic requirements of students.

The '8 ways of Aboriginal Learning' have been consulted with the local AECG and this will assist with the retention rate of Aboriginal students.

Next Steps

Numeracy Approach- Development and adoption of school-wide strategies and programs to improve numeracy, specifically Smart Lab, Numeracy Focus in HAP, Numeracy strategy integration across the curriculum, Numeracy Coach and Instructional Leader

Literacy Approach - Development and adoption of school-wide strategies and programs to improve literacy, specifically: SEAL Scaffolding, ALARM Planning, Literacy Focus in HAP, Literacy strategy integration across the curriculum, Literacy Coach

Aboriginal Education - Development and adoption of school-wide strategies and programs to improve engagement with and understanding of Aboriginal culture for all students specifically: Aboriginal Educational instructional Leader, Teacher Workshops for understanding and skill development with elements of 8 Ways incorporated

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.

Overall summary of progress

The school has undertaken a number of actions including:

- Signage upgrade in support of PBL

- Training of staff in PBL systems and practices

- Training of staff in positive Education Practice

- Increasing student numbers in Year 8 against past cohorts

- A range of diagnostic testing tools to support differentiation of the individual need

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 PBL framework provides staff and students with a common language and a data-driven system of acknowledgements and interventions that foster a safe, positive and supportive learning environment. This has assisted Goulburn High School to improve social, emotional, behavioural and academic outcomes for students. The PBL system aims to empower staff to provide guidance on inter-personal skills and self-regulation to help students develop respectful relationships, take responsibility for their learning and build resilience. Goulburn High School's values of "Respect, Responsibility and Resilience" form the foundation on which the relationships between members of the school community are built. The renewed signage around these values installed this year signal our continued commitment to these values. These shared values have enabled positive conversations about how our school community can improve our interpersonal relationships and achieve our various personal and communal goals. Whilst there is room for improvement	**Funding Sources:** • Socio-economic background ($5000.00)

Progress towards achieving improvement measures	
in the communication and application of these values, successful collaboration between staff and students to develop these shared understandings in assembly and roll call have increased student engagement and wellbeing. Although we can improve our data collection about the function of behaviour, regular data analyses by the PBL team have served to better inform our conversations around these shared values. The PBL team is committed to continual improvement and have identified a number of issues to work on: • consulting on the clarification and simplification of the language in the PBL matrix • improving data collection of the function of behaviour to better match interventions with student needs • providing targeted PBL training to equip staff to better support students • improving student consultation via the Student Representative Council regarding PBL and its acknowledgement system	

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)
Steady increases in year 7 enrolments. Consistent and significant parent and community involvement at transition functions. All transition points have elements catering specifically for Aboriginal students.	Socio-economic background : $3,000

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)
Plans are in place and mentors for each student. Survey for all students and parents to provide feedback on the program.	**Funding Sources:** • Low level adjustment for disability ($300276.00)

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)
Established and maintained partnerships with local businesses and universities to support the postschool pathways for students.	**Funding Sources:** • Socio-economic background ($10000.00)

Next Steps

Student Leadership Program - Students participate in the Student Representative Council and Prefects to represent student voice as a key consultative body that provides students with agency and contribute to the whole school decision making

Goal Setting and Student Driven Award System- Teachers will provide students with detailed and specific feedback about what they need to do to achieve growth in their learning and be encouraged to self-assess, reflect, and monitor their work. Students are recognised for their positive behaviour through the PBL reward system

Engaged Learners - Through developing a positive classroom environment characterised by supportive, collaborative relationships and frequent student-teacher classroom interactions including Safeguarding Kids Together Program, Positive Education System (PES) and Attendance Improvement Program.

Community Engagement Program - Implement a community engagement strategy that is responsive to the needs of the school community. Develop a communication plan to inform and consult with parents.

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.

