

Gosford High School Annual Report



2017



8115

Introduction

The Annual Report for 2017 is provided to the community of Gosford High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

In such a busy school as ours it can be quite easy, upon reflection, to overlook events that have happened throughout the year. This report provides us with many memories of what an impressive year 2017 was. The school has had successes in academia, sport, the arts, school exchanges and community support programs and these affirm the magnificent spirit and enthusiasm of our school community. Many things have impressed me in my first year as Principal, but it is the way that students embrace the ethos of striving for continual improvement, social justice and working both with and in our community that stands out. We are privileged to be able to work with such enthusiastic, motivated students who so willingly support others within our school, our community and globally without hesitation, and these are reflected in this report.

I am very grateful to have been appointed as Principal to such an outstanding school as Gosford High. I look forward to the coming years in being able to lead the school through the significant changes that will impact on our educational landscape, knowing full well that our community will work together to ensure that the very best of opportunities will be provided for all students.

Tony Rudd

Principal

School contact details

Gosford High School

Racecourse Rd

Gosford, 2250

www.gosford-h.schools.nsw.edu.au

gosford-h.School@det.nsw.edu.au

4325 2048

Message from the school community

The Gosford High School parent community has a long history of working in collaboration with our school in providing the highest standard of education for all our students.

Being a beneficiary of the very generous AH and El Chapman Trust, allows us to give support to the whole range of activities and endeavours that our children undertake at Gosford High School. This includes classroom equipment, teaching aids, cultural experiences, music, drama, arts, public speaking, sports (both internal and representative), tertiary education awareness and scholarships.

In commemoration and thanks for the amazing support we have received for approximately 50 years from the AH and El Chapman Trust, it was decided to build a commemorative wall and seating area as a perpetual thanks to the Trust. This has now come to fruition. This commemorative wall has been constructed near the school hall and is soon to be officially opened.

The support offered by the community is not just financial but also through volunteering. We would like to acknowledge and thank the family members who help in our school canteen and volunteer for other duties throughout the year. I would like to thank our canteen managers Lou Gunther, Kim Hewitt and Birgit Floehrmann who do an outstanding job.

Whilst we can be proud of the accomplishments of the P&C Association in 2017, the P&C is most effective when working in close partnership with the school staff, parents, and students. I wish to acknowledge the excellent leadership of Tony Rudd, as well as the exceptional support to the P&C provided by Deputy Principals, Head Teachers, faculties and other members of staff.

Finally, this is my last year in the role of President of the P&C Association. It has been both an honour and a privilege to have held this position and be part of the school community. I thank most profusely the support I have received from the Executive Team, in particular, Lea Colwell and Harry Griesberg. I also want to thank the P&C executive, our regular meeting attendees and our enthusiastic parent volunteers for their time and support this past year. Being part of the P&C Association is a most rewarding undertaking and I'm sure future members will continue to display a wonderful 'community spirit' in their support of the fine traditions of Gosford High School, a truly outstanding school in NSW.

We now can have an even greater involvement in the direction of the future of Gosford High School and the P&C is a great vehicle to have your voice heard. We strongly encourage you to be part of the 2018 P&C and connect with your child's school.

Nena Goldman

P&C President

Message from the students

2017 proved to be yet another eventful year for Gosford High School's Student Representative Council. Over the course of the annual calendar, the Student Representative Council has been at the heart of developing a number of plans which have been actioned with the intent of stimulating beneficial change within the school. Likewise, through our involvement in a range of different school events, the Student Representative Council also contributed to creating an overall fun and harmonious school environment.

The Student Representative Council began the year supporting Coast Shelter, a charitable foundation of the Central Coast which provides fundamental assistance to homeless young people in the region. Home groups across the school were encouraged to create "crisis kits" consisting of basic everyday items we all take for granted, including deodorant, soap and toilet paper. The Student Representative Council was astounded by the success of the collection drive, with the generous number of donations received allowing us to package up a large number of kits. Whilst this was a simple action we as a school community could do, these supplies were much appreciated by those who received them in our local area as they would certainly make a big difference to their lives.

Term 1 concluded with Harmony Day, one of the school's major annual events that celebrates the different cultures of our diverse school by means of activities, performances and stalls. The Student Representative Council partook in the festivity, which was organised by the House Captains, through running a fairy floss and ice-cream spider stand in accompaniment to the variety of other multicultural stalls. The tireless dedication and enthusiasm of Gosford High School's incredible staff and students allowed Harmony Day to be a huge success, with the amazing atmosphere that was created within the school being the perfect way to top off a great term.

During Term 2, the Student Representative Council was involved in a number of the school's cherished events. We sold

the popular fan favourite of fairy floss at the Athletics Carnival in conjunction with the Leadership Team's canteen. At 'Big Day In', Gosford High School's iconic yearly event which acknowledges the hard work of students during Semester 1, we joined in on the celebrations through selling ice-cream spiders. The profits raised by the Student Representative Council at both the Athletics Carnival and 'Big Day In' are utilised to fund the implementation of our plans and initiatives, ultimately assisting the creation of an enhanced school environment for all.

Throughout the year, the Student Representative Council continued to strive for the reform of the school's uniform policy. In 2016, we were able to identify through our collation of data that a large proportion of the student body desired for the current uniform to be reconsidered. In 2017, the Student Representative Council forged on with our campaign, as the proposed changes were still being deliberated by the school executive and P&C. Our main suggested amendments were: i) enabling students to wear their PE uniform to and from school when they have PE practical lessons first and last period respectively, and ii) the inclusion of black socks as an accepted part of uniform. In September 2017, five representatives from the Student Representative Council attended a meeting with Mr Rudd and three members of the P&C where our ideas were discussed and negotiated. There was a particular focus within this meeting on the PE uniform, with the consideration of alternative options to the currently uncomfortable and inflexible PE shorts taking place. A new style of cut and fabric for shorts has been negotiated with the supplier and when the next order for shorts is placed, it will be for the newer style of shorts.

In Term 3, the Student Representative Council continued their ongoing support of charities who provide indispensable support to the broader community. In August, a mufti day was organised to support Jeans for Genes, a campaign that raises funds for medical research into juvenile birth defects and genetic diseases. On the day, through students and staff alike donning denim for the cause, we were able to raise a fantastic \$846. Similarly, in late October, the Student Representative Council arranged for our school to participate in National Bandanna Day. National Bandanna Day is an initiative of Canteen, a not-for-profit organisation which supports young people affected by cancer, helping not only those diagnosed with the condition but also the individuals around them. Both our Jeans for Genes and National Bandanna Day fundraisers successfully enabled us to give back to the local community through assisting these wonderful foundations in the continuation of their invaluable work.

Early in Term 4, the Student Representative Council expressed their opinions alongside the school executive and Leadership Team at the Homegroup forum. The forum regarded updating our existing Homegroup system as a part of the 2018-2020 School Plan, ultimately which led to the introduction of the new Connect program in 2018. This exemplifies how the Student Representative Council is constantly listening to the voices of the student body in order to adapt to and fulfil the school's changing needs.

Consistently throughout the year, the Student Representative Council provided support to the school's Leadership Team by running assemblies when they were unavailable due to other commitments. Opportunities like this that allow us to lead our peers is just one of the ways that our personal leadership skills are fostered through being a part of the Student Representative Council. Furthermore, we helped at a number of prestigious school assemblies, including Year 12 Graduation and the Prefect Induction, through distributing programs and helping with the preparation of morning tea.

2017 has been a busy but rewarding year for the Student Representative Council, with our small but nevertheless significant actions contributing to not only the school but also the greater community. We are extremely grateful for Ms Rennie, who volunteers her time to lead the team. Her brilliant guidance, effort and support is instrumental in making all the changes we implement possible and enabling us to create a wonderful atmosphere within the school environment. 2018 will be another fantastic year for the Student Representative Council, which will hopefully see the application of our proposed projects across the board as well as some fresh new ideas and plans. We will continue with pride to endeavour to positively impact and enrich the amazingly unique community we are all fortunate to be a part of here at Gosford High School.

Emily Calbert Year 11

On behalf of the Student Representative Council.

School background

School vision statement

An inspired and ethical community of learners and leaders whose actions benefit society in the world beyond.

School context

Gosford High is an academically selective, co-educational school of 1099 students located on the Central Coast of NSW. As the original secondary school in the district, established 1927, we have a proud history and a dynamic context. In 1989 Gosford High School was designated academically selective and draws students from over 60 primary schools. The school community is diverse with 33% students from language backgrounds other than English, a mixture of professional and non-professional family backgrounds and a rich cultural context that encourages and celebrates tolerance and difference. The school's values of excellence, opportunity, spirit, diversity and integrity are embedded through empowering student voice, student leadership and participatory learning. Of the school's teaching staff 58% have graduate and 42% have post graduate degrees and many are recognised for their expertise in the wider educational community such as universities and NSW Educational Standards Authority. The school is a recipient of funds from the Chapman Foundation and the Gosford High School Alumni offer 2 scholarships each year through the Public Education Foundation to Year 11 students.

The strong academic curriculum is well supported by a rich and varied curriculum enrichment program and the school's success in academia is echoed in sport, the creative and performing arts and in student leadership. Gosford High School is the lead school in both the Central Coast Student Voice Alliance and the Central Coast Principals' Leadership Alliance. The commitment to transforming learning through student voice, reflective practice and teacher professional learning has underpinned the work of all schools in the alliance and has resulted in each school developing authentic student voice initiatives. The Central Coast Student Voice Alliance is undertaking action research into youth issues on the Coast with an immediate focus on Mental Health, anxiety in particular.

The school's deep thinking about learning and leadership has coalesced into an educational philosophy that is the foundation of the next school plan and informs all we do. Gagne's dynamic model for Gifted and Talented Students which privileges context and effort over innate talent aligns with Carol Dweck's Growth Mindset to reinforce the critical importance of reflective practice to the essential development of self-efficacy, the foundation of success learning and life.

Strong, reciprocal relationships between students, students and teachers and teachers and parents contribute to the school culture of belonging and community. Together we nurture the development of the whole person and believe that working hard and having fun are integral to achieving this.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

1. The results of this process indicated that in the area of Learning:

Learning Culture

In schools that excel, school culture demonstrates the building of educational aspiration and ongoing performance improvement across its community. Students take responsibility for their ongoing learning.

The school's on-balance judgement for this element is: Sustaining and Growing.

Wellbeing

In schools that excel, there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

The school's on-balance judgement for this element is: Sustaining and Growing.

Curriculum and Learning

In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students.

The school's on-balance judgement for this element is: Sustaining and Growing.

Assessment and Reporting

In schools that excel, consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum.

The school's on-balance judgement for this element is: Sustaining and Growing.

Student Performance Measures

In schools that excel, students consistently perform at high levels on external and internal school performance measures.

The school's on-balance judgement for this element is: Sustaining and Growing.

2. The results of this process indicated that in the area of Teaching:

Effective Classroom Practice

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies.

The school's on-balance judgement for this element is: Sustaining and Growing.

Data Skills and Use

In schools that excel, student assessment data are regularly used school-wide to identify student achievements and progress, in order to inform future school directions.

The school's on-balance judgement for this element is: Delivering.

Collaborative Practice

In schools that excel, there are explicit systems for collaboration and feedback to sustain quality teaching practice.

The school's on–balance judgement for this element is: Sustaining and Growing.

Learning and Development

In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.

The school's on–balance judgement for this element is: Sustaining and Growing.

Professional Standards

In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards.

The school's on–balance judgement for this element is: Sustaining and Growing.

