

2022 Annual Report

Gosford High School



8115

Introduction

The Annual Report for 2022 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.

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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 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. 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>

Self-assessment using the School Excellence Framework

Elements	2022 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	Excelling
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.

- Know students and how they learn
- High Leverage teaching strategies
- Individualised and differentiated student learning

Resources allocated to this strategic direction

Professional learning

Summary of progress

Throughout 2022, teachers identified and applied evidence-informed teaching methodologies to optimise student learning. The school focused on implementing High Leverage Strategies and our Acceleration Program with cross-curricular teams driving the embedding of differentiation and research-based strategies into teachers' practice.

High-quality professional learning was accessed through the Department's HSC Strategy, where teachers progressively evaluated the impact of their use of the High Leverage Strategies by analysing their student responses and teaching artifacts. Post-course surveys indicated that participants in the HSC Rounds were responsive to data analysis and improvement using a research and evidence base. As several HSC courses were not included in the HSC Rounds, professional learning sessions and classroom observations ensured that teachers of these courses understood the methodologies and how to develop higher-quality Stage 6 teaching activities and tasks.

Teaching practice implementing High Leverage Strategies has become more consistent across the school, as evidenced by the Deputy Principal Instructional Leadership's classroom observations and teacher interviews. Student feedback affirmed that the strategies provided targeted support, allowing them to build their understanding and engage deeply with their learning. Next year, we will continue implementing the High Leverage Strategies, tracking student progress and mapping results to improve teaching and learning programs and assessments. A dedicated Implementation Team will design a contextual and driven program that will leverage what Stage 6 teachers learn at HSC professional Learning and HSC Action Collectives each term.

A clear action plan was formulated to outline the process for establishing the Acceleration and Early Commencement Program for Year 10 in 2023. An interview process involving academic advisers, students and parents/ carers provided data on students' learning potential and the support structures needed. The courses offered were based on a review of our data collection, teachers' expert knowledge of the requirements of HSC courses and identifying students' aptitudes for particular courses through establishing a data wall. Eight courses were timetabled and school systems such as our assessment policy were aligned with the changes to the curriculum pattern. Next year, we will continue focusing on student growth and attainment by supporting students and adjusting our teaching and learning programs. Professional learning in effective HPGE methodologies will inform future program implementation. The further development of whole school processes to build collective efficacy for improved student outcomes across the school remains a priority.

Gosford High School also focused on supporting our Stage 6 students through our Growth Goal Conversations initiative. Each student met with a mentor teacher in Term 4 to develop measurable growth goals based on their academic pathway. The conversations were strategically aligned to students' strengths, areas for improvement, threats to success, and opportunities to succeed. Learner agency and responsibility were promoted and data gathered from each student's conversation was shared with parents. Surveys indicated that students felt supported by the program and Sentral data affirmed that our wellbeing structures managed students who required further interventions. In 2023, there will be a continued focus on establishing a school-wide, collective responsibility for student learning and success, which parents and students share.

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
Expected Growth To increase the percentage of students achieving expected growth in numeracy to above baseline data.	Strategic Direction 1: Students' results in 2022 were not available, however, in numeracy growth is trending downwards from the baseline.
To increase the percentage of students achieving expected growth in reading to above baseline data	The Students trend line is positive with 68% expected growth for reading compared to the baseline data of 66%.
Top 2 Bands NAPLAN To increase the percentage of students achieving in the top 2 reading bands for NAPLAN to above 82%.	In the 2022, the NAPLAN top two bands remained at 78% for Reading, and declined from 92% to 91% in numeracy.
Top 2 Bands HSC To increase the percentage of students in the top 2 HSC bands to above 78%.	SCOUT Data demonstrated that the school has projected upwards for three years with 68% of students achieving in the top two bands in the HSC.. This remain 2% below the baseline.

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

Student support officer (SSO)

Summary of progress

Gosford High School has continued to ensure that students are supported to achieve their best in a nurturing environment that fosters student engagement. There are embedded structures in response to the needs of students focusing on attendance. Effective data collection processes and communication methods have been established through effective roll marking procedures and SASS officer communications with families and the Wellbeing Team. In 2022, our attendance rates were impacted by mandatory isolation periods for Covid infections. Next year, we will continue to build on existing attendance procedures and target individual student needs.

A range of strategies was implemented to provide a supportive framework for students and build a climate of connection and positivity. In the Tell Them From Me survey, the data placed the school slightly below SSG for students experiencing a sense of belonging. In response to a review of this data, the Wellbeing Team identified that promoting and consolidating all school lunchtime clubs under the 'Find My Tribes' mantra would be a way to encourage students to participate in the clubs. Attendance at the clubs increased and anecdotal evidence indicated that the connections made positively influenced students' sense of belonging to the school. The School Support Officer established the Aspire Program in response to increased social issues amongst Year 8 girls and a need to foster self-esteem and resilience. Student surveys and wellbeing data revealed the program positively affected students' self-efficacy. Both the School Clubs and Aspire programs will be adapted in 2023 based on the specific needs of the targeted students.

Our well-established Careers and Transition structures have prepared our students for senior study and post-school options. The CAT Team implemented systematic career profiling of students and processes to enable parents to broaden their awareness of available options for their child's transition from school to further education, training or work. Scheduled university presentations throughout Term 1, 2022, provided targeted information about courses and how to access Early Entry and scholarship programs. Online and onsite presentations which explained UAC and NESA procedures were held for students and their families. In 2022, 100% of students who submitted university applications received one or more offers and 345 early entry university offers were made. Year 10 students participated in a transition camp where ex-students and university representatives discussed post-school pathways and senior school expectations. Next year, we will continue building upon our strong high expectations culture by further nurturing effective partnerships in learning with students and parents to ensure students are motivated to deliver their best and continually improve.

Our Early Career teachers have been supported through the Dr William DeJean Program. They have benefited from working with highly experienced and expert teachers and mentors within the school and have achieved accreditation at a proficient level. Teachers rated most elements of the program as having a substantial impact on early career teacher development, with mentoring and collaboration seen as the most effective elements of the program.

There has been a focus on developing the leadership capacity of middle leaders and aspiring classroom teachers through our Leadership Program which the Senior Executive led. The success of this initiative was evidenced by the number of teachers applying for relieving roles and reporting they experienced greater confidence in their abilities. Next year, mentoring and coaching support will be provided to ensure our staff's ongoing development.

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%	In 2022 the attendance rate dropped across the state and Network with Gosford achieving an attendance rate of 63.45% for the number of students with greater than 90% attendance.
To maintain the TTFM baseline of 73.8%	This year the TTFM achievement was at 71.34.

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

Per capita

Summary of progress

The formation of cross-faculty Professional Learning teams aligned to our School Improvement Plan initiatives has allowed staff to engage with quality research, ongoing professional learning, and building capacity to improve growth and achievement for our students. These teams met regularly throughout the year and deepened their understanding of evidence-based curriculum initiatives and priorities. In addition, the teams presented their findings during whole-school professional learning sessions and provided teaching staff with resources to support the implementation of their research findings. An evaluation of the Teams initiative at the end of 2022, affirmed that through engagement in collaborative practice, teachers increased their confidence in and deepened their understanding of areas such as evidence-based teaching strategies.

Teaching and learning programs across all Year 7-12 courses continue to be reviewed to identify further improvements and opportunities to embed teaching methodologies to support and extend students. As we work towards implementing the New Syllabuses from 2024, teachers will continue to come together to share, model and embed the most effective teaching strategies which improve teaching, learning and student achievement.

In 2022, teachers completed the High Potential and Gifted Education Attitudes & Teaching Practices Survey. Data revealed that 90% of staff regularly provide deliberate opportunities for critical thinking in the regular curriculum and 87% agreed or strongly agreed that an area of school focus should be targeted professional learning. The HPGE ATPS ensured that teachers were successfully implementing the curriculum and provided baseline data. The Department of Education's 'Evaluation Tool' revealed the focus areas for greater professional learning and established the school's principle of prioritising HPGE implementation. The data gathered formulated the basis for the scope of our 2023 HPGE Action Plan into two areas: professional learning and enriching learning opportunities across the four domains of potential: intellectual, creative, social-emotional, and physical. Our Executive Team will critically analyse and implement the research for leading change using the High Potential and Gifted Education Model of Change by creating a school action plan for improvement. As an academically selective high school, our school leadership team and teaching staff have committed to individual teacher training. Teachers without formal training in high potential and gifted education will undertake the Mini COGE Course through the University of NSW.

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's average HSC score for all subjects 81.7 is well above the State average for NSW Public Schools at 71.7.
Staff TTFM survey results indicates an upwards trend towards NSW Government norms for collaboration, leadership and learning culture.	The School has continued on its upward trajectory for Leadership in teachers with less than 5 years of experience, however, needs to direct leadership opportunities towards experienced teachers. The school learning culture continues to be positive.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$79,364.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: More comprehensive Individual Education plans and support are provided to funded students. Students with entitlement to Disability Provisions were granted adjustments and NESA Disability Provisions were applied for and delivered to students. Students who have funding support were supported in the classroom.</p> <p>After evaluation, the next steps to support our students will be: We will increase our support of students with additional needs by allocating more of the school's operational funds to the Integration funding. This will provide us with access to a full-time LaST and increased SLSO entitlement so more time resulting in more students with identified learning needs gaining individualized support.</p>
<p>Socio-economic background</p> <p>\$24,921.60</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • employment of additional staff to support the implementation of targeted wellbeing programs <p>The allocation of this funding has resulted in the following impact: This funding has supported additional staff across the school to allow for professional learning programs to be implemented during the school year and within teachers allocation. It has also funded the budget for the Wellbeing team to ensure all students have access to school welfare excursions and incursions.</p> <p>After evaluation, the next steps to support our students will be: The Wellbeing Team will use the process of the TTFM survey continue to work with staff, students and families to identify and prioritise wellbeing.</p>
<p>Aboriginal background</p> <p>\$7,392.53</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</p>

<p>Aboriginal background</p> <p>\$7,392.53</p>	<p>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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Release time for 10 members of the Aboriginal Team to become familiar with Aboriginal Education Policy training • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: More comprehensive Personalised Learning Pathways which were aligned to post-school opportunities, improved learning outcomes, and involvement in Cultural and Community programs. Involvement with local AECG engaged students in the wider community in recognition of their learning achievements. Students developed confidence and knowledge of Culturally sensitive activities which were then delivered to the whole school for Reconciliation and NAIDOC Week programs. Ten teachers who were trained in Aboriginal Education Policy through Tuggerah Education Office formed our Aboriginal Education Team. This team successfully supports the implementation and delivery of whole school curriculum with current Culturally sensitive and appropriate teaching resources</p> <p>After evaluation, the next steps to support our students will be: We will continue to support and mentor our Aboriginal students in achieving career and tertiary education goals and PLP goals, Providing opportunities for our students to connect with school, culture, and community. through activities such as NAIDOC Week. To continue to train staff to support the whole school curriculum with current Culturally sensitive and appropriate teaching resources.</p>
<p>English language proficiency</p> <p>\$108,675.17</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Gosford 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> <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 • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: Strengthening EAL/D Effective School practices as outlined in the CESE research document. Supporting an unqualified teacher working in an EAL/D role to gain EAL/D experience through professional learning such through courses offered by the EAL/D Statewide Staffroom</p>
<p>Low level adjustment for disability</p> <p>\$98,072.50</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>Low level adjustment for disability</p> <p>\$98,072.50</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <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 • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • support for students in Individual Education Plans and HSC Special Provisions • 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 <p>The allocation of this funding has resulted in the following impact: The impact has been that we have now seen a significant increase in the quality of teaching and learning adjustments teachers make to learning programs based on the specific Individual Education Plans of students. High functioning and consistently active structures are in place to support all students to achieve their educational potential through differentiated teaching and learning practices.</p> <p>After evaluation, the next steps to support our students will be: Teachers to continue to develop learning programs with adjustments for students with Individual Education Plans and to support teacher professional learning on the meeting the needs of the different educational needs of students at Gosford High School.</p>
<p>Professional learning</p> <p>\$82,830.43</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 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"> • Know students and how they learn • Building teacher capacity through collaborative practice • High Leverage teaching strategies <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Providing release time for teachers of Stage 6 English (Advanced and Standard), Legal Studies, Mathematics (Advanced and Standard 2), Modern History, Music 1, PDHPE, and Visual Arts to undertake professional learning. <p>The allocation of this funding has resulted in the following impact: A survey of teachers has indicated that the HSC professional Learning has deepened the focus on identifying growth in the discriminating features of high achievement within HSC student work samples. Survey data also has indicated that teachers who completed this PL more than once, develop higher-quality Stage 6 teaching activities and tasks</p> <p>After evaluation, the next steps to support our students will be: To continue to focus on providing release time for professional learning so that teachers' capacity to apply subject-specific teaching strategies, understand student responses and how to make evidence-based pedagogical decisions is enhanced.</p>
<p>COVID ILSP</p> <p>\$20,650.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>COVID ILSP</p> <p>\$20,650.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 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 a teacher to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Implementing the CILSP made the greatest impact when it was supported by regular engagement by the students and their core teachers. Students who attended more often were more likely to self-report their improved confidence - 89% of high attendance versus 23% of low attendance - as well as teachers - 78% of high attendance versus 23% of low attendance - who reflected the same outcomes. Students who attended more often were more likely to self-report their improved application - 89% of high attendance versus 60% of low attendance - as well as teachers - 78% of high attendance versus 50% of low attendance.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide scheduled sessions to identified students which will be allocated based on the available funding.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Gosford 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"> • Student engagement and efficacy creates a positive learning environment <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Fulltime employment of the SSO has allowed for the running of many initiatives that have been targeted with the Schools Wellbeing Framework based on student, teacher and parent feedback, data collation and incident reports. • Consent Education and Love Bytes Program to additional strengthen to PDHPE curriculum in safe relationships. • Study skills programs through the Elevate initiative. • Managing study stress lunchtime program and the life ready program • Aspire Program for female empowerment and mental health literacy and healthy friendships. <p>The allocation of this funding has resulted in the following impact: Improved strategies for coping and resilience. Enhanced school connectedness and creating a strong sense of belonging for students at Gosford High School. Another aspect of the Wellbeing Team that allows for interagency consultation with school, external providers and support agencies.</p> <p>After evaluation, the next steps to support our students will be: To further improve our student's well-being we will be adding the Consent Labs Initiative as a whole-school approach to safe relationships at Gosford High School. The Student Support Officer has begun creation of an Online Wellbeing hub to allow for access to all school supports available to students at school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	565	561	559	584
Girls	502	496	490	475

Student attendance profile

School				
Year	2019	2020	2021	2022
7	96.5	95.2	96.3	92.1
8	95.7	95.0	94.0	90.0
9	95.2	93.3	94.5	89.0
10	93.9	93.7	91.9	89.0
11	95.2	95.1	93.4	91.1
12	96.0	94.8	92.7	90.6
All Years	95.4	94.5	93.8	90.3
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	NA	NA	NA
Employment	NA	1	1
TAFE entry	NA	1	1
University Entry	NA	NA	96
Other	2	1	1
Unknown	NA	NA	1

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Gosford High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Gosford High School expected to complete Year 12 in 2022 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)	53.1
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	2
School Administration and Support Staff	14.17
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,851,201
Revenue	12,830,396
Appropriation	11,485,114
Sale of Goods and Services	287,477
Grants and contributions	1,020,931
Investment income	30,217
Other revenue	6,657
Expenses	-12,415,336
Employee related	-10,658,281
Operating expenses	-1,757,056
Surplus / deficit for the year	415,059
Closing Balance	2,266,261

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.

	2022 SBAR Adjustments (\$)
Targeted Total	79,364
Equity Total	239,062
Equity - Aboriginal	7,393
Equity - Socio-economic	24,922
Equity - Language	108,675
Equity - Disability	98,073
Base Total	10,213,208
Base - Per Capita	265,010
Base - Location	0
Base - Other	9,948,198
Other Total	746,803
Grand Total	11,278,437

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

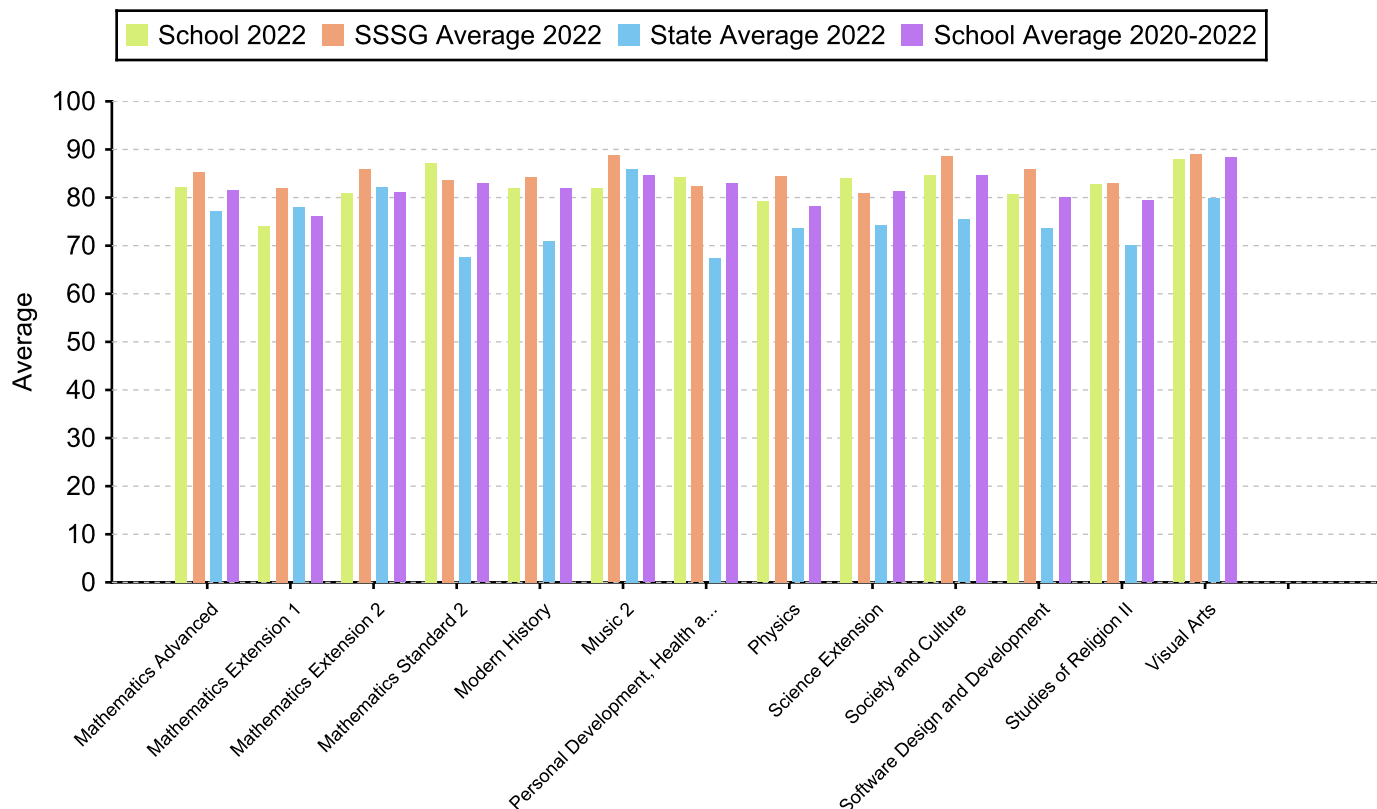
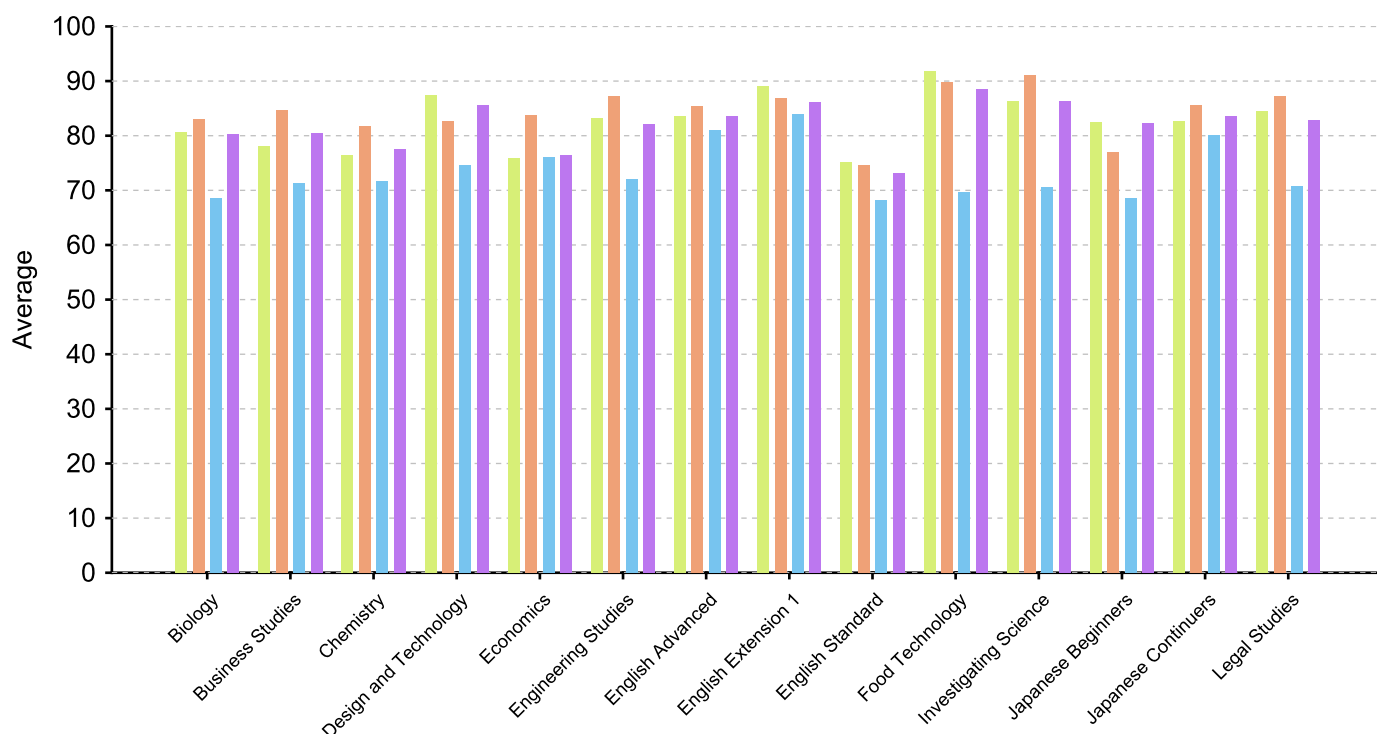
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Biology	80.7	83.1	68.5	80.3
Business Studies	78.1	84.6	71.2	80.4
Chemistry	76.5	81.8	71.7	77.4
Design and Technology	87.4	82.6	74.6	85.6
Economics	75.9	83.8	76.0	76.5
Engineering Studies	83.2	87.2	72.0	82.2
English Advanced	83.5	85.4	81.0	83.6
English Extension 1	89.1	86.9	83.9	86.2
English Standard	75.1	74.6	68.1	73.1
Food Technology	91.8	89.7	69.7	88.5
Investigating Science	86.3	91.0	70.6	86.4
Japanese Beginners	82.4	77.0	68.5	82.4
Japanese Continuers	82.6	85.6	80.1	83.5
Legal Studies	84.5	87.3	70.8	82.9
Mathematics Advanced	82.2	85.3	77.1	81.5
Mathematics Extension 1	74.0	81.9	78.0	76.2
Mathematics Extension 2	81.0	85.9	82.2	81.1
Mathematics Standard 2	87.2	83.7	67.6	82.9
Modern History	81.9	84.3	70.9	82.0
Music 2	82.0	88.7	86.0	84.6
Personal Development, Health and Physical Education	84.2	82.3	67.5	83.1
Physics	79.2	84.5	73.5	78.2
Science Extension	84.0	81.0	74.4	81.3
Society and Culture	84.6	88.6	75.5	84.7
Software Design and Development	80.7	85.9	73.7	80.1
Studies of Religion II	82.8	83.0	70.1	79.4
Visual Arts	87.9	88.9	79.8	88.4

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me (TTFM) survey was used in 2022 to gather Parent, student and teacher feedback. Parents identified that they support the school's learning and that they are welcome at the school. Inclusiveness at school for parents and students from different geographic areas is an area for the school to work on improving. The school is recognised for its support of positive behaviour in every year group and students identify connectedness to school as a key part of their education journey.

Communication surveys continue to demonstrate that email, face-to-face interviews and information meetings are the most preferred method of communication with families about their Child's progress.

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.