

2021 Annual Report

Goulburn High School



8116

Introduction

The Annual Report for 2021 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 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.

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School vision

At Goulburn High School we are committed to educating our school community through cultivating a culture of high aspirations and inclusivity to ensure that all students are empowered to learn and achieve, experiencing high-quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them.

School context

Goulburn High School was established in 1913 and is an inclusive, co-educational, comprehensive high school with a Support Unit that has five classes, located in Goulburn, NSW. The student population of 672 students for 2021 includes approximately 9% Aboriginal and Torres Strait Islander students. The school's FOEI is 124 and the ICSEA index is 946.

The school offers a broad junior and senior curriculum and is renowned for its innovative and cutting-edge teaching and learning programs across all KLAS, including the academic enrichment class in Stage 4, and outstanding programs in a range of areas such as STEM and Robotics, Aboriginal education, sports, music and creative arts, learning support, vocational education and careers, and inclusive support classes for students with disabilities.

Goulburn High School has excellent facilities, including six dedicated future-focused learning spaces, state of the art Industrial Technology workshops, a thirteen-acre farm for rural education, assembly / multi-purpose hall and sporting facilities, including a gymnasium to provide students with excellent learning opportunities and experiences.

The school's staffing entitlement in 2021 was 56 and 14 non-teaching staff. The school employs a school-funded Deputy Principal to support whole school programs. Our executive staff is stable, with the majority being here for more than five years. Of our staff, 30% are in their early career as teachers.

A comprehensive situational analysis has been conducted, which led to the development of the 2021-2014 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, and the local AECG. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives.

The school is committed to continually improving effective classroom practices, with staff professional learning being the key to ensuring this. This learning will ensure that literacy and numeracy levels can be enhanced through improved data analysis and the support of individualised and differentiated learning.

The school will focus on building collaborative teaching practice through Professional Learning Communities and embedding evidence-based programs such as formative assessment, Quality Teaching Rounds and Future-Focused pedagogies. Goulburn High is a Positive Behaviour for Learning school with a strong emphasis on the core values of Respect, Responsibility and Resilience. The school proactively supports and enhances student wellbeing through several student wellbeing programs.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading, writing, numeracy, HSC and to build strong foundations for success, we will further develop and refine evidence-based data-driven teaching practices that are responsive to the learning needs of individual students.

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.

- Personalised Learning
- Data Driven Practices

Resources allocated to this strategic direction

Aboriginal background: \$51,320.56

Professional learning: \$14,000.00

Integration funding support: \$164,110.00

Low level adjustment for disability: \$73,384.42

Socio-economic background: \$90,281.61

English language proficiency: \$38,190.60

Per capita: \$47,090.00

Summary of progress

In 2021, we designed, implemented, and evaluated specific activities to improve student outcomes. The two initiatives under Strategic Direction 1 include Personalised Learning and Data Driven Practices. The initiatives aimed to increase student growth in Numeracy, Literacy, and Aboriginal education. Staff engaged in various activities to develop their data skills and use.

A 3-tiered approach was a targeted strategy to support students to maximise results. This approach required staff to be assigned work specifically with students performing in the top 2 bands of NAPLAN, students performing in the middle 2 bands of NAPLAN and students performing in the bottom 2 bands of NAPLAN. Data was gathered to identify the needs of each student, and staff tailored their work based on the personalised goals of each student. This led to improvements in both numeracy and literacy. We are on track to achieving the improvement measures detailed in our school plan. We will continue our 3 tiered approach to personalise learning to maximise results.

The Instructional Leader of Literacy and the Instructional Leader of Numeracy continue to provide professional learning, guidance and direction for teachers. The data-driven leadership has enabled teachers to better understand the results of external assessment measures and to implement relevant interventions to improve student outcomes. In addition, the guidance provided in interpreting the data has led to staff collaborating to align effective teaching strategies against the needs of students.