Overall summary of progress

Progress has been made on a number of fronts including:

- A greater focus has been brought to the accreditation process with targeted Professional Development opportunities provided including teacher mentor for growth

- The community engagement team has been leading the line in connecting with key stakeholders and building partnerships

- Teachers working in Professional Learning Communities to implement research-based and evidence-informed best practice

Progress towards achieving improvement measures

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)
An effective Tablelands network, with direct professional involvement from GHS staff, that develops common goals around Premier's priorities resulting in improved student outcomes. GHS staff are also involved in other educational networks where their skills can develop and be shared to staff in other schools.	**Funding Sources:** • Professional learning ($30000.00)

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)
A high proportion of the teaching staff (including specialist teachers) have attained and are maintaining accreditation at Highly Accomplished or Lead teacher professional standards and/or 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. Teacher's Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strength's and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.	**Funding Sources:** • Professional learning ($41225.00)

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)
Increase in the exposure of what's happening in the classroom at a community level. Social media and recognition have boosted in the past month. During Covid, the parent-teacher contact boosted our image. Appreciation for what we achieved in the student learning space during COVID. We ensured that students received work through drop-off and pick-up. The mobile phone committee was able to boost the awareness of the digital space. SMS service has allowed for an increase in admin-related communication. We have maintained a consistent number in regards to enrolment. Changes in Zoning have assisted with this. Alice (Therapy Dog) boosted social media presence and has positively impacted student wellbeing. Events such as International Women's Day continues to maintain exposure. Continue to rethink how we do things. RSPCA cupcake day has raised community awareness.	**Funding Sources:** • Socio-economic background ($20000.00)

Professional Learning Communities - All teaching staff are attached to a PLC group and participate in regular meetings to implement evidence-based high impact teaching practice as well as Quality Teacher Rounds through trios across the year

Leadership Aspiration Program - Establish Leadership development pathways for aspiring HTs through the 2IC program and develop the capacity of all staff in leading whole school programs through mentorship, explicit coaching along with distributive leadership using the PLCs and targeted programs

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($40 800.00)	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	**Funding Sources:** • English language proficiency ($80 000.00)	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	**Funding Sources:** • Integration funding support ($158 135.00)	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.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($95 636.00)	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	**Funding Sources:** • Targeted support for refugees and new arrivals ($35 592.00)	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			
	2017	**2018**	**2019**	**2020**
Boys	345	306	310	308
Girls	309	285	281	291

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
7	92.9	92.1	90.5	92.7
8	89.5	89.7	87.4	91.9
9	83.3	83.8	84.2	90
10	82.4	78	84.2	87.2
11	80.7	84.7	79.5	83
12	87.6	82.5	87.3	88
All Years	86	85.1	85.8	89.2
State DoE				
Year	**2017**	**2018**	**2019**	**2020**
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	12
Employment	9	9	28
TAFE entry	8	0	12
University Entry	0	0	30
Other	0	6	10
Unknown	8	7	8

Year 12 students undertaking vocational or trade training

48.00% of Year 12 students at Goulburn High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

91.5% of all Year 12 students at Goulburn High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Year 12 Formal

Year 12 Formal

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	9
Classroom Teacher(s)	37.5
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	14.48
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	1,107,051
Revenue	9,282,756
Appropriation	9,159,023
Sale of Goods and Services	12,151
Grants and contributions	110,121
Investment income	1,462
Expenses	-9,802,707
Employee related	-8,467,155
Operating expenses	-1,335,552
Surplus / deficit for the year	-519,952
Closing Balance	587,099

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.

	2020 **Approved SBA** ($)
Targeted Total	158,135
Equity Total	892,900
Equity - Aboriginal	47,796
Equity - Socio-economic	535,607
Equity - Language	9,221
Equity - Disability	300,276
Base Total	7,568,601
Base - Per Capita	149,950
Base - Location	3,271
Base - Other	7,415,380
Other Total	397,763
Grand Total	9,017,399

