Gorokan High School
Annual School Report

2012

NSW Government
Education & Communities
Public Schools NSW

GHS
1976

Muru Bulbi
Pathways to Learning
Students

OurYears 7 - 10 enrolment of 820 students in 2012 consisted of 397 girls and 423 boys. Senior boys (141) and girls (145) and support unit students (22) made up a total of 1128. Student numbers have increased particularly over the past 3 years and may increase slightly as the school accepts more students into our academically selective classes. Up to sixty students can be accepted into the academically selective Year 7 classes annually. Our school already attracts a large number of other non-local applications but must restrict its intake to allow for in-zone student enrolments. Another factor to contribute to our increasing numbers is the new school leaving age.

There has been a change in boundary for Gorokan High School’s drawing area and from 2013 on, only Gorokan Public School and Toukley Public School will be our feeder primary schools.

There were approximately 145 Aboriginal students enrolled across Years 7 to 10 in 2012 and indications from our partner primary schools show that that number will grow in future years.

Staff

Our teaching staff is a mixture of experience and youth. In 2012 a number of highly experienced staff and leaders in our school retired. This trend will continue over the next 3 – 4 years as more of our experienced teachers are reaching retirement. We have been fortunate in attracting high quality replacements, bringing much enthusiasm and energy.

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

Gorokan High has undertaken a number of additional programs in 2012 to support student educational, social and sporting outcomes.

- Sista speak
- Making Educational Goals Sustainable (MEGS)
- Gifted and Talented Student programs
- Student Representative Council
- Junior AECG
- HSC Tutoring
- Schools in Partnership
- Priority Schools Program
- Trade Training in Schools Consortium
- Premier's Sporting Challenge
- Premier’s Reading Challenge

Student achievement in 2012

In the NAPLAN tests our Year 7 students outperformed those in our Statistically Similar Schools Group (SSG) and showed that they could also achieve State averages in some areas. Students in Year 9 achieved above our SSG in reading. Aboriginal students achieved some solid individual results. Students in our Selective cohort achieved outstanding results. Staff have been improving programs in accordance with the Quality Teaching Framework. 80% of our students achieved Band 4 or above in English Literacy.

Messages

Principal’s message

The purpose of this Annual School Report is to provide information to parents and the community about Gorokan High School. You will find in this report detailed information about the academic achievement of students, problematic issues the school encounters, such as attendance and retention, high points of achievement and indicators of our growth and success.

2012 was the third year of our Selective class commencing in Year Seven. An academically selective class provides families in the northern part of the Central Coast the opportunity to participate in appropriate education for gifted and talented students. Other selective schools exist at Gosford and Merewether but there was no provision for outstanding students in this area, prior to the establishment of this class. Gorokan has the capacity to take 60 students per year if they successfully meet the requirements of the Selective Schools’ Test. The classes are not simply “enrichment” or “quality” groupings but students
who have successfully competed and taken their place among the top 4% who are offered selective places.

When you examine our NAPLAN results for 2012 you will see that at Gorokan high school students are making strong progress and showing growth in all areas of literacy and numeracy. This is in the context of our students being at some disadvantage in comparison to wealthier schools and communities. When our school is compared to statistically similar schools the strength of our results becomes clear.

Vocational Education is very strong at Gorokan High School with a large number of students selecting this option. Students in our Career Acceleration Program (CAP), through our Trade Training consortium with Wadalba Community School, Northlakes, Wyong, Lake Munmorah and Lakes Anglican Grammar School all found employment by the end of 2012.

Of the students who sat the 2012 HSC more than 60% of students applying for University entry received first round offers.

Some aspects of 2012 brought disappointment. There are certainly things that need to be done to achieve consistent results, especially in external examinations. HSC results in 2012 show that we cannot afford complacency. Some individual performances were outstanding and overall the results were comparable to 2011. Our analysis of those results shows that there is a need to develop programs that support and encourage boys in particular to work at a personal best level.

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.