Through the leadership of our Aboriginal Education Instructional Leader we continue to improve the outcomes of Aboriginal students. The personalised learning pathways have enabled students to communicate their needs whilst maintaining their cultural identity. Various activities throughout the year have ensured that our staff continue to develop their confidence and competence in understanding Aboriginal Culture. One specific activity has been the Cultural Competency course that has led to staff understanding and using the correct language terminology for the Goulburn area. This has resulted in the change of the enrolment process to assist students with the transition process.

Overall, Goulburn High School is working methodically to achieve the improvement measures identified in the 2021-2024 School Implementation Plan. Staff have been collaborating at a high level to improve their data skills and use so that their work is targeted to improve outcomes for all students, specifically around literacy and numeracy.

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

<ul style="list-style-type: none"> • Improvement in the percentage of students achieving in the top 2 NAPLAN bands from 10.5% to 14.5% in reading and from 5% to 12% in numeracy. 	<p>20.6% of students are now in the top two skill bands (9 NAPLAN) for reading indicating achievement of the annual progress measure.</p> <p>The percentage of students achieving in the top 2 NAPLAN bands for 2021 in numeracy was 17.8%. This showed an increase of nearly 13% and passes the target of 12%.</p>
<ul style="list-style-type: none"> • Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN reading from 50.18% to 53%. 	<p>The percentage of students achieving expected growth in reading increased to 46% indicating progress toward the lower bound target.</p>
<ul style="list-style-type: none"> • Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN numeracy from 65.8% to 67.5%. 	<p>The percentage of students achieving at or above expected growth in numeracy decreased to 59%.</p>
<ul style="list-style-type: none"> • Improvement in the percentage of students achieving Band 8 and beyond for Year 9 NAPLAN Writing from 16% to 18%. 	<p>26.8% of students are now in band 8 and above in writing for Year 9 NAPLAN indicating achievement of the annual progress measure.</p>
<ul style="list-style-type: none"> • Improvement in the percentage of HSC course results in the top three bands from 44.5% to 50% 	<p>We are making improvements in our percentage of HSC course results in the top three bands. In 2020 it increased from 45.55% to 48.64% in 2021. Faculties are continuing to refine their practices to achieve the SIP targets.</p>
<ul style="list-style-type: none"> • Increase Aboriginal and Torre Strait Islander student retention to HSC from 47.6% to 53% of the student cohort 	<p>We are continuing to increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of the system-negotiated lower bound target.</p>
<ul style="list-style-type: none"> • Maintain school self-assessment against SEF in data skills and use from sustaining and growing 	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use.</p>

Strategic Direction 2: High impact teaching

Purpose

To build the capacity of all teachers and leaders by identifying, understanding and implementing the most effective evidence-based explicit teaching methods in every classroom through the framework of coaching, mentoring and disciplined collaboration.

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.

- Evidence Informed Practice
- Learning and Development

Resources allocated to this strategic direction

Professional learning: \$39,872.50

Socio-economic background: \$106,000.00

Summary of progress

Our focus for 2021 was on using high-impact teaching practices to improve teacher pedagogy across the school. We developed a whole-school professional learning plan that focussed on key school priorities, delivered through high-quality evidence-based professional development sessions linked to Teachers' Professional Development Plans goals.

Throughout the year, we have greatly expanded the evidence-based pedagogies through the implementation of Dylan Williams' work regarding Formative Assessment and the best practices in the What Works Best Guide for Feedback. This has resulted in the extensive use of feedback across the school adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. This has resulted in our school's progress against the SEF at sustaining and growing, feedback elements, based on internal qualitative and quantitative data. Furthermore, the school has greatly expanded our future-focused learning spaces with upgrades in furniture, specialised equipment, technology, and professional learning for teachers focusing on Learning Modes. This has radically altered teachers' approaches and has strengthened a culture of high expectations through innovative practices resulting in significant improvement in student engagement, growth, and attainment.

