Gorokan High School
Annual School Report

2011
Our school at a glance

Students
Our Years 7 - 10 enrolment of 746 students in 2011 consisted of 359 girls and 387 boys. Senior boys (148) and girls (163) and Support Unit students (23) made up a total of 1080. Student numbers have increased particularly over the past 2 years and will continue to increase over the next 3 – 4 years 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 were approximately 140 Aboriginal students enrolled across Years 7 to 10 in 2011 and indications from our partner primary schools shown, that number will grow in future years.

Staff
Our teaching staff is a mixture of experience and youth. In 2011 a number of highly experienced staff and leaders in our school retired. This trend will continue over the next 4 – 5 years with more experienced teachers reaching retirement age. 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 2011 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 2011
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 good individual results.

Staff have been improving programs in accordance with the Quality Teaching Framework. All courses in the School Certificate produced stronger results than 2011. 85% of our students achieved Band 4 or above in English Literacy. In the HSC our top-performing students showed very strong value-added results and eighteen per cent gained ATAR scores over 85.
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 within the school such as attendance and retention, high points of achievement and indicators of our growth and success.

2011 was the second year of our selective class commencing in Year Seven. This academically selective class provides families in the northern part of the Central Coast with 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% of students who are offered selective places.

2011 was also a year for building our Trade Training Centre in collaboration with other nearby high schools. The planning and building process took much longer than we anticipated and it was not until October 2011 that the facilities were finished. We immediately took a new approach to senior classes in the light of our TTC success planning a compressed Certificate 2 (Career Accelerated Program) which was highly successful with all 16 students enrolling into the course undertaking employment by the end of the year.

When you look at our NAPLAN results for 2011 you will see that 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.

Gorokan high was named as outstanding school in the State Nanga Mai awards for Aboriginal education for the second successive year. This honour reflects the efforts of our staff and community working together.

The refurbishment has continued throughout 2011 with our Metal work rooms and our Hospitality areas refurbished. The hospitality refurbishment included the addition of a bistro area.

Some aspects of 2011 brought disappointment. There are certainly things that need to be done to achieve consistent results, especially in external examinations. HSC results in 2011 show that we cannot afford complacency. Some individual performances were outstanding and overall the results were an improvement on 2010, although there is still work to be done. 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

(Relieving Principal)

P & C and/or School Council message

The Gorokan High School Parents & Citizens (P&C) have built a strong partnership working together with the school 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.

At the annual Public Education Awards two members and one member of staff received awards of recognition.

Nominations were called for a representative to be on the selective schools panel as well as the student out of zone enrolment committee.

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 2011, more than $25,000 was raised from the canteen and donated to the P&C to disperse. These funds would not be possible without the continued support from students and parents. This year we met to disperse these funds to the areas of need. It was decided to maintain our commitment to bridge the shortfall and provide 2 electronic smart boards for designated classrooms, this was at a cost of approx. $5000. Support was also provided to the combined dance troops attending Starstruck to assist with accommodation.

Financial support of $200 was also given to a year 11 student to help with the costs associated with competing on a national sporting level.

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

There was an identified need for shelter on the oval for the students, $15000 was donated towards permanent pergola type shade covers with BBQ seating underneath.

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

A one day course on panel training was held to enable our members and member of our local school’s P&C to up skill and fulfil the requirements of P&C representation on panels. Members are then invited to have direct input in the selection 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.

Leah Ingram (President GHS P&C)

Student representative’s message

It was only six months ago that Jordyn and I found ourselves at the beginning of an exciting and challenging journey of becoming School Captains. It started with the pinning on of a badge and the slipping on of a blazer, when our task of being the most positive, enthusiastic and dedicated role models we could be, began. Since then, every day we have strived for the betterment of our fellow students and we 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 has so far consisted of the Christmas Day fund raiser, a recent 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 been growing since the beginning of the year, and we are currently in planning for a GHS Talent show that will support an Anti-Bullying Campaign, as well as our annual Pink Day Breast Cancer fundraiser, an event that both students and teachers get involved with and encourages school spirit. With the commitment
of other young, talented, creative members of the SRC, we are already confident that Gorokan will have a great group of future leaders, eager to continue contributing to our school.