3. The results of this process indicated that in the area of Leading:

Leadership

In schools that excel, the school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole–school improvement.

The school's on–balance judgement for this element is: Delivering.

School Planning, Implementation and Reporting

In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity.

The school's on–balance judgement for this element is: Sustaining and Growing.

School Resources

In schools that excel, resources are strategically used to achieve improved student outcomes.

The school's on–balance judgement for this element is: Sustaining and Growing.

Management Practices and Processes

In schools that excel, management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

The school's on–balance judgement for this element is: Sustaining and Growing.

Our self–assessment process will assist the school to refine our future school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Resilient, successful, reflective learners.

Purpose

Developing potential into talent through expert teaching, diverse opportunities and reflective practice.

Overall summary of progress

Staff have successfully participated in both the Quality Teaching Rounds and Students as Learning Partners programs as a method of reflection to improve teaching practice. An evaluation of the Homegroup program was conducted and while the program was found to be extremely beneficial for student wellbeing, it was found that aspects of the content needed to be realigned with school and Department of Education priorities. The Stage 4 and 5 curricula were identified as an area where we could do more to enhance student resilience and success. To that end, our school was successful in an application to work as part of the Department of Education Future Schools project and this led to the development of a new learning program for Stage 4 students. The school's Literacy team was re-established, reviewing current trends to student's literacy results in both internal and external measures. Samples of best practice were collected and used for reflective practice by staff across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Quality Teaching Rounds and Students as Learning Partners program involve 100% of teachers.	Funding for this program was primarily expended on training of staff and the provision of teacher relief time. \$5000	95% of staff have participated in the Quality Teaching Rounds and/or Students as Learning Partners program.
Pedagogy increasingly demonstrates reflective practice.	The school engaged Gateways Education as an academic partner to reflect upon practice, particularly in the areas of Gifted and Talented education and assessment practice and purpose. Expenditure was based around partnership costs and staff release time. \$10000	Every faculty worked with Gateways Education to reflect upon strategies for programming and assessment for Gifted and Talented students within their faculty area and in the development of a whole school approach.
Increase in engagement of school leaders with the community.	The Parent Learning Group was consolidated where school leaders presented various strategies for academic success and student and parent wellbeing. Increasingly, members of the community were utilised by the school to enhance student learning opportunities. Expenditure was based around the provision of resources. \$2000	Increased numbers in attendance at Parent Learning Group events and in community members sharing expertise in student learning programs
Improvement in school learning skills.	Staff learning has been enhanced through	Staff have a greater understanding and knowledge of effective practice around feedback for student

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement in school learning skills.	professional learning of effective practice in formative assessment based in part around the work of Dylan Wiliam. In addition, literacy strategies, particularly focussed on writing, has been further embedded in teacher practice. Expenditure was based around professional learning. \$3000	improvement and in teaching literacy skills.

Next Steps

The School Plan 2018–2020 will focus on aspects of learning across our community that are challenging, supported and connected. In particular, we will focus on the development and implementation of learning progressions for the future focussed learning skills and how a focus on authentic, real work learning experiences can improve student engagement and motivation.

Strategic Direction 2

Teachers as leaders of reflective, educational practice.

Purpose

Students provided with opportunities to leave school well prepared for the world beyond.

Overall summary of progress

In this Strategic Direction, staff have been involved in the deep analysis of data. This has been used as a tool for reflecting on practice and informing decisions for improvement in both teaching and the evaluation of wellbeing programs. As a part of this, the school worked with Gateways Education to develop practice on differentiated programs and assessment strategies such that we better met the needs of all students, especially for those with specific learning needs. From these, professional learning was mapped such that both mandatory training and teacher identified needs were met. All of this led to a school environment which was increasingly nurturing and supportive.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Growth data shows improvement.	Staff allocated time to develop skills in and analyse data from Department of Education and NESA sources – SMART, Results Analysis Package, Tell Them From Me. \$2000	Data on the MySchool site indicates that for NAPLAN results from Years 7 to 9, that student's average scores at Gosford High indicate a greater rate of growth than for all other students across the nation who had the same average starting score as for students at our school in Year 7. A significant number of students demonstrated higher than expected growth in NAPLAN from Year 7 to 9 and also from Year 9 NAPLAN to the HSC.
Differentiated programs and assessment strategies are implemented.	The school engaged Gateways Education as an academic partner to reflect upon practice, particularly in the areas of programming and assessment practice. Costs identified in Strategic Direction 1	The school now has programs and assessment tasks which allow students greater latitude in demonstrating their skills and knowledge.
Reflective practice and learning conversations are practiced by all teachers and students.	Funding for this improvement measure was primarily expended on providing opportunities for students, staff and parents to have learning conversations providing direction for school improvement. This included student and staff workshops and conferences and Parent Learning group forums. \$5000	Students, staff and parents had significant input into the development of the school's Strategic Directions 2018 – 2020. Students led the evaluation and planning for a new pastoral care program to be implemented in 2018. Learning conversations around teaching practice led to improved programs and assessment strategies for students.

Next Steps

We will continue, in our 2018 – 2020 School Plan, to provide an environment where learning for all in our community is supported. Through our continually developing pastoral care programs we will aim for further reductions in wellbeing

referrals to our welfare team and external support agencies. We will plan to further improve our NAPLAN results, with greater emphasis on student achieving in the top three Bands in Year 9 and look towards increasing the number of HSC courses that achieve mean results at a level significantly above the state mean.

Strategic Direction 3

Dynamic, educational and positive community partnerships.

Purpose

Develop communications systems to enhance the interface with the community and create reciprocal, beneficial relationships.

