

# 2021 Annual Report

## Gorokan High School



8515

# Introduction

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

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

Gorokan High School's vision is to enable students to be confident and creative individuals who have an optimistic view of themselves, their lives and their futures. High expectations will ensure that every student will be challenged to be agile thinkers, who show initiative and enterprise, who are resilient and capable of improving their emotional and physical wellbeing.

Every year our teachers and leaders focus on improving the needs of individual students by prioritising an evidence based, inclusive curriculum of vocational, creative and academic courses, high potential and gifted learning programs and personal, social, welfare and cultural development programs. Our school community is committed to ensuring the best possible educational and personal outcomes for all students, free from discrimination and inequality.

## School context

Our school is nestled on the shores of Budgewoi Lake in the suburb of Lake Haven on the Central Coast. The school was established in 1976 & has developed a proud connection to the Darkinjung people as the traditional custodians of the land on which our school is built and the place on which our young people grow, learn & make connections. We are a coeducational comprehensive high school, with an academically selective class in each year group. In 2021, the student population consisted of approximately 1000 students, including; 56 students in our Special Education Support classes, 152 identified High Potential & Gifted students & 180 Aboriginal and Torres Strait Islander students.

Our diversely experienced staff support the needs of our students. A significant feature is our school's caring, diversified community, committed to a holistic approach to education. Our staff foster successful learners who are confident, creative individuals & active, informed citizens. This is achieved through engagement with evidence based practice, to ensure every teacher, every student & every leader shows growth & improvement. Our staffing entitlement in 2021 is 86 teaching staff and 28 non-teaching staff. School funds have employed a Head Teacher Teaching & Learning, Head Teacher Aboriginal Educational Pathways & a Deputy Special Education. Our executive staff is stable with the majority being here for more than five years. 20% of our staff are in their early career as teachers.

The majority of the school's equity funding is used to support initiatives developed in the 2021-2024 Strategic Improvement Plan specifically targeting student attendance, HSC attainment & NAPLAN results in the area of numeracy / literacy. The school is committed to continually improving effective classroom practices through a culture of learning where staff professional learning is the key to ensuring this. Staff learning will ensure that identified targets across HSC, fundamental skills, attendance & wellbeing can be enhanced through improved data collection, analysis & use, which underpins our belief in individualised & differentiated learning. This will be largely driven by staff immersion in the evidence based What Works Best themes providing the impetus for teaching pedagogical improvement. The implementation of Positive Behaviour for Learning (PBL) will strengthen student connection & engagement with learning experiences through the values of Respect, Responsibility & Personal Best.

Gorokan High School "Walks Together & Works Together" to embrace the AECG partnership agreement. We are a school that emphasizes the strengths of Aboriginal identity, culture and positive academic achievement. We enjoy a strong regional reputation for cultural leadership & partnerships with our local Aboriginal community & AECG, Muru Bulbi. Our school is a member of the Tuggerah Lakes Principal Network & proactively engages with our local primary schools. Our genuine & authentic engagement with our local community has fostered a positive relationship that benefits our students' learning & personal development. The school has a developing parent body that supports the school through a variety of programs and have expressed student leadership opportunities are an area for growth.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to deliver improved learning outcomes for our students. An identified focus in achieving student growth is the correlation between attendance and achievement. Through the implementation of appropriate systems and processes and in partnership with the wider school community, our purpose is to improve attendance to improve student growth. Our teachers will engage in targeted professional learning and use of data, with the purpose of providing students with enhanced literacy and numeracy skills which will transfer into student growth and ultimately HSC success.

### 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.

- Highly effective teaching engages students at point of need.
- Attendance Strategies link to Positive Behaviour for Learning (PBL)

### Resources allocated to this strategic direction

**Aboriginal background:** \$135,901.00

**Low level adjustment for disability:** \$200,000.00

**Socio-economic background:** \$75,000.00

### Summary of progress

Our purpose in 2021 was to further our understanding around the correlation between attendance and achievement with the intention of defining appropriate systems and processes that will improve the learning outcomes for our students.