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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.
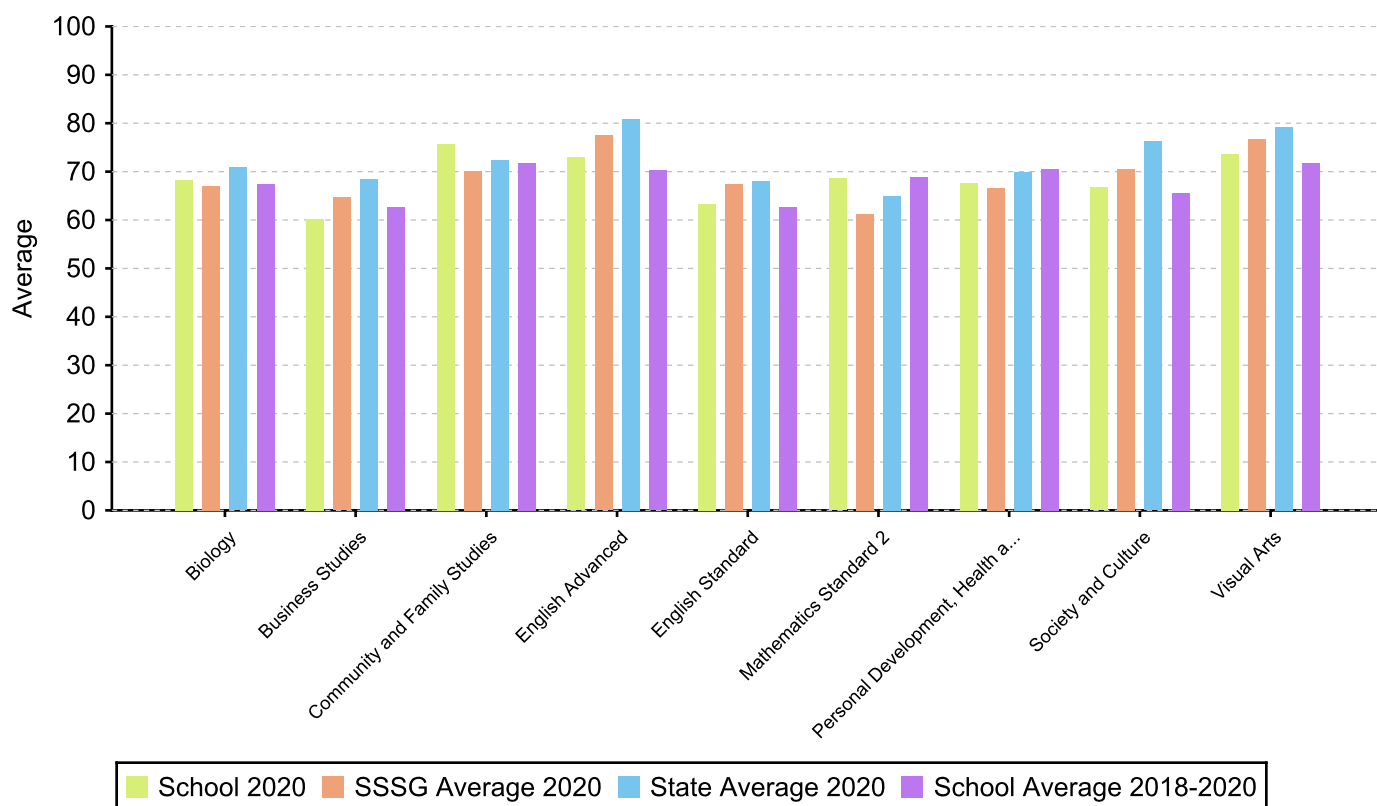
Subject	School 2020	SSSG	State	School Average 2018-2020
Biology	68.2	67.0	70.8	67.4
Business Studies	60.2	64.7	68.6	62.6
Community and Family Studies	75.7	70.1	72.4	71.8
English Advanced	72.9	77.5	80.8	70.2
English Standard	63.3	67.5	68.1	62.7
Mathematics Standard 2	68.6	61.2	64.9	68.9
Personal Development, Health and Physical Education	67.7	66.6	69.9	70.5
Society and Culture	66.7	70.6	76.2	65.6
Visual Arts	73.6	76.7	79.2	71.7

The School's HSC performance has been steadily improving year on year with some courses outperforming state averages and other courses working towards the goal of the state average.

Parent/caregiver, student, teacher satisfaction

Each year we ascertain parent, student, and teacher satisfaction using a variety of qualitative and quantitative tools. Parents are afforded a wide range of opportunities to provide feedback, evaluate school initiatives, and make comments on school life in general and their child's learning in particular. This included, but was not limited to surveys, feedback forums, and involvement in Student Learning Conferences. In 2020 parents shared with us that they were satisfied with their child's exposure to the curriculum and very satisfied with our extra-curricula opportunities, our personalised approach to student learning and our wellbeing strategies. Parents continued to experience concern about the impacts of social media, with a particular concern for online bullying. and mobile phones at school. with an extensive survey conducted on the topic. Furthermore, a community liaison officer was employed to expand connection in this space.

We engage biannually in the Tell Them From Me survey and receive and act on rich data about student perception of our school. Our school data regularly 'out performs' the NSW Government norm. In 2020 in terms of positive learning climate 5.7 (out of 10) above the state average, effective learning time, our school norm was 6.4 (out of 10) on state average and positive Teacher-student relations was 5.9 (out of 10) above the state average. The insights of data has shaped out future planning and direction.

Through People Matter Survey - on average 70% of all staff identify as having a positive sense of belonging in the areas of health, wellbeing and safety, employee engagement, job satisfaction, inclusivity and diversity, and teamwork as well as collaboration .

