

# 2021 Annual Report

## Gosford High School



8115

# Introduction

The Annual Report for 2021 is provided to the community of Gosford High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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 vision

Gosford High School strives to ensure excellence through diversity and opportunity. The school aims to provide a safe and supportive environment which supports high potential and gifted students to reach their potential. This is realised by ensuring all students have the very best of opportunities in both curricular and curriculum enrichment activities. Students are motivated through effective wellbeing programs and strong learning connections with the community, universities, business and industry in a supportive environment which is academically challenging and future focused.

## School context

Gosford High School caters for gifted and high potential students. Students enrolling at our school in Year 7 are selected on the basis of results in the Selective School Test conducted by the NSW Department of Education, High Performing Students Unit. The school has a student enrolment of 1068 and draws students from Northern Sydney to lower Lake Macquarie. There is an increasing trend in the number of students who are identified in the developing and consolidating stages of English Language Proficiency and able to access extra support through the schools initiatives and equity loadings.

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

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

Student voice and their capacity for decision making is heard and acknowledged through the student leadership programs which extend across all year groups in the school and provide a strong student voice to school directions and management decisions.

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

Gosford High School is proud of its students, their achievements and their contributions to the community and throughout the school planning consultation process Gosford has ensured all school partners including the Cooindah AECG have been represented in the creation of this school improvement plan.

## 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 Strategic Improvement Plan and annual report. Every four 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 Strategic Improvement 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   | 2021 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture                             | Excelling              |
| LEARNING: Wellbeing                                    | Excelling              |
| LEARNING: Curriculum                                   | Excelling              |
| LEARNING: Assessment                                   | Excelling              |
| LEARNING: Reporting                                    | Sustaining and Growing |
| LEARNING: Student performance measures                 | Sustaining and Growing |
| TEACHING: Effective classroom practice                 | Excelling              |
| TEACHING: Data skills and use                          | Sustaining and Growing |
| TEACHING: Professional standards                       | Sustaining and Growing |
| TEACHING: Learning and development                     | Excelling              |
| LEADING: Educational leadership                        | Excelling              |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources                              | Excelling              |
| LEADING: Management practices and processes            | Excelling              |

## Strategic Direction 1: Student growth and attainment

### Purpose

To promote academic success in reading, numeracy and the HSC through high expectations for all learners which is supported by a teaching and learning culture that reflects research, evidence and best practice teaching.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- HSC and Stage 6 Mentoring Program
- High Impact Learning Culture
- NESA High Leverage teaching strategies
- Individualised and differentiated student learning

### Resources allocated to this strategic direction

**Professional learning:** \$15,000.00

**Chapman Trust:** \$50,000.00

**English language proficiency:** \$41,000.00

**Integration funding support:** \$113,000.00

**Low level adjustment for disability:** \$44,000.00

### Summary of progress

#### Evidence of activity, evidence, process quality / barriers impact / where to next.

The Stage 6 mentoring program has been initiated with all year 12 students having access to mentors across the school. Teachers meet regularly with their mentees and provide support with study skills, ways to alleviate stress and how to maintain motivation throughout their HSC year. The interruptions to the 2021 school year resulted in difficulties with mentors being able to support their mentees in the online space, although a number of students did opt for online mentoring.

High Leverage Strategies have been effectively utilized across a range of courses. The use of evidence based teaching methodologies is to be an ongoing focus of professional learning as a means to support differentiation across all areas of curriculum and programs. The continued roll out of evidenced based High Leverage Strategies across the school will support teachers to achieve new targets placing increased numbers in the upper bands. Staff are committed to staying at the fore of their involvement of professional learning to continue to improve student outcomes. Staff have continued to engage in professional learning delivered by the HSC Quality Teaching Unit with more than 40% of staff now trained in use of High Leverage Strategies. Due to a lack of clarity for teachers in discriminating between the terms - High Impact and High Leverage, the school has made the decision to focus on High Leverage as a more effective way to deliver explicit and evidenced based teaching strategies.