Our staff commenced engagement in targeted professional learning and use of data, with the purpose of providing students with enhanced literacy and numeracy skills, which will transfer into student growth and ultimately HSC success. A Literacy and Numeracy team was formalised and engaged in assessments of students using Best Start and PAT testing. This information was used to place students in appropriate classes and to identify those who require targeted intervention using COVID ILSP. Students were mapped and pre and post testing conducted to identify student growth during the year and to help evaluate the impact of our targeted programs.

The school finalised the employment of a HT Student Growth to lead this strategic direction in 2022 and beyond.

### 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
The percentage of students achieving the top 2 bands in Reading and Numeracy increases by a minimum of 2%	We experienced an identifiable improvement in the percentage of students achieving in Reading and Numeracy, shifting from 17% in 2019 to 19% in 2021.
The percentage of students attending school 90% of the time or more increases by a minimum of 3%.	Due to the impact of COVID, progress measures related to attendance became invalid.
Retention of Aboriginal students from Year 11 into Year 12 exceeds 30% increase required to meet Premiers' Priority.	Additional resources aligned to Aboriginal Education at GHS allowed for a wrap around service model to be implemented for students and families. As a result, students transitioning from Year 11 into Year 12 were supported onto a range of pathways based on strong knowledge of the family and student's individual need. COVID saw some students transition to work or tertiary training during the Home Based Learning phase, therefore the 30% increase will be re-evaluated.
Increase Aboriginal student achievement towards equalling or	Average NAPLAN Scores by Aboriginality, 2017-19 (547.74), 2021 (508.78). While recognising that the 2017-2019 average was prior to

<p>exceeding non Aboriginal student achievement in Year 9 NAPLAN average scaled score. (4 point increase based on 2017-19 average)</p>	<p>COVID, Gorokan High School's processes for supporting student in NAPLAN have improved even though average Aboriginal student performance in 2021 did not.</p>
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## Strategic Direction 2: Visible culture of learning

### Purpose

Our purpose is to develop a consistent and visible culture of learning. This will be achieved through improving the ability of our teachers to evaluate their practice within the teaching and learning process, by orientating themselves with key elements of a teaching framework which is supported by extensive research. Through this consistent adoption of evidence based, school selected pedagogies, explicit teaching practices will drive teacher and student improvement.

### 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.

- Engagement with evidence based, effective and whole school teaching practices.

### Resources allocated to this strategic direction

**Socio-economic background:** \$10,000.00

**Professional learning:** \$31,000.00

### Summary of progress

2021 commenced our focus on creating a **visible** culture of learning. Through a collaborative process it was decided that the focus would be on 'narrowing and deepening' our teachers' practice through concentrating on key elements of evidenced informed practice and other school adopted models and pedagogy. Consideration was given to what we do well and what we need to do better in our classrooms, as well as re-invigorating rather than reinventing previously adopted teaching tools and models.

Our key initiatives included professional learning around four themes from the evidenced based research framework; CESE - What Works Best, as well as the Maker and Williams models of differentiation for teaching High Potential and Gifted students (HPGE). We also continued our focus around Positive Behaviour for Learning.

Staff engagement in these initiatives was very pleasing and we are well underway in reaching our 2022 targets, published in our School Improvement Plan.

In 2022 we will continue with the consistency of our delivery around the need for staff to align their practice with the four themes of the CESE: What Works Best framework. 2022 will also afford us the opportunity to implement our planned professional learning around the writing tool TXXXL, the responding matrix, ALARM and the pedagogical approaches espoused through 8 Ways of Learning.

This Strategic Direction will continue to focus on increasing the consistency of school wide systems that promote visible classroom teaching and learning practices. Our data will continue to support the observation of our practice in action and there is strong evidence to suggest that if we achieve our purpose we will achieve the end result of improving student outcomes.

### 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
2% expected growth improvement from the system-negotiated lower bound target in Numeracy and a 4% improvement in Reading.	Whilst we didn't reach our target in 2021, both Numeracy and Reading experienced improvement. Numeracy had 1.47% growth, while Reading experienced a 2.975% growth.
PBL language is evident in a school wide approach to affect positive classroom management. Evidenced through PBL team data analysis.	The PBL Team conducted a benchmark of quality (BOQ) audit to assess the school's fidelity and adherence to the 7 essential features of the PBL matrix. In the area relating to PBL language 'Expectations and Rules Developed', the audit scored us at 9/11.

Improvement in the percentage of HSC course results in Top Three Bands to improve from the school's baseline of 41.9% to 43%	The results of our 2021 HSC cohort reflected the Covid impacted final year of schooling they experienced. The percentage of students in the Top Three Bands dropped from our baseline percentage of 41.9% to 26%.
Teachers introduced to PL modules and regularly engage with the CESE: What Works Best Framework focused on the themes of High Expectations, Explicit Teaching, Use of data to inform practice and classroom management.	Over 50% of our teaching staff engaged and completed the MyPL CESE - What Works Best Modules. This positions us well to meet our 2022 target of 100% completion.
Learning Intentions and Success Criteria are evident in every classroom.	The school invested in signage for every whiteboard, in every classroom to ensure the adoption of this initiative by staff. There is visible evidence of this across the school.
Improvement in the percentage of HSC course results in Top Two Bands to beat 16%, increased from 13.2%	As above, we were not able to achieve the HSC improvement we were hoping for with our 2021 cohort. For many, guaranteed early entry into university meant that by the time they actually sat for the HSC they were simply not interested in achieving to their ability. 5.6% of HSC course results in the Top Two Bands.



## Strategic Direction 3: Personalised pathways and connections

### Purpose

Our purpose is to ensure that all students are known and that their potential and aspirations are recognised and realised. This will be achieved through staff connections with students to provide emotional engagement with school life. This will be supported by a tailored range of experiences that are flexible in design and regular in evaluation, to provide the best pathway for students to have aspiration, choice and self-agency in their transition through & beyond school.

### 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 and Staff Connection
- Progressions, Pathways and Links

### Resources allocated to this strategic direction

**Socio-economic background:** \$9,000.00

### Summary of progress

2021 saw the initial meeting of interested staff for the Career and Transition (CAT) team. Due to COVID this was late term 4 and included a raft of personnel (Deputy Principal x 2, Year Advisors, HT Welfare, HT VET, HT TAS, HT Aboriginal Education, and Careers Advisor). The team initially discussed CESE reading (Student Growth Goals) and discussed options for student survey development or sourcing a survey/system. This has led to a quick implementation for targeted year groups in completing the questionnaire moving into 2022.

The measures at this stage have not translated into any significant benefit to our students. This particular Strategic Direction is about development and tracking. Throughout 2021 and the previous year, the pandemic had a significant impact on student well being and educational growth. Tell Them From Me Data indicates a drop in student feelings of belonging from (55% to 48%).

Student Growth Goals have been shown to have a strong educational impact on student growth and achievement over a sustained period of time. It is this effect and outcome which the school is working towards.

### 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
Formation of Career and Transition (CAT) team with an identified purpose.	The CAT team was established in November of 2021 and set about its purpose through the design of a specific student growth survey. Work with this continues in 2022.
Transition practices to be evaluated against student HSC performance results and subject selections.	Research and investigation around Student Growth Goals has yielded specific knowledge that would indicate, had our 2021 cohort been exposed to such experiences, results could have been less impacted by COVID. Subjects and students require greater alignment to yield more favourable results for our HSC cohorts. Current transition practices do not allow this.
Improvement in the Wellbeing percentage will increase by 2% to 65.2%	57.41% Scout - Dashboard Well-being Target Progress
60% of students indicating a positive Sense of Belonging, increased from 55% in 2020 Snapshot 1.	Tell Them From Me data indicated a drop in belonging from 2020 to 2021 (55% -> 48%). Logic would allow inference about the impact COVID had on our students throughout 2021 and this has had a direct impact across the school and feelings of belonging.
Career and Transition Team	Given the extremely short turn around time from team formation to the end

undertakes trial of student survey to provide individual student focus into plan development.