Sam Ricketts (Principal)

P & C and/or School Council message

The Gorokan High School Parents & Citizens (P&C) have built a strong partnership of working together for the benefit of our students and community. We are fully supported by the Gorokan High School staff. Our aim is to help provide assets for the school community that would otherwise be financially out of reach.

This year saw welcomed growth in parent participation. The P&C promote a community approach to a student’s education and welcome new members with open arms. We are a very low key committee and welcome and respect every member as an asset to our school. The feedback from new parents has been very positive stating that they come away with a better understanding of what is happening within the school community and the valued input they have.

The P&C also informed and endorsed many changes within the school during 2012. Major fundraisers were held and targets for the year set.

The Canteen and its wonderful team continue to be the major source of P&C revenue, raising important funds needed to support the school in so many different ways. During 2012, more than $20,000 was raised from the canteen and handed over to the P&C. These funds would not be possible without the continued support from students and parents. This year we met to disperse these fund to the areas of need. It was decided to maintain our commitment to the purchase of a replacement school bus, the bus was purchased using P&C funds to a cost of $23,000. A joint commitment was made between the school and P&C to build a garage for the bus with an additional room to provide a meeting place/ storage for groups such as the student representative committee.

Support was also provided to the combined dance troops attending Starstruck and School Spectacular to assist with accommodation.
Financial support of $100 was also given to a student to help with the costs associated with competing on a regional sporting level.

$200 worth of Lakehaven vouchers were provided as incentive scholarships at the formal Gorokan High awards night.

$5000 has been allocated to the purchase of representative sport uniforms for many of our school teams such as softball, baseball and netball etc. Many new shirts and socks have been purchased.

Members are then invited to have direct input in the placement of staff by attending Department of Education and Communities formal panels. This is entirely voluntary, but an invaluable experience. We have had direct input into the placement of many GHS staff.

As you can see our aim is to inject our school with all the extras we can, our meetings are very low key with everyone’s input respected.

Leah Ingram, President

Student representative’s message
What a wonderful experience it was to have the privilege of being Gorokan High School’s School captains for 2012. Every day we strived for the betterment of our fellow students and walked into our school gates proud to be a part of Gorokan High School.

We have both put hard work into the SRC to bring ideas and suggestions to life, which consisted of the Christmas day fund raiser, World’s Greatest Shave / Harmony Day fundraiser which incorporated international food stalls and activities for the kids, which in turned created an exciting atmosphere throughout the entire school. The SRC has grown throughout the year and we have worked together to organise GHS Talent show that supported an Anti-Bulling Campaign, as well as our annual Pink Day Breast Cancer fundraiser, an event that both students and teachers got involved with the school spirit. With the commitment of these young, talented, creative members of the SRC, we are confident that Gorokan will have a great group of future leaders that are eager to continue contributing to our school.

Not only did we have the pleasure of helping to organise such fulfilling events, along with our co-captains (Aidan Chalmers and Lalitha Plumb), we have stepped up to the responsibilities of speaking at important ceremonies such as formal functions such as the annual Presentation night, the Year Ten Graduation Ceremony, not to mention countless school assemblies where our once shaky voices have become confident. Our team is also due to speak at the Toukley RSL Anzac Day ceremonies, which is one of the highly esteemed honors in our community. Jordyn and I also attended a lunch with the Governor. We feel that being given the chance to represent Gorokan High in such ways has been a great opportunity to display our ambition and pride inside and outside of the school.

Our time here at Gorokan High school has come to an end. As captains, we made a pledge to listen and represent those opinions of our students, both senior and junior so that everyone can continue and remember their own journey through Gorokan High school as an enjoyable one. We welcomed the new captains Tom Carlson and Rebekah Bolton before we headed off to complete our HSC and we know they will do a wonderful job as student leaders of GHS.

Respect, cooperation and personal best have been the foundations upon which all that we have achieved so far. We know that the lessons we’ve learnt, and the support, patience, opportunities and responsibilities we’ve been given will guide us into further success in our lives.

Jazmin Rather and Jordyn Tomba (2012 School Captains)
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

![Enrolments Graph]

The number of students enrolled at Gorokan High School has increased over the past 3 years.

Student attendance profile

![Attendance Rates Graph]

Management of non-attendance

As indicated by the graphical representation of data, attendance at Gorokan High while improving over the previous 2 years, it slipped back slightly in 2012 and therefore continues to be an issue. While we have been working hard over the years to address this issue, rates of attendance persist below state and region figures. We are constantly monitoring student attendance and students are regularly reminded through year meetings and newsletters of the implications on educational achievement of non-attendance. In 2012 we continued the phone intervention program (PIP) and SMS messaging letting parents know if students were not in attendance. We found this program was well received by parents and carers.

Retention Year 10 – Year 12

Although our retention rate dropped in 2012 and is below our target, we continue to narrow the gap on other schools in our Region.
Post-school destinations

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>total enrolled</td>
<td>142</td>
</tr>
<tr>
<td>left during year</td>
<td>36</td>
</tr>
<tr>
<td>sat for HSC</td>
<td>106</td>
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</table>

<table>
<thead>
<tr>
<th>Percentage of enrolment that left early</th>
<th>200</th>
</tr>
</thead>
<tbody>
<tr>
<td>changed schools</td>
<td>3</td>
</tr>
<tr>
<td>trainee/apprentice</td>
<td>1</td>
</tr>
<tr>
<td>employed</td>
<td>8</td>
</tr>
<tr>
<td>17 - seeking work</td>
<td>24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of students that sat for the HSC</th>
<th>200</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uni</td>
<td>32</td>
</tr>
<tr>
<td>Uni - NEWSTEP</td>
<td>4</td>
</tr>
<tr>
<td>TAFE / OTHER COURSES</td>
<td>23</td>
</tr>
<tr>
<td>Trainee/Apprentice</td>
<td>5</td>
</tr>
<tr>
<td>Employed</td>
<td>10</td>
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<tr>
<td>Seeking Work</td>
<td>17</td>
</tr>
<tr>
<td>Unable to contact</td>
<td>15</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

33% of Year 12 students undertook a vocational course along with 31% of Year 11 students involved in vocational education. Our Trade Training Centre and Career Acceleration Program have been huge success stories along with our Retail space created in the Library.

Year 12 students attaining HSC or equivalent vocational educational qualification

All 106 students (100%) who sat for the Higher School Certificate were awarded this honor. Gorokan High School offered thirty five courses. Students also achieved vocational accreditation across twenty five courses.

Staff information

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>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td>12.2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>62.8</td>
</tr>
<tr>
<td>Teacher of Multicategorical Disabilities</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></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>Teacher of ESL</td>
<td>.2</td>
</tr>
<tr>
<td>Counselor</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>16.37</td>
</tr>
<tr>
<td>Total</td>
<td>101.97</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Eight percent of Gorokan High School staff are of Aboriginal or Torres Strait Islander background.

Staff retention

Eighty one percent of staff have been retained from 2011 to 2012. There have been a number of retirements including Lorraine Chaffer (Head Teacher Teaching and Learning) who worked at Gorokan High School for over 30 years. A number of other staff were successful in gaining merit selection jobs at other schools either closer to home or as promotional positions.

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>94</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>6</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>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>401871.48</td>
</tr>
<tr>
<td>Global funds</td>
<td>727165.07</td>
</tr>
<tr>
<td>Tied funds</td>
<td>821053.41</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>295727.75</td>
</tr>
<tr>
<td>Interest</td>
<td>23083.16</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>62691.46</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>2331592.33</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 145685.17  |
| Excursions                | 117707.57  |
| Extracurricular dissections| 58113.90   |
| Library                   | 6842.15    |
| Training & development    | 19908.78   |
| Tied funds                | 713769.20  |
| Casual relief teachers    | 246097.66  |
| Administration & office   | 218015.76  |
| School-operated canteen   | 0.00       |
| Utilities                 | 131115.08  |
| Maintenance               | 76438.72   |
| Trust accounts            | 92149.02   |
| Capital programs          | 101633.87  |
| Total expenditure         | 1927476.88 |
| Balance carried forward   | 404115.45  |

Gorokan High School receives tied funding that can be spent only on specific programs including Literacy, Numeracy, staff Professional Learning and Aboriginal Education.