Through the Professional Learning Communities, all teaching staff participated in regular meetings to implement evidence-based, high-impact teaching programs such as Formative Assessment, Quality Teacher Rounds, Learning Modes, Literacy and Numeracy, and Aboriginal education. The school's annual reflection against the SEF has seen 40% of PLCs indicating the school is operating at Excelling for the relevant SEF elements.

We launched the Leadership Aspiration Program which is a groundbreaking approach to cultivating the next generation of aspiring leaders at all levels to ensure our commitment to lifting school and student improvement. This program was designed around the School Success Model based on the School Leadership Institute framework and Vivian Robinson's student-centred leadership model. This approach has broken the frame around what can be achieved with new projects of interest that drive the school forward while addressing the challenges of the complex space we operate within. Overall it has been an outstanding initial success and become a central plank of the school's approach to building for the future.

This established a school-wide culture of collaboration, common knowledge and expert sharing, linked to improvement in classroom practice where teachers confidently identified areas for development and implemented effective strategies to address their own professional growth.

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
• Investigate, plan, and train executive staff in an accredited growth coaching program	33% of the executive team are trained in a Growth coaching course.

<ul style="list-style-type: none"> • maintain School self-assessment against SEF in Professional standards at sustaining and growing. 	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the elements of Professional Standards and is moving towards excelling in the area of Literacy and Numeracy focus.
<ul style="list-style-type: none"> • Maintain School self-assessment against SEF in Effective Classroom Practice at sustaining and growing 	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the elements of effective classroom practice and is moving towards excelling.
<ul style="list-style-type: none"> • Maintain School self-assessment against SEF in Curriculum at sustaining and growing 	Self-assessment against the School Excellence framework shows the school currently performing at excelling for curriculum provision. In the element of teaching and learning programs, we are currently sustaining and growing while the element of differentiation has remained at sustaining and growing.
<ul style="list-style-type: none"> • Over 20% of staff are engaged in Leadership roles 	26% of teaching staff are directly involved in leading whole school programs. Six staff are involved in the Leadership Aspiration Programs

Strategic Direction 3: Aspirational inclusive culture

Purpose

To build and strengthen a culture focused on learning and development of educational aspirations with ongoing improvement and engagement across the school community.

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.

- Student Agency
- Community Engagement

Resources allocated to this strategic direction

Professional learning: \$20,000.00

Low level adjustment for disability: \$231,812.40

Socio-economic background: \$338,000.00

COVID ILSP: \$4,333.74

Per capita: \$110,000.00

School support allocation (principal support): \$34,631.81

Location: \$2,944.18

Summary of progress

The focus within Strategic Direction Three, Aspiration Inclusive Culture has been to improve students' positive sense of belonging and positive sense of wellbeing. We developed the Positive Education Team and developed strategies in line with the PBL systems we had in place here at GHS aligning them with the Berry Street Education Model to promote positive teacher-student relationships. The evidence-based research informed the student leadership program, student-driven rewards program and strengthened student agency through engaging learners and community engagement.

Our student leadership program has increased the number of students involved in the Student Representative Council. Clear guidelines have been developed through our leadership selection process and we have introduced the Prefect Code of Conduct that outlines roles and responsibilities. These actions have improved student agency through consultation and inclusion in decision-making processes and policy creation. Self-assessment against the SEF indicates that the school has implemented an evidence-based change to whole-school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Students are recognised for their positive behaviour through the PBL reward system that has been revitalised through student involvement and planning for 2022. The school surveyed all students and involved student leaders to develop a student-driven rewards system that uses the PBL points that teachers award students and recognises house groups' collective efforts. We have successfully evaluated the PBL matrix of school values and have implemented a range of new school signage. Overall, we have built a culture of collaboration with the Positive Education Team consisting of a representative from each faculty and have built excitement for next year's improvement of our PBL and SPARS systems.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. Our community engagement has improved our school visibility through social media, newsletters and media promotion. Students are involved with the community engagement team at whole school events.