of the year, this progress measure was held over to 2022. At the time of writing, approximately 50% of Year 8 students had taken the survey with others due to undertake early Term Two.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$420,733.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Gorokan 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>• 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>• additional staffing to assist students with additional 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> Successful development and implementation of student PLSPs which have led to targeted support for students with additional needs across the support unit and mainstream settings.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue with current positions and continue to use the Learning Support Team and partner primary school data to identify trends and respond. PLSP plans are reviewed with school, parent/carer and student input which allows SLSO time to be best directed to meet identified needs.</p>
<p>Socio-economic background</p> <p>\$1,286,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gorokan 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>• Highly effective teaching engages students at point of need.</li> <li>• Engagement with evidence based, effective and whole school teaching practices.</li> <li>• Progressions, Pathways and Links</li> <li>• Other funded activities</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>• Engagement of FTE teaching staff to cover a range of school based initiatives such as Behaviour and Truancy Team.</li> <li>• Engagement of FTE teaching staff to provide learning experiences in adjusted curriculum classes, including Critical Care Class and Career and Alternate Pathways Program</li> <li>• Enhanced technology capabilities to cater for hybrid learning scenarios as a result of COVID.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Enhanced teaching and learning experiences for students with diverse learning needs in comparison to staffing available through school OMSEE entitlement. Students have been able to have a tailored curriculum to meet them at their point of need, such as behavioural, learning or mental health focus. All faculties across the school have been able to plan hybrid learning experiences based on the current availability of devices, accessibility of interactive panels, and anticipated improved band width.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to develop quality teaching and learning experiences that are accessible at home or at school. Continue to evaluate the need for adjusted curriculum models with an acknowledgement that they are a 'point in time'</p>

<p>Socio-economic background</p> <p>\$1,286,000.00</p>	<p>response to an identified cohort need.</p>
<p>Aboriginal background</p> <p>\$205,901.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gorokan 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> <ul style="list-style-type: none"> <li>• Highly effective teaching engages students at point of need.</li> <li>• Other funded activities</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>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Head Teacher Aboriginal Education and Learning Pathways has sustained an analytical approach to existing interventions and tracking student growth. This has been highly successful in providing a baseline of student aspiration as well as current student achievement levels and support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The identified need for small group tutelage groups as well as continued cultural programs have been a catalyst for the 2022 development of a dedicated learning space for Aboriginal student learning and support.</p>
<p>English language proficiency</p> <p>\$12,369.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Gorokan 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>• Other funded activities</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>• In class support through SLSO and LAST staff</li> <li>• Individual or small group support at point of need</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students with additional language needs receiving support to interpret and understand learning activities and assessment tasks so that a more accurate understanding current ability is available.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Evaluate incoming cohorts to plan and meet their needs.</p>
<p>Low level adjustment for disability</p> <p>\$395,300.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Gorokan 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>• Highly effective teaching engages students at point of need.</li> <li>• Other funded activities</li> </ul>

<p>Low level adjustment for disability</p> <p>\$395,300.00</p>	<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 intervention Toe-by-toe and Quicksmart to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students with additional learning needs were supported to access the curriculum in mainstream classrooms. After engaging with specialist staff, classroom teachers were able to adjust learning and assessment experiences to support access to achieving outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Identify students with additional learning needs through enrolment and transition processes. Professional learning for staff on learning adjustments.</p>
<p>COVID ILSP</p> <p>\$364,324.00</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><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>• 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/monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - reading and comprehension</li> <li>• employing/releasing staff to coordinate the program</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Targeted intervention to support student groups who were impacted during COVID. Staff are professionally developed to teach intervention strategies and Literacy and Numeracy Team support implementation and evaluate evidence of impact.</p> <p>SLSO positions deliver intensive support to students below benchmark.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Staff are professionally developed to teach intervention strategies and Literacy and Numeracy Team support implementation and evaluate evidence of impact. Focus for numeracy will be measurement and geometry, based on student performance SLSO positions deliver intensive support to students below benchmark.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	495	512	516	517
Girls	464	467	496	483