The school prioritises high expectations for all students, and rigorous strategies of support are widely implemented. The Careers and Transition Team, specifically and strategically addresses student learning priorities and Deputy Principals case-manage students at risk in order to foster a culture of achievement and success. Programs such as Atomi and HSC Hub resources have been consistently accessed by senior students and have been excellent tools to provide additional support for students seeking to deepen their understanding of concepts learnt in class.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure  | Progress towards achievement   |
|--|--|
| <b>Expected Growth</b><br><br>To increase the percentage of students achieving expected growth in numeracy to above baseline data. | Gosford HS is a selective school. The expected growth targets are trending upwards for reading in line with the agreed lower bound.<br><br>The expected growth targets for numeracy have been disappointing and currently trend downwards below the agreed lower bound. Responses in the comprehension of problem solving questions have been identified as an |

|   |  |
|---|--|
| To increase the percentage of students achieving expected growth in reading to above baseline data.                                 | area for improvement.  |
| <b>Top 2 Bands NAPLAN</b><br>To increase the percentage of students achieving top 2 bands in NAPLAN reading to above baseline data. | The number of students achieving in the top 2 bands for reading remains in line with the planned trajectory and remains within the agreed lower bound.                                     |
| <b>Top 2 Bands HSC</b><br>To increase the percentage of students achieving top 2 bands in HSC to above baseline data.               | The baseline for HSC top two bands is 74% yet in both 2020 and 2021 the school witnessed a decline in Band 6 numbers resulting in a decline in trajectory and a target success rate of 65% |



## Strategic Direction 2: Student and Staff Wellbeing

### Purpose

Our purpose is to ensure students and staff are supported to achieve their best in a nurturing and inclusive holistic environment. Whole school processes and professional learning will enable students and staff to Connect, Succeed and Thrive inline with the objectives of the Wellbeing Framework for schools.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Attendance supports student success
- Student engagement and efficacy creates a positive learning environment
- Efficient and effective systems and processes to support staff wellbeing

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$53,296.43

**Aboriginal background:** \$9,833.76

**School support allocation (principal support):** \$50,801.15

### Summary of progress

#### Evidence of activity, evidence, process quality / barriers impact / where to next.

A number of programs have facilitated growth in student agency. Students participated in learning and transition conversations with parents and teachers which fostered meta cognitive skills and autonomy as students were able to take the lead in making decisions and evaluating their progress at pivotal times in the learning cycle.

Formative assessment strategies across the school have been embedded into teaching practices and teachers are able to teach explicitly at the point of instructional need to promote students' self regulation and engagement. Due to remote learning, it became vital for teachers to check in with students and although the school adopted a program where teachers provided explicit instruction during each of period of the day, a small percent of vulnerable students found it difficult to engage in learning via online learning platforms. The school has prioritised Individual Learning Plans and Learning Conversations to support our Acceleration/ Early Commencement program in 2023.

COVID-19 also created unprecedented challenges for teachers, however, we have also seen creativity, innovation, and opportunity to rethink teaching methodologies. Through developing more efficient online administration processes for teachers and creating a shared vision through cross faculty initiatives, staff wellbeing has been supported. We will continue to develop initiatives aimed towards fostering self-determination and agency and building collective efficacy and social capital.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure                      | Progress towards achievement   |
|--|--|
| To maintain the attendance baseline of 84.7% | The school attendance rate remains above the baseline of 84.7% in 2021, however it is less than the desired attendance level of 90% of students at 90% attendance or higher. |
| To maintain the TTFM baseline of 73.8%.      | The TTFM is one tool used to measure student wellbeing. The TTFM survey results sit at 75% which is 2% below annual trajectory lower bound.                                  |

### Strategic Direction 3: Collective efficacy through embedded professional learning

#### Purpose

To improve student outcomes through a culture of reflective, authentic and adaptive practice.

#### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Building teacher capacity through collaborative practice
- HPGE and High Leverage Teaching

#### Resources allocated to this strategic direction

**Professional learning:** \$60,271.00

**Beginning teacher support:** \$25,000.00

**Socio-economic background:** \$26,000.00

**COVID ILSP:** \$25,812.45

**English language proficiency:** \$20,000.00

#### Summary of progress

##### Evidence of activity, evidence, process quality / barriers impact / where to next.

High expectations and the use of evidence based teaching methodologies have been an ongoing focus of professional learning as a means to support differentiation across all areas of curriculum and programs. Staff are committed to staying at the fore of authentic professional learning to continue to improve the teacher efficacy and student outcomes. Teachers have clearly articulated their professional goals in their PDPs and in structured conversations with their Head Teachers. Professional Learning Funding has targeted these goals.

Staff have continued to engage in professional learning delivered by the HSC Quality Teaching Unit with more than 40% of staff now trained. The High Leverage Cross - Faculty Team has focused on the developing the High Leverage Strategies of questioning and assessment feedback which have been delivered in PL sessions in faculties. In 2022, a professional learning segment will be embedded in the Executive meeting times and a shared bank of lesson resources will be developed. There has been a tangible increase in collaboration and a growing understanding of collective efficacy across the staff. Cross-Faculty teams are very productive and feedback is strongly in favour of the model - there is an appreciation of the professionalism and expertise of colleagues and the opportunity to learn from, and share with, others.

COVID ILSP strategic resource management has ensured exact targeting of impacted students and literacy recovery. The analysis of student data (NAPLAN and SENTRAL) indicated student needs and the implementation of a range of strategies has led to a lift in assessment results.

#### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure   | Progress towards achievement  |
|---|---|
| All HSC courses achieve above the NSW HSC course mark state average.  | The school has made pleasing progress towards this target with all but one course not meeting the mean state HSC course mark. |
| Staff TTFM survey results indicates an upwards trend towards NSW Government norms for collaboration, leadership and learning culture. | The TTFM staff module was not able to be completed due to COVID so there is no reliable data set for this target.             |



| Funding sources  | Impact achieved this year   |
|--|---|
| <p>Integration funding support</p> <p>\$113,000.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Gosford High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Individualised and differentiated student learning</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Improved student outcomes for funded students through support with the SLSOs . This has included individualized learning plans, task adjustments and disability provisions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Maintain targeted support through Learning Support team and early identification of students and relevant access requests.</p> |
| <p>Socio-economic background</p> <p>\$26,000.00</p>    | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gosford High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• HPGE and High Leverage Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement teaching strategies and adjustments to programs to support identified students with additional needs</li> <li>• equitable access to specialist resources</li> <li>• professional development of staff in the differentiation of assessment and teaching programs to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>An increase in specific HPGE strategies across the school that are tailored to student need.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continue the use of these strategies at PL meeting with staff and increase the number of teachers in all faculties involved in the High Leverage project</p>  |
| <p>Aboriginal background</p> <p>\$9,833.76</p>         | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gosford High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>  |

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| <p>Aboriginal background</p> <p>\$9,833.76</p>                | <ul style="list-style-type: none"> <li>• Student engagement and efficacy creates a positive learning environment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• creation of school literacy resources embedding local language</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> <li>• employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>All staff have completed increased PL targeting the cultural awareness of Aboriginal and Torres Strait Islander education. Students have been supported with all PLPs and have included an Aboriginal elder on the panel, a parent and teacher from the school to create an authentic PLP process.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continue implementing the current strategies whilst working with High Performing Students unit to increase the numbers of Aboriginal student attending the school.</p>   |
| <p>Low level adjustment for disability</p> <p>\$97,296.43</p> | <p>Low level adjustment for disability equity loading provides support for students at Gosford High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Individualised and differentiated student learning</li> <li>• Student engagement and efficacy creates a positive learning environment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• targeted students are provided with an evidence-based interventions to increase learning outcomes</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>An increase in teachers using data to identify and measure student improvement in students that require adjustments in classroom environments. There has been a decline in students who are reporting to the office with assessment task stress and students are supported with activities that have identified specific areas of development with tailored support. The data in NAPLAN and Check in indicates that the students are performing across syllabus areas significantly above the state mean but 1-2% the SSG.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continue to use Check in Assessment and NAPLAN to identify students' needs and target students who require extra support from the Learning Support Team.</p> |
| <p>Professional learning</p> <p>\$80,271.00</p>               | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Gosford High</p>   |