Many of the funds remaining at the end of November are committed to orders or expenses yet to be paid, or expenditure during December on casual salaries, payments for teacher’s aides and resources for the following year.

By the start of 2013, the remaining pool of funds consists of tied and trust funds and monies set aside for larger capital purchases.

Contributions from the community include donations and subject contributions paid by parents. These are a valuable source of funding for programs to ensure students receive the same opportunities as students in other communities throughout NSW.

A full copy of the school’s 2012 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. A full copy of the school’s 2012 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.

Achievements

Arts

The Creative and Performing Arts students were given the opportunity to learn through numerous extra-curricular activities throughout 2012. Music, Visual Arts and Drama HSC results were above state average again and this was a positive way to end the year.

The Visual Arts’ students were inspired by many excursions to view exhibitions, particularly Ms Eve’s senior class who travelled to Sydney to see a variety of contemporary art from the small gallery spaces in Paddington to the exciting Street Art Expo on Cockatoo Island.

The success of our MAD night continued with HSC art works displayed in the Senior Study and student Drama and Music performances in the hall. The night showcased outstanding student talent as well as our talented teachers with special mention to Ms Reeder who played a number of instruments on the evening.

The Music students and the Drama students attended HSC workshop days where they were able to interact with and learn from students and teachers from other Central Coast schools.

Sport

In 2012 Gorokan High School provided many opportunities for students of all ages and abilities to participate in and enjoy a wide variety of sporting activities or recreational pursuits. As a result of this all-encompassing approach, students of GHS have maintained a high level of participation, experienced a reasonable level of
success and some students achieved outstanding results.

Significant achievements throughout the year from students included Jesse Ramien gaining selection for the Under 15 NSW CHS and Australian school boys’ Rugby League teams. Further to this Jesse was also selected to play in the NSW Indigenous All Stars team which played the curtain raiser to the annual NRL All Stars game. Jai Opetai was another student to join the list of Gorokan High students who have gained Olympic selection. Jai was the National Champion for his weight division and ventured to London to demonstrate his prowess in the boxing ring.

Sportspersons of the year went to Kanesha Murray and Kairo Anderson. Both students represented the school extremely well and maintained a significant level of achievement academically in their selected subjects. The two were also heavily involved as leaders of their respective houses.

Weekly sport provided students with a wide range of sporting or recreational pursuits catering for a mix of student abilities and interests aiming to maximise student participation and enthusiasm for sport and recreational activities. The return to a whole school sport afternoon allowed our students to increase their involvement in a wider variety of sports offered.

There is an ongoing interest to provide all students with suitable activities as well as sustain student physical activity levels across all sports and further investigations will be held to ensure sporting success for our students.

To this end, the school reintroduced a sports house system. A strong push from previous SRC’s and leadership bodies within the school instigated this. The system is certainly in its early stages and is constantly being reviewed and refined. An initiative to support this was developed by the PDHPE faculty titled ‘Fitness Friday’, students volunteered to perform a fitness task each Friday with weekly winners awarded points and the overall winner earning points for their house. This initiative involves both students and staff. Other key features of the house system has points linked to attendance by the term and also points being awarded for awards gained through the school’s welfare policy.

Rugby League seems to be a strong sport within the school with our junior and senior sides consistently making local finals of their respective competitions. The school has supported this by offering a board endorsed course to our senior students focusing on Rugby League. We are also investigating the consolidation of stronger ties with Wyong Rugby League Club and utilising the resources they can offer us to extend our students further in this area.

The school fielded 26 teams in NSW CHS Knockouts. Thanks must go to the dedicated group of teachers who donate their time and expertise to coach, manage and organise teams and events for our students. Without these staff the Gorokan High sports program would not exist.

Swimming Carnival 2012

Dance

SCHOOLS’ SPECTACULAR

For the second year in a row, the extra-curricular Combined Dance Team was successful, through extremely competitive audition processes, to gain places in two dances and the combined finale.
Featuring over 3500 of the state’s most talented singers, dancers and musicians, the Schools’ Spectacular is a brilliantly choreographed and costumed production on an epic scale.

Audiences that pack the Sydney Entertainment Centre gain an insight into the wealth of talent in public schools, and see the dedication, commitment and creativity of the teachers who nurture that talent.

The annual entertainment showcase has launched the careers of a host of Australia’s most popular performers and has introduced tens of thousands of students from New South Wales public schools, and now including Gorokan High School, to the thrill of performing professionally to capacity houses.

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

Reading – NAPLAN Year 7

Literacy achievement is based on 4 key areas: reading, writing, spelling and grammar and punctuation.

In each area of literacy Gorokan High School performed well and was above the mean of our Statistically Similar School Group (SSG). This measure, groups schools taking into account their socio-economic conditions and relative educational advantage. Comparisons of results are therefore made with similar schools. Gorokan High’s average performance ranged between 14 and 23 points above the SSG.

Our students were below State mean in each of the areas tested in literacy.

The results in each area of literacy show consistent improvement in the percentage of our students achieving in the top two bands from 2009 – 2012.
Numeracy – NAPLAN Year 7

In Numeracy Gorokan High’s achievement was 14 points above our SSG. There is still a significant gap between our students’ average performance and that of the State. 27.4% of our students achieved Bands 7, 8 or 9 compared with 45.9% in the State average.

Reading – NAPLAN Year 9

Gorokan High students achieved above our SSG in all areas of literacy. Challenges remain however as we are still below State average in this area. As a school we are working hard to improve these results. In 2013 we have a number of initiatives put in place to support students in achieving their potential in the NAPLAN tests.
For the first time in a number of years our average Numeracy achievement in Year 9 was above the SSG mean. Numeracy remains a focus at Gorokan High School with a number of programs running to improve student achievement as we were still below the State mean in 2012.

Higher School Certificate

One hundred and six students sat for the Higher School Certificate across thirty two subjects in 2012.

70% of our courses achieved average results above SSG average. Standard English and Ancient History achieved above State average and over 30% of students received first round offers to University.
Significant programs and initiatives

Aboriginal education

With our 178 Aboriginal students Gorokan High School celebrates a strong cultural program. Students at Gorokan High are offered the opportunity to experience many aspects of Aboriginal Culture. 2012 saw us enter the third and final year as a SIP (Schools in Partnership) school. This funding has enabled the continuance of the tutoring program, two Aboriginal Education Workers to provide in class support focusing on student learning outcomes, overseeing culturally appropriate programs across curriculum, Mentor students, the Sista and Bro speak programs, promotion of Aboriginal culture within the school and its community and the monitoring of attendance.

Norta Norta (senior) Tuition Funding focused on literacy and numeracy and enabled the school to appoint two casual teaching staff to support senior Aboriginal students in meeting educational outcomes. All senior students were involved in the continuance of this very successful program.

Personalised Learning Plans (PLP’s) continued to be implemented through family and community meetings for each Aboriginal student to assess their strengths, goals and areas for development. The meetings were generally attended by students, parents, families, the Aboriginal Education Officer and the Year Advisor.

The Quicksmart and Multilit tutoring programs continued concentrating on increasing the skill levels for students in numeracy and literacy. While the program was targeted at all Year 7 and 8 students, many Aboriginal students took part.

Barley Terrun, the Aboriginal Advisory Committee met once a term to discuss the direction of Aboriginal education at Gorokan High School as well as to direct the allocation of SIP funding.
members, were trained in the Stronger Smarter Institute Leadership Program. Funding was provided to increase cultural programs in our local feeder schools. Senior GHS students taught students in Years 3 to 6 from our local feeder primary schools the fundamentals of Aboriginal dance and didge. The program culminated in the formation of primary troops which proudly performed once again at school assemblies and presentation evenings.