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	87	88.9	91.1	84.2
8	85.3	84.6	88.6	81
9	84	84.1	86.3	77.3
10	82.9	82	86	75.3
11	86	84.9	86.7	65.6
12	88.3	84.3	89.8	75.5
All Years	85.5	85	88	76.7
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

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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	17	31
Employment	1	15	35
TAFE entry	3	4	6
University Entry	0	0	27
Other	3	10	0
Unknown	0	0	1

### Year 12 students undertaking vocational or trade training

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28.16% of Year 12 students at Gorokan High School undertook vocational education and training in 2021.

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

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94.6% of all Year 12 students at Gorokan 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)	12
Classroom Teacher(s)	55.2
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	20.57
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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>	1,681,963
<b>Revenue</b>	15,182,445
Appropriation	14,978,549
Sale of Goods and Services	49,430
Grants and contributions	153,721
Investment income	746
<b>Expenses</b>	-15,781,057
Employee related	-13,958,141
Operating expenses	-1,822,916
<b>Surplus / deficit for the year</b>	-598,612
<b>Closing Balance</b>	1,083,351

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>	420,733
<b>Equity Total</b>	1,900,153
Equity - Aboriginal	206,139
Equity - Socio-economic	1,286,303
Equity - Language	12,369
Equity - Disability	395,341
<b>Base Total</b>	10,822,986
Base - Per Capita	261,135
Base - Location	0
Base - Other	10,561,851
<b>Other Total</b>	627,892
<b>Grand Total</b>	13,771,764

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

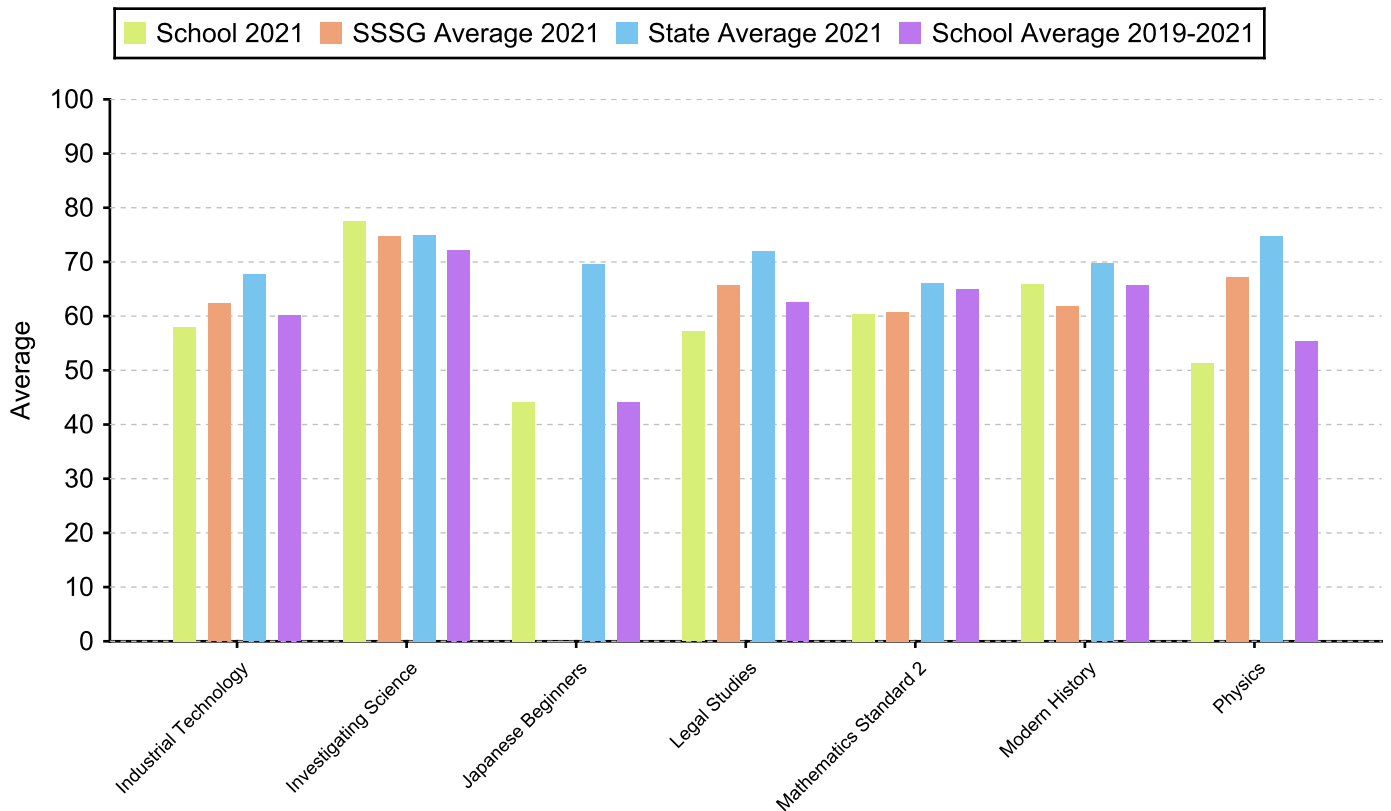
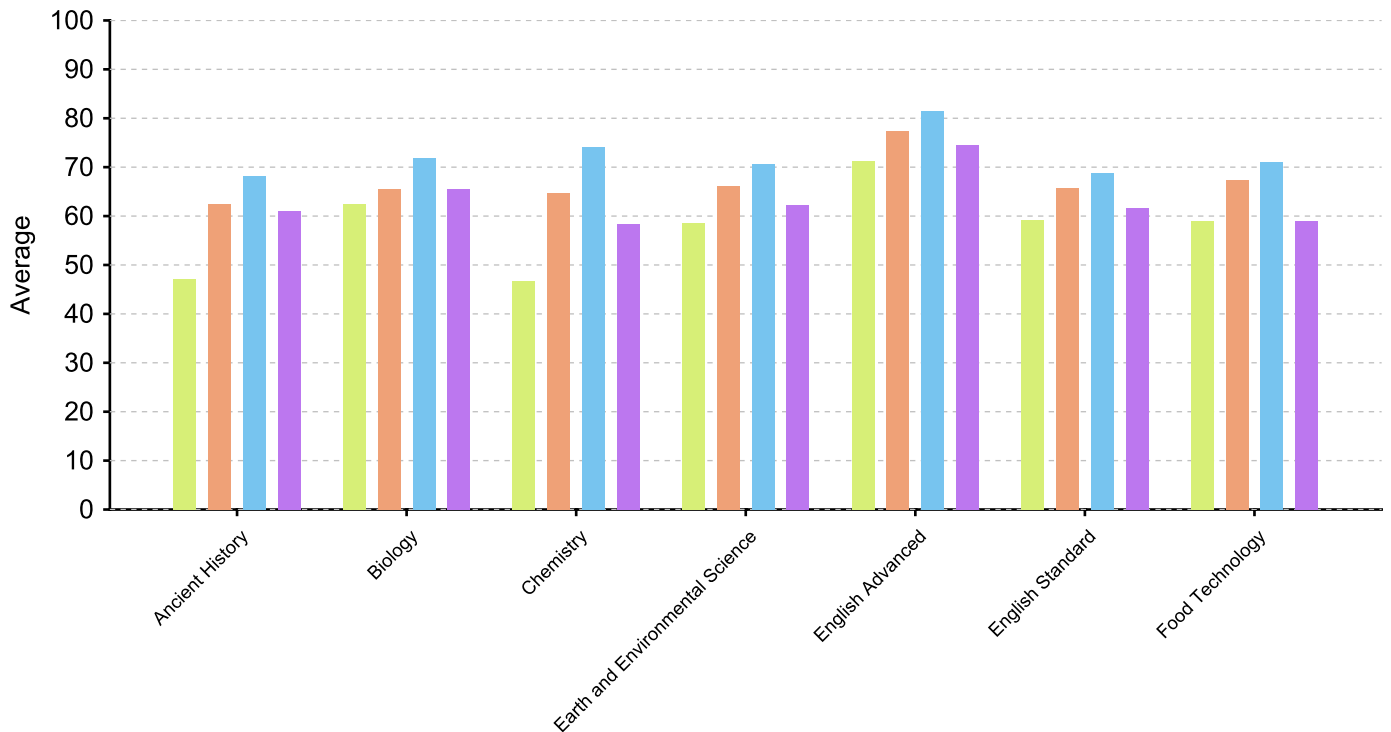
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.