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
• Increase the % of students reporting a positive sense of wellbeing from a baseline target of 60.6% to 61.8%	TTFM data from 2021 indicated a continued decline of students' Sense of Belonging to 46%.
• Increase the proportion of student	In 2021 the percentage of students with 90% and above attendance was

with 90% and above attendance from 62% to 63%	41%.
• Maintain school self-assessment against SEF in Wellbeing at Excelling	Self-assessment against the School Excellence Framework shows the school currently performing at Excelling with a planned approach to Wellbeing.
• Maintain school self-assessment against SEF in Learning Culture at sustaining & growing	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the elements of High Expectations, transitions and continuity of learning and attendance.
• Improve school self-assessment against SEF in Educational Leadership	Self-assessment of Educational leadership has improved as teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$164,110.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Goulburn High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All SAPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student SAP reviews to ensure funding is used to specifically address each student's support needs. - provide more professional development opportunities for SLSOs to implement evidence-based interventions. - more release time for teachers so that they can adequately plan the support for students with IFS, and to plan for effective use of the SLSO.
<p>Socio-economic background</p> <p>\$534,281.61</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Goulburn High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Agency • Evidence Informed Practice • Learning and Development • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Literacy and Numeracy to support identified students with additional needs • employment of school-funded Deputy Principal • employment of Community Liaison Officer to increase community engagement • resourcing to increase equitability of resources and services • providing students without economic support with educational materials, uniform, equipment and other items • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in: Supporting additional learning needs of students through targeted programs. Additionally, implemented innovative practices for the initiatives in the School Improvement Plan.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets. Data shows that attendance rates for</p>

<p>Socio-economic background</p> <p>\$534,281.61</p>	<p>students in this equity cohort is not consistent. Next year, the school will diversify the role of the additional staff member to work collaboratively with Student Support Officer to focus on improving our attendance rates. The school funded Deputy Principal's role will be to strengthen the Student Agency and Community Engagement initiatives.</p>
<p>Aboriginal background</p> <p>\$51,320.56</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Goulburn 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of Aboriginal SLSO to maintain effective relationships between Aboriginal students, Aboriginal parents, the Aboriginal community and school staff and to support staff to enhance and refine Aboriginal Perspectives included in Teaching and Learning Programmes <p>The allocation of this funding has resulted in: A significant change in the discussions by teaching and non-teaching staff since the staff have started their cultural competence journey. Since the face-to-face and online training, there have been a number of collegial discussions held in PLC groups. Classroom teachers also regularly seek the assistance of the ASLSO to support students in the classroom which helped foster relationships.</p> <p>After evaluation, the next steps to support our students with this funding will be: employ 1.0 FTE ASLO to provide in-class support to students to address literacy and numeracy and PLP goals.</p>
<p>English language proficiency</p> <p>\$38,190.60</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Goulburn High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EALD support in the classroom and as part of differentiation initiatives • additional staffing for intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: Little progress during EALD assessments of reading, writing, speaking and listening.</p> <p>After evaluation, the next steps to support our students with this funding will be: establish effective communication with EALD regional support and seek additional support and advice and organise professional development for teachers and SLSOs regarding strategies to support EALD students.</p>
<p>Low level adjustment for disability</p> <p>\$305,196.82</p>	<p>Low level adjustment for disability equity loading provides support for students at Goulburn High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$305,196.82</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Agency • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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 • employment of LAST and interventionist teacher <p>The allocation of this funding has resulted in: An increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs and devising a structured program for SLSOs.</p>
<p>Location</p> <p>\$2,944.18</p>	<p>The location funding allocation is provided to Goulburn High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in: Increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: developing effective partnerships with industries and universities through the HAP program to increase collaboration and overcome isolation.</p>
<p>COVID ILSP</p> <p>\$297,297.34</p>	<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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Agency • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]

<p>COVID ILSP</p> <p>\$297,297.34</p>	<ul style="list-style-type: none"> • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in: The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	306	310	308	301
Girls	285	281	291	317