Not only do 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 and 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 honours in our community. Jordyn and I will also be attending a lunch with the Governor in the up and coming months. We feel that being given the chance to represent Gorokan High in such ways is a great opportunity to display our ambition and pride inside and outside of the school.

This year we have also been involved closely with Gorokan High’s most recent group of exchange students, who were welcomed into our grade. We believe it has been an amazing and educating experience having them integrated into not only our classes, but our lives and we have used this opportunity to teach them about our culture and way of life, and in return have learnt about theirs. Once they go, their impact on those of us they have befriended will be touched forever, and we are grateful that our school gave us the opportunity to have such a multicultural interaction.

Realistically, our time here at Gorokan High school will be coming to an end before we know it. But until then we plan to maintain the same innovative, creative, and dedicated attitudes we have always felt when being involved with our school activities. As Captains, we have made that 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. The new candidates for school leadership roles have been appearing within Year 11 already, and so far the drive of these outgoing students has been acknowledged. We plan to mentor them and to do all that we can to help them reach the potential and goals they wish to achieve.

Respect, cooperation and personal best have been the foundations upon which 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 (School Captains)

School Captains Jazmin Rather and Jordan Tomba with retired Principal Mr Les Clark

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 chart]

**Student attendance profile**

The data below shows Gorokan High School’s attendance is one of the major issues confronting it’s community. Although improving steadily over the past two years our attendance is substantially below State and Regional averages. Our students have no reason to be below regional average. If they are not in class it has a negative impact on their learning. We are working with our community to address this problem.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>90.5</td>
<td>90.8</td>
<td>90.8</td>
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</tr>
</tbody>
</table>

**Management of non-attendance**

As indicated by the graphical representation of data, attendance at Gorokan High while improving over the past 2 years, continues to be an issue. While we have been working hard 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 2011 we
introduced the phone intervention program (PIP). We found this program was well received by parents and carers. In 2012 we have further developed this program to include parents receiving an SMS if their child is absent.

**Continuing Strategies**

Many of the strategies from 2010 continued into 2011. These included:
- Monitoring of students with 85% attendance or less which was checked every 4 weeks by year advisers, who then made contact with home/carers.
- Student interviews - by one or more of the following: Head Teacher Welfare, Deputy Principals, Home School Liaison Officer (HSLO).
- Referrals made to the HSLO for students with the poorest records resulted in a ‘student return to school’ plan negotiated through consultation with both the student and parents.
- Referrals to outside agencies such as RAPT, Breakthru, Head Space and Youth Connections.

**Strategies for 2011 that were enhanced**
- Phone Intervention Program - which enabled the school to establish and maintain communication pathways with parents and carers.
- A period-by-period electronic roll mark, which enabled the school to monitor student’s attendance throughout the school day supported by new technology.
- Compulsory attendance at the beginning of the school day for senior students regardless of their starting time during the day.

**Rewards**

The school continues to stress the importance of attendance and has maintained various reward incentives to encourage this. Strategies include;
- Commendation letters sent home by year advisers.
- Reward excursions for each year group for outstanding attendance.
- Certificates awarded to any student with exemplary attendance each term.
- Prize draws (movie tickets) on assemblies for students with exemplary attendance.

**Other**

The school recognises the importance of establishing and maintaining positive relationships and connections with students. Strategies to aid in achievements of this included;
- Extracurricular activities (sports, chess club, knitting, bingo, Pink Day, etc)
- Work experience arranged for appropriate students.
- A transition program to reduce anxiety of year 6 students coming into year 7.

**Retention to Year 12**

Our retention rate has improved to over 55 percent which is still below our target for 2011 but has improved significantly over the past three years. GHS has also narrowed the gap significantly between our retention rates and the State.

**Post-school destinations**
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 two percent of staff were retained from 2010 to 2011. There were a number of retirements including Mr Les Clark (Principal) and Mr Kim Whealey (Deputy Principal), two staff members have taken leave to study while others have attained promotion positions or transfers.