<b>Subject</b>	<b>School 2021</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2019-2021</b>
Ancient History	47.1	62.5	68.1	61.0
Biology	62.5	65.6	71.9	65.6
Chemistry	46.7	64.7	74.1	58.4
Earth and Environmental Science	58.6	66.2	70.6	62.3
English Advanced	71.3	77.3	81.4	74.6
English Standard	59.1	65.7	68.8	61.6
Food Technology	59.0	67.4	71.0	59.0
Industrial Technology	58.0	62.4	67.7	60.1
Investigating Science	77.6	74.8	74.9	72.1
Japanese Beginners	44.2	0.0	69.5	44.2
Legal Studies	57.2	65.8	72.0	62.5
Mathematics Standard 2	60.4	60.8	66.1	65.0
Modern History	65.9	61.9	69.7	65.8
Physics	51.3	67.2	74.8	55.4

## Parent/caregiver, student, teacher satisfaction

Parent engagement at Gorokan High School was enhanced during 2021 through the re-establishment of the Gorokan High School Parents and Citizens Association. All official P&C offices were filled by Gorokan HS parents and as a result, they partnered with the school in teacher recruitment processes, canteen tender process, provided face masks with a school logo for students and staff, and funded graduation gowns and caps for our graduating Year 12 students. The P&C also had representation at school community events to inform other parents and carers about the opportunity to positively impact Gorokan High School through the association.

In managing the challenges of transitioning to Home Based Learning for a large part of Semester Two, parents and carers were invited to complete a survey to assist in planning and give feedback on the satisfaction of arrangements already in place. With 115 participants, 77% of respondents indicated that communication was 'clear enough to feel informed', or 'clear, frequent and well organised'.

489 Gorokan High School students participated in a student snapshot of school experiences through the 2021 Tell Them From Me survey. Through the implementation of the 2021-2024 Strategic Improvement Plan, Gorokan High School has been developing a 'Visible Culture of Learning'. When responding to the key drivers of learning outcomes, *Effective learning time* was identified by GHS students at a level higher than the NSW Government School average. *Explicit Teaching Practices and Feedback* were .1 below the NSW Government School average and *Relevance* .3 below. Gorokan High School students also responded above the state average for a *Positive Learning Climate* and *Advocacy outside of school*.

172 students completed our Learning From Home survey, with 83% indicating communication from the school to support home based learning was enough to feel informed or clear, frequent and well organised. Feedback from this survey was further discussed with student leaders and year groups via Zoom, which provided the insight that enabled the school to allocate resources to priority areas. This helped maintain the focus on returning our community to school based learning.

69% of staff completed the *People Matters Employee Survey*. Gorokan High School staff responded favourably to metrics regarding *Inclusion and Diversity* and *Job Satisfaction*. Staff responses also showed growth, including in participation, across the majority of aspects surveyed. Analysis of the teacher *Tell Them From Me* survey indicates staff felt well supported in working with school leaders to create a safe learning environment, and were supported during stressful times. Aligning to the Gorokan High School Strategic Improvement Plan, school leaders taking the time to observe teaching and helping staff establish visible and challenging learning goals remains an area for the school to continue to grow.

# 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.