Overall summary of progress

Milestones in this Strategic Direction were met through the enhancement of a number of community events and partnerships. There were greater levels of communication between the school and our community. This led to enhanced understanding of, and participation in, school events. We hosted a very successful NAIDOC Day celebration for students and staff across our learning community – a first for Gosford High School. We developed partnerships with universities, worked with our student leaders in presenting Harmony Day activities and placed greater emphasis on a holistic, integrated model of self-efficacy through wellbeing structures, data analysis, student forums and orientation and transition programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Consistent communication systems evident.	Funds expended in this area included the provision of time for staff to review and develop enhanced communication systems. \$1500	The school has increasingly used Sentral to support communication across the school and with parents. The school website was reviewed and updated and there has been a move towards the increasing use of social media platforms.
Increase in partnerships.	Funds have been used to develop partnerships with our parent and wider community, particularly for those which enhance student learning. \$7000	The school has developed active academic partnerships with the University of Newcastle and Macquarie University. We have enhanced our learning partnership with our community of schools by holding the Gosford City Learning Community NAIDOC celebration at our school for the first time. The Parent Learning Group was active in supporting the school and we worked in collaboration with other schools as part of the Future Schools 2.0 project
Increased parent participation.	While we have had significant parent involvement in school programs, funding for these were minimal due to the nature of the involvement. \$0	Parents have been actively involved in an increasing range of activities: merit selection panels, Parent Learning Groups, band programs, sport, NAIDOC celebrations, Harmony Day, student leadership program support, to name a few. Parent consultation teams have also been highly involved in school planning, review and school improvement teams.
Enhanced student self-efficacy	Funds expended in this area have been targeted towards student wellbeing, resilience and leadership programs. \$4000	The school worked with students groups to redevelop the scope and sequence of our pastoral care program. This will be implemented in 2018. There was also an increase in the frequency and quality of student recognition programs as well as orientation and transition support.

Next Steps

In moving towards our Strategic Plan for 2018 – 2020, the school will continue in our efforts to ensure that students, staff

and community can effectively connect with our school to enhance student academic and wellbeing programs. We will further our connections to provide innovative and curriculum enrichment opportunities such that students engage in contemporary learning within and beyond the classroom. A positive school culture will be enhanced through relationships with business, industry and tertiary institutions that broaden student's sense of self and community connection.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>The total amount in the School Budget Allocation was:</p> <p>\$10978</p>	<p>A School Learning Support Officer has been specifically employed to assist students of Aboriginal and Torres Strait Island backgrounds. Her duties include:</p> <ul style="list-style-type: none"> • supporting Aboriginal and Torres Strait Islander students and their families in the development and implementation of Personalise Learning Plan goals. • working with members of our school community and the Coinda AECG in coordinating activities across schools. In 2017, our school hosted a very successful NAIDOC day celebration. • acting as an administrative assistant to the teaching staff who coordinate Aboriginal education activities in the school. <p>In addition to this, funds from this budget allocation also supported Aboriginal and Torres Strait Islander students in their attendance in programs outside of the school and its curriculum. Examples of these included university readiness events, Science, Technology, Engineering and Mathematics (STEM) programs and local cultural programs.</p>
English language proficiency	<p>The total amount in the School Budget Allocation was:</p> <p>\$48669</p>	<p>Our Learning Assistance teacher works closely with specifically employed School Learning Support Officers to:</p> <ul style="list-style-type: none"> • manage differentiated learning and assessment tasks for students with Language Backgrounds Other than English, • make adjustments to learning programs for students from all backgrounds, • focuses on the metalanguage across faculties to improve student's literacy skills, and • supports faculty teams to provide specialist support in the classroom for students from all backgrounds. <p>In addition, professional learning has been provided to key personnel to ensure greater understanding of the needs of students from a Language Background Other than English.</p>
Low level adjustment for disability	<p>The total amount in the School Budget Allocation was:</p> <p>\$76824</p>	<p>School Learning Support Officers have been specifically employed to assist students with a physical mobility disability. Their duties include:</p> <ul style="list-style-type: none"> • escorting students to and from classes, • supporting students during their recess and lunch breaks, and • ensuring they have a smooth transition between classes and to organised transport from school at the end of each day. <p>The School Learning Support Officers are also required on occasion to:</p> <ul style="list-style-type: none"> • scribe for disabled students during internal assessment tasks, • assist the teacher in 'chunking' work for students, • record notes for students, • arrange for separate supervision during examinations to assist the student and teacher, and

Low level adjustment for disability	The total amount in the School Budget Allocation was: \$76824	<ul style="list-style-type: none"> • attend camps, excursions and special events to support students. <p>In addition, targeted professional learning for staff relating to the teaching of students with a disability is provided.</p>
Socio-economic background	The total amount in the School Budget Allocation was: \$23776	The equity funding for supporting students in relation to their socio-economic background has been expended to support students in accessing both curriculum and curriculum enrichment activities. Students have been supported through the provision of access to activities such as camps, excursions and other off-site learning experiences. Students have been provided with access to technology based learning resources that would not have otherwise been available to supply from home. The school ensures that all students in Stage 6 have equal access to mandatory programs such as Crossroads and to voluntary programs in study skills, time management and wellbeing support.
Support for beginning teachers	The total amount in the School Budget Allocation was: \$21576	Beginning teachers were supported in a variety of ways: some were provided with relief from face to face teaching for program and assessment development, others participated in mentoring programs with more experienced teachers, professional learning was provided through courses external to the school and opportunities were provided for staff to visit other schools to experience professional collegiality through the sharing of strategies and resources. All of this impacted positively on the professional growth of our beginning teachers to improve academic and wellbeing outcomes for students.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	599	592	589	599
Girls	495	498	503	493

Of the students enrolled at the school, 29.5% of the student population came from families whose language background was other than English. Of those students, there were a total of 49 languages spoken sometimes or regularly in the home.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	96.5	93.9	95.5	96.5
8	93.2	92.3	94.3	93.6
9	93.2	90.4	93.8	94
10	91.7	90.1	91.7	93.4
11	93.5	91.9	93.4	93
12	92.5	90.8	91.6	91.7
All Years	93.4	91.6	93.4	93.7
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

The school continues to have attendance rates greater than that of the average attendance in other schools across the state. Our school administration staff, Head Teachers and wellbeing team work closely with parents and caregivers to ensure that attendance rates are maintained; they also identify students with lower than expected attendance to ensure support networks are activated where necessary.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0.5	0	90
Other	0	0	0
Unknown	0	0	10

As an academically selective high school, the vast majority of our students move on to tertiary study following their high school years. Some will take a gap year for a range of reasons; these may include work and/or travel. We had one student leave towards the end of Year 10 as he gained early entry into a university course at Western Sydney University.

Year 12 students undertaking vocational or trade training

Few students at our school undertake vocational or trade training courses as part of their HSC.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017 we had three students who did not meet NESA requirements for the award of a HSC. NESA data indicates that this figure is much higher, but this is a result of a significant number of students being accelerated in various courses prior to them being in Year 12.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	54.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	13.17
Other Positions	1

*Full Time Equivalent

Gosford High School has one staff member who identifies as Aboriginal.

Workforce retention

2017 saw significant changes to the staff at Gosford High School. Ms Rebecca Cooper, the Deputy Principal, was promoted to the position of Principal at Brisbane Water Secondary College, Woy Woy Campus. This is a much deserved promotion and the school community wishes Ms Cooper well. Two of our Head Teachers, Dr Mark Butler and Mr David McCumstie retired from the Department of Education. Both had long and distinguished careers serving students and staff across the state, but particularly at Gosford High School. We wish them well in retirement. Also retiring from our Department was Mrs Marilyn Hutton, a long serving member of our Administration staff. Mrs Hutton had a special affinity with Gosford High, having been a former parent and student of the school. No staff transferred out of the school through the Department of Education service transfer system.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	45

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

This summary of the school's financial position covers general operating costs and does not cover aspects of the total budget such as staff salaries or major building and maintenance items.

Receipts	\$
Balance brought forward	950,423
Global funds	359,353
Tied funds	258,318
School & community sources	721,192
Interest	8,074
Trust receipts	32,102
Canteen	0
Total Receipts	1,379,038
Payments	
Teaching & learning	
Key Learning Areas	126,374
Excursions	192,322
Extracurricular dissections	129,087
Library	6,533
Training & Development	1,556
Tied Funds Payments	173,362
Short Term Relief	72,155
Administration & Office	109,041
Canteen Payments	0
Utilities	61,022
Maintenance	33,604
Trust Payments	57,608
Capital Programs	23,337
Total Payments	986,002
Balance carried forward	1,343,460

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	2,571,657
Appropriation	1,912,660
Sale of Goods and Services	118,951
Grants and Contributions	534,986
Gain and Loss	0
Other Revenue	0
Investment Income	5,061
Expenses	-1,390,800
Recurrent Expenses	-1,390,800
Employee Related	-373,238
Operating Expenses	-1,017,563
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,180,857
Balance Carried Forward	1,180,857

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

During 2017, the school migrated to the new schools finance model, SAP/SALM. The annual financial statement, due to this change, had to be completed at a different stage of the year and as a result there are anomalies to the balance carried forward as compared to previous years. Faculty Head Teachers and program coordinators were asked to submit budget for the new financial year. These were considered by the school finance committee, adjusted as required and then given approval for further purchases.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	9,276,212
Base Per Capita	166,947
Base Location	0
Other Base	9,109,265
Equity Total	162,150
Equity Aboriginal	12,880
Equity Socio economic	23,776
Equity Language	48,669
Equity Disability	76,824
Targeted Total	95,490
Other Total	250,504
Grand Total	9,784,355

School performance

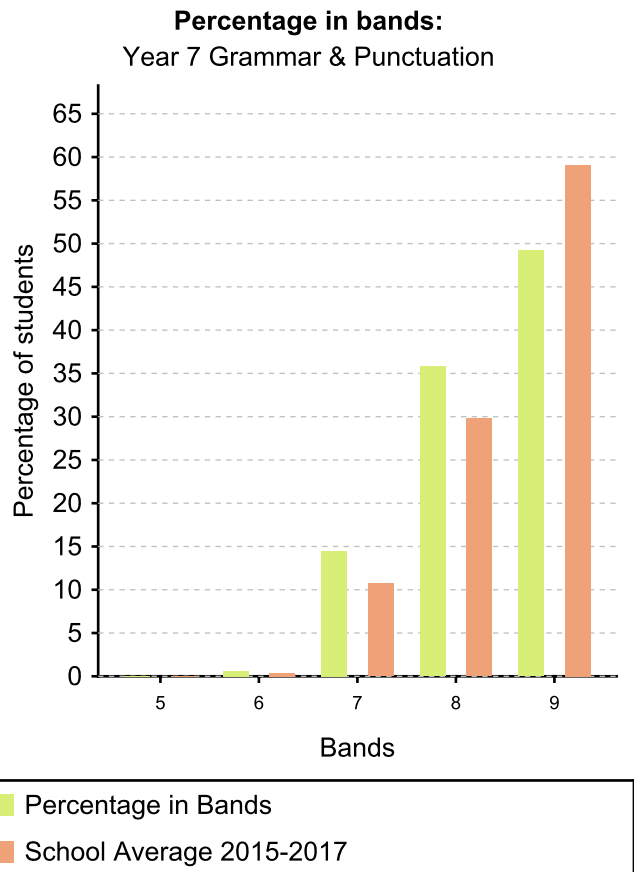
NAPLAN

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.

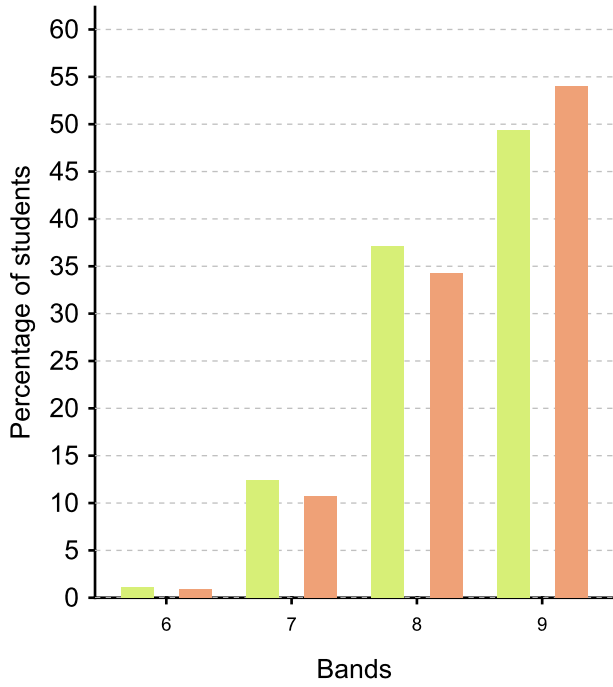
The school continues to have a focus on the cross curricular approach to the teaching of Literacy. It should not be seen as the domain of the English faculty. While it is expected that the majority of students from this school will achieve in the top three Bands, we will continue to strive to have at least 90% of students achieve in the top two Bands and an increasing number of students in the top Band across all areas of Literacy.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

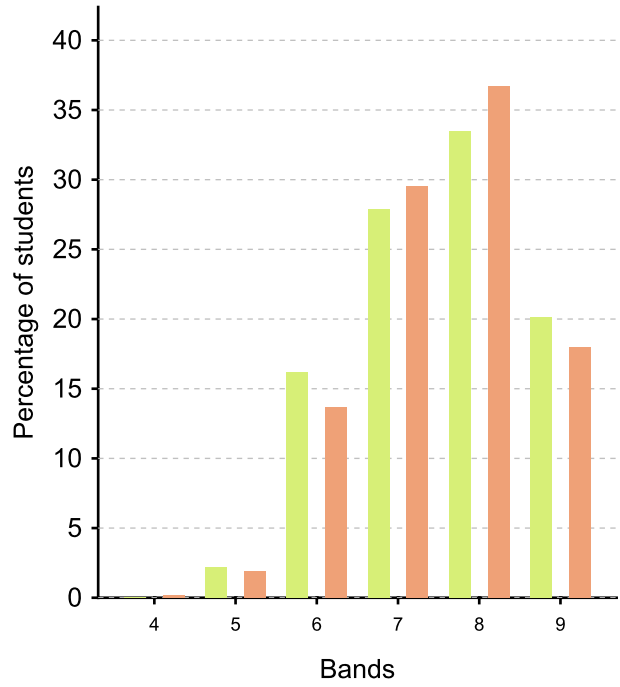
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.



