2008 Annual School Report
Gorokan High School

NSW Public Schools – Leading the way
Our school at a glance

Students
Gorokan High School is a comprehensive co-educational high school with a school population of 1029.5 students.

Staff
Our teachers are mainly well established and experienced with long-term expertise in public education, committed to academic excellence and the welfare of students. Our staff in 2008 numbered 70.5 teaching staff, including allowances for non-teaching duties.

Our non-teacher entitlement was 14.172. This includes a School Administrative Manager, School Administrative Officers, a General Assistant, an Aboriginal Education Officer and Teachers Aide Special. In addition to these positions the school employs a number of Teachers Aides to support students with disabilities who are integrated into mainstream classes.

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

Significant programs and initiatives

Selective Schools Program
In 2008 it was announced that additional selective schools would be provided around the state. One school in the northern parts of the Central Coast would become a partially selective high school. Gorokan High applied for this status and was successful. Gorokan High will provide an opportunity for academically gifted students to access selective classes from 2010 onwards. It is the only selective school between Gosford HS and Merewether HS in Newcastle.

Girls in Sport Program
At the end of 2008 Gorokan applied to participate in an action research project aimed at improving the participation of girls in sport. Funding was granted and the project is being chaired by Mr Craig Maher, Head Teacher of PE, Health and Personal Development.

Targeted Aboriginal Student Strategy
Our TASS program finished its second year in 2008. The strategy aims to raise the educational achievement of Aboriginal students to parity with all other students by 2012. We employ additional literacy and numeracy tutors and Aides to work in the areas of cultural identity and social and academic support.

Priority Schools Funding Program
The school was surveyed in 2008 and it was announced that the community’s socio-economic profile was within the parameters of the funding program. Gorokan High will receive additional school funds and a staffing supplementation in order to improve the participation levels and outcomes for students.

Student achievement in 2008

Literacy – NAPLAN Year 7
Our overall literacy results for Year Seven were comparable with previous tests 2005 to 2007. 15.5% of students achieved bands eight and nine results in reading -- a stronger result than our Like School Group (LSG). In writing, 19.1% of students achieved bands eight and nine -- again stronger than our LSG. Too many of our students, however, are performing below the national benchmark in these tests - we exceed the state average, although our results are better than those of our Like School Group.

Numeracy – NAPLAN Year 7
NAPLAN results in numeracy showed a minor decline in comparison with the school average 2005 to 2007. They were 4.2% of students who did not meet the national benchmark which was an improvement on previous results and marginally better than like schools (LSG).

Literacy – NAPLAN Year 9
Our Year 9 Literacy results show that the school is performing below the State average in bands nine and ten and that our percentage of students below the national benchmark remains too high. Nevertheless, the school performance is better than the Like School Group average.

Numeracy – NAPLAN Year 9
Numeracy results in Year 9 were disappointing. Again we do not compare favourably with the State average in bands nine and ten and the percentage of students not meeting the benchmark is twice the state average.

School Certificate
Our 2008 School Certificate results included band six achievements in English, Mathematics and Australian Geography. Even so our results were disappointing and there is a significant lag in our achievement in the highest bands, five and six. A worrying result was the increase in the number of students performing at band two. The most concerning element of our School Certificate results was the decline in students’ relative growth from their performances in primary school.
Higher School Certificate

Our HSC results included 11 band six results and 58 band five results. While there were some very fine individual achievements, the decline in student performance from their results in the School Certificate is a concern for teachers and the school. One particular bright note is the new benchmark and challenge set for Aboriginal students who now need to aim at a UAI score in excess of 95 following the very fine result achieved by Kerry O’Brien.

Messages

Principal's message

At Gorokan High we support young people to achieve their personal best in all their endeavours. It remains a significant challenge for us to communicate this message to all of our students and local community. We can easily point to high achieving students like Juliet Kwang, this year’s HSC dux. It is my belief, however, that we cannot truly consider ourselves a great school until the majority of our students are achieving their potential, working at personal best level. Our students need to accept the personal challenge to work harder to achieve or they risk being left behind in a competitive world. We have wonderful students at Gorokan High but we need to be honest with them about the challenges they face in a world that rewards effort and does not accept second best.

In 2008 we continued to strengthen our links with the feeder primary schools, Gorokan Public, Toukley Public and Kanwal Public School. We have planned for closer ties in literacy and numeracy teaching to support the transition to high school.