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>
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<tr>
<td>Degree or Diploma</td>
<td>93</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>7</td>
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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

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<th>Position</th>
<th>Number</th>
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<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>12.2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>62.8</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1.4</td>
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<tr>
<td>Teacher of Multi catagorical 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>Teacher of Careers</td>
<td>1</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>102.77</td>
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Financial summary

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

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<thead>
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<th>Date of financial summary:</th>
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<tr>
<td>Income</td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>653755.72</td>
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<tr>
<td>Tied funds</td>
<td>860460.04</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
<td>34345.03</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>2408340.65</td>
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</table>

Expenditure

<table>
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<th>Teaching &amp; learning</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>136504.75</td>
</tr>
<tr>
<td>Excursions</td>
<td>94419.38</td>
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<tr>
<td>Extracurricular dissections</td>
<td>46357.14</td>
</tr>
<tr>
<td>Library</td>
<td>7734.72</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>33722.56</td>
</tr>
<tr>
<td>Tied funds</td>
<td>980808.77</td>
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<tr>
<td>Casual relief teachers</td>
<td>234782.74</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>149487.55</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>111587.59</td>
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<tr>
<td>Maintenance</td>
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<td>Trust accounts</td>
<td>115499.59</td>
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<tr>
<td>Capital programs</td>
<td>24439.51</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>2006469.17</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>401871.48</td>
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</table>

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 2011 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 2011

Achievements

ARTS

The Creative and Performing Arts students were given the opportunity to learn through numerous extra-curricular activities throughout 2011. 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. All students were given the opportunity to visit the Art Gallery of NSW to view The Archibald Prize Exhibition and The Moran Portraiture Prize. Three of the HSC Visual Arts students from Ms Allen’s class had their work selected to be displayed in A Central Vision, the annual exhibition of artworks by Central Coast Secondary Public School students from years 7 – 12 held at Gosford Regional Gallery. Ms Allen also took a group of Year 7 students to the Open Gallery Program at the Art Gallery of NSW. This excursion was sponsored allowing students to attend for free, it was the first time many of them had the opportunity to attend an exhibition.

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 ad resources for the following year.

By the start of 2012, the remaining pool of funds consists of tied and trust funds and monies set aside for larger capital purchases.
There was a major change to the students’ performance night in 2011 as a M.A.D. Night was introduced to replace the Annual Performance Night. This exhibited the Visual Arts’ students’ work, music performances and some drama performances.

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 2011 Gorokan High School continued to provide 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, with some of these students achieving outstanding results.

Jaidyn Barnes was an outstanding sport performer in 2011 winning a NSW CHS bronze medal as a member of the Sydney North Area Under 13’s Cross Country team. Grant Browne was successful in gaining selection to NSW CHS open 2nd XI Football team.

Sportspersons of the year went to Kanesha Murray and Grant Brown. Both students represented the school extremely well and maintained a significant level of achievement academically.

Weekly sport provided students with a good range of sporting or recreational pursuits catering for a wide range of student abilities and interests aiming to maximise student participation and enthusiasm.

A community and student survey at the end of 2010 regarding year 7 integrated sport, saw a move to a split sport timetable. Year 7 students participated in sport during the middle of the school day on Tuesdays. Ideally, the desire was to give students more opportunity to choose sports they wished to participate in as well as give them more opportunities to access off site facilities or recreation activities.

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.

The school fielded 26 teams in NSW CHS Knockouts, with our best performing side being the Open Boys Soccer-progressing through to the Central Coast final. Thanks must go to the dedicated group of teachers who donate their time and expertise to coach, manage and organise teams and events for the students of Gorokan High School. Without these staff the Gorokan High sports program would not exist.

2011 Swimming Carnival
DANCE

Star Struck is a variety concert held annually, that showcases excellence in the performing arts and public education throughout the Hunter Central Coast Region. Each year, students have the opportunity to work with industry professionals to further develop their skills in a chosen art form and then showcase these by performing on the arena platform at the Newcastle Entertainment Centre.

Gorokan High School Combined Dance Team (Yr 7 – Yr 12) was successful once again this year, through audition process in gaining places in two dances as well the combined finale.

School’s Spectacular

For the first time in Gorokan High School’s history, 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 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

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. GorokanHigh’s average performance ranged between 24 and 34 points above the SSG.

Our students were above State mean in writing, grammar and punctuation and equal to the mean in reading.

The results in each area of literacy show consistent improvement in the percentage of our students achieving in the top three bands from 2008 – 2011.
Numeracy – NAPLAN Year 7

In Numeracy Gorokan High’s achievement was 15 points above our SSG. There is still a significant gap between our students’ average performance and that of the State. 14.8% of our students achieved Bands 8 or 9 compared with 26.9% in the State average.

