

2022 Annual Report

Gorokan High School



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Introduction

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

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

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School vision

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

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

School context

Our school is nestled on the shores of Budgewoi Lake in the suburb of Lake Haven on the Central Coast. The school was established in 1976 & has developed a proud connection to the Darkinjung people as the traditional custodians of the land on which our school is built and the place on which our young people grow, learn & make connections. We are a coeducational comprehensive high school, with an academically selective class in each year group. The student population consists of approximately 1000 students, including; 80 students in our Special Education Support classes, 160 identified High Potential & Gifted students & 180 Aboriginal and Torres Strait Islander students.

Our diversely experienced staff support the needs of our students. A significant feature is our school's caring, diversified community, committed to a holistic approach to education. Our staff foster successful learners who are confident, creative individuals & active, informed citizens. This is achieved through engagement with evidence based practice, to ensure every teacher, every student & every leader shows growth & improvement. Our total staffing entitlement sees us with approximately 130 staff on site, on any given day. School funds have employed a Head Teacher Teaching & Learning, Head Teacher Student Growth & Head Teacher Aboriginal Educational Pathways. Our executive staff is experienced with the majority being here for more than five years. 25% of our staff are in their early career as teachers.

The majority of the school's equity funding will be used to support initiatives developed in the 2022-2025 Strategic Improvement Plan specifically targeting student attendance, HSC attainment & NAPLAN results in the area of numeracy / literacy. The school is committed to continually improving effective classroom practices through a culture of learning where staff professional learning is the key to ensuring this. Staff learning will ensure that identified targets across HSC, fundamental skills, attendance & wellbeing can be enhanced through improved data collection, analysis & use, which underpins our belief in individualised & differentiated learning. This will be largely driven by staff immersion in the evidence based What Works Best themes providing the impetus for teaching pedagogical improvement. The implementation of Positive Behaviour for Learning (PBL) will strengthen student connection & engagement with learning experiences through the values of Respect, Responsibility & Personal Best.

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning: \$73,581.07

Socio-economic background: \$80,000.00

Summary of progress

Strategic recruitment for a HT Student Growth position and paraprofessionals has provided the framework for NAPLAN student performance improvement for the years ahead. As the community transitions out of COVID, attendance rates will improve as a result, however the current low employment rate continues to provide a range of employment options for Aboriginal and non-Aboriginal students who see an alternate pathway to the HSC. The significant improvement of Aboriginal Student Year 9 NAPLAN data is very pleasing and reflective of the hard work of students, staff and community.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The percentage of students achieving the top 2 bands in Reading and Numeracy increases by a minimum of 5%	While student achievement data does not demonstrate the 5% increase, 2022 saw crucial supports for students established to provide the level of targeted support required to improve student performance.
The percentage of students attending school 90% of the time or more increases by a minimum of 8%.	COVID measures significantly impacted student attendance data, particularly while isolation periods for household contacts were in place. GHS has put in place strong supports for students and families to enable improved student attendance in subsequent years and will continue to refine processes to meet system priorities.
Retention of Aboriginal students from Year 11 into Year 12 exceeds 50% increase required to meet Premiers' Priority.	Aboriginal students transitioning from Year 11 into Year 12 continued to succeed across a diverse range of pathways, often planned and supported by parents and carers, the students and the school. As a result, the increase required was not attained.
Aboriginal student achievement to equal or exceed non Aboriginal student achievement in Year 9 NAPLAN average scaled score (10.5 point increase based on 2017-19 average)	This target is on track to being met, with Aboriginal student achievement in Year 9 averaged across the Reading, Writing and Numeracy domains equal to 548.5, with non Aboriginal students equal to 550.8. This is an average increase of 46.8 points for Aboriginal students.

Strategic Direction 2: Visible Culture of Learning

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background: \$10,000.00

Professional learning: \$20,000.00

Summary of progress

2022 continued the school's development of establishing a consistent visible culture of learning. Term 1 started positively, with Senior Executive being able to frequent classrooms to identify that explicit teaching strategies and whole school teaching pedagogies were being practiced in our classrooms. However, a drastic shortage in teaching staff from early in Term 1, required Senior Executive to be placed on face to face teaching duties. Communication continued to promote our high quality practice focusing on Learning Intentions and Success Criteria and there was strong evidence to suggest that it was well adopted across the school.

2022 saw positive staff engagement with professional learning relating to the teaching of High Potential and Gifted students, with 20 staff completing the Mini-Certificate of Gifted Education (COGE) - a course conducted through GERRIC at UNSW and considered an authority in Australia for professional educators looking to enhance their ability to help gifted students flourish. This focus will continue, with 27 teachers completing the Mini-COGE during the first week of Term 1. This will result in well over 50% of our teaching staff having a recognised credential in this focus area of the school improvement plan.

2022 also saw the development of a School Webpage - a suite of teaching resources in a 'one stop' location, providing ease of access to teaching resources in relation to 8 Ways Pedagogy, TXXXL and ALARM matrices, as well as other whole school teaching and learning policies and practices. In 2023 this will be made available to all GHS teaching staff and will no doubt prove to be an invaluable resource for our teaching staff.

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
5% expected growth improvement from the system-negotiated lower bound target in Numeracy.	Student Growth can not be calculated for 2022 as the NAPLAN Test was not run in 2020.
7% expected growth improvement from the system-negotiated lower bound target in Reading.	Student Growth can not be calculated for 2022 as the NAPLAN Test was not run in 2020.
PBL language is evident in classroom practice as a school wide approach to affect positive classroom management. Evidenced through teaching and learning journals that teachers are gathering and analysing data.	PBL classroom matrix will continue to be refined during 2023. The systems for a collective understanding and response to student behaviours were embedded in 2022 and these will continue to determine the PBL lessons being delivered across the school during PBL periods. After broad consultation, the PBL classroom matrix will inform PBL lessons in the same way during 2023.

Improvement in the percentage of HSC course results in Top Three Bands to improve from the school's baseline of 41.9% to 45%	2022 HSC Top 3 Band results demonstrated improvement from 2021, however did not meet the improvement target. This will continue to be an area of focus during 2023, particularly in determining why performance across the HSC Top 2 Bands was stronger, rather than consistent.
All teachers have completed PL modules and regularly engage with the CESE: What Works Best Framework focused on the themes of High Expectations, Explicit Teaching, Use of data to inform practice and classroom management.	Since 2020 there have been 384 online modules and tasks undertaken by Gorokan High School staff through the nominated CESE What Works Best modules. While this will not represent all staff completing all modules, it is a significant increase, particularly when factoring in staff movement in and out of the school across those years. As a result, these modules will remain a focus for our staff and form part of the Gorokan High School induction for future staff.
Head Teachers report that their teachers are utilising the CESE: What Works Best Toolkit and are able to articulate how they implement explicit teaching and the impact it has on their practice.	Progress towards this target was delayed throughout 2022 as staffing consistency presented a challenge with COVID-Safe measures. Given the anticipated stability throughout 2023, this will continue to be a priority for improving teacher practice.
Improvement in the percentage of HSC course results in Top Two Bands to be at the school's lower bound system-negotiated target of 18.9%.	HSC achievement in the Top 2 Bands has increased from a baseline of 13.18% in 2018 to 18.45% in 2022. While this is .45% below the system negotiated target, it is a positive trend with two of the last three HSC cohorts achieving the highest percentage in the Top 2 Bands across the last decade.

Purpose

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

Initiatives

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

- Student and Staff Connection
- Progressions, Pathways and Links

Resources allocated to this strategic direction

Summary of progress

Our Career and Transition team have excelled in establishing themselves within the school and following up with established milestones. This has seen a large portion of our year cohorts complete surveys, and conference with staff. It is envisaged that the Student Growth Plans will evolve further with relevant performance data added along with specific identified student goals. These will also be a discussion point and available for parent viewing in future parent/teacher evenings. In order to consolidate this process the school will be setting aside time for whole staff Professional Learning to assist in the location and use of these plans for students and providing staff the opportunity to know their students and how they learn.

Unfortunately, the school community experienced a lag from COVID. This impacted on student attendance, wellbeing, staff attendance and wellbeing. Added to this were the complexities of Influenza A and the crippling staff shortages at the height of respective COVID and flu impacts. These factors, we believe, have influenced heavily our data for wellbeing and sense of belonging around students. Of interest is the fact that Year 7 & 8 are still our strongest performing cohorts in these areas, attributed to our CORE program.

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
At least 75% of Year 7-8 students have a Career and Transition plan completed and available on Sentral. (Baseline 0%)	At the time of writing at least 90% of our Year 7 students have completed a Student Growth plan and conferenced with an identified staff member. Accordingly. 75% of Year 10 students, 80% of Year 11 with prediction of 75% of Year 9 completed by year end.
CAT team collaboratively engage the school community to actively plan for student transitions, reflect on student progress data and develop plans for improvement. Transition activities and plans will be explicitly communicated to the school community.	Completed plans have been uploaded to Sentral allowing staff access to Growth Plans, this will be followed up with an activity for staff during PL to be shown how and where plans can be accessed & utilised within their classrooms. Forward planning would be to have these plans available for discussion at Parent/Teacher evenings 7 allow parents access through the Sentral Parent Portal.
Improvement in the Wellbeing percentage will be above the lower bound system-negotiated target of 69.3%.	Students COVID absence & mental health has greatly impacted on the students overall wellbeing. GHS targeted wellbeing lower bound target of 69% has not been achieved during 2022 dropping to 57%
2023 Progress measure TTFM - % of students indicating a	Tell Them From Me data indicated a drop in a Positive Sense of Belonging. 48% >44% from 2021. The inference drawn from the TTFM survey is the impact of COVID, Influenza A, staff shortages & disruptions throughout 2022 has had a direct influence across the school of connectedness &

positive Sense of Belonging increasing to be in line with or above State average	belonging.
Teachers are able to identify individual student learning needs and future planning is informed by sound holistic information gathered in consultation with parents/carers.	<p>Further development of the Student Growth Plans eg NAPLAN (Yr7 yr9), VALID data & educational goals to be included to the Growth Plan to inform parents of improvement & career/educational goals.</p> <p>During Parent/Teacher interviews, the Student Growth Plans will be discussed & next steps for students incorporated into the Growth Plan.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$551,332.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Gorokan High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Successful development and implementation of student PLSPs which have led to targeted support for students with additional needs across the support unit and mainstream settings</p> <p>After evaluation, the next steps to support our students will be: Continue with current positions and continue to use the Learning Support Team and partner primary school data to identify trends and respond. PLSP plans are reviewed with school, parent/carer and student input which allows SLSO time to be best directed to meet identified needs.</p>
<p>Socio-economic background</p> <p>\$1,300,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gorokan High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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"> • Highly effective teaching engages students at point of need. • Engagement with evidence based, effective and whole school teaching practices. • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [program] to support student learning • resourcing to increase equitability of resources and services • employment of additional staff to support a broad range of program implementation. <p>The allocation of this funding has resulted in the following impact: School progress towards improvement measures has been able to build as a result of curriculum and support structures. Students with additional needs transitioning from Primary to High School are in a tailored learning environment that promotes differentiation and a sense of connection. This extends throughout the school curriculum with resourcing decisions based on evidence of student needs and community feedback.</p> <p>After evaluation, the next steps to support our students will be: Continue to refine what curriculum supports are best applied for student cohorts and individuals. In 2023 this will align with the statewide curriculum change, requiring an investment in programming and staff development to a greater extent than previously required.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gorokan High School. Funds under this</p>

<p>\$231,258.34</p>	<p>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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level <p>The allocation of this funding has resulted in the following impact: This staffing component has enabled a greater response to student need, enhanced data collection to inform future school and system initiatives, and stronger professional development for all staff.</p> <p>After evaluation, the next steps to support our students will be: Building the capacity of other staff in the school as a succession planning strategy. Given the impact this funding has achieved, it is crucial that it can be sustained.</p>
<p>English language proficiency</p> <p>\$7,292.93</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Gorokan High School.</p> <p>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 equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in the following impact: Targeted support provided to students with additional language needs to enable stronger understanding of learning activities and assessment tasks.</p> <p>After evaluation, the next steps to support our students will be: Prepare for the next incoming cohort and evaluate the effectiveness of the plan.</p>
<p>Low level adjustment for disability</p> <p>\$386,953.45</p>	<p>Low level adjustment for disability equity loading provides support for students at Gorokan High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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 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 <p>The allocation of this funding has resulted in the following impact: Students with additional needs being successfully catered for in a</p>

<p>Low level adjustment for disability</p> <p>\$386,953.45</p>	<p>mainstream classroom.</p> <p>After evaluation, the next steps to support our students will be: A cost-benefit analysis on existing curriculum structures that support students with additional learning needs, to ensure they still meet intended outcomes.</p>
<p>Professional learning</p> <p>\$93,581.07</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 Gorokan 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"> • Highly effective teaching engages students at point of need. • Engagement with evidence based, effective and whole school teaching practices. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: HT Student Growth refined initial program to target specifically identified students enabling smaller targeted groups to allow for individually designed Teaching and Learning activities. This was achieved through and delivered the employment of additional staff (teachers in training) as paraprofessionals to aid in implementation of the program.</p> <p>After evaluation, the next steps to support our students will be: There still remains a need for staff across the school to be given PL around accessing the generated COVID ILSP data in order for them to best cater for students learning at point of need. This also aligns with the use of Smartlabs Literacy & Numeracy and staff ability to positively manipulate data for information and programming best practices.</p>
<p>COVID ILSP</p> <p>\$437,189.00</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 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 teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups. • providing targeted, explicit instruction for student groups in literacy/numeracy. <p>The allocation of this funding has resulted in the following impact: All identified students receiving a combination of targeted small group withdrawal support and in-class support.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the targeted support strategies in line with funding requirements.</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 Gorokan High School</p>

<p>Student support officer (SSO)</p> <p>\$96,058.00</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 Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Funded Student Support Officer who oversees: <ul style="list-style-type: none"> -Proactive and reactive support for students across a range of current issues facing students. -Establishing and maintaining links with external service providers who can support students experiencing additional complexity. -Implementing mentoring and mediation processes to support healthy relationships for students. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -Students known to the Wellbeing team and many unknown to the team have sought support by accessing this specialised role in the first instance. -Integration of internal and external services for students at the point of need. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> -Ongoing funding of this position and priorities for the position continuing to reflect student need as indicated through student data and trends.
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	512	516	517	491
Girls	467	496	483	442

Student attendance profile

School				
Year	2019	2020	2021	2022
7	88.9	91.1	84.2	80.5
8	84.6	88.6	81.0	75.9
9	84.1	86.3	77.3	73.2
10	82.0	86.0	75.3	68.0
11	84.9	86.7	65.6	70.9
12	84.3	89.8	75.5	73.3
All Years	85.0	88.0	76.7	73.5
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	2	18	22
Employment	2	14	22
TAFE entry	1	4	6
University Entry	0	1	41
Other	1	4	2
Unknown	0	0	7

Year 12 students undertaking vocational or trade training

10.74% of Year 12 students at Gorokan High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

88.6% of all Year 12 students at Gorokan 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)	55.2
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	22.17
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	1,083,351
Revenue	15,786,642
Appropriation	15,443,414
Sale of Goods and Services	22,550
Grants and contributions	316,823
Investment income	3,755
Other revenue	100
Expenses	-16,606,248
Employee related	-14,929,743
Operating expenses	-1,676,505
Surplus / deficit for the year	-819,606
Closing Balance	263,745

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	551,332
Equity Total	1,925,505
Equity - Aboriginal	231,258
Equity - Socio-economic	1,300,000
Equity - Language	7,293
Equity - Disability	386,953
Base Total	11,103,717
Base - Per Capita	265,167
Base - Location	0
Base - Other	10,838,550
Other Total	1,062,906
Grand Total	14,643,460

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

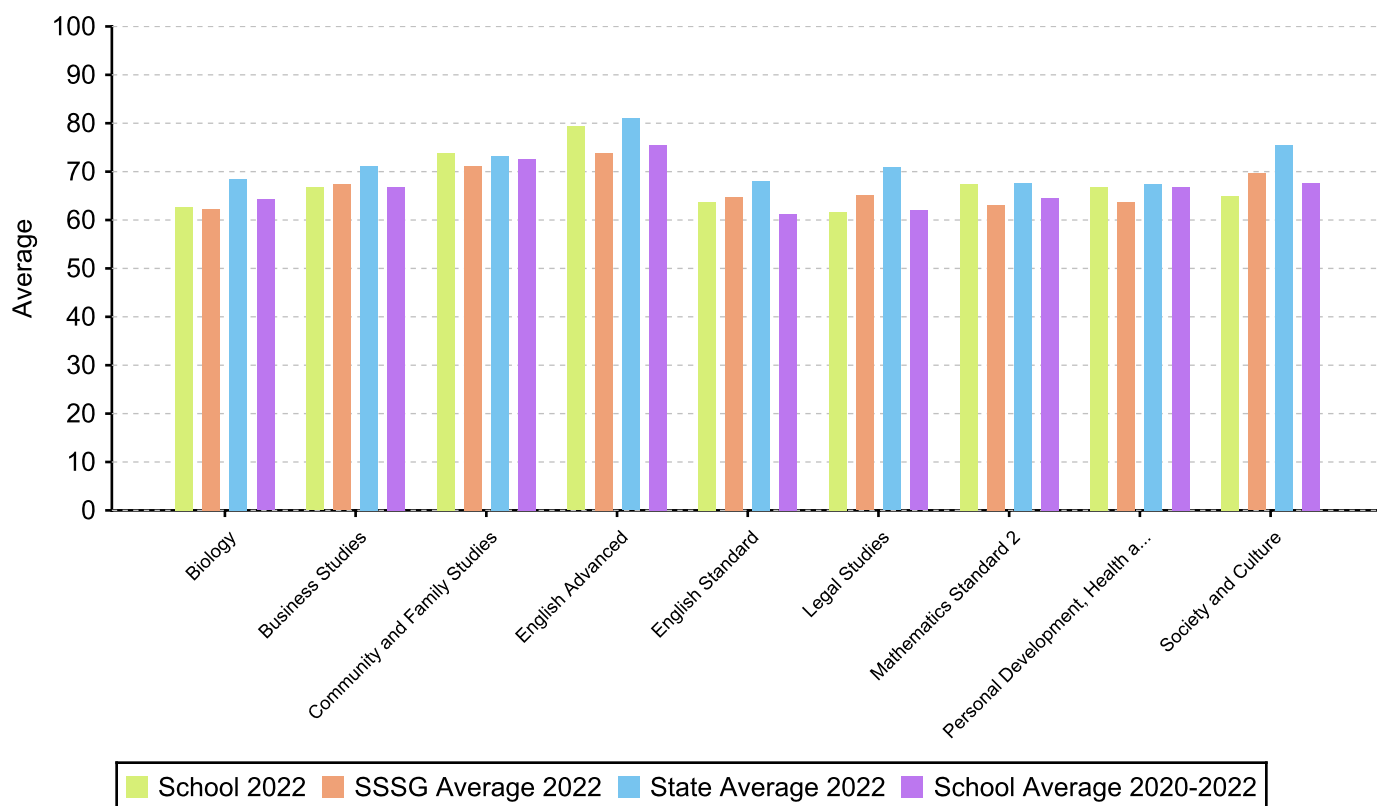
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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	62.7	62.3	68.5	64.3
Business Studies	66.7	67.3	71.2	66.8
Community and Family Studies	73.8	71.2	73.2	72.6
English Advanced	79.3	73.9	81.0	75.6
English Standard	63.8	64.7	68.1	61.3
Legal Studies	61.7	65.1	70.8	62.0
Mathematics Standard 2	67.5	63.1	67.6	64.6
Personal Development, Health and Physical Education	66.8	63.7	67.5	66.9
Society and Culture	65.0	69.6	75.5	67.6

Parent/caregiver, student, teacher satisfaction

Gorokan High School continued to develop strong connections with parents and carers through the Gorokan High School Parents and Citizens Association. This included key staff from Gorokan High School presenting on areas of interest during meetings, such as 'vaping' and 'bullying'. The P&C continued to support GHS by participating in recruitment processes and attending school and community events.

81 Parents and Carers responded to the Tell Them From Me survey, with responses above NSW norms for 'Being Informed' and 'School Supports Positive Behaviour'. Specifically, GHS Year 11 and 12 parents and carers responded above NSW norms for 6 of the 7 measures, with 'Safety at School' just below the NSW average.

Teacher survey results were equal to NSW norms in the areas of 'Leadership', 'Collaboration' and 'Data Informs Practice'. Staff also responded above NSW norms in the area of Technology. Parent involvement in the learning process remains an important area of development for GHS.

The Tell Them From Me Student Snapshot demonstrated positive responses to the areas of school focus, with 'Effective Learning Time' and 'Positive Teacher Student Relations' above the NSW norm. 'Advocacy at School' and 'Positive Learning Climate' were also responded to positively by students.

'Explicit Teaching Practices and Feedback' was just below the NSW norm and continues to be a school-wide focus.

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.