It is a pleasure to lead Gorokan High School. I would like to thank Deputy Principals, Kim Whealey and Sam Ricketts for their dedicated work with students, the executive team for its commitment and positive direction and our teaching colleagues for their continued efforts and support in delivering quality programs and positive outcomes for our students.

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&hellip;
Student representatives’ message

Gorokan High School is a place of heightened learning, interaction and development. It is the dedication and commitment of the staff and students, with the guidance of our school’s values, Respect, Co-Operation and Personal Best, that sees our school achieving in the areas of academics, sports, the arts, public speaking and community service.

Over the last few months we have held numerous events. We all remember the Movember Day - a barbecue was held and competition for the best moustache. We raised $500 for men’s health.

The school prefects embarked on a leadership camp and learnt the skills necessary to strive for personal best and to help others achieve their own personal best.

Great achievement has been shown by Gorokan High Vice Captain, Justine Krajewski, who made it to regional level for Lions Youth of the Year. Her determination and talent shows that students of this school can achieve.

The school was represented on ANZAC day. First, Vice Captain, Jarrod Case, and School Captain, Rosie Barron, spoke at the dawn service. Then School Captain, Aaron Zibarrah, and Vice Captain, Justine Krajewski, gave the main service speech. Many people remarked on the quality of these speeches.

It is unfortunate that for one reason or another, many students do not attend events like the cross country, the athletics carnival and swimming carnival. It’s beneficial to encourage student participation in all school events. It helps create greater teamwork, sportsmanship, commitment and respect throughout school.

The school will undoubtedly achieve it’s best for the years to come thanks to its supportive and enthusiastic students, staff and parents.

School Captains, Aaron Zibarrah and Rosie Barron.

School context

Student information

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

Student enrolment profile

At the beginning of 2008 the school’s enrolment of 1029.5 students was made up of 767 junior school students, 246.5 senior school students and an IM Support Class of 16 students.

The school’s numbers have remained reasonably stable over the past few years. The change to a partially selective school in 2010 will, however, bring an additional 60 students into the school each year until the first cohort reaches Year 12. The potential is growth by 360 additional students over our local enrolment. There may need to be some adjustment to our zone boundaries or the provision of additional buildings.

Our student population includes approximately 120 Aboriginal students in Years 7 to 12. We expect this proportion to grow somewhat as larger numbers of Aboriginal students come to us from our partner primary schools.

![School Enrolments](image)

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>516</td>
<td>483</td>
<td>465</td>
<td>462</td>
<td>463</td>
</tr>
<tr>
<td>Female</td>
<td>503</td>
<td>469</td>
<td>486</td>
<td>505</td>
<td>507</td>
</tr>
</tbody>
</table>

Student attendance profile

The School attendance profile for 2008 shows a 1% improvement over previous years but it remains below both the Hunter/Central Coast regional average and the State.

Years 11 and 12 have also made a slight improvement on 2007 but remain unacceptably low in comparison to regional and state figures.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>86.4</td>
<td>86.8</td>
<td>86.5</td>
<td>87.6</td>
</tr>
<tr>
<td>Region</td>
<td>89.0</td>
<td>89.3</td>
<td>89.2</td>
<td>89.1</td>
</tr>
<tr>
<td>State</td>
<td>90.1</td>
<td>89.9</td>
<td>90.1</td>
<td>90.1</td>
</tr>
</tbody>
</table>
Retention to Year 12

2008 brought our retention of students into the senior school to a five-year low. Exit interviews with school leavers revealed many of those leaving had gained employment, many securing apprenticeships or jobs involving further training. This was particularly so with students who left school during Year 11. We have a concerted effort to provide students with more vocational course choices in 2009 and we have hopes of the federal government’s Trade Training Centres. At this point of time we have to acknowledge that too few of our students are accessing HSC studies.

Post-school destinations

Staff information

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

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>46</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1.4</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>Careers Adviser</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
</tr>
</tbody>
</table>

Staff retention

The school has a very stable staff. The retention rate from 2008 to 2009 was 95%. Of the three staff losses, one was a transfer, one a retirement and one a promotion.