Literacy – NAPLAN Year 9

Gorokan High students achieved above our SSG in both reading and grammar and punctuation. Challenges remain in writing and spelling where our students were below State and SSG average.
Numeracy – NAPLAN Year 9

Our average Numeracy achievement in Year 9 was below both State and SSG mean. Numeracy remains a focus at Gorokan High School with a number of programs running to improve student achievement.

SCHOOL CERTIFICATE

One hundred and fifty five students sat the mandatory School Certificate Tests in 2011. Improvements in the top 2 Bands (5 and 6) performances were evident across all subjects when compared to school average from the preceding 3 years.

In the English test 85.8% of students performed in Band 4 and above with the average mark only 0.4 below State average at 75.2.

Mathematics saw 29.4% of students in the top 3 bands. Our average mark of 66% was 2% above our SSG but still below State average.

In Science 54.9% of students achieved Band 4 or above. Our students’ average mark was higher than our SSG.

In the Australian History test, 44.8% of students achieved a Band 4 – 6 result. This was an improvement of 2% on 2010 results. Our students’ average mark was also 3% above SSG but below State average.

37% of students achieved Band 4 or above in the Australian Geography test. This was an improvement on 2010 results and the average
mark, although above the SSG average, was still below State average.

Computer skills results saw 99.3% of students achieve in the competent or highly competent range with the average mark being 72.7.
School Certificate relative performance comparison to Year 5 (value-adding)

Higher School Certificate
One hundred and fifteen students sat for the Higher School Certificate across thirty three subjects in 2011. 70% of courses scored above or equal to our 2007 – 2010 course averages.

75% of our courses achieved average results above SSG while 50% of courses achieved at or above State average. Outstanding results were achieved in the following courses:

- Advanced Mathematics, Ancient History, Music, Visual Arts, ESL and Drama were 100% of students scored Band 4 or above.
- Aboriginal Studies in which Shahni Wellington was the highest scoring Aboriginal student in NSW.

Higher School Certificate relative performance comparison to School Certificate (value-adding).

A number of intervention strategies throughout Year 12 were implemented, including an extensive tutoring program, and helped to improve our results from 2010. Our analysis of results although indicating improved scores for boys highlighted that they still scored well below girls in most areas. We are also investigating a number of alternative exam structures to help improve student confidence and performance.

Minimum standards

| Percentage of Year 7 students achieving at or above minimum standard (exempt students included) |
| Reading | 96.1 |
| Writing | 94.1 |
| Spelling | 95.7 |
| Grammar & Punctuation | 88.9 |
| Numeracy | 92.5 |

| Percentage of Year 9 students achieving at or above minimum standard (exempt students included) |
| Reading | 87.4 |
| Writing | 62.6 |
| Spelling | 84.1 |
| Grammar & Punctuation | 78.8 |
| Numeracy | 85.2 |
**Significant programs and initiatives**

**Aboriginal education**

Gorokan High School celebrates a strong cultural program. Aboriginal student population peaked at 142 in December 2011. Students at Gorokan High are offered the opportunity to experience many aspects of Aboriginal Culture. 2011 saw us enter the second year as a SIP (Schools in Partnership) school. This funding has enabled the continuance of the tutoring program, 2 Aboriginal Education Workers to provide in class support focusing on student learning outcomes, overseeing culturally appropriate programs across curriculum, Mentor students, promotion of Aboriginal culture within the school and its community and the monitoring of attendance.

**NortaNorta** (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. 36 senior students were involved in the 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** tutoring program began concentrating on increasing the skill levels for students, the program was targeted at year 7 students and 12 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 to well as direct the allocation of SIP funding.

Gorokan High School is a **Stronger Smarter Institute Hub School** and two additional staff members, an AEW and a community member, 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 at school assemblies and presentation evenings.

Significant programs and initiatives in the area of Aboriginal Education have occurred throughout 2011 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.

Freedom Riders Todd Forrester and Shahni Wellington

**Student Achievements**

Five Aboriginal students nominated for the role of student executive of which two students were elected as **senior prefects** for the 2012 year.