Student attendance profile

School				
Year	2018	2019	2020	2021
7	92.1	90.5	92.7	85.5
8	89.7	87.4	91.9	82.9
9	83.8	84.2	90	78
10	78	84.2	87.2	77.2
11	84.7	79.5	83	73.3
12	82.5	87.3	88	78.7
All Years	85.1	85.8	89.2	79.7
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

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	2.27	15	18
TAFE entry	10.23	8	18
University Entry	0	0	36
Other	1.14	1	11
Unknown	1.14	5	16

Year 12 students undertaking vocational or trade training

50.75% of Year 12 students at Goulburn High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

89.5% of all Year 12 students at Goulburn 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)	1
Head Teacher(s)	9
Classroom Teacher(s)	40.2
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	14.88
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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 ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	587,099
Revenue	10,434,099
Appropriation	10,252,643
Sale of Goods and Services	9,115
Grants and contributions	161,481
Investment income	560
Other revenue	10,300
Expenses	-10,030,013
Employee related	-8,839,962
Operating expenses	-1,190,051
Surplus / deficit for the year	404,086
Closing Balance	991,185

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.

	2021 SBAR Adjustments (\$)
Targeted Total	164,110
Equity Total	928,990
Equity - Aboriginal	51,321
Equity - Socio-economic	534,282
Equity - Language	38,191
Equity - Disability	305,197
Base Total	7,981,776
Base - Per Capita	157,090
Base - Location	2,944
Base - Other	7,821,741
Other Total	456,828
Grand Total	9,531,704

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

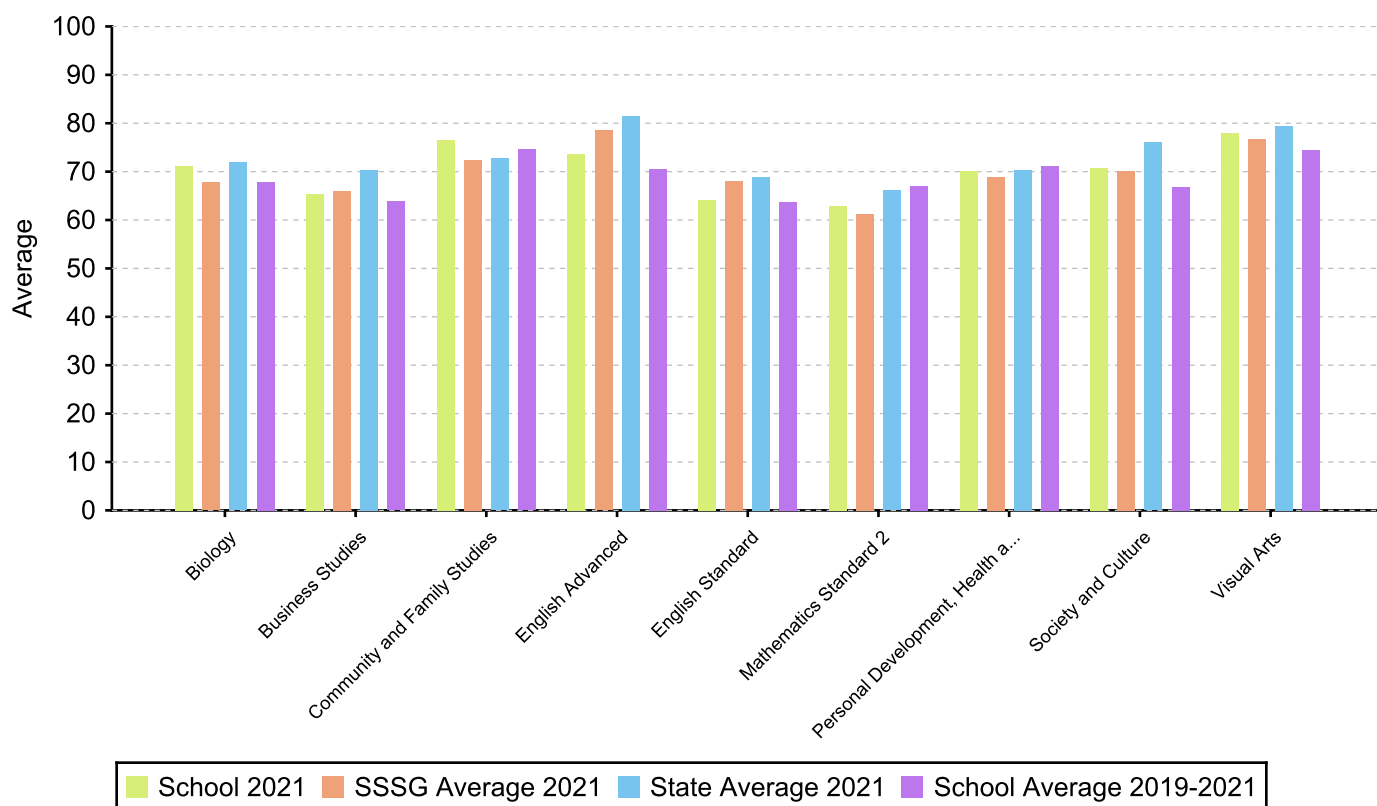
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Biology	71.2	67.8	71.9	67.8
Business Studies	65.4	66.1	70.4	63.8
Community and Family Studies	76.5	72.4	72.7	74.6
English Advanced	73.6	78.5	81.4	70.5
English Standard	64.1	68.0	68.8	63.8
Mathematics Standard 2	62.9	61.2	66.1	67.0
Personal Development, Health and Physical Education	70.1	68.9	70.3	71.2
Society and Culture	70.7	70.1	76.0	66.8
Visual Arts	78.0	76.8	79.4	74.5

Parent/caregiver, student, teacher satisfaction

Every year we ascertain parent, student, and teacher satisfaction using a range of qualitative and quantitative tools. Parents are afforded a wide range of opportunities to provide feedback, evaluate school initiatives, and comment on school life in general and their child's learning.

We have continued to improve our communication with our parents and carers along with students and teachers to ensure we continue to provide high-quality education to all students. Some of the key ways we have improved communication with the community include employing a Community Liaison Officer and a digital signage board which was installed last year on Goldsmith Street.

The majority of our parents are now on Compass where we provide them with important information and updates. Compass provides families with an opportunity to maintain a closer link with the school to support their child's education.

Following feedback from parents and students, we have continued with our current mobile phone policy. Students are allowed to use their mobile phones before and after school as well as during break times. They are required to be switched off and away during class time.

Feedback has also played a large role in our new school uniform which has been rolled out this year. The P&C is now running the uniform shop, with the main change being a new PE uniform. Our P&C also run the canteen, with all funds raised from the uniform shop and canteen put directly back into resources for our students.

We have collaborated with local community groups to use our facilities when needed. Over the past 12 months, we have had sporting clubs use our cricket nets and local performing arts groups use our school hall.

Goulburn High continues to be an active part of the community and in 2021 our students were a part of several events including the Goulburn Show, and Anzac Day. We continue to promote opportunities for our students to be involved in the community and be a part of leadership projects.

We have been able to promote the wonderful achievements of our students through our school newsletter - with the new platform of Sway which is regularly viewed by more than 200 parents and students and is also available on our website as well as through Compass. Social media and in particular Facebook has been a successful platform for us to show parents what happens at our school on a day to day basis as well as the many achievements of our students throughout the year. We currently have 2, 424 page followers.

Through the PES system, students are regularly rewarded for their positive behaviour and achievements at school. Every term students are recognised and rewarded in a formal assembly for their positive contribution to the school by demonstrating the three core values of Respect, Responsibility and Resilience.

Goulburn High has a very supportive and active Parents and Citizens committee which meet every month to support the learning outcomes of all students.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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

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.