Staff changes in 2008: David McCumstie promoted to Head Teacher HSIE at Gosford; Lee Pearce, English, retired; Janene McIntosh, (Head Teacher English) transferred.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.1

Note: The staff attendance is determined by subtracting the number of short-term, unplanned days absent from the total available teaching days.
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>

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>30/11/2008</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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</tr>
<tr>
<td>Balance brought forward</td>
<td>360 386.44</td>
</tr>
<tr>
<td>Global funds</td>
<td>515 032.31</td>
</tr>
<tr>
<td>Tied funds</td>
<td>480 801.67</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>198 091.96</td>
</tr>
<tr>
<td>Interest</td>
<td>27 077.89</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>88 244.62</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1 669 634.89</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>140 216.39</td>
</tr>
<tr>
<td>Excursions</td>
<td>80 187.05</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>37 073.72</td>
</tr>
<tr>
<td>Library</td>
<td>8 273.86</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>17 059.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>569 764.82</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>150 712.06</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>132 703.67</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>91 054.68</td>
</tr>
<tr>
<td>Maintenance</td>
<td>43 924.49</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>80 239.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>65 188.34</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1 416 397.08</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>253 237.81</td>
</tr>
</tbody>
</table>

Expenditure in 2008 was similar to that of 2007. The large balance carried forward consisted of $119,278.27 tied funds and $51,662.68 trust funds. These funds can only be spent on specific programs and are not for use to address whole school needs.

A full copy of the school's 2008 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 2008

Achievements

Arts
The creative and performing arts faculty continued to develop and adopt new approaches to cater to the changing needs of the students. The students were provided with numerous opportunities to enrich their knowledge and develop their skills in the arts.

There have been some dramatic changes in the extra curricular music programs that are a result of the changing interests and lifestyles of the students. There have been many changes to the Gorokan High School band in the last few years. The dwindling interest has been a difficult obstacle to overcome. The band program is now run privately by Rowan McBride; however, the school supports the program by giving free access to our facilities. There was a successful guitar group operating after school; unfortunately, attendance became an issue with the group continuing. Mr Simpson now runs a guitar group and a drum group during lunch times when students are more likely to consistently attend. The excursions to the Sydney Opera House for the, Meet the Music concerts continued to successfully run.

There was a major positive rewards event organised through the faculty. The Boost Mobile Rock the Schools Tour visited Gorokan High. The tour was an outstanding educational initiative that gave students a hands-on music and business learning experience via a live performance and music industry workshops. The annual Rock 'n Roll Night attracted a large number of students who demonstrated the diverse musical talents of our Gorokan High School musicians.

The support for the Annual Performance Night has consistently grown each year and our usual venue was no longer able to accommodate the size of the audience. There had also become an issue with the performers being able to be heard over the noise of the audience. In 2008 we changed the venue to the Wyong Rugby League Club and hired light and sound technicians to provide head microphones and light and sound support. This allowed the students to experience performing in a professional setting with industry standard support. It was an excellent learning experience for all those who were involved in the event. Throughout the year students were also involved in workshops designed to extend their knowledge and skills in making, performing and appreciating drama.
The visual art teachers worked hard organising excursions and workshop experiences to inspire and engage students in their art making. Excursions included visits to the NSW Art Gallery and the Museum of Contemporary Art to view the Art Express, the Archibald, Wynn and Sulman exhibitions, the Impressionist Exhibition and also an excursion to Bondi to view the Sculpture by the Sea Exhibition.

Year 12 visual art students were off to a productive start in 2008. Students attended a workshop with Sarah Jones. Sarah inspired and directed students to paint self-portraits using oil paints. Other workshops organised through 2008 included solar plate etching and afternoon ceramic classes as part of the Gifted and Talented program. In addition to the excursions and workshops the senior students held an exhibition of their work at a local gallery. This was well supported by the community. The Year 9 visual art students showed maturity and commitment in their creation of murals for the Central Coast Flora Festival. The murals were on display at the Flora Festival and then returned to the school to be displayed in the CAPA quad.

This was a busy year with many successful achievements for the creative and performing art students.

Sport
Gorokan High students enjoyed many notable sporting achievements during 2008. The school performs strongly at zone and regional levels. We have a number of very talented sportspeople. The staff are very supportive, and donate much of their time to achieve this success. They have a wide variety of sporting skills that they are only too willing to pass on to interested students. Gorokan High School takes part, and does very well, in many knockout sporting competitions. Such sports as squash, tennis, Rugby league, Rugby union, soccer, volleyball, hockey, touch, table tennis and cricket were well represented.

Our sportspeople of the year for 2008 were Jake Fitzpatrick and Jessica Hook. Between them, they represented the school in athletics, swimming, cross country, league, touch, rugby, squash and volleyball. They were sporting captains and encouraged students to take part in sporting events throughout the year. They were also recipients of Tuggerah Lakes Secondary Sport Association 2008 Merit Awards for their zone representation in swimming, athletics and/or cross country.

As well as Jake Fitzpatrick and Jessica Hook, Luke Chandler-Van Vliet, Jackie Draper, Jessica Killen, Brook Lozinski, Jake McAdam, Luke Town, Sean Town and Sam Wealand all received Tuggerah Lakes Secondary Sport Association 2008 Merit Awards for their zone representation in swimming, athletics and/or cross country.

Thank you to all of the staff, parents and the students for your support in 2008.

Other

National Solar Boat Challenge
2008 was again a great year for our solar boat team. Our students mounted a successful defence of their national title in the Solar Boat Challenge. The competition was held at the Penrith Regatta Centre in November. This was Gorokan High’s third consecutive national title. Thank you to Delta Electricity who donated $500 towards the cost of technology. Congratulations to Mr McCutcheon and his dedicated solar team.

Academic
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 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).

Literacy – NAPLAN Year 7
Our percentage of Year 7 students in bands 8 and 9 in writing lags behind the state but is an improvement over our previous results. Bands 4 and 5 show a similar improvement but we clearly need to improve throughout the range to reflect state averages. The results in reading in Year 7 show a similar pattern.

Numeracy – NAPLAN Year 7
In numeracy in Year 7 it is pleasing to see so few students below the benchmark in band 4 but our results in bands 5 and 6 are below the state and we need to show improvement across the range.
Results in Literacy in Year 9 show some pleasing features. In reading and writing our band 8, 9 and 10 results are above the Like School Group results and there were fewer students below the benchmark. Comparison with state figures, however, shows the need for improvement over all band results.
Progress in numeracy

Numeracy – NAPLAN Year 9

Numeracy results show a pattern similar to the Like School Group without the same level of success in band 10. Clearly these results show performance levels well below the State.

School Certificate

Our School Certificate results, despite some strong individual efforts, show a decline against our average performance in previous years in almost all courses. Most significant are the declines in HSIE courses, history and geography. There is a worrying increase in band 2 results in all courses other than English.

This set of results has caused all faculties to look closely at programs, assessment practices and teaching methods in order to find areas for improvement. In 2008 a number of students from Year 10 participated in our “motivation” project but there has not been an increase in academic returns from the program and this will result in some changed emphasis in 2009. Overall this is a very worrying result and one that all teachers are keen to reverse. The value added data for the school dramatically shows this group of students’ significant decline in performance since their basic skills tests in Year 5. This is a major challenge for the school in 2009.
School Certificate relative performance comparison to Year 5 (value-adding)

Higher School Certificate

The 2008 HSC results show that Gorokan High students can perform at a level comparable with any school. Unfortunately this comment refers to a small number of committed and motivated students only. Our figures, shown below, for most HSC courses provide a comparison with our past results and with the State in 2008. Some courses show improved results – drama, senior science, food technology, general mathematics, Standard English. Of these only senior science and food technology are above the state mean.

It is clear once again from the value-added data that the school has witnessed a significant decline in performance in a large number of students across all ability levels.

These figures present teachers and faculties with a challenge about our students reaching their potential. Our 2008 students had the capacity to perform at or above state mean in any course if they had worked to their same level of performance as the 2006 School Certificate.
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.

### Significant programs and initiatives

#### Aboriginal Education

**Progress on Our Targets**

Gorokan High’s Aboriginal student population has approximated 120 throughout 2008. This is a testament to the school’s strong reputation for supporting Aboriginal students. Our funding as under the Targeted Aboriginal Student Strategy (TASS) has enabled us to strengthen student Aboriginal cultural identity and to build strong links with the Aboriginal community. This is reflected in improved attendance figures for Aboriginal students in 2008. Gorokan’s overall attendance rate, however, is below regional and state levels so there still remains much work to be done. There are other key issues that remain problematic for us. Our NAPLAN data shows that our students remain below the state in achievement levels in band distribution - with significant percentages in the at-risk categories of band 5 (year 7) and band 6 (year 9) in both literacy and numeracy.

#### Building an Aboriginal Community Committee

A strong Committee has been formed and leadership was increasingly taken up by parents and community members. Our Aboriginal parents also regularly attend P & C meetings and have taken important roles in initiating and supporting activities such as fund raising for a school bus.

#### Personalised Learning Plans online (network access for staff)

Some on-line functions have been developed in 2008 but technical delays have affected expected teacher access to the system.
Improved Student Outcomes
Literacy & Numeracy

Year 7 Literacy results in NAPLAN: 82% of Aboriginal students achieved the benchmark. 18% (3 students) were placed at Band 4. Two of these three students have an identified learning disability (IM). 94% of Year 7 achieved the benchmark in numeracy.

Year 9’s disappointing result - 24% (or four students) did not achieve the literacy benchmark. While this is unacceptably high, two of the four students are identified as IM and two others are school refusers, referred to the Home/School Liaison Officer. The 12% (two students) not achieving the benchmark in numeracy was made up of one student identified as IM and one school refuser.

Five staff members received training in Accelerated Literacy techniques during 2008 and will be implementing this pedagogy more fully in 2009.

Motivation
A mentoring program operated which worked well with a number of Aboriginal students. A number of students participated in PCYC - workshops, camps and an Indigenous football competition, and Year 10 motivation workshops (including a study camp and university excursion).

Attendance
Attendance data over terms 1-3 shows Aboriginal students having better attendance than non-Aboriginal students in Years 8, 9, 10 & 11. (Year 8 an average of 6 days less over three terms for Aboriginal students; 15 days less for Year 9 and 8 days less for Year 10.) Years 7 and 12 were marginally above the non-Aboriginal rate. Phone home program has increased the number of parents ringing the school to advise of absences. Retention of Aboriginal Students: Lost two important student leaders: one apprenticeship and one scholarship (at Riverview). One Year 11 ceased school to employment. Three additional traineeships gained for 2009 too many students do not complete the HSC.

Retention of Aboriginal Students
Two important Year 10 student leaders were lost: one to an apprenticeship and one to a scholarship (at Riverview). Retention of students throughout Year 11 remains a problem and will require new strategies of support and assistance. While three additional traineeships were gained for 2009 too many students do not complete the HSC.

Multicultural education
Gorokan High has approximately a 10-12 percent Aboriginal student population. While there are some students from other cultural and ethnic backgrounds, it is not a significant number. There are no provisions at the school for teaching English as a Second Language, for example.

The school highly values its inclusiveness and has two teachers trained as anti-racism officers. When there have been issues of a racial nature both teachers have been called on to work through the issues with students and satisfactory resolutions reached.

Some students participated in Harmony Day in 2008 and our Aboriginal dancers and didge groups have been called on to perform in numerous settings both in schools and at community levels.

As part of our Aboriginal (TASS) initiative there are significant links established with the local AECG, Muru Bulbi, and the parent community. At the end of 2008 a permanent Aboriginal Community Room and garden was established. A parent committee was established which uses the room to meet on a regular basis. NAIDOC week is a very significant celebration in the school calendar and is supported by all school faculties.

Stronger Cultural Awareness
The Stronger Smarter Program provided a significant re-energising and recommitment to cultural strengthening in the School.

Strong work continued with Aboriginal students in art, dance and didge. Aboriginal students exhibited art works at Wyong Council Chambers. Gorokan High was nominated in the Community Congress Awards for its work with Aboriginal students and won awards from Wyong council for NAIDOC Week. Didge group: 50 performances around the region including Starstruck and the Schools Spectacular. Our Dance Troupe held 20 performances. Six students have applied for the NAISDA Dance VET course in 2009.

Respect and responsibility
“Respect” and “Responsibility” are key school values and are directly referred to on almost every school assembly or public occasion.

- Throughout 2008 the school has run a social skills program for students having difficulties in dealing with their peers.
- Community service is available for students within our sports choices.
- The Student Representative Council remained very active organising a number of charity fund-raising days.
- The school’s involvement in the pink day to raise money for breast cancer research brought very enthusiastic student participation and involvement.
Progress on 2008 targets

Target 1
Ensuring Quality Teaching
Our achievements include: Teachers using QT coding practices to revise programs and assessment tasks; emphasis on Higher Order Thinking in programming; programs display explicit literacy & numeracy teaching strategies.

Target 2
Improving Curriculum Provision
Our achievements include: Introduction of new courses providing greater student choice (IT Multimedia / Photography, IT Automotive, IT Engineering, Marine and Aquaculture Technology); small increase in traineeships; all Year 10 students individually interviewed in as part of their subject selection process.

Target 3
Building Stronger Aboriginal Education Practices
Our achievements include: strong NAPLAN results in Year 7 Numeracy, Year 9 Reading and Numeracy. High level community involvement – was achieved through an active parent committee. A dedicated community room was established. Strong cultural practices including art, dance and didge opportunities for students; significant days "celebrated" – including the Prime Minister’s apology. Personalised Learning Plans completed; program of student mentoring extended.

Target 4
Implementing GATS
Our achievements include: Teachers in all faculties have received professional learning; a dedicated budget for GATS projects has provided incentive to faculties to develop initiatives; extensive professional learning has been provided for teachers; inter-school visits have taken place to view practices and programs. Gorokan High will introduce a Forensic Science camp in 2010; differentiation tasks are included in faculty assessment programs; A GATS day was held in conjunction with our partner primaries.

Target 5
Stronger Middle School Practices
Our achievements include: an overhaul of transition practices took place and a stronger program was put in place; dialogue with the Primary partners in literacy and numeracy teaching methods; Stage 4 organisation reviewed by the Curriculum Committee.

Target 6
Improved Technology training for staff and access for students
Our achievements include: planned use of technology resources; introduction of moodle to staff; staff access to computers improved for both administration and teaching.

Target 7
Supporting Student Well-Being
Our achievements include: Learning Support Team established and working efficiently to support students; SWAT used to provide accurate student data; reward excursions policy linked to positive behaviours and attendance.

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 2008 our school carried out evaluations of the organisation of and participation in school sport, and in teaching approaches to Literacy & Numeracy.

Educational and management practice

Girls in Sport Program
Background
Girls are over- represented in school sport day truancy data: 20% of all girls absent from school during sports afternoons. Anecdotal evidence suggests significant disengagement from sport and physical activity due to a variety of factors including: choices available for sport, social factors, lack of organisational structure, lack of positive role-modelling from some supervising teachers and gender constructions within the local community that promote a passive approach to sport and physical activity by girls.

Findings and conclusions
The PDHPE Faculty has revised and re-written teaching and learning programs to promote and encourage physical activity and student engagement. The faculty has a strong team ethic and has worked collaboratively to develop and refine teaching programs to benefit students. It has identified the need to better engage our students in school sport and physical activity.
PDHPE has surveyed our school community to collect opinions and suggestions as to how to better address the issues identified. The 2008 data collected will underpin any recommendations from this sports review. Survey data from both staff and students has already clearly identified truancy and lack of participation as two negative factors relating to the current school sports afternoon.

Future directions
2009 will see a concerted effort by the school to make sport into a motivating factor for engagement and retention rather than a reason for absenteeism and truancy. We have secured funding through the Girls in Sport Intervention and Research Project. Surveys of student will be used to establish girls’ preferences with sport including the organisation of “girls only” sports.

Curriculum

Literacy and Numeracy across the Curriculum

Background
Over the years since 2003 there has been a concerted effort to strengthen literacy and numeracy teaching across Key Learning Areas by allocating professional learning time to faculties to integrate literacy and numeracy teaching elements into programs and classroom practice. This has seen significant improvement in student results in some years of the SNAP and ELLA tests but without consistency and without any trend of sustained growth from year to year.

Findings and conclusions
The need for a new approach has been made evident by our students’ results in NAPLAN literacy and numeracy. The results are consistently below state averages, although better than our “like schools group”. The detailed results for individual students now available through SmartData provide us with the opportunity to analyse and evaluate the overall effectiveness of program elements devised by faculties and the opportunity to refine our teaching approaches, tailored to the needs of individual students. The SmartData package is a powerful tool providing teachers with more information about student learning than at any time in the past. 2008 was not, however, a time when this information was accessed. Teachers had not received training in the use of SmartData and were uncomfortable and inexperienced in its use.