Five students auditioned for the School Spectacular **Aboriginal Dance Ensemble**. One was accepted into the troop and took part in the cultural programs and workshops held by the Bangara Dance Company throughout 2011.

One Aboriginal student placed as the highest Aboriginal student ranking in NSW of that
subject. 50% of Aboriginal 2011 HSC students gained placement into University.

Five students successfully gained Two Ways Together Scholarships. One student won the Nanga Mai for Leadership and Gorokan High won the schools’ award for the 2nd consecutive year.

Three students and one teacher were privileged to take part in the Freedom Ride Re-enactment.

We entered 4 teams into the Pelican’s touch competition and were narrowly beaten in the grand final.

The celebration of achievement ‘Aboriginal Awards’ were held once again.

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) 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 Mannering Park Festival, local schools, Central Coast rugby 7’s and DarkinjungNaidoc celebrations.

Traditional Art workshop

GHS 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. In 2011 our first cohort of students completed the HSC course ‘English as a Second Language’. This was very successful with 100% of students achieving Band 4 or above. 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 2011

The welfare team has run:

- 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 Edinbourg Award
- Harmony Day
- Pink Day – Breast Cancer Fundraiser
- Parent information evenings
- Breakfast club

- Season for growth – Grief program

Year 12 2011 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.
• 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.
• 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.

CAREERS FOCUS

Resource development and support of programs and training. The need to focus student attention on the link between school and future employment resulted in significant time allocation to careers advisers resulting in the development of:

• Development of a career’s section on the school website
• Development of key competencies posters for classroom to link learning to life outside school
• Careers lessons (7 – 10) using the program developed in 2009 and undergoing revision.
• Resource support for careers education.
• Trial of Quality Portfolio program Years 7 & 8. The program had limited success due to a number of factors including staffing and program ownership and organisation. A review resulted in the proposal to use a revised version in year 9 only started in 2011.

PASSPORT PROGRAM FOR YEAR 10

Ongoing support for the Passport Program which focuses on developing study skills and student motivation in year 10. This program aims to increase student success in senior years. The program has been revised to incorporate a greater focus on career development including resume writing, a work experience component and a mock job interview.

Other School initiatives to promote student engagement, enjoyment and the development of positive student-staff relationships included:

• Harmony DAY
• Ongoing support for Duke of Edinburgh Awards
• Ongoing support for student leadership training and development of whole school initiatives.
• Continued support of a fully equipped staff resource room

2011 OTHER INITIATIVES

New 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 promote the website in a way that will improve communication with the school community by improving the communication of
information and providing another avenue through which parents and students can contact the school.

School Liaison Officer The appointment of a School Liaison Officer for 2-3 days per week (A flexible working arrangement using the current Liaison Officer from our main feeder primary school). The role of this person will be to build relationships with parents, encourage parental involvement with the school and to develop partnerships with the wider community including local businesses and organisations.

PROGRAM TARGETS 2011 were

- The Revision of Quality Portfolio and implementation into Year 9 of a Quality Portfolio for year 9 to increase engagement.
- Ongoing literacy and numeracy school developed workshops and release time for NAPLAN analysis and follow up.
- Development of Feedback Tools
- Support for the development of programs for Teaching & learning in Year 9 & 10. Focus on study skills and learning to learn.
- The development of new whole school extra curricula initiatives focused on engagement.
- The use of outside presenters for Staff Professional Development relevant to literacy, numeracy, differentiation and student engagement.
- The introduction of more activities to develop student leadership skills – year 10 leadership program.
- Upgrading of the Resource Centre to improve the quality and quantity of engaging resources being developed by staff and to promote wider use of the resource.

GHS met all targets at varying levels.

Gorokan High School has full wireless coverage of all learning areas including demountable classrooms. The areas not covered by wireless reception are mainly in the administration block so use of network cables with DER laptops is necessary for Internet and network coverage.

Interactive Whiteboards (IWB) have been installed in twelve learning spaces. There is also an installation plan of appropriate hardware to enable Interwrite pads previously purchased to further increase the number of IWB learning spaces to eighteen across the school.

The provision of a Technical Services Officer (TSO) to administer and manage all DER laptops in the school is vital to the successful use of laptops in the learning environment. Student use of DER laptops is increasing as staff confidence and proficiency in ICT skills increases. There is still a great need for staff professional development and especially at the novice level. The school web site and Moodle have been updated and upgraded to more accurately reflect our commitment to ICT learning.

Evaluation of Year 10 School Certificate Computing Skills Exam results has identified an area of need in re-mapping ICT curriculum areas and responsibilities to ensure students are explicitly being taught the knowledge and skills to enable them to meet the ICT skills requirements on their laptops in Year 9.

Targets:

- All school data projectors are ceiling mounted
- Increased use of Moodle by staff and students for e-learning
- Ongoing professional development opportunities for staff with e-learning techniques

Connected learning

Other programs
Gorokan High School – A Partially Selective High School

2011 saw the 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.

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.

Selective students complete the same curriculum as determined by the Board of Studies, the difference lies in how the curriculum is presented and the pace in which it is completed.

Selective students are therefore exposed to curriculum differentiation. Differentiation or modification of the curriculum caters for differences between gifted students and age peers. Gifted students need differentiation because they:

- learn at faster rates
- find, solve and act on problems more readily
- manipulate abstract ideas and make connections to an advanced degree.

To encourage high achievement, originality, problem-solving, higher-order thinking skills and creativity, teachers will consider the individual needs of the gifted and talented students in their classes. Teachers will assess students’ knowledge and skills to provide challenges and learning options appropriate for their development.

How Gorokan High School is supporting its Selective Classes?

Executive Staff

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.

Teachers

Gorokan High School teachers involved in the selective classes have received training opportunities developed by the DET’s Gifted and Talented Unit. These opportunities have focused heavily on developing units of work which provide students with the level of curriculum appropriate to their gifts and talents. Additionally, two members of staff have completed Certificates of Gifted Education through GERRIC, University of New South Wales. Such training opportunities are ongoing, and will
be incorporated into whole school professional development in coming years.

**Resources**

The school has invested heavily in resources for the education of the selective stream and is supported by resources developed by the Selective Schools’ Unit that exists within the Department of Education Curriculum Directorate. There is therefore a significant external support for the teachers and students in the school.

Gorokan High school has a strong focus on student welfare including our provision for students in the selective stream. We closely monitor progress both inside the classroom and in wider pursuits and our professional learning has also focused on the needs of gifted learners as individuals.

Our goal is to provide a safe and challenging environment where specialist education is offered in the classroom but where our selective students feel and act like “Gorokan kids” in all other aspects of school life.

**Gifted and Talented Students**

Gifted students have special cognitive and socio-emotional needs that differ from other students. The aim of the gifted and talented students unit is to cater for those needs through curriculum differentiation, strong links to the welfare unit (head teacher and year advisers) and through raising awareness about gifted education in the professional development of teachers and workshops for parents.

**Faculty curriculum differentiation and enrichment activities for G&T students**

The curriculum and activities in “A stream” classes and selective classes are differentiated and the teaching-learning pace is faster than the main stream cohort. Differentiation of the curriculum targeted three areas:

- academic rigour that extend the knowledge and skills of G&T students in each faculty area: units of work were differentiated to increase the pace in the learning cycle.
- challenging activities to encourage the development of problem solving skills and analysis were introduced in the differentiated units of work
- opportunities off-campus to cater for students high level of curiosity about global issues and society: excursions to Universities, art galleries and museums, participation in competitions and debates

**Motivation workshop**

In Year 10, 52 students were identified and selected to participate in the motivation workshop. The aim is to increase the motivation of gifted students to achieve and succeed academically. Many of the students selected were underachievers. The workshop run for two consecutive days where students analyse themselves and identify their academic and personal strengths and weaknesses. Motivational talks, activities and videos were included and a talk about anxieties was successfully carried out by the school counselor, Erik Carrasco.

The workshop included a visit to Sydney University led by current University students who show what “Uni” life is all about. A visit to Wesley College and a motivational talk by Dr Karl were the highlights of the excursion.

At the end of the workshop, students analyse the ‘habits of the mind’ which were blocking their own academic success. This allows students to see any positive changes in their attitude and habits.