Significant programs and initiatives in the area of Aboriginal Education have occurred throughout 2012 enhancing student participation, parent and community partnerships, student leadership, creative, sporting and academic pursuits and achievements. Student leadership has been a focus for many of our ATSI students this year with many gaining leadership experiences through school assemblies, community events and partner school activities.

50% of Aboriginal 2012 HSC students gained placement into University.

Five students successfully gained Two Ways Together Scholarships.

The celebration of achievement ‘Aboriginal Awards’ were held once again, where all Aboriginal students and their families were invited to a presentation afternoon and BBQ. The ceremony featured a number of dances, Didge performances and displays of student artwork. A highlight of the award ceremony was the presentation of Year 7 book packs to the incoming Year 7 students for 2013.

Year 12 Student Madeline Matthews Turner’s Major project for Aboriginal Studies

Cultural Programs

The school houses an Aboriginal art room and students have created outstanding pieces of Aboriginal art, which is proudly displayed throughout the school. Students participated in SistaSpeak (a girl’s enrichment program), for the first time Bro speak, and Wyong Shire Council’s Ngura program (boy’s health and wellbeing). Didge lessons were available each week for students to access as was Contemporary Aboriginal Dance. Once again our whole school NAIDOC celebrations were an outstanding success with all students taking part in dance, didge, games, art and beading. The performance troops once again were highly sought after with performances at Starstruck, Senior week, Harmony Day, Naidoc week, Galuwa pathway program, Gibalee Day, The Manning Park Festival, local schools, Central Coast rugby 7’s and Darkinjung Naidoc celebrations.
GHS Principal Sam Ricketts with the Aboriginal Performance troop

**Multicultural education**

There is a school wide emphasis on ensuring that all faculties include appropriate multicultural perspectives in subject content. Gorokan High School includes students from a wide variety of cultural backgrounds. We have two trained anti-racism officers on staff. As a school we also celebrated ‘Harmony day’ with many activities run through the SRC.

**Student Welfare Programs run at Gorokan High School during 2012**

- Learning support centre
- Dedicated welfare periods to Years 7 & 8
- Resilience workshops
- Anger Management Workshops
- Boys’ Group – Gentlemen Tea Group
- Shine – Girls self-esteem program
- Year 9 Drug and alcohol workshops
- Year 10 Safe partying workshops
- Year 8 Study skills
- Years 7 and 8 Crime prevention workshops run by Rachael Garland (SLP)
- Cyber safety parent workshop run by Australian Federal Police
- ‘Outasite’ (Year 7 safe school program)
- Year 8 Conflict Resolution workshops
- Year 9 GP access information sessions
- Year 6 – 7 Transition
- Year 11 Celebrate Safely Youth Forum
- Chess club, Lunch bingo, Knitting group
- Reward excursions
- Friends for Life Program
- School Chaplain Program
- Stewart house camp
- Mentoring – Staff and Senior students
- Planit Youth Program
- Peer tutoring
- Duke of Edinbough Award
- Harmony Day
- Pink Day – Breast Cancer Fundraiser
- Parent information evenings
- Breakfast club
- Season for growth – Grief program

Mrs Megan Hearne and the SRC during ‘Pink day’

**Continuing Links to local community organisations**

- Burnside – Strength based training
- RAPT (Reconnecting Adolescents and Parents Team)
- Headspace (Mental Health referrals)
- San Remo Neighbourhood Centre
- Family and Community Services (FaCS)
- Breakthu
- Youth Connections
- Gravity youth centre – GP clinic, counseling and Drop in centre.
Priority Schools Program

Priority Schools funding has enabled the school to develop programs to support the following targets:

1. Literacy, numeracy and student learning
2. Student engagement
3. Communication with the school community

LITERACY and NUMERACY and STUDENT LEARNING INITIATIVES

- Professional Development Workshops – Teaching about Exposition Writing
- Numeracy Workbooks were evaluated and refined for explicit teaching across years 8 and 9.
- Staff Training on developing effective feedback tools. Workshops to develop feedback tools were conducted for executive and staff meeting presentation, and workshop for executives and faculty members.
- QUICKSMART – Numeracy Program, resources, training, implementation support.
- Multilit – Literacy program
- Development of a Connected Skills Framework to promote improved achievement – posters, whole school training. Whole staff presentation and staff workshops. Workshop for executive staff on the Connected Skills Framework and automated feedback tools.

