

2022 Annual Report

Goulburn High School



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Introduction

The Annual Report for 2022 is provided to the community of Goulburn High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

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

School context

Goulburn High School was established in 1913 and is an inclusive, co-educational, comprehensive high school with a Support Unit that has six classes, located in Goulburn, NSW. The student population of 652 students for 2022 includes approximately 9% Aboriginal and Torres Strait Islander students. The school's FOEI is 124 and the ICSEA index is 946.

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

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

The school's staffing entitlement in 2022 was 55.5 teaching staff and 14 non-teaching staff. The school employs a school-funded Deputy Principal to support whole school programs. Our executive staff is stable, with the majority being here for over five years.

A comprehensive situational analysis has been conducted, which led to the development of the 2021-2024 Strategic Improvement Plan, which involved genuine consultation with students, staff, parents, and the local AECG. Through our situational analysis, we have identified a need to use most of the school's equity funding to support various initiatives.

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

| Elements | 2022 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Excelling |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Sustaining and Growing |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Excelling |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data Driven Practices
- Personalised Learning

Resources allocated to this strategic direction

Aboriginal background: \$67,090.57

Professional learning: \$31,000.00

Integration funding support: \$150,000.00

Socio-economic background: \$230,000.00

Low level adjustment for disability: \$275,362.19

English language proficiency: \$18,661.55

Summary of progress

In 2022, we continued to take steps in meeting our targets for each initiative within Strategic Direction 1. The School Activity Team leaders for Aboriginal Education, Literacy and Numeracy established regular routines for the respective teams to meet, understand the progress and to take action. Using the evaluative methods of Document Analysis and Student Focus Groups, School Activity Teams have been able to monitor their progress using data. These steps have supported the ongoing development of staff refining their capacity to use data and improve their skills in data.

We continued to use our 3-tiered approach to support students to maximise their results. The results in 2022's NAPLAN were not as strong as we would have liked. After analysing the data, we were able to determine some steps for 2023. The focus to divide the support to the 3 tiers will continue to be a method we will use. However, the concentration of support will be focused on moving students from the middle two bands to the top two bands. The results for the respective students have been completed using the lens of value added, we have determined the actions to be completed. The whole school strategy remains and we are developing the staff's capacity to use data from Scout to support the tailored work required to lift results for students in both literacy and Numeracy.

The 2022 NAPLAN results indicated 9.78% of students achieved in the top two bands for reading. We did not achieve the planned system negotiated target. In writing, the school exceeded the system negotiated target by 1%. In 2022, 21% of students achieved in the Top three bands for writing (Band 10 - 2%, Band 9 - 4%, Band 8 - 15%). In 2022, the expected growth progress measures in Year 9 NAPLAN cannot be calculated as the NAPLAN test was not run in 2020.

In 2022, across all HSC courses 32% of results were in the Top 3 Bands and 39% of results were in Band 3. The school is taking proactive steps, through participation in the statewide HSC professional learning, to increase the results from Band 3 to the Top 3 Bands. To achieve our targets, teachers have identified the discriminating factors required for students to achieve in the Top 3 Bands.

Aboriginal Education: 75% of students completed and attained the HSC. 25% of students entered the work force and tertiary education.

The Instructional Leader of Literacy and the Instructional Leader of Numeracy continued to provide professional learning, guidance and direction for teachers. The data-driven leadership is beginning to reveal growth in some staff, independently using data from various sources to develop programs that help to refine the literacy and numeracy skills of students.

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

Overall, Goulburn High School is working methodically to achieve the improvement measures identified in the 2021-2025 School Implementation Plan. Staff have been collaborating through their School Activity Teams to improve their data skills and use so that their work is targeted to improve outcomes for all students, specifically around literacy and numeracy.

Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|---|--|
| <ul style="list-style-type: none"> Continue to improve in the percentage of students achieving in the top 2 NAPLAN bands from 16% to 19% in reading. | 10% of students achieved the Top 2 bands in reading |
| <ul style="list-style-type: none"> Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be above the school's lower bound system-negotiated target in numeracy of 16.7%. | 7% of students achieved the Top 2 bands in numeracy |
| <ul style="list-style-type: none"> Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN reading from 53% to 56%. | Data is not available as NAPLAN did not take place in 2020 (when current Year 9 students were in Year 7 in 2020) |
| <ul style="list-style-type: none"> Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN numeracy from 65.7% to be above the school's lower bound system-negotiated target of 70.30%. | Data is not available as NAPLAN did not take place in 2020 (when current Year 9 students were in Year 7 in 2020) |
| <ul style="list-style-type: none"> Improvement in the percentage of students achieving Band 8 and beyond for Year 9 NAPLAN Writing from 18% to 20%. | 2022 NAPLAN data for Year 9 Writing indicates 21% of students in the top three skill bands for writing, indicating exceeding the school target by 1%. |
| <ul style="list-style-type: none"> Improvement in the percentage of HSC course results in the top three bands to the lower bound target 55.5% or above. | 32% of students achieved top three bands |
| <ul style="list-style-type: none"> Increase Aboriginal and Torre Strait Islander student retention to HSC from 53% to 56% of the student cohort | 75% of the students completed HSC |
| <ul style="list-style-type: none"> Maintain school self-assessment against SEF in data skills and use from sustaining and growing | Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use. |

Strategic Direction 2: High impact teaching

Purpose

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

Initiatives

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

- Evidence Informed Practice
- Learning and Development

Resources allocated to this strategic direction

Professional learning: \$40,000.00

Socio-economic background: \$190,000.00

Summary of progress

In 2022, we continued to build on our culture of high expectations using high-impact teaching practices to improve teacher pedagogy across the school. All teachers showed great commitment to identifying, understanding and implementing the most effective teaching methods, with the highest priorities given to evidence-based teaching strategies. All lessons have been planned and collaboratively designed on Compass, with accommodation adjustments made to suit needs as they arise. Teachers routinely reviewed learning with each student both in class and on work submitted, ensuring all students had a clear understanding of how to improve. Student feedback was elicited by teachers which informed their teaching.

Goulburn High School has a high-performing teaching staff whose capabilities are continually built through our Professional Learning Community to ensure that every student experiences high-quality teaching. The leadership team, including aspiring leaders, has participated in capacity development programs, implemented principles of evaluative thinking, continually monitored the impact of programs and approaches used by all teachers and improved practice as required. Eight staff have been part of the Leadership Aspiration Program, undergoing formal coaching and mentoring to build their leadership capabilities.

The professional learning for executives every 3 weeks is targeted and evidence-informed to build on strengths and develop the capacity of middle leaders to grow as learning leaders who create impact, drive improvement, and enhance student and teacher learning 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 |
|---|--|
| • 30% of executive staff are trained in an accredited growth coaching program | 50% of executive staff are trained in Growth Coaching |
| • maintain School self-assessment against SEF in Professional standards at sustaining and growing | Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the elements of Professional Standards and is moving towards excelling in the area of Literacy and Numeracy focus. |
| • Maintain School self-assessment against SEF in Effective Classroom Practice to sustaining and growing | Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the elements of effective classroom practice and is moving towards excelling. |
| • Maintain School self-assessment against SEF in Curriculum at sustaining and growing | Self-assessment against the School Excellence framework shows the school is currently performing excelling for curriculum provision. In the element of teaching and learning programs, we are currently sustaining and |

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| <ul style="list-style-type: none"> • Maintain School self-assessment against SEF in Curriculum at sustaining and growing | growing, while the element of differentiation has remained sustaining and growing. |
| <ul style="list-style-type: none"> • Over 30% of staff are engaged in Leadership roles | 30% of teaching staff are directly involved in leading whole school programs. Eight staff are involved in the Leadership Aspiration Programs. |

Strategic Direction 3: Aspirational inclusive culture

Purpose

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

Initiatives

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

- Student Agency
- Community Engagement

Resources allocated to this strategic direction

Low level adjustment for disability: \$26,857.80

Integration funding support: \$84,000.00

Socio-economic background: \$115,104.99

Professional learning: \$6,406.80

Student support officer (SSO): \$96,058.00

Per capita: \$165,166.60

Location: \$2,649.77

Summary of progress

The Positive Education Team working collaboratively with the whole school staff implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Although some of the wellbeing indicators are below expected growth in the TTFM data, anecdotal data and student focus group, survey results indicate an increase in the sense of belonging. Through consultation with student groups, school expenditure has been prioritised in areas of need. A significant amount of improvement has been made to the facilities and provision of laptops.