Goulburn High School 8116 (2020)

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 COVID online platforms were created for Aboriginal and Torres Strait Islander students to access for support with learning.

An Aboriginal SLSO has been employed 3 days a week to support Aboriginal and Torres Strait Islander students with their academic, social and wellbeing needs. The Aboriginal SLSO is timetabled according to student data having a positive impact academically and increased student engagement. There is also an Aboriginal SLSO working in the schools homework center to assist students.

During 2020 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. The has been a focus on training staff in this team about the policy that has led to future directions for implementing perspectives into teaching and learning.

Members of the Aboriginal Cultures Team attend the local Aboriginal, Education Consultative Group, have built a strong connection and are collaborating on ways to implement aspects of The '8 ways of Aboriginal Learning' pedagogy. This consultative process has been positive and has provided the Aboriginal and Cultures Team feedback to develop this program.

Personalised Learning Pathways have been implemented and reviewed. The plans are a requirement by the NSW Department of Education and are part of classroom teachers planning, integrated into their programming, so they have an understanding of the needs of the Aboriginal student.

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 developed throughout the curriculum. Our current school plan has broadened the focus to incorporate intercultural understanding and diversity. Due to Covid19 annual events such as Harmony Day, NAIDOC Week, Reconciliation Week was not able held this year in their traditional format

Morpheus Foundation

During 2019-2020, Goulburn High School was successful in gaining a grant from the Morpheus Foundation to support GHS school plan priorities to improve student literacy outcomes. In particular, support staff and students with goals related to *Strategic direction 1: Quality Teaching & Learning:*

1. Implement research-based practices to improve literacy and numeracy skills

2. Increase percentage of students in the top two bands of NAPLAN

3. Value-added results in NAPLAN is above the statistically similar in schools data

During 2019-2020, funds were used to resource two intensive reading programs called MultiLit and FastForward. These programs are underpinned by the 'Simple View of Reading' framework. They were very successful, with 100% of participants improving their reading age on an average of two years. MultiLit used an evidence-based program, the MutiLit tutor program, to provide small-group direct instruction to students on developing skills in comprehension, fluency, and reading rate. Funds were used to purchase the program (teacher instruction booklet and kit), provide professional learning to 4 staff members, resources to conduct testing (YARC materials and WARP testing documents), and purchase Fast Forward leveled reader texts to complement the program and practice skills. Students were identified for this program when assessed as having a reading ability age of below 8 years. The majority of students who entered the program were reading at approximately 4-8 years below their chronological age. Students were withdrawn from class three times per week and were supported through the program by a Student Learning Support officer. In 2020, 27 students completed the program. All students achieved positive growth, resulting in goal 1 being achieved. Most students in the program are now working at or above their chronological age, demonstrating the school's capacity to implement evidence-based practices to improve literacy skills (goal 1).

Students identified for the FastForward program were assessed using evidence-based York Assessment of Reading Comprehension, as having a reading age of above 8 years but well below their chronological age. The program focused more on developing the student's comprehension and spelling skills to give students the tools required to understand the various texts they will encounter in class. This program was also used to support students as an early intervention strategy for students who may be in danger of not meeting minimum standards in literacy. Funds were used to pay for a subscription to WordFlyers (an online reading tool that supports students to infer texts), purchase the Spelling Mastery student booklets and teacher manual. Other teaching resources included SPELT sounds and words instructions guides for staff and sensory tools to support students with disabilities to be more focused and on task during the intensive programs.

Alice - Our Education Support Dog

Through continued research, studies have shown that the presence of a companion animal can improve the wellbeing of children by lowering anxiety and increasing confidence. When Alice began in the support unit at Goulburn High School we found that the environment in which both students and staff live became happier and more enjoyable places to be. Alice has been trained to sense when students are feeling heightened, anxious, scared, and upset. Alice then goes and sits beside this student to ensure they feel safe, secure, and supported. Alice has also shown to pay a considerable amount of attention to students who are living with epilepsy, with Alice displaying different types of behaviour when a seizure is about to occur. Through the Goulburn Soldiers Club's $5000 donation to enable Alice to be a part of Goulburn High School's Support Faculty, Alice has been nominated for the Clubs and Community Awards in Sydney next month. Alice's carer and the Head Teacher of Special Education will attend a function and anxiously wait to see if she wins. Alice is a valued member of the Goulburn High School community and continues to bring about positive change within her role.