STUDENT ENGAGEMENT INITIATIVES

- You can do it “Program Achieve” Year 7. Resource acquisition – program costs, posters and resources for students and staff plus staff training to build student confidence and resilience.
- Faculty Teaching Program Revision – ongoing from 2010 and 2011.
- Assessment task preparation and analysis at faculty and task levels.
- Interactive Smartboards for each faculty to further embed technology into the classrooms of each faculty.

Communication with the school community

- The opportunity to employ a community liaison and school promotion officer

Progress on 2012 targets

Target 1

To improve literacy (reading and writing) and numeracy results

Our achievements include:

- Strong growth in Year 12 Higher School Certificate Standard English
- NAPLAN results that are consistently above our statistically similar schools (SSG) in Year 7 and Year 9.

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

Our achievements include:

- Retention rates improved from 43% in 2010 to over 55% in 2011, although they dropped slightly in 2012 we continue to narrow the gap in retention rates among the Hunter Central Coast region.
- Improved attendance at P & C meetings

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

Our achievements include:

- Aboriginal students attendance figures match those of non-Aboriginal students
- 50% of Aboriginal students completing the HSC offered University placements
- Aboriginal students’ growth results in literacy and numeracy is well above regional average.

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

Our achievements include:

- Whole staff training opportunities on ‘Moodle’ and blogs
• Whole school training sessions on using SMART data
• Faculties coded assessment tasks using the Quality Teaching model. From the results they refined tasks to be of a much higher quality.
• All staff had access to training opportunities developed by the DEC’s Gifted and Talented Unit.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Gifted and Talented Education.

2012 saw the further expansion of the Gorokan High School Selective unit. The school was chosen to offer this specialist stream of education to gifted and talented students, as part of the state government’s expansion of the availability of selective places in public schools.

Background
Each year the school is able to offer a limited number of places in Year 7 to students who have sat and passed the State Secondary Schools Selective Test. Entry is determined predominantly by this test, which is sat while students are in Year 6.

Following the initial intake in 2010, Gorokan High School will enrol up to two new selective classes each year, (a maximum of 60 students) so that by 2015 there will be a selective cohort within each year.

Gorokan High School has always provided a diverse and challenging curriculum to all students in all stages. As part of the 7C Enrichment class initiative, which has operated now for many years, Gorokan High has an established tradition of delivering challenging programs for students seeking enrichment.

Students in the Selective Class receive specialist educational programs designed for Gifted and Talented students in the core subjects of English, Mathematics, Science, History, Geography, Language and PDHPE.

In the Technology and Creative Arts subjects, where student groupings differ from the core area, these students are supported by extension and enrichment within the class they have been allocated.

The evaluation was undertaken due to the school having had the Selective classes over 3 years and the class sizes doubling in that time. But still the school is filling all available places. Data used in the evaluation was taken from SMART, student focus groups, parent and staff surveys.

Findings and conclusions
• Students in both Year 7 and Year 9 selective classes scored well above state and regional average with over 50% of students in both cohorts achieving the top band in all areas of the NAPLAN tests.
• Students enjoy having specialist teachers for all subject areas
• Students enjoy the motivational workshops and the creativity that the ‘Academic Olympics’ allows
• Parental satisfaction of the program is high
• Some parents feel disconnected with the school and want to be more involved in their child’s school life
• Parents appreciated the ‘Parent workshops’ run by Dr Rudmann on how to support their children
• Staff find teaching the classes a challenging yet rewarding experience
• All executive staff members have undertaken specific training in Leadership for Change for Gifted and Talented Students which was delivered by the NSW Department of Education Selective Schools Unit. In addition our Head Teachers are part of the Selective School’s Curriculum network which provides ideas and resources to support the delivery of curriculum.

Future directions
Taking into account the feedback from all members of the school community we will continue to have specialist teachers on our selective classes and offer more programs where
students creativity and leadership can be used in order for deeper learning to occur.

Involvement of parents in our school is critical to enhance the teaching and learning of students. We will offer parents more opportunities to be involved in their child’s schooling through invitations to the motivational workshops, parent evenings, the Academic Olympics, and subject ‘Expo’ nights.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Gorokan High School has continued to build on the strong parental support. Evidence of this is the increased numbers presenting at P & C meetings as well as in our parent survey GHS parents rating the school on average 9 points higher than other schools surveyed nationally. The key areas included in this survey were: school curriculum, teacher quality, access to technology, school leadership, parent communication, guidance and support, school environment, personal development and learning opportunities.

In the student survey GHS rated 5 points above other schools surveyed nationally. With best results in: Guidance and support, learning opportunities and teacher quality which all scored 5 points or more above the national average.

Staff nominated communication as an area for improvement within the school. This area has been addressed with weekly agenda published, along with a stronger reliance of staff to use email as a method of communication. Feedback to the Executive late in 2012 was that we could still improve communication amongst staff members with particular issues raised to do with excursions.

Professional learning

The Gorokan High School plan focuses on literacy, numeracy and technology. Our 2012 budget of $54000 was fully expended. The professional learning budget has been substantially increased through funds from the Priority Schools Program. The majority of funds were spent on casual relief for staff undertaking professional learning.

Staff underwent training in a number of areas with Technology and Welfare programs the most popular. Other courses popular with staff included vocational training courses, curriculum and HSC support, Annual conferences and Aboriginal education (specifically Stronger Smarter and Connecting to Country).

Many staff also opted to complete training in GATS education courses in preparation for taking selective classes.

Professional learning for staff allowed Gorokan High School to emphasise the recognition of differing socio-cultural backgrounds, the strength of the Quality Teaching Framework as a tool for planning, teaching and assessing, and the use of SMART data in meeting the needs of individual students.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.
School priority 1
Outcome for 2012–2014
Improve Literacy and Numeracy skills of students so that all students capable achieve above minimum standard.

2013 Targets to achieve this outcome include:
• Improve Literacy and Numeracy skills of students to equal state average by 2014
• All staff trained in the use of SMART data by 2013 (continued for new staff)
• All staff trained in the use of RAP by 2013
Strategies to achieve these targets include:
• Employment of additional STLA to focus on working with staff to develop knowledge and skills in embedding effective literacy and numeracy strategies in class programs.
• A case management approach to literacy numeracy for students identified at risk of not meeting national standards
• Supporting the development of pedagogies that are sensitive to and engage with ATSI students’ languages and cultures.
• Training all new executive staff in the use of SMART and RAP data to then take back to faculties

School priority 2
Outcome for 2012–2014
Increase retention to 60% by 2014

2012 Targets to achieve this outcome include:
• 10% increase in retention in 2013
• Improve student attendance to meet regional average
Strategies to achieve these targets include:
• Introduce SBAT’s and into stage 5
• Continue to embed careers education into stage 4 including MEGS, and strong transition structures
• Home School Liaison program to be improved
• Personal Action Plan developed for all students in Stage 4 to include survey of careers interests, personal & family information, interests, family, learning style preferences. Document to inform teaching staff and to connect students’ learning with long-term school commitment and career goals, knowledge and choices

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.

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Marie Grant, Deputy Principal
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Lynnette McCauley, Head Teacher Science
Andrew Collins Head Teacher PDHPE
Dr Silvia Rudmann, GAT Co-ordinator
Jan Pryor, Relieving Head Teacher CAPA
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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:

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