Students are recognised for their positive behaviour through the PBL reward system. 93% of students were recognised using the PBL award system. This was an increase of 27%. The number of students that have achieved in the top 3 levels of the PBL rewards system has increased by 47%. These levels receive a canteen voucher as well as their certificate. For the first time in the past 3 years students have reached the reward level, Medal of Excellence, with 23 students representing all year levels achieving this top award. Based on feedback from our students we continued our pizza lunches for the winning house and movie afternoons for our top PBL students each term. We also started a new reward for the top 10 students in each year group for PBL points and attendance. These groups were invited to attend highly subsidised excursions at the end of the year.

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

Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
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| • Increase the % of students reporting a positive sense of wellbeing from a baseline target of 60.6% to 65.1% | TTFM data shows a decrease across all areas: Advocacy at school - 40% (53% in 2019) and Sense of Belonging - 41% (56% in 2019). However, the Expectation for Success was 67%, which is above our target but a decrease over the past four years. |
| • Increase the proportion of student with 90% and above attendance from 62% to 66.5% | In 2022 19.1% of students were attending > = 90% of the time 15.9% of students had an attendance rate of 85-90% |

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| <ul style="list-style-type: none"> • Increase the proportion of student with 90% and above attendance from 62% to 66.5% | <p>13.9% of students had an attendance rate of 80-85%</p> <p>10.7% of students had an attendance rate of 75-80%</p> |
| <ul style="list-style-type: none"> • Maintain school self-assessment against SEF in Wellbeing at Excelling | <p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing.</p> |
| <ul style="list-style-type: none"> • Increase school self-assessment against SEF in Learning Culture from sustaining & growing to excelling | <p>The self-assessment reflected that the school is moving towards Excelling and with the implementation of key strategies this should be completed by the end of 2023</p> |
| <ul style="list-style-type: none"> • Increase school self-assessment against SEF in Educational Leadership from delivering to sustaining and growing | <p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing.</p> |

| Funding sources | Impact achieved this year |
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| <p>Integration funding support</p> <p>\$234,000.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Goulburn High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Student Agency <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • 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:</p> <ul style="list-style-type: none"> - All eligible students demonstrating progress towards their personalised learning goals. All SAPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - The use of integration funding will be adjusted throughout the year in response to student SAP reviews to ensure funding is used to specifically address each student's support needs. - More effective deployment of SLSOs. - Improve PDP processes. - Provide more opportunities for professional development for SLSOs. - Ensure SLSOs are prepared, including clearly communicated expectations and directions. - Designated time for SLSOs and teachers to liaise. - Improve communication between classroom teachers and SLSOs. |
| <p>Socio-economic background</p> <p>\$535,104.99</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Goulburn High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Data Driven Practices • Evidence Informed Practice • Learning and Development • Student Agency <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of staff to provide additional support for students who have high-level learning needs. • Employment of SASS staff to contact parents and carers about student absences • Employment of school-funded Deputy Principal . • Employment of Community Liaison Officer to increase community engagement. • Resourcing to increase equitability of resources and services. • Providing students without economic support with educational materials, uniform, equipment and other items. • Supplementation of extra-curricular activities. • Additional staffing to implement Literacy and Numeracy to support identified students with additional needs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - All eligible students demonstrating progress towards their personalised |

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| <p>Socio-economic background</p> <p>\$535,104.99</p> | <p>learning goals. All SAPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>- There was improved engagement with parents of students who had high rates of absenteeism. There was a significant reduction of unexplained absences. The school attendance rate improved by an average of 18.2% since Week 5, Term 3 compared to the school attendance rate prior,</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be to continue to engage the literacy and numeracy mentor to support our trajectory towards achieving our targets. Next year, we will continue to employ additional staff members to work collaboratively with the Student Support Officer to focus on improving our attendance rates. The school funded Deputy Principal's role will be to strengthen the Student Agency and PES initiatives. The CLO will strengthen the Community Engagement initiatives.</p> |
| <p>Aboriginal background</p> <p>\$67,090.57</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Goulburn High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Instructional Leader Aboriginal Education 4 period allowance to support Literacy & Numeracy of Aboriginal Students. • Aboriginal Student Learning Support Officer (SLSO) full time to support students in class. • Aboriginal Culture Camp costing \$6000 with a grant of \$3000 from Aboriginal Affairs to support the cultural identity, transition and leadership of Aboriginal students. <p>The allocation of this funding has resulted in the following impact: A survey administered to 9 Aboriginal and 2 non-Aboriginal students who attended the Connecting to Culture camp to enhance their sense of belonging determined the following:</p> <p>Connection to Culture: Pre-camp- 2 students indicated that they were connected to culture Post-camp- 5 students indicated that they were connected</p> <p>Understanding of Aboriginal Culture: Pre-camp- 1 student indicated they had an understanding, 1 student rated a 4 and the remainder rated 2 and 3</p> <p>Post-camp- 2 students indicated they understood culture and 7 students rated a 4</p> <p>Sense of belonging: Pre- camp- 3 students rated a 5 Post-camp- 6 students rated 5</p> <p>We undertook a survey with focus groups of Aboriginal students from Years 7-10 and the results determined the following:</p> |

Aboriginal background

\$67,090.57

41.2% of students indicated that if there were regular cultural activities available they would participate
52.9% of students indicated that if there was 'maybe' an alternate pathway rather than the academic they would participate.

94.1% of students indicated that friends motivate them to attend school
47.1% of students indicated that there wasn't a subject they would have liked to be made accessible for them to select

A survey conducted with the ACT members determined the following:

Embedding Aboriginal histories, cultures and perspectives into programming:
56% indicated a rating of 3

Assistance to create resources to support Aboriginal Education in the classroom:
56% indicated yes

Sufficient PD to support Aboriginal histories, cultures and perspectives:
44% indicated that there wasn't sufficient PD

Support of AECG:
89% rated at 3 or below that we aren't utilising to support, advise and input from the Local AECG

Partnering:
66% indicated a 3 or below that we aren't effectively partnering with parents/carers to build commitment towards Aboriginal Education

Post-school pathways:
99% rated at 4 or below at post-tracking student and graduates into the work force, tertiary education or the workforce.

Exit Survey:
67% are not aware of an exit survey used to support Aboriginal students

After evaluation, the next steps to support our students will be:

- The results indicated within the survey determine that students would prefer to be more involved in more cultural activities if they were available and that it is their social connections that motivate them to attend school.

- Consult and collaborate with key Aboriginal Cultural organisations to implement cultural programs that link to syllabus outcomes. Ensure that Aboriginal students attend these cultural activities with a friend to support their participation.

- Prioritise PLPs and consider how we as a school can meet the stages of PLP: connecting with families, connecting with students, meeting, revising plans, communicating to staff etc.

- Across KLA (key learning areas) project-based learning: develop a program from each HT/faculty and share with staff. Program can be adjusted/amended or elaborated on. Taught across our school and across identified year groups in a one-week period.

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| <p>Aboriginal background</p> <p>\$67,090.57</p> | <ul style="list-style-type: none"> - Following the program's completion (mentioned above), all staff collect samples, complete evaluations, collect students' surveys/feedback and share at whole staff meeting. - Immerse Goulburn High School staff in Aboriginal Education using Aboriginal organisations and/or the Local AECG Connecting to Country program. |
| <p>English language proficiency</p> <p>\$18,661.55</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Goulburn High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Provide additional staffing to enable intensive support for students identified in beginning and emerging phase. • In class EALD support from an SLSO. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Students have progressed quite well <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue to support new arrivals. - Continue communication with families. - Continue communication with EALD regional support and seek additional support and advice. - Encourage students to access bilingual counselling services. - Professional Development for teachers and SLSOs regarding strategies to support EALD students. |
| <p>Low level adjustment for disability</p> <p>\$302,219.99</p> | <p>Low level adjustment for disability equity loading provides support for students at Goulburn High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Student Agency <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging specialist staff to run MacLit program to meet the literacy needs of identified students. • Employment of 1.8 Learning Support staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • Development of a numeracy life skills program and hygiene program. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Improvement in literacy data - High level of student engagement - Consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. <p>After evaluation, the next steps to support our students will be:</p> |

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| <p>Low level adjustment for disability</p> <p>\$302,219.99</p> | <ul style="list-style-type: none"> - Employment of 0.4 Positive Behaviour Coach - Continue to expand numeracy life skills program and hygiene program. - Develop and implement social skills and resilience program. - Streamline wellbeing referral process to enable LaST to work closely with the classroom teachers to support students with additional needs. |
| <p>Location</p> <p>\$2,649.77</p> | <p>The location funding allocation is provided to Goulburn High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Technology resources to increase student engagement. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increased subject opportunities and choices for students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Developing effective partnerships with industries and universities through the HAP program to increase collaboration and overcome isolation. |
| <p>Professional learning</p> <p>\$77,406.80</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 Goulburn High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Data Driven Practices • Evidence Informed Practice • Learning and Development • Student Agency • Community Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional Learning Committee meetings <p>Network Meetings Staff meetings Staff release to participate in system responsibilities</p> <ul style="list-style-type: none"> • Teacher Training Australia online subscription <p>Staff Professional Development</p> <p>The allocation of this funding has resulted in the following impact:</p> <p>High level of collaboration (TTFM School Mean - 8.1 compared to NSW Govt Norm of 7.8) Improvement in classroom practice (TTFM School Mean - 7.8 compared to NSW Govt Norm of 7.9)</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Professional learning for Head Teachers on leading teaching and learning - Professional learning for teachers on data-informed practice and improving student engagement - Professional learning for non-teaching staff on school operations and parent engagement. |
| <p>COVID ILSP</p> <p>\$273,707.00</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</p> |

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| <p>COVID ILSP</p> <p>\$273,707.00</p> | <p>school as most likely to benefit from additional support in 2022.</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"> • 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 educators to deliver small group tuition . • Releasing staff to analyse school and student data to identify students for and monitor progress of small group tuition groups. • Providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - The majority of students in the program achieved significant progress towards their personal learning goals. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs. - The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. -Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. |
| <p>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 Goulburn High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Agency <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Improve the wellbeing, resilience and pro-social behaviours of students by working in partnership with the Wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. • Enhance student learning and wellbeing outcomes by identifying and establishing support networks for students with staff, the school community, and locally-based government services and community agencies. • Support the implementation of departmental student wellbeing priorities, whole-school wellbeing programs and build positive community relationships. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Attendance : This has been of huge benefit for both GHS and the SSO role. The impact of this has given the SSO an opportunity to connect and build a rapport with families of students at GHS. An opportunity to support families with their needs and has reduced absenteeism of school students - Youth Week: gave students within the school environment the opportunity to express their ideas and views, act on issues that affect their lives, whilst giving them the opportunity to engage with external support services in the broader community. The impact of Youth Week enabled students to access support services outside the school community independently. - ROAR (Reach Out And Read): The object of the program was to enhance school community partnerships. Students from GHS read to children at the Early Learning Child Care Centre weekly. The impact of the program has assisted students with their articulation, expression, vocabulary, comprehension, confidence and deportment. - Eat Up: The school's rapport with Eat Up has been invaluable. Eat Up has provided assistance to students from low socio-economic backgrounds, |

| | |
|---|---|
| <p>Student support officer (SSO)</p> <p>\$96,058.00</p> | <p>providing extra support to address their additional needs.</p> <ul style="list-style-type: none"> - Applications/grants for Aboriginal students, and students from low socio-economic backgrounds. The success of these applications had an enormous positive impact on our students' learning. Students have a greater sense of belonging with an ability to complete work tasks via computer at home and the opportunity to align themselves with their peers in education. - Interagency work: Interacting, building and maintaining community relationships with service providers. Impacts have been positive point of referral and external support for students/families. Agencies and families joining together focusing on services to students and families. <p>After evaluation, the next steps to support our students will be:</p> <p>Support transition between schools and post-school enrolments by working with transition coordinators and external providers.</p> <p>Facilitate student referrals to external providers by establishing and maintaining referral pathways with appropriate local services.</p> |
|---|---|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 310 | 308 | 301 | 299 |
| Girls | 281 | 291 | 317 | 297 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| 7 | 90.5 | 92.7 | 85.5 | 80.0 |
| 8 | 87.4 | 91.9 | 82.9 | 74.2 |
| 9 | 84.2 | 90.0 | 78.0 | 76.3 |
| 10 | 84.2 | 87.2 | 77.2 | 68.2 |
| 11 | 79.5 | 83.0 | 73.3 | 69.0 |
| 12 | 87.3 | 88.0 | 78.7 | 70.5 |
| All Years | 85.8 | 89.2 | 79.7 | 73.4 |
| 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 | 8 | 3 | 10 |
| Employment | 11 | 10 | 18 |
| TAFE entry | 7 | 1 | 3 |
| University Entry | 0 | 0 | 27 |
| Other | 0 | 0 | 0 |
| Unknown | 8 | 9 | 6 |

Year 12 students undertaking vocational or trade training

50.00% of Year 12 students at Goulburn High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

88.3% of all Year 12 students at Goulburn 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) | 1 |
| Head Teacher(s) | 9 |
| Classroom Teacher(s) | 39.7 |
| Learning and Support Teacher(s) | 1.8 |
| Teacher Librarian | 1 |
| School Counsellor | 1 |
| School Administration and Support Staff | 16.88 |
| Other Positions | 1 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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 | 646,040 |
| Revenue | 11,390,220 |
| Appropriation | 11,176,290 |
| Sale of Goods and Services | -127 |
| Grants and contributions | 193,013 |
| Investment income | 6,211 |
| Other revenue | 14,833 |
| Expenses | -11,103,316 |
| Employee related | -9,260,639 |
| Operating expenses | -1,842,677 |
| Surplus / deficit for the year | 286,903 |
| Closing Balance | 932,943 |

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 | 214,181 |
| Equity Total | 923,077 |
| Equity - Aboriginal | 67,091 |
| Equity - Socio-economic | 535,105 |
| Equity - Language | 18,662 |
| Equity - Disability | 302,220 |
| Base Total | 8,190,602 |
| Base - Per Capita | 165,167 |
| Base - Location | 2,650 |
| Base - Other | 8,022,786 |
| Other Total | 578,984 |
| Grand Total | 9,906,845 |

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

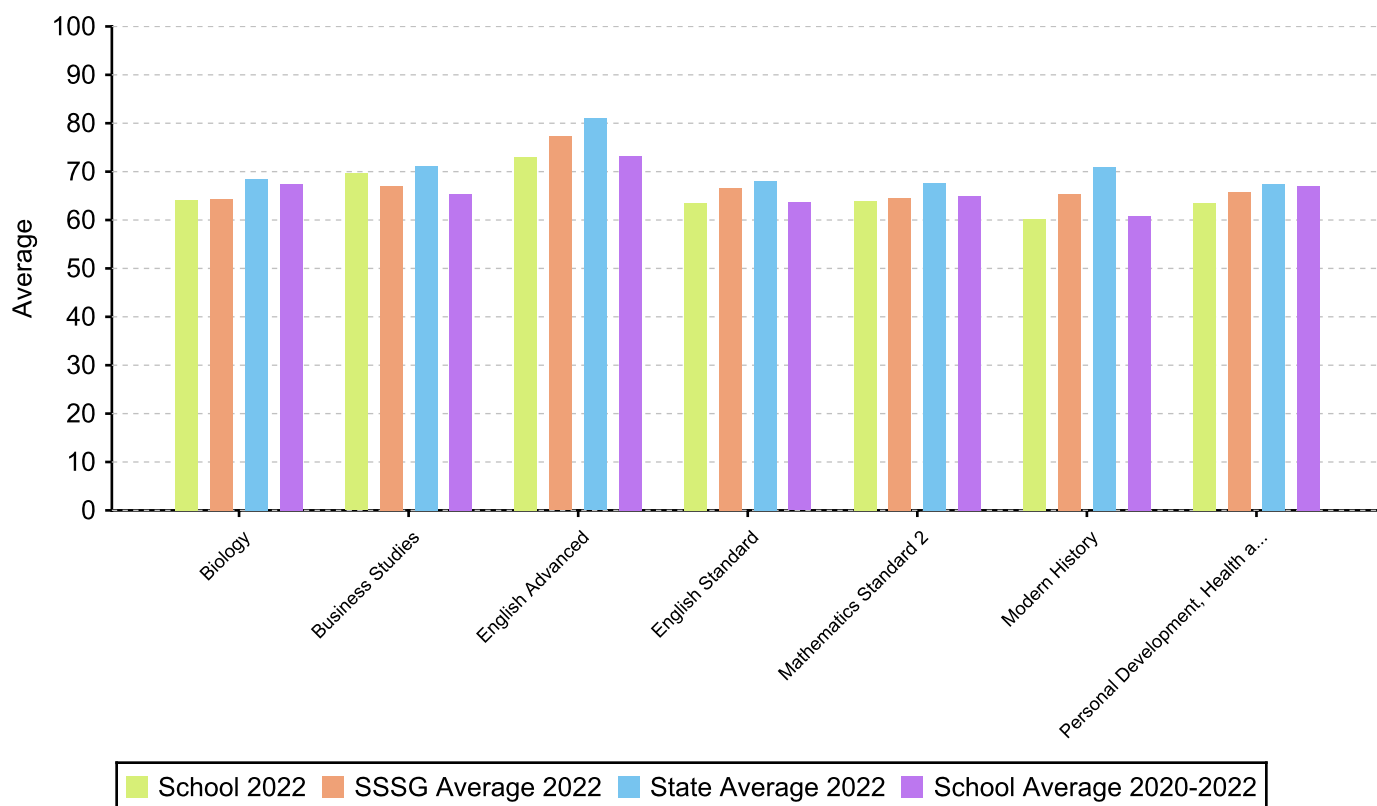
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 | 64.1 | 64.3 | 68.5 | 67.4 |
| Business Studies | 69.6 | 67.0 | 71.2 | 65.3 |
| English Advanced | 73.0 | 77.3 | 81.0 | 73.2 |
| English Standard | 63.5 | 66.6 | 68.1 | 63.6 |
| Mathematics Standard 2 | 63.9 | 64.6 | 67.6 | 64.9 |
| Modern History | 60.2 | 65.5 | 70.9 | 60.8 |
| Personal Development, Health and Physical Education | 63.5 | 65.8 | 67.5 | 67.0 |

Parent/caregiver, student, teacher satisfaction

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

We have continued to improve our communication with our parents and carers along with students and teachers to ensure we continue to provide high-quality education to all students.

Last year we sent out a communication survey to parents and carers to gain a better understanding of how they feel about our methods of communication here at Goulburn High School.

Of the respondents, 35% use Compass, 33% a phone call directly to the school and 21% use Facebook as some of the ways they communicate with us.

A further 14% use direct email to the school and 10% direct email to the teacher.

The majority of our parents and carers are now on Compass and from the survey, most respondents said they were happy with the Compass app, with information all in one place.

As a result of feedback from this survey, we have enabled the email feature for all teachers via Compass to allow parents and carers to communicate directly with their child's teachers.

Parents and carers also took part in the Tell Them From Me Survey last year.

More than 50% of parents and carers who completed the survey believed the school was well maintained and the physical environment was welcoming. They said school administrative staff were helpful when they had questions or problems arose.

A high number of parents and carers said they would recommend Goulburn High School to primary school parents and carers and were satisfied with the general communication from the school.

There was also a large number of parents and carers who supported their child's learning from home. Parents and carers have been supported to engage with their child's learning through Compass, where they can view lesson plans and homework.

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

Through the PES system, students are regularly rewarded for their positive behaviour and achievements at school. Every term students are recognised and rewarded in a formal assembly for their positive contribution to the school.

We have used student feedback to drive improvements in the school over the past 12 months.

During this time, we have upgraded the bell system, installed further water refill stations and installed outdoor learning areas at the front of the school.

Shade sails have also been installed at the hall side of the oval to provide students with another covered space for learning and protection from the weather. New paths were installed along the side of E Block and the back of the canteen to provide better walkways for students to move around the school.

Our D Block kitchen upgrade has also resulted in better learning facilities for all students. Last year our senior hospitality class ran a cafe once a week and our Year 9 Baking class held a high tea for parents and carers, both of which utilised the new kitchen facilities.

Other infrastructure improvements around the school included our office upgrade to improve customer service, CCTV cameras and our new automatic gate system.

School Bus. Access - experiential learning.

We also installed air conditioning in the staffrooms to help create a better working environment for our staff.

Last year's Tell Them From Me Survey showed the teachers at Goulburn High School believed the school was doing well in the Eight Drivers of Student Learning.

A large majority of teachers understood and supported the shared vision for our school.

They said school leaders created a safe and welcoming place for our students and also took the time to observe lessons and provide feedback.

Teachers indicated that, here at Goulburn High School, we were higher than the state average for collaboration. They felt they were able to share their lesson plans with other staff and discuss learning strategies to improve student engagement.

Our teachers rated Goulburn High School as having a strong focus on feedback and setting high expectations for student learning.

They also rated the school highly for its use of technology. Here at Goulburn High, our teachers are using technology in the teaching and learning process to drive school improvement.

Interactive whiteboards - RAG.

Our teachers also rated the school highly as an inclusive school where support is available for all students based on their individual learning needs.

Students who completed the Tell Them From Me Survey also highlighted a number of positive areas in the school.

71% of students said they had friends at school they could trust and would encourage them to make positive choices.

More than half our students believed schooling was useful in their everyday life and would have a strong bearing on their future.

Peer support.

Data from the survey showed 75% of students displayed positive behaviour at school.

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.