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|---|---|
| <p>Professional learning</p> <p>\$80,271.00</p>     | <p>School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• HSC and Stage 6 Mentoring Program</li> <li>• Building teacher capacity through collaborative practice</li> <li>• HPGE and High Leverage Teaching</li> <li>• NESAs High Leverage teaching strategies</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• The inclusion of a third deputy principal as an instructional leader to drive whole school strategies to support the school plan.</li> <li>• The development of the Community of Practice to share and model the effective strategies identified within the Quality Teaching HSC rounds.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>All staff using similar language and strategies to ensure that writing remains a whole school focus. The funding has supported many staff to participate in school based and DoE based PL on High Leverage strategies. The funding has also allowed for the integration of the High Leverage strategies with the HPGE - Revisiting Gifted Education document. The creation of a pool of teacher videos that can be used for teacher observation to share best practice for HSC teaching.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to share the practice with all teachers at GHS but specifically focusing on new members of staff and early career teachers. Continue to fund the professional learning of teachers as more subject areas are included in the strategy.</p> |
| <p>Beginning teacher support</p> <p>\$25,000.00</p> | <p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Gosford High School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building teacher capacity through collaborative practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• The allocation of reduced teaching loads for both the Early Career Teacher and their Mentor.</li> <li>• Release days for both Early Career Teachers and Mentor teachers to conduct PL, Assessment and Teaching Program creation.</li> <li>• Gerric Training and the the Dr William Dejean course for beginning teachers.</li> <li>• Instructional Leader has undertaken classroom observations and offered feedback to further develop their pedagogy specific to the HPGE environment.</li> <li>• The mentoring of beginning teachers in the areas of resilience and well being.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>All beginning teachers were supported with a reduced teaching load, Regular fortnightly induction meetings on accreditation and evidence based practice. They also received individual support from Mentors out of school to assist with programming and assessment planning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>  |

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| Beginning teacher support<br>\$25,000.00    | Beginning Teachers remain in the GHS Early Career Program whilst in their first three at GHS. They also get increased opportunity for specific KLA focused PL.  |
| COVID ILSP<br>\$39,162.45                   | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• HPGE and High Leverage Teaching</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups.</li> <li>• providing targeted, explicit instruction for student groups in literacy and writing</li> <li>• employing staff to provide online tuition to student groups in literacy</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> <li>• leading/providing professional learning for COVID educators</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Two extra staff members being employed to facilitate the targeted program for students. 20% of all students in year 12 have been through the the COVID ILSP program getting specific support with literacy strategies. The target of teh strategy benefitted students most with exam response planning through scaffolding.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continue to identify students needing support and move focus to small group tuition in Stage 4.</p> |
| English language proficiency<br>\$61,000.00 | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Gosford High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Learning Culture</li> <li>• HPGE and High Leverage Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> <li>• withdrawal lessons for small group at developing phase of language proficiency.</li> <li>• employment of additional bilingual staff to support communication</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>The employment of additional teaching staff to target students with specific EAL/D needs. The regular tracking of student progress has demonstrated that students have moved into the consolidating phase of language.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>To maintain the Reading program and associated strategies from EAL/D</p>   |

|   |   |
|---|---|
| English language proficiency<br>\$61,000.00 | progressions to develop student literacy proficiency. |
|---|---|