**Academic Olympics**

The Academic Olympics were developed for targeted Year 6 GATS students, along with students from years 7 and 8 students and run by Year 9 students. This encourages Year 9 students
to increase their leadership skills, sense of belonging and ownership of the task. For Years 7 and 8 the aim is to improve problem solving skills and team work. A volunteer group of 25 Year 9 students developed the whole day - from problem solving (mathematics, HSIE and English), hands-on challenges (science and engineering) and creativity (Drama, Music and Art). The participating students were highly engaged throughout the challenges.

**Teacher training in G&T education**

Continued teacher professional learning in curriculum differentiation and the characteristics of G&T students, was an important focus this year. A course was created to train teachers, involving attendance at three sessions after school hours and one whole day during school time to differentiate units of work and assessment tasks for selective and enrichment classes. Teachers appointed to the selective classes were strongly encouraged to participate in the course. The working groups were across different faculties. This helped an interchange of cross-curriculum ideas and activities. MrsShanie Singleton (Head Teacher English) led the group in differentiation of the unit of works in Humanist subjects and Dr Silvia Rudmann did the same in the analytical and scientific areas.

MrsShanie Singleton and Dr Silvia Rudmann finished their Certificate on Gifted Education (COGE) at the University of New South Wales, an 18 month intensive course that prepared both teachers to lead the G&T education at GHS.

**Parent workshops**

A workshop was developed to explain to parents of gifted and talented students what they can expect and how they can help with the socio-emotional needs of their gifted child during adolescence. The workshop targeted parents of the selective class and ‘A’ stream students in Years 7 and 8. It was very productive for parents to see that they were not alone and had common issues. The discussions generated during the evening clarified that there was “a light at the end of the tunnel”.

**GATS in Industrial Arts**

An example of the enrichment work available to our students is illustrated by the GATS program in the Industrial Arts faculty.

Engineering boys were awarded the Best Country School at the Sunprint Solar Challenge at the University of NSW where Gorokan High competed against many private schools with very large budgets and years of experience in the competition.

**Progress on 2011 targets**

**Target 1**

*To improve literacy (reading and writing) and numeracy results*

Our achievements include:

- Strong growth in Year 10 School Certificate English Literacy
- NAPLAN results that are consistently above our statistically similar schools (SSG) in Year 7.

**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.
- Trade Training Centre works have been completed
- 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.

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 2011 our school carried out evaluations of:

Educational and management practice

Schools in Partnership (SiP) - Background

Gorokan High was selected in late 2008 to be funded throughout 2009 – 2012 as a targeted school in which programs and policies were to be geared toward achieving the aims of the Aboriginal Education Policy and its review – i.e., equity of outcomes for Aboriginal students. Gorokan High already had a strong reputation as a school active in Aboriginal education with powerful programs in cultural awareness. Strong links existed between the school and the local AECG, “MuruBulbi”. Practices focused on involving parents in the school through welcoming barbecues, NAIDOC celebrations and special award ceremonies.

The challenge for the school was to further embed this in educational programs, improve Aboriginal students’ attendance at school and to raise the academic outcomes of Aboriginal students as measured by state-wide tests like School Certificate and Higher School Certificate as well as national tests like NAPLAN.

Summary of AEO, Student and Parent Feedback showed that

- Parents find the process of constructing the PLP positive – the School and Year Adviser taking a personal interest in their children is welcomed. The added technology aspect where parents and student could see the plan taking shape in the ‘SENTRAL’ program was also a positive

- Students loved the Sista and Brospeak programs, some saying these programs were the ‘highlight of my year’.

- Having AEW’s in class was very much appreciated

- The continued success of the GHS Dance and Didge groups was applauded yet all stakeholders want this to be expanded to involve more students
Having a designated art room was much appreciated

Summary of Faculty Feedback showed that:

- Staff find it much easier to access PLP’s now they are on ‘SENTRAL’
- Staff see programs such as Sista speak and Bro speak as integral to student participation at school
- Teachers feel comfortable working with the AEO and AEWs. Much of the staff’s knowledge of students comes directly from the AEO, AEW or DPs.
- The introduction of Quicksmart has had a positive impact on student numeracy achievement
- Professional learning course ‘Connecting to Country’ was a major highlight

Findings and conclusions

Our evaluation shows that literacy and numeracy remain the critical areas for us and the challenge is to develop literacy approaches that can significantly lift student performance. The school will introduce a highly rated program, Multilit in 2012 along with staff training in numeracy program Quicksmart.

Future directions and strategies

1. Continue to use available technology to upload all student’s PLPs to the school intranet so staff can access from both home and school.
2. All staff to attend ‘Connecting to Country’ professional learning experience
3. Employ ‘Didge tutors and invite former students to mentor current students
4. Continue to create a welcoming environment for parents and community members

Lauren Ingram and Cody Harris completing ‘Acknowledgement of Country’ at our NAIDOC day celebration

CURRICULUM

Background

Science teaches a comprehensive range of topics in years 7 to 10 that cover physics, biology, chemistry and geology. Marine Studies was also offered to year 9 as an elective course. The faculty provides a combination of theoretical and practical learning. Practical lessons are carefully integrated in an instructional sequence so that meaningful links are established between the practical and theoretical aspects of the course.

In addition to the content of each course, students are encouraged to develop their critical thinking skills through enquiry based learning.

In 2011, the science faculty offered HSC courses in Biology, Chemistry, Physics and Senior Science.

The science faculty has undergone some changes recently as a result of staff changes around the school. We also saw the addition of a new permanent member to the faculty due to increasing student enrolment.
HSC and School Certificate

The science faculty has produced some outstanding results in 2011. A greater percentage of Gorokan High students achieved band fives than students from schools of similar backgrounds in HSC Biology (20% compared to 15.3%) and Physics (9.1% compared to 7.5%), while the School Certificate saw a greater percentage of our students achieved bands four, five and sixth than their counterparts in similar schools, (39.4%, 13.5% and 1.9% compared to 36.4%, 12.6% and 1.4%).

There is still room for improvement in that a greater percentage of our students are achieving a band three or lower in the School Certificate and HSC courses than the state or regional average. Our aim in the science faculty is to continue and expand on the improvements already seen.

ESSA

2011 was the first year that the ESSA exam was to be completed online by all students across the state. There were approximately 200 year 8 candidates at Gorokan High.

One student achieved a level six overall while a number of students achieved level sixes in various subsections of the test. The results for the subsection Knowledge and Understanding was the most encouraging in that 2.4% of our candidates achieved a level six. This is compared to 1.5% for schools with similar backgrounds and 2.0% for all schools in the region. This indicates that the content aspect of the science course is well understood by our students at Gorokan High.

Areas for improvement and future directions

ESSA highlighted a need to improve results in the extended response category. No students at Gorokan High School achieved a level six in this area.

The science faculty began a programme in 2011 to expose year 8 students to ESSA type questions. This had a positive effect on the Knowledge and Understanding results. Our focus in 2012 will be to also improve our results in extended response answers.

Our aim for the School Certificate and HSC results is to increase the percentage of bands 5 and 6 to consistently match state levels.

The science faculty has undertaken a number of measures to see these improvements.

1. Training for teachers to deliver differentiated lessons that include specialized content and activities for students, in particular GAT students.
2. Reprogramming lessons to increase enquiry based learning, providing a more practical approach to science lessons.
3. Lessons focusing on extended response questions and answers.
4. Provided enrichment experiences and excursions such as:

   Murder under the Microscope –8P and 8C
   ExperimentFest –Year 12 Physics and Chemistry
   Museum of Disease – Year 12 Biology, Senior Science.
   Sydney Observatory – 7C
   Bateau Bay rock platform – Year 11 Biology
   Science and Engineering Challenge - Year 10

By focusing on activities designed to engage students, Science teachers expect to see improved student outcomes in 2012.
Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. 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 7 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.

One parent of a student commented ‘The Teachers and staff at Gorokan High School go above and beyond to improve the lives of their students.’

In the student survey GHS rated 3 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 2011 was that many of these concerns had been addressed satisfactorily.

Professional learning

The Gorokan High School plan focuses on literacy, numeracy and technology. Our 2011 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.

2012 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 2012 (continued for new staff)

Strategies to achieve these targets include:

• Employment of additional STLato 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.

School priority 2

Outcome for 2012–2014

Increase retention to 70% by 2014

2012 Targets to achieve this outcome include:
• 10% increase in retention in 2012
• 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
• 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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Shanie Singleton, Relieving Deputy Principal
Marie Grant, Deputy Principal
Lorraine Chaffer, Head Teacher Teaching and Learning
Larry Wrightson, Relieving Head Teacher Science
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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: