Gorokan High School
Annual School Report 2013

Muru Bulbi
Pathways to Learning
Students

Our Years 7 - 10 enrolment of 836 students in 2013 consisted of 401 girls and 435 boys. Senior boys (130) and girls (107) and support unit students (22) made up a total of 1095. Student numbers decreased slightly from 2012. Gorokan High School continues to fill one of the academically selective classes each year with our year 10 selective cohort entering senior school in 2014. Our school attracts a large number of other non-local applications but must restrict its intake to allow for in-zone student enrolments.

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 152 Aboriginal students enrolled across Years 7 to 10 in 2013 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 2013 a number of highly experienced staff and leaders in our school retired or gained promotion positions. 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. Our 2 Learning and Support Teachers work with all teaching staff providing valuable professional learning experiences for all.

Significant programs and initiatives

Gorokan High has undertaken a number of additional programs in 2013 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 2013

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.

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.

2013 was the forth 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 2013 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 2013.

Of the students who sat the 2013 HSC more than 60% of students applying for University entry received first round offers. Our 2013 HSC cohort achieved some outstanding results. These results were the best we have had at Gorokan High School in a very long time. Congratulations must go to the staff and students who worked together to achieve these excellent results.

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 be 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.

Once again the aim of our P&C was fulfilled and the relationship between the school and the P&C has remained strong and successful in promoting a community approach to a student’s education.

2013 saw the P&C endorsed many changes within the school with targets for the year set. Throughout the year we met to disperse funds to the areas of need, such as the purchase of state of the art sewing machines at a cost of over $5000 to replace the existing outdated machines, $3000 towards the running cost for the school bus, we replaced the outdated cash registers in the school canteen with 5 new ones valued at just under $5000. Life was also made a little easier for staff and students with the installation of Eftpos machines in the canteen which has directly impacted on increased profits. Financial support was also given to several students to help with the costs associated with competing on a regional sporting level.

Support was also provided to our 2 outstanding dance troops attending Starstruck, these funds assisted in accommodation costs.

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

The additional items supplied to the school would not be possible without the Canteen and its wonderful team, they continue to be the major source of P&C revenue, raising important funds needed to support the school in so many different ways.

During 2013, more than $20,000 was raised from the canteen and a large portion handed over to the P&C then passed on to the school. These
funds would not be possible without the continued support from students and parents.

Members have been 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.

I would like to offer my thanks and appreciation to Simone, Jane and Gail you are an invaluable support network and incredibly organised, a pleasure to have on any team.

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 2013. 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 Student Council, 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, 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. 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 Sandy Mason and Ryan Ferris 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.

Tom Carlson and Rebekah Bolton

**Student information**

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

**Student enrolment profile**
The number of students at Gorokan High School dropped slightly in the past year. We anticipate with the change in our drawing area our enrolments will continue to decline slowly over the next 5 years.

Student attendance profile

Management of non-attendance
As indicated by the graphical representation of data, attendance at Gorokan High reached its highest level in the past 5 years. Although our attendance rates have improved we are still below both the State and Regional average and therefore this continues to be an issue. 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 2013 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.

Post-school destinations

<table>
<thead>
<tr>
<th>Year 12 (2013)</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total enrolled</td>
<td>128</td>
</tr>
<tr>
<td>Sat for the HSC Exams</td>
<td>106</td>
</tr>
<tr>
<td>Changed to another school during 2012</td>
<td>0</td>
</tr>
<tr>
<td>Changed to another training institution</td>
<td>1</td>
</tr>
<tr>
<td>Employment</td>
<td>5</td>
</tr>
<tr>
<td>Seeking employment</td>
<td>14</td>
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</table>

<table>
<thead>
<tr>
<th>Destination of Students who sat for the HSC Exam</th>
<th>percentage</th>
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</thead>
<tbody>
<tr>
<td>total who sat for HSC</td>
<td>106</td>
</tr>
<tr>
<td>University Offers</td>
<td>33</td>
</tr>
<tr>
<td>Newstep Applicants</td>
<td>2</td>
</tr>
<tr>
<td>Private Colleges</td>
<td>4</td>
</tr>
<tr>
<td>TAFE</td>
<td>13</td>
</tr>
<tr>
<td>Apprenticeships/traineeships</td>
<td>5</td>
</tr>
<tr>
<td>Full time employment</td>
<td>14</td>
</tr>
<tr>
<td>Part-time Employment</td>
<td>14</td>
</tr>
<tr>
<td>Seeking work</td>
<td>14</td>
</tr>
<tr>
<td>Unable to contact</td>
<td>7</td>
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</tbody>
</table>

Year 12 students undertaking vocational or trade training

30% 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 continue to be major 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.
Workforce information

Workforce composition

<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 Teacher(s)</td>
<td>63.4</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
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<tr>
<td>Learning and Support Teacher(s)</td>
<td>2.2</td>
</tr>
<tr>
<td>Teachers of Multicategorical disabilities</td>
<td>1.4</td>
</tr>
<tr>
<td>Teachers of Mild intellectual disabilities</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>16.3</td>
</tr>
<tr>
<td>Total</td>
<td>103.1</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

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

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>96</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>4</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>20</td>
</tr>
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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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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<tbody>
<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>697371.85</td>
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<tr>
<td>Tied funds</td>
<td>803214.91</td>
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<tr>
<td>School &amp; community sources</td>
<td>272208.81</td>
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<tr>
<td>Interest</td>
<td>21548.28</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>93894.89</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1888238.74</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas: 110906.70
- Excursions: 85970.64
- Extracurricular dissections: 59566.30

Library: 5769.36

Training & development: 18140.15

Tied funds: 669663.84

Casual relief teachers: 199837.23

Administration & office: 144735.79

School-operated canteen: 0.00

Utilities: 132458.69

Maintenance: 77780.92

Trust accounts: 71287.38

Capital programs: 0.00

Total expenditure: 1576117.00

Balance carried forward: 716237.19

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 2014, 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 2013 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 2013 financial statement is
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**School performance 2013**

**Academic achievements**

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

**NAPLAN Year 7 - Literacy**

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 – 2013.
NAPLAN Year 7 - Numeracy

In Numeracy Gorokan High’s achievement was 15 points above our SSG. There is still a gap between our students’ average performance and that of the State, 40% of our students achieved Bands 7, 8 or 9 compared with 48% in the State average but this gap has closed significantly.

NAPLAN Year 9 - Literacy

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 had a number of initiatives put in place to support students in achieving their potential in the NAPLAN tests and narrow the gap between us and the State average significantly in all areas of literacy.
NAPLAN Year 9 – Numeracy

For the second year in a row our average Numeracy achievement in Year 9 was above the SSG mean. Numeracy remains a focus at Gorokan High School with us accepting a National Partnership to improve Numeracy at a whole school level. We a number of programs running as well as extensive professional learning for all staff to improve student achievement as we were still below the State mean in 2013.

Higher School Certificate (HSC)

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).

One hundred and six students sat for the Higher School Certificate across thirty two subjects in 2013.

100% of our courses achieved average results above SSG average. Ancient History, Legal Studies, General Mathematics, Mathematics and Biology all achieved above State average and over 33% of students received first round offers to University.
Other achievements

Arts

The Creative and Performing Arts students were given the opportunity to learn through numerous extra-curricular activities throughout 2013. 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 2013 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 Bryden Ramien gaining selection for the Under 15 NSW CHS school boys’ Rugby League team. Jessie Ramien was selected in the NSW CHS Open Boys’ Rugby League team.

Our Open Boys Rugby League team came 3rd in the State wide University Shield competition, this is the furthest any team has progressed from GHS in a CHS competition.

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 continues 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 27 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
Significant programs and initiatives

Aboriginal education

With our 183 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. During 2013 Gorokan High School was lucky enough to receive ‘transition’ funding in order to help us continue a number of programs we had begun with our Schools in Partnership funding. 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 were all initiatives that are integral to the success of our students.

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.

Gorokan High Didge group performing

Gorokan High School is a Stronger Smarter Institute Hub School. Another two additional staff members, were trained in the Stronger Smarter Institute Leadership Program along with a staff member trained as a facilitator. 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.

60% of Aboriginal 2013 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.

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 Mannering Park Festival, local schools, Central Coast rugby 7’s and Darkinjung Naidoc celebrations.

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 four trained anti-racism officers on staff. As a school we also celebrated ‘Harmony day’ with many activities run through the SRC.

National partnerships and significant Commonwealth initiatives
During Semester 2 2013 Gorokan High School was selected to participate in the Commonwealth Government’s Improving Literacy and Numeracy National Partnership (ILNNP). After analysis of data and the extended consultation of staff and community GHS decided on having Numeracy as our focus. All staff received professional learning on the Numeracy continuum and on the integration of Numeracy into programs and individual lessons. Specialist ‘tutors’ were also employed to work with students identified as not meeting the national standards on an individual and group basis.

Early results of the ‘Gorokan High School Maths Mastery Program’ indicated outstanding results among individual students involved in the program with 92% of the students who started the program improving their understanding of ‘place value’.

An audit of Stage 4 programs across all faculties showed Numeracy embedded across all areas of GHS and a staff survey indicated 86% of staff had an improved understanding of Numeracy due to the professional learning activities they had undertaken.

Student Welfare Programs run at Gorokan High School during 2013
- Learning support centre
- Dedicated welfare days 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

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysis of Data
- Parent and community focus groups
- Staff survey

School planning 2012—2014: progress in 2013

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 included:

- All staff trained in the use of SMART data in 2013 (continued for new staff)
- All staff trained in the use of RAP in 2013
- All staff trained in the Literacy and Numeracy Continuums

Strategies to achieve these targets include:

- Employment of additional LaST 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.
- Work with Partner Primary schools to improve staff awareness of the Literacy and Numeracy Continuums.

School priority 2

Outcome for 2012–2014
Increase retention to 60% by 2014

2013 Targets to achieve this outcome included:

- 10% increase in retention in 2013
- Improve student attendance to meet regional average
Strategies to achieve these targets by 2014 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

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 Improving Literacy and Numeracy National Partnership. The majority of funds were spent on casual relief for staff undertaking professional learning.

Staff underwent training in a number of areas with Numeracy, 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)

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.

Parent/caregiver, student, and teacher satisfaction

In 2013, 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 7 points higher than other schools surveyed nationally. Gorokan High School also conducted a number of focus groups with parents run by our School Liaison Officer. The key areas included in this survey were: our GaTS and selective 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 6 points above other schools surveyed nationally. With best results in: Guidance and support, learning opportunities and teacher quality which all scored 6 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 2013 was that we could still improve communication amongst staff members with particular issues raised to do with excursions.

Program evaluations

Background

The PDHPE faculty covers a comprehensive range of topics in its teaching of Health and Physical Activity to years 7 to 10. These include a range of adolescent health issues such as relationships, nutrition, drug use, mental and sexual health, Road Safety, a range of movement skills and game contexts. Learning takes place in both a theory and practical setting and knowledge and skills are sequenced over the course of the four years to ensure that students can enjoy and sustain a healthy and active lifestyle beyond school.

Historically, the faculty has had a strong interest in its senior courses and in 2013 Both PDHPE and SLR subjects were offered to our senior students, with a strong uptake by students in both these courses. In addition our first cohort of SLR (Rugby
League) students completed their study and were highly successful, even more so on the Rugby League Field.

AS a faculty the teaching staff has remained reasonably consistent over previous years. However, it is a growing faculty and we are constantly seeking new avenues to enrich the educational lives of our students. Demonstrated by the introduction of new subjects in 2014.

HSC

In 2013 there were some fabulous results from our students in PDHPE. Overall there was a significant decrease in Bands 2 & 3 compared with previous years. Further to this there was a significant increase in bands 4 & 5 compared with previous years. We are certainly getting greater percentages of students in Band 4 or higher. However, When comparing against State and Local percentages there is still some work ahead of us and the faculty feels that there needs to be greater focus around literacy (extended response) skills.

Areas for Improvement and Future Directions

HSC results indicate a need for improvement particularly around writing skills and exam type questions. While there has been a Whole School focus around this for NAPLAN, we have not yet seen the transfer to HSC level. The PDHPE faculty is definitely eager to see students achieve results of which they are truly capable and, we are working hard to increase the number of bands 5 and 6 results increasing if not bettering State levels for our students.

There have been a number of strategies employed to assist with achievement of this goal:

- Training of all teachers to deliver differentiated lessons including specialised content and activities for all students and their learning needs, particularly GATS students.
- An extended response booklet has been utilised to allow students to consistently answer and seek feedback on these types of questions. Consequently, exposing them to HSC question types and the type of answer required to meet question criteria.
- Students guided through question breakdown and relating it to the syllabus
- Analysis of assessment items, relevance and marking criteria to ensure a direct correlation toward HSC standards.
- Enrichment activity and association with Newcastle Knights to observe training types and facilities (relates specifically to an HSC module)
- Enthusiastically pursuing the increase of writing activities and their demands of students in the junior years and elective classes to provide potential students with a greater idea of what will be required in the stage 6 courses offered.

The aim of these and other strategies is to engage students in more meaningful learning and to assist them to achieve better than state average results for the 2014 HSC and beyond.

The school has also recognised the need for student engagement across a range of contexts and has consequently provided students with the opportunity to select Outdoor pursuits and Dance as electives in year 9. Fortunately, there is an extremely large portion of the student body who took up these opportunities and we are looking forward to continued growth of these areas into stage 6 courses for 2014 and beyond.

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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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: