Our school at a glance

Students

Gorokan High is a comprehensive co-educational school with a population of 1048 students. Gorokan has two Support Unit classes, an IM class for students with moderate intellectual disability and a Multi-categorical class for students with multiple disabilities. Students in these units are placed by the Region and may come from out-of-zone. Approximately twelve per cent of our student population identifies as of Aboriginal heritage.

Staff

Our teaching staff is a mixture of experience and youth. In 2009 a small number of early career teachers commenced careers at Gorokan bringing much enthusiasm and energy. Our staff numbered 74.7 teachers and executive.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Our non-teaching establishment was 15.572, including an Administrative Manager, Administrative Officers, a General Assistant, an Aboriginal Education Officer and Learning Support Officers. In addition, we employ a number of Learning Support Officers for students with diagnosed disabilities who are integrated into mainstream classes.

Significant programs and initiatives

Selective Schools Program: Significant planning and staff training occurred throughout 2009 in preparation for our first academically selective class in 2010. Teachers visited Macquarie Fields, Gosford and Merewether High schools to look at learning programs, welfare issues and teaching methods. Professional development and planning to meet the challenges of teaching Gifted and Talented students has been extensive.

Girls in Sport

There has been substantial change in thinking about sport and its organisation for female students. Surveys undertaken revealed a number of reasons why some girls disengage from sports participation. New sports have been introduced to cater specifically to girls' interests.

Making Educational Goals Sustainable

This program aims to broaden students’ career options and choices. Many of our students do not allow themselves the possibility of careers that might involve tertiary education. MEGS takes students and parents together on excursions to a university or TAFE College and allows them to gain first-hand experience of university or college life. MEGS is premised on the idea that students’ career choices or goals are made through the influence of family in the primary school years.

Priority Schools Program

2009 was the first year of our funding through the Priority Schools Program. The funding is provided to work on improving student literacy and numeracy outcomes, increasing student participation and community partnership.

Targeted Aboriginal Student Strategy

2009 was the final year for Gorokan High on this funding program for Aboriginal Education. The funding has allowed us to target both academic and cultural areas and work towards genuine partnership with our Aboriginal community. The success of the program can be measured in the increased attendance, retention and improved academic outcomes of Aboriginal students throughout the school.

NAIDOC 2009

Student Equity Advisory Team

As part of the Priority Schools Program two of our students became regional representatives for the Hunter Central Coast region. They were assisted by other students in Year 10 and a great avenue for student leadership was established. Our students investigated issues of concern to them – in particular the nature of teacher feedback to students. They reported on this to a conference of teachers, principals, educationists and academics at the State Equity Conference.

Trade Training in Schools

Together with Wadalba Community School, Northlakes High, Wyong High, Lakes Grammar and Lake Munmorah High, our school formed a consortium to apply for federal funding for a “trade training centre” to increase vocational education opportunities in the northern part of the Central Coast. We were successful in gaining a grant of $9 million which will enable the upgrade of facilities in each school. At Gorokan High we have a long history of providing vocational education to
students but our resources did not match the needs of modern training. The refurbishments that the Trade Training program brings will see our school provide Certificate level courses that meld with those provided at TAFE.

Stronger Smarter
Aboriginal Education is a priority at Gorokan High and we are proud to see the high levels of achievement of our students in public examinations. In 2008 and 2009 staff were trained in the “Stronger Smarter” philosophy which is committed to strengthening cultural identity, setting high expectations, building partnerships with the Aboriginal community and seeking innovative and sustainable ways to improve students’ academic and social outcomes. Gorokan High has been approached to become a “Hub school” in this program to work with our partner schools in 2010.

Student achievement in 2009
Our students improved their academic performance in all areas: NAPLAN, the School Certificate and the Higher School Certificate.

In the NAPLAN tests our students outperformed those in our “Like School Group” and showed that they could also achieve State averages in some areas. In particular, Year 9 students showed very strong growth from their Year 7 results. The school was very successful in improving the results of students who had been at or below the National benchmarks in Year 7.

The substantial improvements in the School Certificate and Higher School Certificate reflect the additional work done by staff in improving programs in accord with the Quality Teaching Framework. All courses in the School Certificate produced stronger results than 2008. In the HSC our top-performing students showed very strong value-added results and fourteen per cent gained ATAR scores over 90.

Messages
Principal’s message
The year 2009 was a very successful one for Gorokan High School on a number of fronts. Most important was our core business of teaching and learning. In all areas across the school in public examinations our students improved their results over those achieved in 2008. This improvement includes Year 7 and Year 9 NAPLAN, the School Certificate and the Higher School Certificate. We outperformed our “Like School Group” (LSG) and in some key areas in the junior school achieved State averages. We recorded above State average results in thirteen HSC courses. Gorokan High can be proud of its academic improvement in 2009. Worthy of particular mention is Mrs Chaffer’s Legal Studies class which achieved average marks 13 points above the State average and 19 points above the LSG.

The building program continued apace in 2009 with the major project being the construction and opening of a new gymnasium. This facility provides our students with a first-class resource and our PE teachers and students are certainly enjoying the experience. This new building allows us to use the old school hall for drama and music. We are excited about this additional resource for the Creative and Performing Arts faculty but are waiting to hear about a full upgrade necessary to take full advantage of this space.

Six science laboratories received complete refurbishment in Term Four and are now “state of the art”. The old sinks and storage areas have been replaced and each room combines flexible practical and theory areas.

Planning is underway for refurbishment of vocational education areas under the Federal Australian Government’s “Trade Training in Schools” program. This will involve upgrades to Construction, Metals and Engineering and Hospitality – allowing students to work toward Certificate 2 and Certificate 3 achievement. This work should be completed during 2010.

The Federal Government’s “School Pride” program contributed much to the school: a new COLA in the art quadrangle, artificial turf, new asphalt areas, a new handball court, new security alarms and re-carpeting of the library and senior study. In addition a number of SmartBoards were provided – a vital resource in teaching students. A new “Language Laboratory” has also been commenced and this will open in 2010 with video conferencing facilities allowing classes to interact with students anywhere across the world – a wonderful addition to any languages program.

The Priority Schools Program provided professional development for teachers to review and renew programs and policies. One key focus is in Careers, with our new emphasis on it being a Year 7 to Year 12 program. This fits in well with the MEGS project and the school’s partnership agreement with Newcastle University to develop programs to increase student retention.

The “digital revolution” arrived in 2009 in the form of laptop computers, provided free for the use of Year 9 students. This brings a major change in teaching and learning for staff and students alike. It has a profound impact on how students are taught and is a significant challenge to teachers to take account of new internet technologies.

Finally I would like to thank the two Deputy Principals, Kim Whealey and Sam Ricketts, for their dedication and the high levels of expertise
they bring to our school. Our Head Teachers and teaching staff continue to provide positive direction for all students in academic and pastoral areas. Our Administration staff work efficiently and proudly as part of the school. The Parents and Citizens committee and our Canteen volunteers are vital in providing resources for the school – notably a school bus and several SmartBoards in 2009. The school thanks them sincerely.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Les Clark – Principal

P&C message

The Parents & Citizens (P&C) of Gorokan High School held monthly meetings throughout 2009 with a combination of Parents, Teachers, Student Representative Council (SRC) representatives and Community members. While not as well attended as we would like, those who regularly make the effort came away with an understanding into what was happening within the school. The P & C meet on the 3rd Tuesday of the month (excluding holidays) from 7:30 pm to 9:00 pm in the Staff Common Room and all are most welcome to attend.

The Canteen continues to raise the very important funds needed to support the school in so many different ways. This is made possible with the continued partnership between our paid staff and the dedication of our enthusiastic volunteers.

During 2009, over $21,000 (twenty one thousand dollars) worth of funds raised from the canteen have provided many things including; the purchase of a mini bus that was used extensively by the staff to transport small groups of students to events, books for the Library, smart boards as well as supporting the School Spectacular event, and students Melissa Smith and Jake Fitzpatrick in their respective fields of dance and sport.

The P&C, in conjunction with the SRC, held their annual Trivia night that raised over $2,400 (two thousand four hundred dollars). These funds are used exclusively towards the running costs of the mini bus. It is expected that the bus will be able to cover its own costs in the future, however, the P & C are more than willing to offer any assistance where needed.

Last Year saw the disbanding of the Music Council due to a lack of interest from both students and parents are the hope was that with renewed interest the program will once again be resurrected. This will be a slow process of rebuilding and little by little it seems that this will be a certainty in the near future.

Jillian Williams, P&C Representative

Student messages

School Captains' Message

As the Gorokan High School's captains for 2009-10, we, Rhiannon Malinowski and Josh Rose, fulfilled our determination to deliver absolute commitment to Gorokan High School's work ethic and support everything our school stands for. We have been asked to participate in a wide number of events, as leaders of and representing the students of Gorokan High. We have acted as compares on such occasions as the opening of the school's new Gymnasium and on the School Presentation evening.

As school captains we have supported and participated in many events and achievements over the past months, such as our Valentine's Day stall. Our Year was highly successful, selling over eight-hundred roses. The profit of $550 will go towards our Year 12 formal celebration. Many thanks go to the various Year 12 helpers and also our Year Adviser, Ms. Pryor, for her artistic expertise in creating such a beautiful stall.

In another significant role as school captains we were asked to deliver a dedicated speech at The Merchant Seamen Memorial held at the Norah Head lighthouse. We paid our respects to and expressed admiration for those seamen who were lost during this and other wars.

Jill Hall, our local Federal Member of Parliament, recently invited us, as school captains, to a luncheon where we viewed the political system and how this affected our school, community and the world around us. We discussed accomplishments, improvements and, overall, how to improve our school's learning environment.

We are proud to see educational changes taking place in our school. One educational leap is the after-school tutoring available to Year 12. This will increase the number of students able to strategically plan their study times and to receive assistance and help. They will be more aware of the seriousness of their HSC and future assessments. A small number of students should realise that poor work and N-award warnings will have a detrimental effect on their schooling. N-awards should be taken as a positive reminder of our commitments as students to do our best.
Gorokan High School is a safe, encouraging and dedicated place of learning. The school's interest is in working together as one with every student achieving his or her personal best. Values supported by the staff, parents, school captains and vice captains of this school are: self worth, esteem and respect. These help in the creation of well adjusted students, applying themselves independently. In saying this, our school has excelled in many areas of academics, sports, the arts, public speaking and community service.

Rhiannon Malinowski and Josh Rose, School Captains

School context

Student information

Student enrolment profile

Management of non-attendance

The management of non-attendance has become a key focus area for Gorokan High over the past few years. As shown by the above tables student attendance is below that of our region and of the State. The message about the consequences of poor attendance on educational achievement, are stressed constantly in newsletters. A number of strategies were employed in 2009 to improve attendance.

Monitoring

- Students with 85% or less attendance are checked every four weeks by the Year Advisers and contact made with the home. If there is no improvement in attendance, parents and students are interviewed by the Head Teacher Welfare, the Deputy Principals or the Home School Liaison Officer (HSLO).
- Referrals are made to the HSLO who will negotiate an attendance plan with the student and parents.
- Referrals are made to outside agencies such as RAPT, Head Space, BreakThru or Youth Connections.
- A “Phone Intervention Program” was introduced for part of the year and this did prove successful in establishing communication channels with parents.

Rewards

- Commendation letters home to parents by Year Advisers.
- Reward excursions for each year group for outstanding attendance.
- Certificates awarded to any student with outstanding attendance each term.
- Token prize draw on school assemblies.

Other

- Extra curricular activities such as chess club, Year 7 Dance Group, knitting group, pink day, touch football comp at lunch times all enhance the relationship and connectedness students have with Gorokan High School.
- Work Experience is arranged for appropriate students.
- Transition Program from 6 into 7 is run to reduce the anxiety of Year 6 students.
### Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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<td></td>
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<tr>
<td>12</td>
<td>82.1</td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td>86.9</td>
<td>86.4</td>
<td>87.3</td>
<td>85.8</td>
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<td>Region</td>
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<tr>
<td>12</td>
<td>89.4</td>
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<td></td>
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<tr>
<td>Total</td>
<td>89.8</td>
<td>89.9</td>
<td>89.9</td>
<td>92.1</td>
</tr>
</tbody>
</table>

### Retention to Year 12

In 2009 the school saw a slight improvement in student retention to the HSC. There was a 2.8% increase in the number staying on. This is encouraging but there remains much work to be done in convincing students and our parents of the benefits of completing the HSC. One major challenge for the school is to broaden our curriculum offering so that all students find rewarding and appropriate courses in the senior school. This is especially so now that students must remain at school until they reach the age of seventeen.

### Post-school destinations

#### YEAR 12 2009

University: Twenty-three students were offered places (30%). Nineteen students are undertaking further training at TAFE or Further Training (24%). Twelve students have found employment (15%) in Work/Traineeships/Apprenticeships.

Six students were Unemployed/Looking for Work/Sporting Commitments: (7%). Seventeen students were unknown (22%). These students had moved from the area, had phones disconnected or were otherwise uncontactable.

#### YEAR 11 2009

- 170 students commenced in Year 11 in 2009
- 62 withdrew during the year
- 2 students transferred to another school
- Of the 62 students who left
  - 28% went on to further study
  - 5% went interstate or overseas
  - 1% left because of serious illness
  - 33% went into employment/Traineeship/Apprenticeship
  - 32% have an unknown destination
    (Students were not contactable, did not respond to the survey or remain unemployed)

#### YEAR 10 2009

- 161 students completed Year 10 in 2009
- 25 withdrew during the Year
- 1 transferred to another school
- Of the 25 who withdrew
  - 15% went on to further study
  - 12% went interstate or overseas
  - 15% left the area to live with relatives in another area
  - 15% found employment
  - 43% unemployed or unknown (Students were not contactable, did not respond to the survey or remain unemployed)

### Year 12 students undertaking vocational or trade training

Two students completed traineeships (2.5% of Year 12 students). An additional 3 students (4%) commenced traineeships but left school before the completion of these courses. (Two of these students gained full-time work in the areas of their traineeships.) In all, 6.5% of students were involved in Vocational Education or Trade Training.
Year 12 students attaining HSC or equivalent vocational educational qualification

Thirty-one per cent of Year 12 students in 2009 completed the HSC and gained vocational educational qualifications in doing so. These were in the areas of Hospitality, Metals and Engineering, Construction, Furniture Making, Business Services, Retail Operations, Information Technology.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

In 2009 Gorokan High was provided with the assistance of a Head Teacher Mentor 0.2 (one day per week) to work with both permanent and temporary Early Career Teachers.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>54.1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>15.572</td>
</tr>
</tbody>
</table>
(SASS)                                   |
| Total                                   | 90.272 |

Indigenous workforce

Indigenous staff employed in 2009 included one full-time Aboriginal Education Officer, and three full-time Aboriginal Educational Workers funded through TASS and Integration Support. No teaching staff identified as Aboriginal in 2009.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$2,066,817.13</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>253,237.81</td>
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<tr>
<td>Global funds</td>
<td>604,919.51</td>
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<tr>
<td>Tied funds</td>
<td>785,736.11</td>
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<tr>
<td>School &amp; community sources</td>
<td>304,421.90</td>
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<tr>
<td>Interest</td>
<td>18,445.08</td>
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<tr>
<td>Trust receipts</td>
<td>100,056.72</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>2,066,817.13</td>
</tr>
</tbody>
</table>

| Expenditure                 | $1,660,228.23 |
| Teaching & learning         |               |
| Key learning areas          | 168,633.96    |
| Excursions                  | 118,340.88    |
| Extracurricular dissections  | 50,887.02     |
| Library                     | 8,956.92      |
| Training & development      | 36,665.29     |
| Tied funds                  | 626,074.20    |
| Casual relief teachers      | 168,580.41    |
| Administration & office     | 154,295.90    |
| School-operated canteen     | 0.00          |
| Utilities                   | 108,186.42    |
| Maintenance                 | 90,017.85     |
| Trust accounts              | 99,736.16     |
| Capital programs            | 29,853.22     |
| Total expenditure           | 1,660,228.23  |
| Balance carried forward     | 406,588.90    |

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts

Gorokan High School students had many opportunities to extend their educational experience through extracurricular activities throughout 2009. These included artistic, cultural, academic and sporting activities. Engaging in extracurricular activities helps students develop a sense of community within the school and it also helps establish valuable relationships with their peers and teachers.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>92</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>8</td>
</tr>
</tbody>
</table>
There were many opportunities for students interested the creative arts to attend art exhibitions including ARTEXPRESS, Sculpture by the Sea, The Archibald, Sulman and Wynn exhibitions. They also had an excursion to the Museum of Contemporary Art this to view the work of internationally acclaimed Japanese artist Yoyoi Kusama. This exhibition included decades of her artistic practice. Students returned from these excursions inspired to take risks in their own art-making practice. The annual art exhibition of the senior students’ work at Shore-Thyme restaurant was also a success with a significant crowd attending the opening night. This valuable experience allowed students to have experience in organising an exhibition from the creation of a body of work through to invitations, press releases and interacting with guests at the opening of the exhibition. Senior students also were provided with workshops presented by practicing artists throughout the year.

The performing arts students also had many opportunities to extend their educational experiences. The senior students were able to attend a performance of Chicago at the Lyric Theatre. Unfortunately, there are financial difficulties that prevent some students being able to attend live theatre productions so to enable all students to have this experience staff organised for a theatre company to visit Gorokan High School for a performance. “Tricks of the Trade” included circus skills, dance, and mime. Senior students also attended HSC workshops with students and teachers from other schools and this enhanced their skills and knowledge.

Junior Drama students were able to take part in a costume design workshop run by ArtStart. Two tutors came to the school and assisted the students to design and create theatrical costumes. The students were then invited to a catwalk production in Gosford where they modelled their designs. It was a great experience for the students as it allowed them to work with students from across the district.

The Annual Performance Night at the end of term three was a huge success. Wyong Leagues Club was exceptional in their level of support. Approximately one hundred students performed on stage during the night. All the performances were written and created by the students.

Music students attended excursions to the Sydney Opera House for several performances during the year. This enhanced their experience with numerous music styles. It was also a rewarding experience for staff as some of the students had not seen the Opera House prior to the excursions. The HSC music students attended a HSC workshop day where they were able to watch students from other schools and perform as well. This allowed them to receive valuable feedback from a variety of experienced music teachers and HSC examiners. One of the most popular music events of 2009 was a return visit of The Boost Mobile Rock the Schools Tour. This was run as a positive rewards excursion so all the students who attended the concert and the workshops were being rewarded for consistently making the right choices.

**Sport**

Gorokan High School continues to provide opportunities for students of all ages and abilities to participate in and enjoy a wide variety of sporting activities. As a result of this all encompassing approach, students of GHS have maintained a high level of participation, with some of these students achieving outstanding results.

In 2009, Gorokan High students were offered teams in Rugby League, Rugby Union, touch, cricket, table tennis, baseball, softball, hockey and volleyball. This made 18 CHS teams in total, not including the independent competitions we participated in. Our teams performed very well. Most of the teams progressed through to the third level of the knockout competitions. Our best results included Under 15’s Rugby Union side that progressed to the quarter finals and the Under 15’s seven a side Rugby League side that won the final. As always, the benefits of participating in these teams are enormous, developing not only physical skills and fitness, but social skills and team work.

Zone Sport Merit Awards, for outstanding ability sportsmanship and services to the zone, were awarded to Erin Blanchfield, Morgan Cross, Mark Daniel and Luke Town. Zone Blues were awarded Maggae Doney (Tennis), Jake Fitzpatrick (Touch) and Matthew Killen (Athletics). Outstanding contributions to sport were awarded to Luke Town and Shahni Wellington. The sports people of the year were award Jake Fitzpatrick and Erin Blanchfield.

Weekly sport once again provided students with a wide range of sports that catered for all abilities and interests aiming for maximum participation and enthusiasm.

A sincere vote of thanks goes to the dedicated staff members who donated their time and expertise to the students of Gorokan High. Without the staff to coach and manage the teams and events, the GHS Sport program could not be a success. Also, thanks to the supportive parents...
and families who provide transport and moral support. Your contributions are appreciated.

**Other**
Gorokan High School students competed in the Australian Solar Challenge at the Penrith Regatta Centre. This was their first attempt at building radio controlled boats from scratch. The boats had various steering and drive systems all designed and built by the students. Long hours after school were spent in perfecting the individual boat designs. Although the students did not win the competition they were inspired to return to school and start working on their designs for the 2010 competition.

"Movember" fund raising

The Year 10 Engineering class excursion to Vales Point Power station extended their study of energy and alternative energy. They were able to be part of an extensive inspection of the station and gain first-hand knowledge of how their studies connected to the real world.

The debating teams at Gorokan High School were successful in 2009. Towards the end of the year Rhiannon Malinowski was talented enough to be selected for the JSDC. This team comprised of the best debaters in the Hunter/Central Coast region as regional representatives to debate against all other NSW regions over three days in November. Aidan Chalmers was also selected to compete in a regional debating team and it was a rewarding experience for him to interact with students from other schools at this level.

Year 12 Society & Culture students attended a **Personal Interest Project** (PIP) day at the Wesley Centre in Sydney. This was an enlightening day for the students as they entered the full capacity auditorium. Students listened to guest speakers’ motivational lectures about the Personal Interest Project. This project is one students research and report on. It is externally marked and worth 30% of their HSC result for Society & Culture. One-third of this class achieved Band 5 and 6 results in the HSC. Clearly our students gained much from this excursion.

**Academic**
In the National Assessment Program, the results across the Years 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 the assessments. Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7); Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9).

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**NAPLAN**
**Year 7 Literacy**
Literacy achievement includes four key elements: Reading, Writing, Spelling, and Grammar and Punctuation. In the key Reading and Writing Tests our results were above our Like School Group (LSG) but below our own Gorokan High average over the years 2007 to 2009.

Girls achieved at a higher level than boys. The proportion of students who performed in the highest Bands (8-9) in each dimension were:
- Reading (13.6%),
- Writing (15%),
- Grammar and Punctuation (8.3%) and
- Spelling (19.9%).

**NAPLAN Year 7 Literacy**

![Percentage of students in bands: Year 7 reading](chart.png)
Year 7 Numeracy
In Numeracy our achievement was below both our Like School Group and our previous school average between 2007-2009. Our students (7.9%) achieved results in the highest Bands (8 and 9).

Literacy – NAPLAN Year 9
In literacy in Year 9 our achievement was very commendable. Gorokan significantly exceeded the mean of our LSG in all areas. Gorokan High was above the state mean in Reading and only slightly below in Writing. In other dimensions of the test, Spelling, Grammar and Punctuation, Gorokan High outperformed the Like School Group.

The proportion of students who performed in the highest bands (Bands 9-10) exceeded the LSG in Reading (17.9%), Writing (13.1%), Grammar and Punctuation (14.5%) and Spelling (17.4%).
Numeracy – NAPLAN Year 9
Numeracy achievement in Year 9 exceeded the mean of our Like School Group. Strongest performances were in the dimensions of Measurement, Space and Geometry. Girls generally achieved at a higher level than boys. The proportion of students who performed in Bands 9-10 (17%) was greater than our LSG (16%).

Progress in literacy
Enhancing literacy will remain one of our top priorities in 2010. Our concentration on professional learning, program revision and classroom practice has been effective with Year 9 (2009). There was an improvement in moving students from the lowest bands to the middle. Fewer Gorokan students were recorded in these low bands than the LSG and State. While the school is achieving sound results in comparison with our LSG there is a need to improve the proportion of students achieving in the highest bands. Continued training of teachers in the use of NAPLAN data will increase their knowledge of students’ strengths and weaknesses. Strategic intervention strategies can then be implemented to target student needs. Our introduction of Accelerated Literacy with Year 7 will continue in 2010 and beyond. This will need careful evaluation to ascertain its effectiveness.

School Certificate
One hundred and fifty four students sat the School Certificate mandatory tests in 2009. Improvements in higher band performances were evident across all subjects when compared to 2008. There was a total of thirteen Band 6 and 146 Band 5 results achieved by the 2009 Year 10 cohort.

In the English test 77.5% of students performed in bands 4 and above. This is a very substantial sixteen per cent increase over previous years. Only two per cent of students featured in band 2, which is a pleasing reduction at the lower end. Our average English mark was above the LSG and matched the State at 75.9%.

Mathematics showed 31.9% of students in the top 3 bands and this is an improvement of 1% over 2008. The average mark was higher than our LSG average but below the State average. All students achieved at Band 2 and above.
In Science, 56.6% of students achieved School Certificate results at Band 4 and above. This represents a five per cent improvement over 2008. All students achieved Band 2 or above – none falling into Band 1. The School average mark was above that of the LSG but just below the State average.

In Australian History, Civics and Citizenship 53.3% of students achieved a Band 4 result or above. This represented a very substantial 10% increase on the previous year’s result. The School average mark was above the LSG and 0.2 below the State average. In Australian Geography 40.9% of students achieved at Band 4 level or above. The School average was above the LSG average but below the State average.

Computer skills results placed all students in the “competent” or “highly competent” range - with the average mark being above both the LSG and State average.
School Certificate relative performance comparison to Year 5 (value-adding)

This was a very strong performance in comparison with our previous school average and with the LSG performance. English, mathematics and science improved and history leapt into positive growth along with computer skills.
Higher School Certificate

- Seventy-eight students sat for the Higher School Certificate in twenty-eight subjects. Students in thirteen of our twenty-eight courses (46.4%) achieved a mark average above the State average. Fifty-three per cent of 2009 courses achieved a better course average than in previous years.
- Of the students applying for university entry through the ATAR 14.7% achieved scores above 90.
- Legal Studies was the stand-out course with all students achieving Band 4 or above. Four students achieved Band 6 and the class average was 13% higher than the State average and 19% above that of the LSG.
- Drama performed well above state average with a mark of 83.7% (8% above the State average).
- Other outstanding course results were Mathematics and Hospitality which both achieved well above the State and LSG average.
- In English, the Standard course performed above state average.
- Aboriginal Studies and Visual arts who were other courses to achieve well above State average.

School Captains: Rhiannon Malinowski and Josh Rose
Breast Cancer Research Appeal

Opening the new gymnasium
Higher School Certificate relative performance comparison to School Certificate (value-adding)

The most pleasing aspect of our 2009 Value Added statistics is the very strong performance of our high performing students – those who achieved Bands 5 and 6 in the 2007 School Certificate. The trend of previous years for these students to work and achieve below their capacity has been reversed. Significant improvement over past performance is noted for “middle performing” students although the overall growth was negative. The alarming result for the school is the very significant decline of “low performing” students. This is out of kilter with previous years and the LSG relative performance figure.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91.0</td>
</tr>
<tr>
<td>Writing</td>
<td>91.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>92.8</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.5</td>
</tr>
</tbody>
</table>
**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.3</td>
</tr>
<tr>
<td>Writing</td>
<td>88.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>91.1</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>87.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.1</td>
</tr>
</tbody>
</table>

### Significant programs and initiatives

**PSP PROGRAM TARGETS 2009**

1. **Literacy and Numeracy Initiatives**
   - **NAPLAN Analysis:** every teacher was given release time in Term One to study available NAPLAN or ELLA data for their classes.
   - Faculty meetings to discuss the NAPLAN analysis completed by individual teachers and to develop targeted faculty based strategies to address areas of weakness.
   - Professional Development Workshops in literacy and numeracy. Afternoon Workshops at Gorokan High School for all staff, including Teacher's Aides. These 90 minute workshops (five in total) were followed by release days to facilitate the implementation of literacy approaches and ideas into faculty programs.
   - Individual participation in Professional Development Courses such as Literacy Works (Trish Weekes) and Ralph Pirozzo.
   - **Alteration to the role of the STLA** allowed the STLA to develop literacy and numeracy based workshop presentations, to work with faculties and individual teachers and also continue to provide tuition for individual students who were below the national benchmarks in literacy and numeracy.

2. **Student Engagement Initiatives**
   - Professional Development. Teachers were provided with school-based professional workshops on: Different leaning styles (Full-school extended staff meeting); Differentiation (Full-school extended staff meeting); Implementing the Quality Teaching Framework through whole school staff meetings, executive and Faculty Meetings and supported with release days.
   - **Teaching program analysis and the development of a new programming format.** A small Committee was formed to develop a common program format. The incorporation of differentiation strategies, the Quality Teaching Framework, major assessment tasks and literacy and numeracy focus areas into all faculty programs resulted in a new programming format to be implemented in all faculties.

3. **Careers Focus**
   - The need to focus student attention on the link between school and future employment resulted significant time allocation to careers advisers resulting in the development of: a new 7-12 career program; establishment of a new careers centre with individual student files, easier access and more resources; staff professional learning in utilising “high engagement” careers programs such as The Real Game and Chase Your Dreams. Careers advisers and Year Advisers were targeted for professional learning; a careers section on the school website.
   - **Passport Program for Year 10.** This program was aimed at: keeping Year 10 students at school and engaged in learning during Term 4; increasing retention rates by providing the support structures needed to improve success in the Preliminary HSC year; the program incorporated compulsory DET requirements for senior students such as ‘All My Own Work’ and ‘Crossroads’, school based programs such as ‘Thinking, Planning and Learning’ strategies; leadership events and careers education; and vocational programs such as Work Ready, Green Card and First Aid.

4. **Students at Risk:**
   - PSP funding was used to support a special program already implemented within the school to cater for students not coping in the normal classroom. PSF provided funding support by providing ICT resources to address the literacy and numeracy needs of these students and increase their general engagement with learning.

5. **Other School initiatives to promote engagement**
Staff members were released from class to train in, investigate and implement extra curricular activities with the aim of promoting positive student staff relationships and increasing student enjoyment of, and therefore engagement with, school initiatives included:

- extending our participation in the State “Solar Boat Challenge” and “Car Challenge” to whole school teams.
- facilitating the introduction of the Duke of Edinburgh Awards into the school in 2010.
- providing leadership opportunities, including investigation, into the development of a junior SRC; SRC staff training; student representation on the state SEAT Committee; and student attendance at the Young Leaders Conference.
- the development of a fully equipped resource room where staff can develop and print engaging resources for their lessons.

6. 2009 Other Initiatives

- PSP Annual Conference. A team of five staff members attended the State PSP Conference in Sydney together with our two students on the Student Educational Advisory Team. These two students presented a workshop at the conference. Some ideas gleaned from the conference will be implemented in 2010.
- School Website as a communication link to the community. Release time was provided to improve faculty input into the School Website. The aim is to utilise the website to improve communication within the school community by better presentation and greater relevance of information.

Aboriginal Education

2009 marked continued growth and development for Aboriginal students.

Cultural Performance & Representation

Aboriginal students and staff continued to extend upon the well established dance and didgeridoo performances founded in previous years. The calibre of performance increased markedly throughout 2009. Performance venues varied considerably and included Women’s Refuges, Senior Citizens Club, Camp Breakaway, Star Struck, The Schools Spectacular and the State Equity Conference. These performances facilitated continued growth in community participation, quality performance, and sense of contribution and increased self-esteem for students.

NAPLAN:

NAPLAN data for 2009 reinforces the need for continued growth in the areas of numeracy and literacy if Aboriginal students are to equal or better their non-Aboriginal cohorts. Gorokan High School is included in the Targeted Aboriginal Strategy (TAS). TAS funding contributes to programs and strategies to enhance the academic performance of Aboriginal students. Norta Norta funding also provides specific tutorial initiatives to support Aboriginal students to maximise their ability.

In Years 7 our Aboriginal students achieved the regional target for students at or above the minimum standard in reading and writing, but were 4% below the target in numeracy. In Year 9, not only did our students exceed the regional target for Aboriginal students, they exceeded the targets for “all students”. This was an outstanding result for our students and their teachers and support staff. These results validate the interventions that have been put in place - tutorials, Accelerated Literacy, mentoring, Teachers Aide support and the ongoing use of PLPs. The results at the top end of the scale were, however, less impressive. Students in Year 7 reading and Year 9 writing, exceeded the targets for students performing at a proficient level. Other results in Year 7 numeracy and writing and Year 9 reading and numeracy, were disappointing. This data clearly identifies areas requiring improvement: a strong focus needs to be placed on moving the students from the middle bands to the higher bands (bands 8, 9 and 10).

Building Community Relationships

Gorokan High continued to foster positive community relationships giving strength to Aboriginal culture and partnership with the school. Gorokan High maintains a very active role in the “Stronger Smarter” initiative and advocates its philosophy for the betterment of all students. 2009 provided opportunity for the establishment of our parent committee, Bali Terrun. This parent and
community run representative body meets regularly and guides the school in terms of future initiatives, guidelines, concerns and aspirations on behalf of the Aboriginal community and students.

Personal Learning Plans, Parent Teacher Nights and “Meet the Parent BBQ” evenings all provide contact with families and provide foundation for positive interaction between the Aboriginal community and the school. The Aboriginal team lead by Aboriginal Education Officer, Lesley Armstrong, continues to support all students, provide outstanding role modelling and take on the challenges of retention, absenteeism and personal best.

Leadership
Development in this area has been evident throughout the year. Students such as Sharni Wellington and Adam Ingram have been requested to open numerous conferences and celebrations, school and community based. Our students continue to develop and inspire in all domains.

Partnerships with the AECG, Stronger Smarter and Dare to Lead continue to provide us with guidance and voice as we continue to find ways to extend and foster the best in our students. Future development in the leadership area will be a substantial focus in the Teacher Mentor program. A start has been made in this area with 85% of teaching staff electing to voluntarily mentor Aboriginal students, but much more needs to be done to maximise the full potential of mentoring activities.

Multicultural Education
In 2009 our Aboriginal students were involved in the regional Harmony Day celebrating multi-cultural perspectives. Our Didge players were central to the celebrations. The Didge players were, in fact, asked to perform at so many regional school and non-school functions that the School had to decline on a number of occasions. The Didge players have become synonymous with showing respect to Aboriginal heritage and are in very high demand.

Gorokan High has two staff trained as Anti Racism Contact Officers (ARCOs) who are available to follow up any issues of racial vilification or conflict among students. They regularly attend regional network meetings to keep up to date with issues and trends.

Two of our students are regional representatives on the Student Equity Advisory Team and regularly attend and report to meetings of the Regional Equity Committee where there is a strong focus on multi-cultural issues. A team of our students and staff attended the State Equity Conference in Darling Harbour.

In School Activities:
All KLAs continue to incorporate the Aboriginal Education Policy within syllabus and provide opportunity to incorporate the “Stronger Smarter” philosophy. In-class-tutors, teachers’ aides, NAIDOC day activities, Junior AECG, phone home program, PLPs, Norta Norta, Art & Craft, Accelerated Literacy, What Works, Intensive Literacy and Numeracy targeted program, teacher mentor, dance and didgeridoo groups and 7G /8G targeted class strategies, all provide opportunity for our Aboriginal students to maximise their potential. We continually strive to develop a positive nurturing learning environment.
Respect and Responsibility

“Respect” is one of the key values of our school and is constantly stressed at all opportunities with students. Low self-esteem in students is often manifested in aggressive behaviour or in verbal abuse of students and teachers. Gorokan High has given a priority to programs that address self discipline and respect for self, other’s and the environment. The following programs were conducted at GHS in 2009:

- “Shine” program for girls
- “Friends for Life”
- Behaviour support
- Anger management and resilience training
- Seasons for Growth
- Planet Youth mentoring
- Chaplaincy program
- GHS Core Value System – promoted on school assemblies, school front notice board, school newsletters, school website, through PDHPE lessons in Year 7.
- Year 7 welfare lessons – Anti Bullying Project, Crime prevention, cyber bullying and the law (in conjunction with our Police Liaison Officer)
- Drug Awareness Week - drug education forum attended at Gosford Regional Youth Centre by senior students
- Guest speakers to Year10
- Young Leaders Conference
- Transition program – year 9 leaders are selected to mentor year 6 students.

The Student Equity Advisory Team

The Student Equity Advisory Team (SEAT meets throughout the year to discuss the issue of equity and how to take action against the problems that may arise. This student team is founded on the idea of a strong student “voice” and basic student rights. These include the Four Equity Principles – every student deserves a “Fair go, Fair say, Fair share and Fair content”. The student Equity Advisory Team operates at both a regional and State levels to ensure that every Priority School Program across the state is heard.

The State SEAT team is made up of two representatives from every region across the state to ensure that the whole state participates. And this is where we come in. We are Toobah Choudhari and Darcy Milne. We represented the Hunter/Central Coast Region for the past year.

We have the job of gathering all the positive and negative feedback on the issue of equity in our region and presenting it in Sydney to other state representatives. The purpose is to revise the State strategy and take action on important issues. Last year we also had the opportunity to discuss equity directly with the Director General’s Advisory Group - a major highlight for us.

It is impossible for the two of us to attend twenty or more schools each term so we have a regional team that assists us and makes our job easier. The State SEAT representatives from other regions also have teams working with them to ensure that every student voice is heard.

Our position on the State SEAT Team has presented us with a variety of opportunities such as attending the 4th Biennial Equity Conference 2009 with more than 1000 delegates. Our job was to compere the whole conference. We were also given the opportunity to present a workshop about our regional focus of feedback with our PSP consultant. The opportunity to participate in a variety of workshops increased our skill levels. We worked with notable people like Colin Schumacher, who helped us enhance our communication skills - and Noel Granell, who assisted us with how to take action.

We have also gained a strong leadership role within our school and this has resulted in both of us becoming joint Presidents of the SRC and attending special occasions such as the launch of the Making Education Goals Sustainable (MEGS) project at Newcastle University. Our most special role is the relationship we have gained with the students within our school, across the region and around the state. We now have a strong bond with those students and they understand that their voice is important and that it will be heard.

Toobah Choudhari & Darcy Milne

In 2009 we spent most of our time discussing the issue of equity and collating our results from questionnaires, surveys and interviews we had done. In 2010 it will be time to take action! We have a new regional focus and it revolves around the issue of “Slow Teach”. We look forward to working with our PSP consultant in order to take action and ensure that every Students feels that there voice is being heard.

Toobah Choudhari and Darcy Milne SRC
Progress on 2009 targets

Target 1
To improve Years 7 and 9 literacy and numeracy results to meet regional targets.

Our achievements include:
- Gorokan High exceeded all but one of the regional targets in Year 7 and Year 9 in both the percentage of students achieving at or above the minimum standard and at the level of proficiency
- This was a significant improvement over the school’s performance in 2008 NAPLAN tests.

Target 2
To improve Engagement and Retention.

Our achievements include:
- An increase in retention by 2.8%
- An overall fall in the student attendance rate of 1.5% was disappointing but a variety of attendance strategies have been put into place, including close work with our Home/School Liaison Officer.

Target 3
Aboriginal students to improve literacy and numeracy outcomes, increase attendance and retention.

Our achievements include:
- Significant improvements were made over the 2008 NAPLAN results and Gorokan High achieved seven of the twelve regional NAPLAN targets. In Year 9 this included scores above the targets for “all” students.
- Aboriginal retention and attendance rates have improved and average marginally above those of non-Aboriginal students.

Target 4
To develop and sustain Quality Teachers and the Quality Teaching Framework. To identify opportunities for the Connected Classroom and other technology.

Our achievements include:
- A head teacher supervised Quality Teaching and professional learning for the school.
- A full review of faculty programming resulted in a new policy and procedures.
- All faculties were strongly represented in literacy, numeracy and quality teaching professional development workshops
- Connected classroom options were explored with neighbouring high schools without coming to fruition.
- Academic outcomes improved across all KLAs in public examinations – NAPLAN, School Certificate and Higher School Certificate.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of the School Discipline System.

Educational and management practice

Background
The school’s discipline policy and procedures were a focus for review in 2009. Feedback from head teachers indicated that they felt they were unable to concentrate on teaching and learning leadership within their faculties because of the time demanded by student discipline issues. Some degree of inconsistency remained in our approach to discipline despite the executive discipline meetings held three mornings per week. It was clear too that while some teaching staff were active in pursuing follow-up with students (parent contact, detentions, etc) others were too reliant on head teachers and senior executive. Our goal was to simplify our level structure, increase consistency (whilst taking each case on its merits), release head teachers to concentrate on faculty leadership and to increase teacher capacity to deal with disciplinary issues.

Findings and conclusions
Our new structure reduced the levels to three: first level was the classroom teacher’s; the second was for recalcitrant students needing head teacher intervention; and the third level for students following deputy principal intervention. Head teacher loads were lessened by a discipline committee being formed to meet each morning to interview students on Levels 2 and 3 and review student progress. Head teachers also received a decrease in period allocation by one period per week to assist their focus on teaching and learning.

Future directions
The need to develop classroom teachers’ capacity and practice in disciplinary follow-up is a clear challenge. Early career teachers need assistance in developing effective classroom management strategies, consistency in contacting parents and taking full responsibility for disciplinary issues,
and in developing the confidence to intervene in playground and out-of-class situations.

Suspension data shows that student defiance and continuing disobedience are the significant causes of disruption at the school. Targeted “welfare” programs will be devised to improve student cooperation and behaviour.

Curriculum

Mathematics Faculty – Focus on Numeracy Teaching

Background

Analysis of our 2008 NAPLAN results identified numeracy as being in deficit against our Like School Group (LSG), regional and State means in Year 9. Examining our teaching practices showed that, across the curriculum, there was insufficient explicit teaching of numeracy skills for individuals, groups and classes but that there were significant opportunities for such numeracy instruction. A whole-school focus for 2009 was the provision of training for all staff in how to analyse NAPLAN data, interpret class strengths and weaknesses, link to the curriculum, and provide explicit teaching. Our PSP funding allowed us to provide faculties with additional time for numeracy programming.

Findings and conclusions

Feedback from staff development and workshops showed an improved understanding of NAPLAN and confidence in the use of Smart Data. All KLAs were represented in workshops to develop and implement changes to current programs and to develop specific skills in numeracy teaching.

This was a continuing whole-school approach to numeracy with development days and release time provided to implement strategies and a school Numeracy Plan:

- Specific purpose numeracy booklets were developed for Years 7, 8 and 9.
- An additional part time teacher was employed to conduct tutorials in numeracy.
- Reinforcing all individual learning plans for Aboriginal students to include specific mathematics strategies.
- Providing interactive numeracy packages on student laptops to assist students with home study and revision.
- The Evenstart tutorial program. GHS participated in the Evenstart tutorial program. Twenty-four students in Year 8 were identified as underperforming and at serious risk of not achieving results commensurate to their potential in numeracy. They had not met the national benchmarks in numeracy in Year 7. These students participated in the program by withdrawal from class. Instruction program was undertaken by two tutors who concentrated on helping students move away from counting strategies that were slow and taxing on the cognitive resources and provided students with mathematical strategies to improve the speed and accuracy of basic operations.

Future directions

The program will continue in 2010 with some refinements but the thrust of increasing teacher capacity in numeracy teaching intact. Specific improvements will be in increasing teacher knowledge of the exact areas for student development and the revision of the student workbooks to target these needs.

The results in NAPLAN numeracy tests in 2009 showed these approaches to be sound and successful.

Parent, student, and teacher satisfaction

Strong parental support for the school has emerged through the partnerships involved in our PSP and TASS programs. Collaborative, working community committees (such as Barley Terrun’s Aboriginal parents) have been a key element in Gorokan’s successes (selected as a SIP school in 2010). In 2010 we plan to strengthen our partnership through the employment of a Community Liaison Officer.

In 2009 the school sought the opinions of parents, students and teachers about the school, learning and homework. Their responses are presented below.

Learning Survey

Student and teacher perceptions of their classroom being an interesting learning place vary greatly, as only 50% of students, but 100% of teachers feel that their classroom is an interesting place to learn. The same perception about good equipment also holds. This indicates a need to include student feedback when evaluating school learning resources, both learning programs and physical resources.

With “Personal Best” being a key school value, it is pleasing that slightly over 90% of students believe that Gorokan High School expects them to their best. The hard work of staff to instil a sense of pride in students is changing student perceptions about valuing their work.

While the school very much supports communication between parents and teachers, approximately 75% of students believe that teachers rarely talk to their parents about their learning. An opportunity arises here for improvements in home communication processes.
Professional training for staff allowed the school to emphasise the recognition of differing socio-cultural backgrounds, the strength of the Quality Teaching Framework as a tool in planning, teaching and assessing, and the use of NAPLAN data in meeting the needs of individual students. Our funding was substantially increased by the use of funds from the Priority Schools Program and the Targeted Aboriginal Student Strategy.

School development 2009 – 2011

These targets have been developed through a series of executive and faculty meetings.

Targets for 2010

Target 1

To improve literacy (reading and writing) and numeracy results for all students.

Strategies to achieve this target include:

- Targeting students in lowest bands with SLSO, STLA and other tutorial support
- Continued capacity building of staff through professional learning to use data and to explicitly teach literacy and numeracy
- Focus on and programs and interventions for students of all ability levels to increase their skills and growth in literacy and numeracy

Our success will be measured by:

- Teachers know their individual students and their literacy and numeracy skills and needs
- Teachers engage in detailed analysis of NAPLAN results 2009 and devise specific strategies to meet student needs.
- All teachers devise reading and writing tasks appropriate to their KLAS utilising explicit scaffolds, modelling and detailed feedback
- All students working to ability through differentiated literacy and numeracy programs and accommodations.
- Improved NAPLAN results in literacy and numeracy with students meeting regional achievement and growth targets
- Students are able to use metalanguage to explain how they derived answers.

Target 2

To improve senior retention to the HSC, school attendance rates and student engagement and satisfaction with school.

Strategies to achieve this target include:

- Development of Careers Education 7-12
- MEGS Project and partnership with Newcastle University
- Improved community and school communication through an appointed community liaison officer

Homework Practices Survey

Over 80% of students have a desk or table available at home where they can study or complete homework but only 70% have it in a quiet area where they can effectively study and over 95% of students have access to an Internet based computer. With all these resources to support home study, only 18% of students actually plan time for study and to complete homework tasks. Students need support in developing the skills needed to learn how to study.

Students have other factors vying for their time with over 50% of students involved in sport or paid work for two to three days per week. Thus, students find it difficult to effectively plan their time to meet all school commitments. Learning programs have been prepared for introduction in 2010 to assist students in developing their learning skills and assist them in managing their time effectively.

Professional learning

Gorokan High School allocated more to Teacher Professional Learning (TPL) in 2009 than its basic DET provided budget. Expenditure exceeded the allocated amount to total $50,550. This does not include expenditure through the Priority Schools Program. Expenditure equates to $674.00 per staff member. The major cost was directed to casual relief of staff members undertaking professional learning and the associated fees.

The primary focus, as per our school plan, included literacy, numeracy and technology. Training courses in accelerated literacy, moodle and OneNote were several of the key staff professional development initiatives implemented. Other focus areas included maintenance of current professional accreditation and competency in vocational training courses.

Gorokan High is designated as a partially selective high school with its initial Year 7 intake in 2010. Priority of professional development funding (particularly in the area of Gifted and Talented Students) was given to staff members identified as teachers of selective classes in 2010. Teachers were involved in a range of formal programs including post-graduate diplomas through the University of NSW, DET on-line modules and visits to existing selective high schools such as Macquarie Fields, Merewether and James Ruse.
- Trade Training options in Stage 5 and 6 curriculum offering
- Phone intervention attendance program
- Revised teaching programs utilising the Quality Teaching frameworks
- Improving teacher feedback to students
- Revised sports organisation and choices
- Student leadership programs.

Our success will be measured by:
- Continued growth in school retention toward regional targets.
- Growth towards parity with regional attendance figures.
- High levels of student and community satisfaction.

Target 3
To improve Aboriginal Students’ outcomes in numeracy and literacy, in retention to the HSC, and in attendance.

Strategies to achieve this target include:
- Personalised Learning Plans used effectively and consistently by staff
- Mentoring programs
- Leadership programs
- Cultural programs
- Literacy and numeracy programs and support personnel
- Stronger Smarter support innovations and programs
- Parent Advisory Committee, Barley Terrun
- Community partnership with Muru Bulbi AECG.

Our success will be measured by:
- Achieving consistent growth for Aboriginal students in literacy and numeracy
- Achieving equity of results with non-Aboriginal students in the high proficiency bands in NAPLAN tests
- Achieving equity in School Certificate and Higher School Certificate participation and academic outcomes
- Attendance to improve toward parity with regional and state rates.

Target 4
Improve teacher quality through a school focus on ‘teaching and learning’ issues - Quality Teaching, faculty teaching programs, teacher professional learning, use of technology in the classroom, connected classroom opportunities and other innovative programs

Strategies to achieve this target include:
- Appointment of a Head Teacher, Teaching and Learning to provide leadership
- Faculties to continue systematic reviewing of all teaching and assessment programs
- Teacher Professional Learning in using technology and connected classrooms

Our success will be measured by:
- Teacher take-up of professional learning
- Renewed faculty programs reflecting the Quality Teaching framework
- Whole school focus and resources directed to teaching and learning
- Expanded and effective use of technology in the classroom
- Improved student outcomes

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Les Clark, Principal
Lorraine Chaffer, Head Teacher - Teaching and Learning
Marie Grant, Head Teacher - Science
Rhiannon Malinowski, School Captain
Sam Ricketts, Deputy Principal
Carole Sandbach, Head Teacher - CAPA
Kim Whealey, Deputy Principal
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Les Clark, Principal
Lorraine Chaffer, Head Teacher - Teaching and Learning
Marie Grant, Head Teacher - Science
Rhiannon Malinowski, School Captain
Sam Ricketts, Deputy Principal
Carole Sandbach, Head Teacher - CAPA
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