Future directions
In 2009 all staff will receive training in the use of the SmartData software package to access the results of students in their classes. Teachers will receive some release time from teaching and will be assisted by the STLTA in using and mastering the package. This snapshot of student strengths and weaknesses will be assembled and developed into a picture of the whole class areas of strength and areas for development. Faculties will be provided with support to run special meetings to address whole faculty issues such as

- outstanding program and/or classroom practice
- program and resource gaps
- teacher professional learning need
- ineffective programming

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about some aspects of the school’s operations. Their responses:

Reports: the vast majority of responses were very positive about the format and detail of our student report cards (although some would like simplicity, less statistical information and fewer pages). Parent & Teacher Nights were seen as very well organised and friendly. The welcoming element of refreshments was appreciated.

Year 7 and 8 student surveys revealed a desire for more varied learning experiences but a positive response to our core teacher program in the transition year of entry to the school. More detailed surveys of students will occur in 2009.

Professional learning
Major expenditure for 2008 focused on five key areas: Quality Teaching, Student Welfare, Engagement, Numeracy and Literacy, and Head Teacher Leadership. Eleven Head Teachers participated in a series of Central Coast leadership workshops over three terms – dealing with such issues as using SmartData and other data packages. Teachers from all faculties accessed the opportunity to participate in professional learning and benefit from DET funding. A total of $55,486 was allocated through Teacher Professional Learning funds, the school’s global budget and other outside sources. This is equivalent to $828 for each teacher’s professional learning.

School development 2009 – 2011
These targets have been developed through a series of faculty and executive meetings at the end of 2008 and early in 2009.
1. Literacy & Numeracy Targets - 2009

*Improve Year 7 and 9 literacy and numeracy results to meet H/CC regional targets for PSP and Aboriginal students and increase all individual growth rates*

Strategies to achieve this target include:
- Teacher training in use of SmartData software
- Explicit teaching practices and programs based on SmartData analysis of needs and individualised teaching
- Employment of additional STLA teachers to work with faculties & classroom teachers

*Our success will be measured by achievement of regional targets in NAPLAN tests.*

2. Engagement & Retention Target

*4% increase in our overall retention figures 2009-2010. Improvement in mean attendance for all students to equal or exceed regional figures*

Strategies to achieve this target include:
- Collecting and analysing student data
- Targeted student and cohort support
- Develop Careers education Years 7-12
- Improved Year 10-11 subject selection and transition strategies.

*Our success will be measured by significant annual increases in school retention and parity with regional attendance figures.*

3. Aboriginal Education Target 2009

*Aboriginal students will achieve regional goals in numeracy & literacy in Year 9 NAPLAN tests. Average growth for Aboriginal students will equal or exceed average growth for all H/CC students in reading, writing & numeracy.*

Aboriginal retention from SC to HSC will increase by at least 4% p.a.
Average attendance of Aboriginal students to equal or exceed that of non-Aboriginal students

Strategies to achieve this target include:
- Literacy & numeracy support for targeted students
- Additional STLA employed to work with students, aides & teachers
- Attendance intervention program

*Our success will be measured by achieving regional targets in national tests and in state retention and attendance statistics.*

4. Quality Teachers and Connected Classrooms Targets 2009

*Identify opportunities for Connected Classroom delivery in one or more subjects for 2010*

Faculty Plans established and commenced for a three year review of Quality Programming
Consistent evidence in faculties’ programming, assessment & teaching practices of the Quality Teaching framework.

Strategies to achieve this target include:
- Analysis of HSC candidature and results
- Release time, school visits, HT training in quality systems, faculty monitoring
- Review of school programming practice and policy
- Dedicated Head Teacher to work on QT within our school

*Our success will be measured by establishment of a connected classroom to meet student needs; effective faculty development plans and improved assessment and teaching processes.*

**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
Rosie Barron, School Captain
Lorraine Chaffer, Head Teacher, Administration
Craig Maher, Head Teacher, PE/Health/PD
Sam Ricketts, Deputy Principal
Carole Sandbach, Head Teacher CAPA
Jillian Williams, P&C Treasurer
Kim Whealey, Deputy Principal
Aaron Zibarrah, School Captain

**School contact information**

Gorokan High School
PO Box 207 Toukley 2263
Ph: 4393 7000           Fax: 4393 1157
Email: Gorokan-h.school@det.nsw.edu.au
Web: gorokan.hs.education.nsw.gov.au
School Code: 8515

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: http://www.schools.nsw.edu.au/asr