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2018       | 2019 | 2020 | 2021 |
| Boys     | 583        | 565  | 561  | 559  |
| Girls    | 485        | 502  | 496  | 490  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2018 | 2019 | 2020 | 2021 |
| 7         | 96.2 | 96.5 | 95.2 | 96.3 |
| 8         | 94.5 | 95.7 | 95   | 94   |
| 9         | 93.4 | 95.2 | 93.3 | 94.5 |
| 10        | 94.1 | 93.9 | 93.7 | 91.9 |
| 11        | 95.2 | 95.2 | 95.1 | 93.4 |
| 12        | 93.8 | 96   | 94.8 | 92.7 |
| All Years | 94.5 | 95.4 | 94.5 | 93.8 |
| State DoE |      |      |      |      |
| Year      | 2018 | 2019 | 2020 | 2021 |
| 7         | 91.8 | 91.2 | 92.1 | 89.7 |
| 8         | 89.3 | 88.6 | 90.1 | 86.7 |
| 9         | 87.7 | 87.2 | 89   | 84.9 |
| 10        | 86.1 | 85.5 | 87.7 | 83.3 |
| 11        | 86.6 | 86.6 | 88.2 | 83.6 |
| 12        | 89   | 88.6 | 90.4 | 87   |
| All Years | 88.4 | 88   | 89.6 | 85.9 |

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability



with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### Management of non-attendance

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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         | 0         |
| Employment   | 0         | 0         | 1         |
| TAFE entry   | 0         | 1         | 1         |
| University Entry   | 0         | 0         | 98        |
| Other  | 3         | 1         | 0         |
| Unknown  | 0         | 0         | 0         |

### Year 12 students undertaking vocational or trade training

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0.52% of Year 12 students at Gosford High School undertook vocational education and training in 2021.

### Year 12 students attaining HSC or equivalent vocational education qualification

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99.4% of all Year 12 students at Gosford High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Deputy Principal(s)                     | 2     |
| Head Teacher(s)                         | 11    |
| Classroom Teacher(s)                    | 52.3  |
| Learning and Support Teacher(s)         | 0.4   |
| Teacher Librarian                       | 1     |
| School Counsellor                       | 2     |
| School Administration and Support Staff | 13.17 |
| Other Positions                         | 1     |

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

| Staff type     | Benchmark <sup>1</sup> | 2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.30%                  | 4.40%   |
| Teachers       | 3.30%                  | 3.20%   |

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|                                       | 2021 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 1,919,295               |
| <b>Revenue</b>                        | 11,952,408              |
| Appropriation                         | 10,986,831              |
| Sale of Goods and Services            | 176,211                 |
| Grants and contributions              | 786,147                 |
| Investment income                     | 3,218                   |
| <b>Expenses</b>                       | -12,020,501             |
| Employee related                      | -10,205,140             |
| Operating expenses                    | -1,815,362              |
| <b>Surplus / deficit for the year</b> | -68,094                 |
| <b>Closing Balance</b>                | 1,851,201               |

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

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

|                         | 2021 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 113,420                           |
| <b>Equity Total</b>     | 195,347                           |
| Equity - Aboriginal     | 9,834                             |
| Equity - Socio-economic | 25,743                            |
| Equity - Language       | 61,627                            |
| Equity - Disability     | 98,144                            |
| <b>Base Total</b>       | 9,882,751                         |
| Base - Per Capita       | 260,593                           |
| Base - Location         | 0                                 |
| Base - Other            | 9,622,158                         |
| <b>Other Total</b>      | 623,329                           |
| <b>Grand Total</b>      | 10,814,847                        |

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

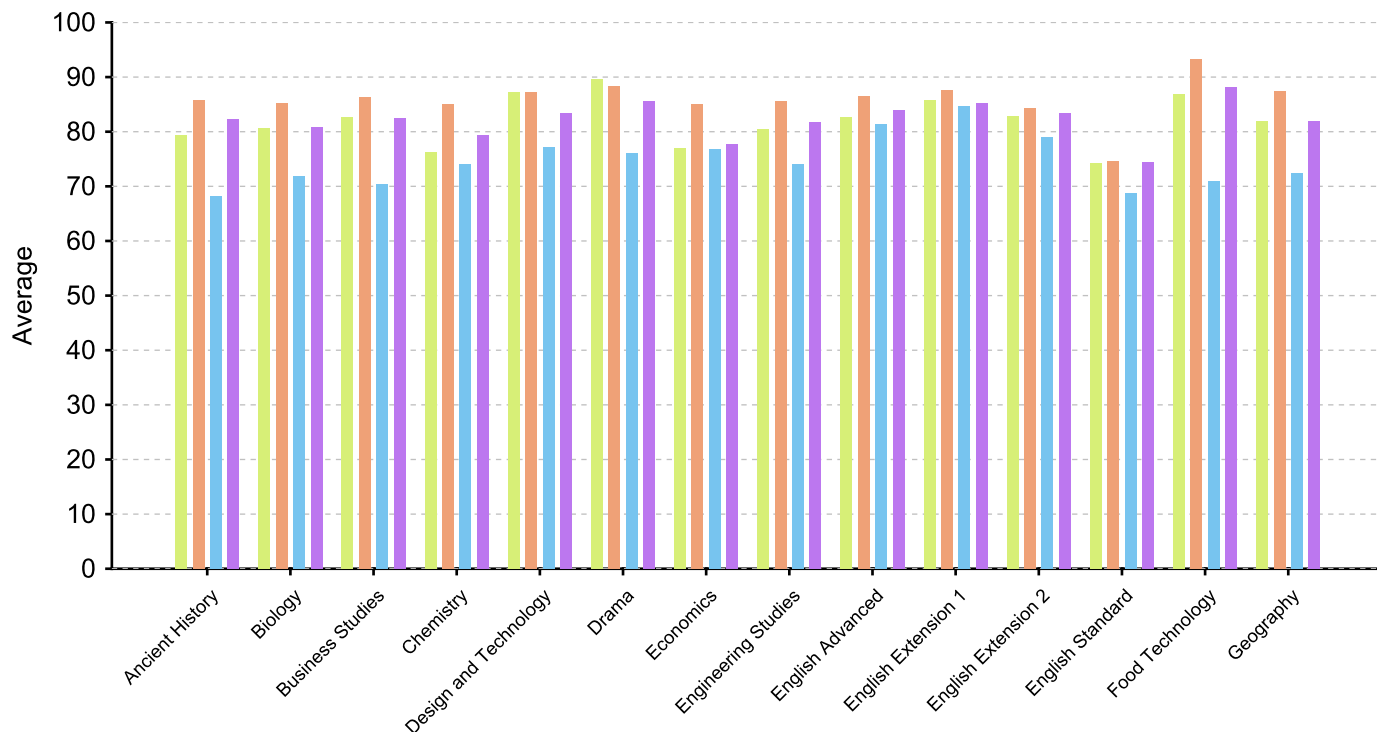
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

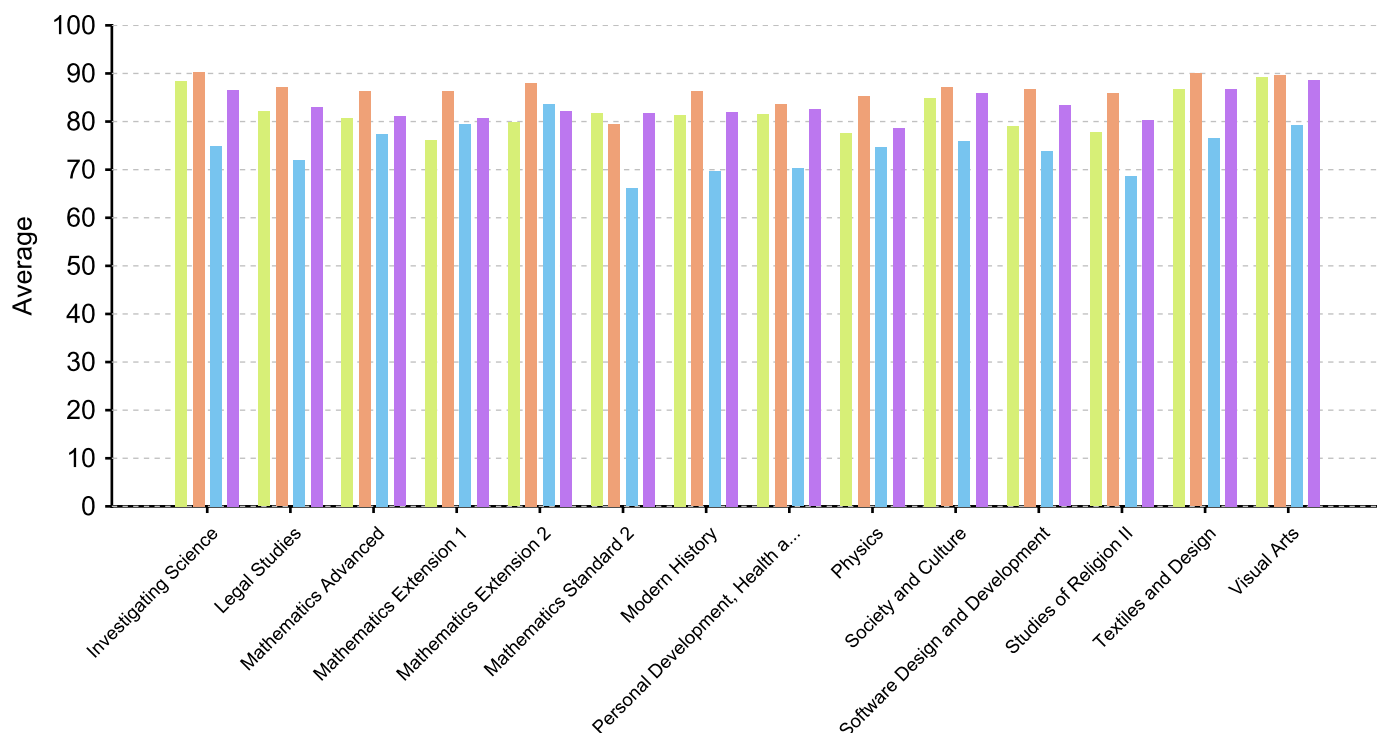
## School performance - HSC

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.



■ School 2021 
 ■ SSSG Average 2021 
 ■ State Average 2021 
 ■ School Average 2019-2021



■ School 2021 
 ■ SSSG Average 2021 
 ■ State Average 2021 
 ■ School Average 2019-2021



| <b>Subject</b>   | <b>School 2021</b> | <b>SSSG</b> | <b>State</b> | <b>School Average<br/>2019-2021</b> |
|--|--------------------|-------------|--------------|-------------------------------------|
| Ancient History  | 79.3               | 85.8        | 68.1         | 82.3                                |
| Biology  | 80.6               | 85.2        | 71.9         | 80.8                                |
| Business Studies                                       | 82.7               | 86.3        | 70.4         | 82.5                                |
| Chemistry  | 76.3               | 85.0        | 74.1         | 79.3                                |
| Design and Technology                                  | 87.2               | 87.2        | 77.2         | 83.4                                |
| Drama  | 89.6               | 88.2        | 76.1         | 85.7                                |
| Economics  | 77.0               | 84.9        | 76.7         | 77.6                                |
| Engineering Studies                                    | 80.4               | 85.5        | 74.1         | 81.8                                |
| English Advanced                                       | 82.6               | 86.5        | 81.4         | 83.8                                |
| English Extension 1                                    | 85.8               | 87.6        | 84.8         | 85.3                                |
| English Extension 2                                    | 82.8               | 84.2        | 79.0         | 83.3                                |
| English Standard                                       | 74.2               | 74.6        | 68.8         | 74.4                                |
| Food Technology  | 86.8               | 93.2        | 71.0         | 88.1                                |
| Geography  | 82.0               | 87.3        | 72.4         | 82.0                                |
| Investigating Science                                  | 88.5               | 90.3        | 74.9         | 86.6                                |
| Legal Studies  | 82.1               | 87.1        | 72.0         | 83.0                                |
| Mathematics Advanced                                   | 80.7               | 86.4        | 77.4         | 81.1                                |
| Mathematics Extension 1                                | 76.2               | 86.3        | 79.5         | 80.7                                |
| Mathematics Extension 2                                | 79.8               | 88.1        | 83.5         | 82.2                                |
| Mathematics Standard 2                                 | 81.7               | 79.5        | 66.1         | 81.8                                |
| Modern History   | 81.3               | 86.2        | 69.7         | 82.1                                |
| Personal Development, Health and<br>Physical Education | 81.6               | 83.6        | 70.3         | 82.5                                |
| Physics  | 77.5               | 85.4        | 74.8         | 78.7                                |
| Society and Culture                                    | 84.9               | 87.1        | 76.0         | 86.0                                |
| Software Design and Development                        | 79.0               | 86.8        | 74.0         | 83.3                                |
| Studies of Religion II                                 | 77.7               | 85.8        | 68.8         | 80.3                                |
| Textiles and Design                                    | 86.7               | 90.0        | 76.6         | 86.7                                |
| Visual Arts  | 89.3               | 89.7        | 79.4         | 88.6                                |

## Parent/caregiver, student, teacher satisfaction

The school surveyed over 100 parents and carers during 2020 / 21 as part of the annual school satisfaction survey and to inform the 2021-2024 school planning process. The parents were asked three questions:

1) What does the school do well now?

Common areas of satisfaction included:

- Communication with parents has improved (especially during COVID and working from home).
- Office staff and their willingness to help.
- Wellbeing initiatives and support from Year Advisers, Head Teacher Welfare and Deputy Principals.
- Positive and engaging school learning environment.

2) Areas for improvement:

- Over 50% of survey parents said, "nothing to improve".
- Air conditioning for classrooms.
- Lockers for juniors.
- Assessment blocking and alignment of tasks across subjects at end of year.

3) How can we work with the parents to make the school even better:

- More avenues for parent involvement in the school.
- keep the zoom options for parent meetings due travel times from Sydney.
- More training for teachers, parents and students on management of student use of social media.

4) What are the areas that need to be addressed over the next four years in the Gosford High School Strategic Plan?

- Many physical asset projects were identified to improve the school (toilet upgrades, air conditioning, shade, ground beautification, parking, lockers and renovations of learning spaces).
- Continue focus on holistic wellbeing approaches not just academic results.
- Maintain focus on technology education and online learning platforms for both parents and students.

Staff satisfaction was not measured in the TTFM teacher survey during 2021 due to COVID-19 however a number of staff completed the NSW People Matters survey. Whilst the group of respondents is small the aim is to have increasing number of staff complete the survey for improved reliability and validity when interpreting results:

Areas of strength:

- WHS processes
- workplace support
- Role clarity and school professional support for professional learning
- Flexible working satisfaction

Areas of development:

- recruitment process
- communication and change management

Students complete the TTFM survey with results indicating that students have demonstrated a upward trend in positive wellbeing at school since 2018 and greater advocacy for school. Year 7 students have demonstrated the highest sense of advocacy across all years followed by year 12. Expectations for success follows a similar trend and sense of belonging has improved with year 7, year 10 and year 11 all showing improved sense of belonging in 2021.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.