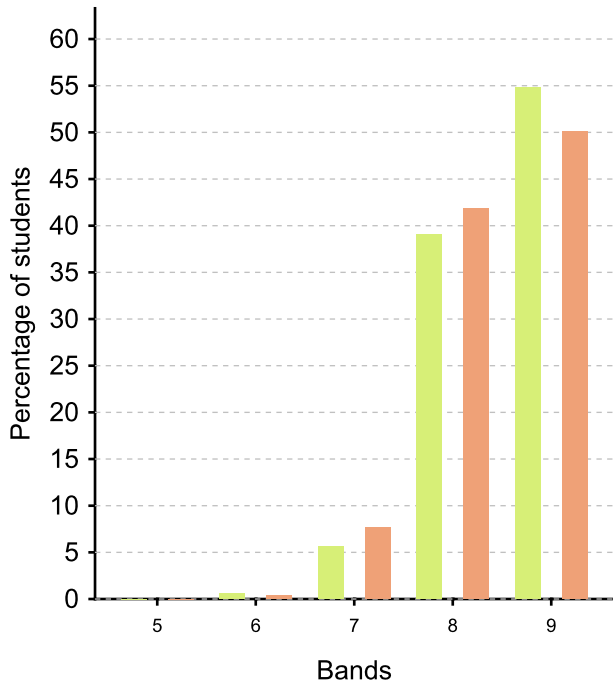
Percentage in bands:
Year 7 Reading



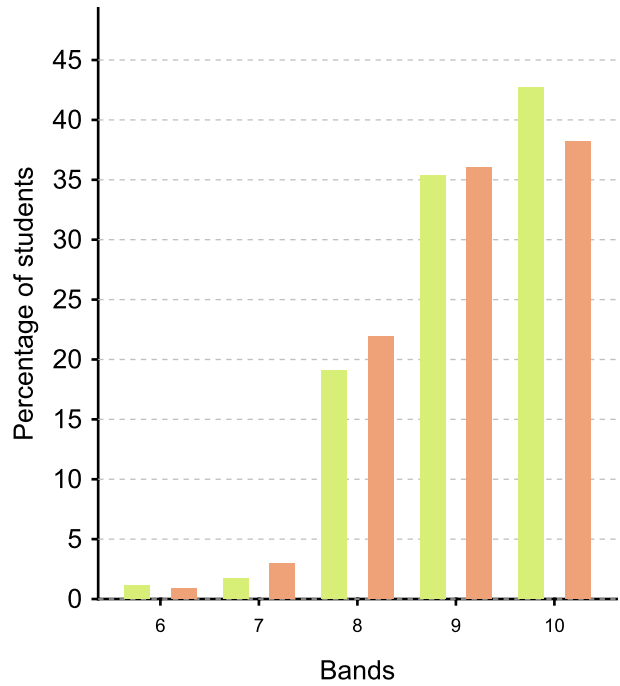
Percentage in bands:
Year 7 Writing



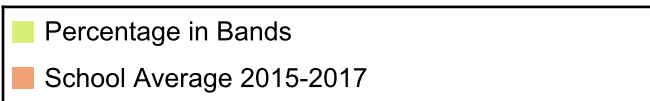
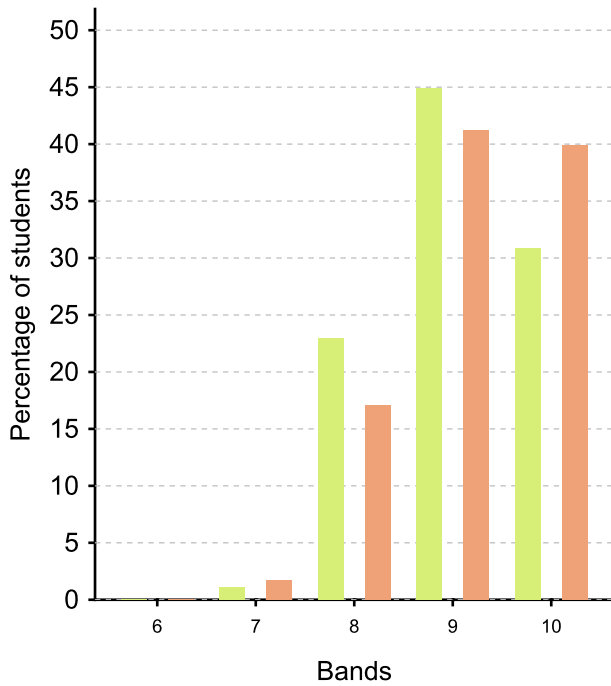
Percentage in bands:
Year 7 Spelling



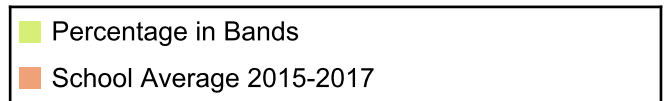
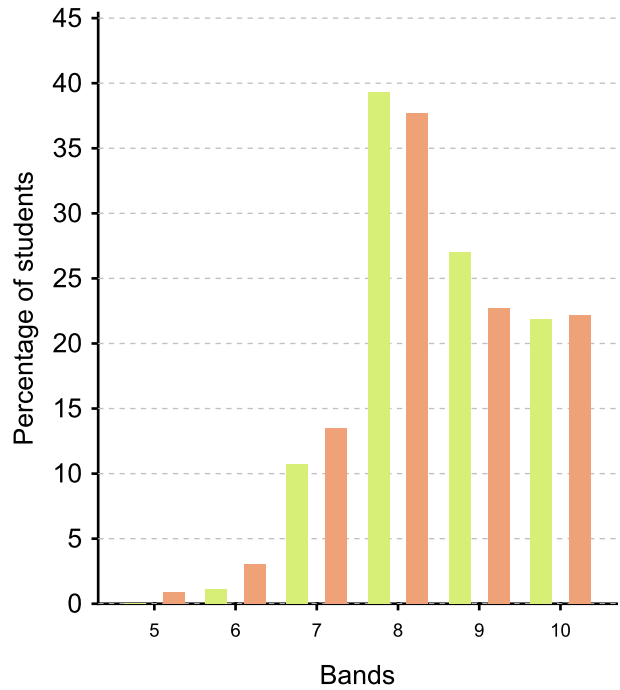
Percentage in bands:
Year 9 Grammar & Punctuation



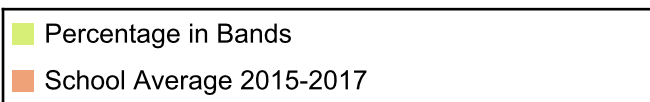
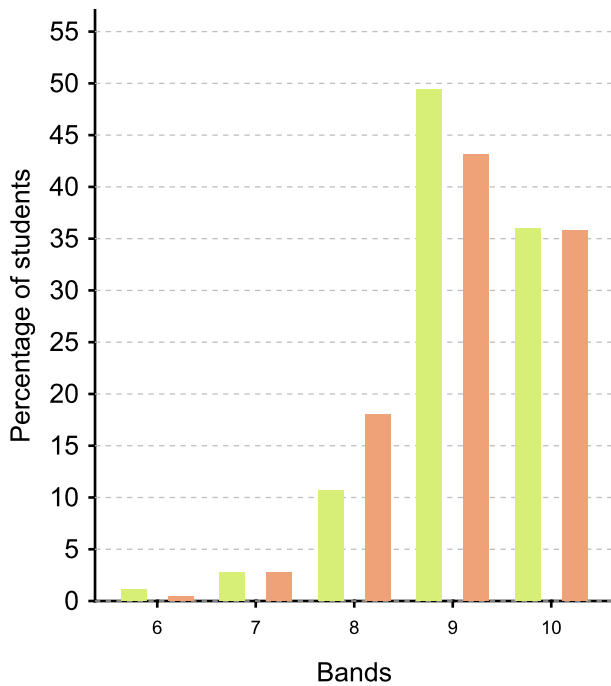
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing

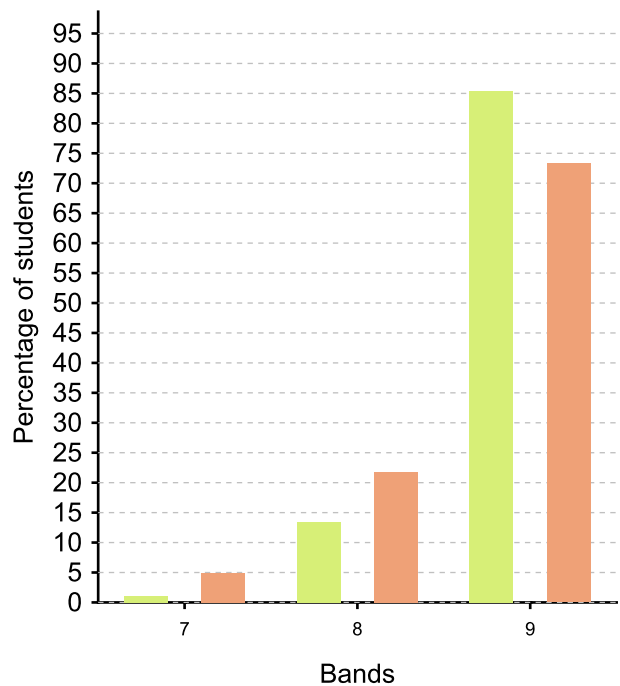


Percentage in bands:
Year 9 Spelling

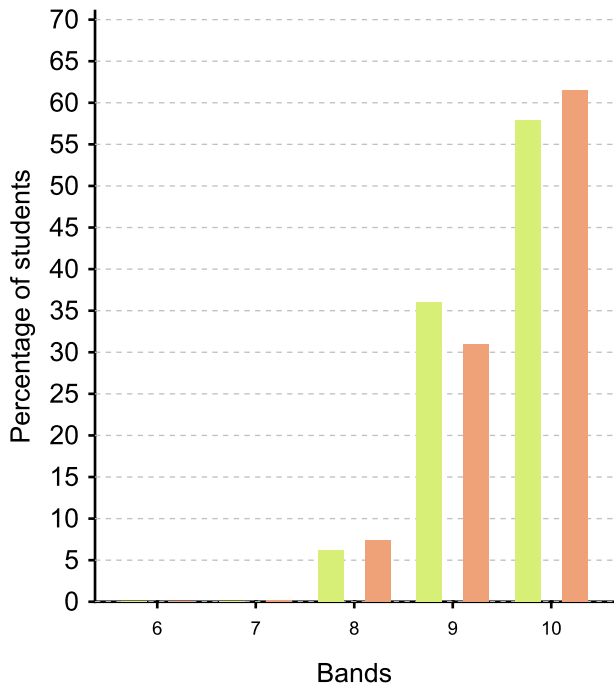


The school continues to have a focus on the cross curricular approach to the teaching of Numeracy. It should not be seen as the domain of the Mathematics faculty. While it is expected that the majority of students from this school will achieve in the top two Bands, we will continue to strive to have at least 95% of students achieve in the top two Bands and an increasing number of students in the top Band in Numeracy.

Percentage in bands:
Year 7 Numeracy

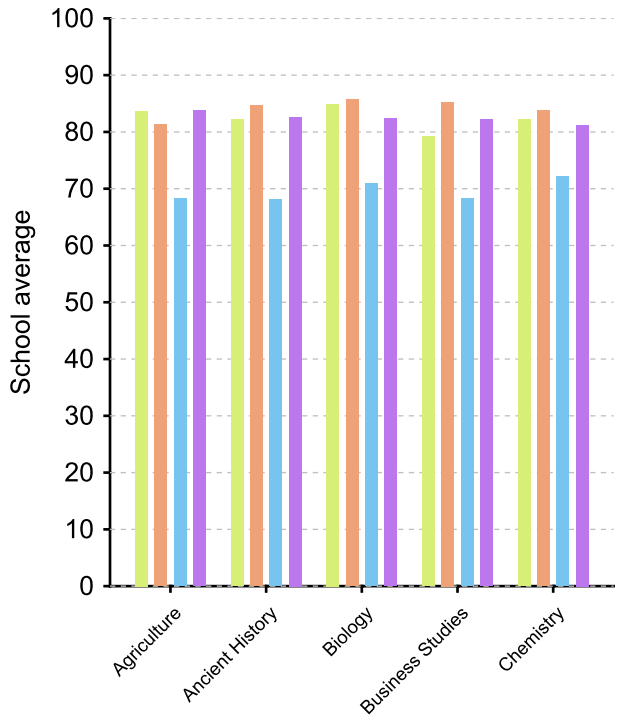


**Percentage in bands:
Year 9 Numeracy**



Percentage in Bands
School Average 2015-2017

Finally, the school had 286 Distinguished Achievers. Distinguished Achievers are those students who achieve a Band 6 result in a course.



School 2017 SSSG Average 2017
State Average 2017
School Average 2013-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Of particular note for our school is the growth comparison for students from Year 7 to Year 9. This data takes the average mark of Year 7 students at Gosford High and compares them to students from across Australia with the same average score in Year 7 for the same NAPLAN tests. When looking at the growth of these students from Year 7 to Year 9, students from Gosford High typically have a much greater rate of growth than for the similar starting score students from across Australia.

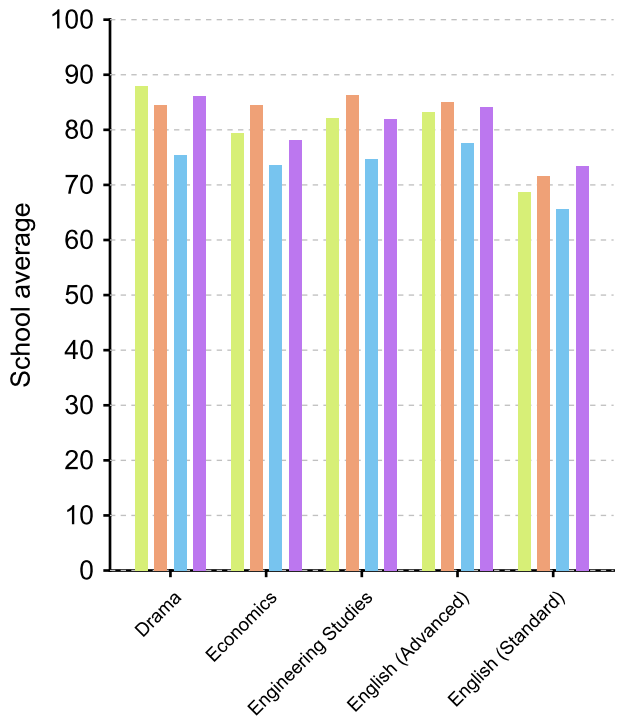
Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

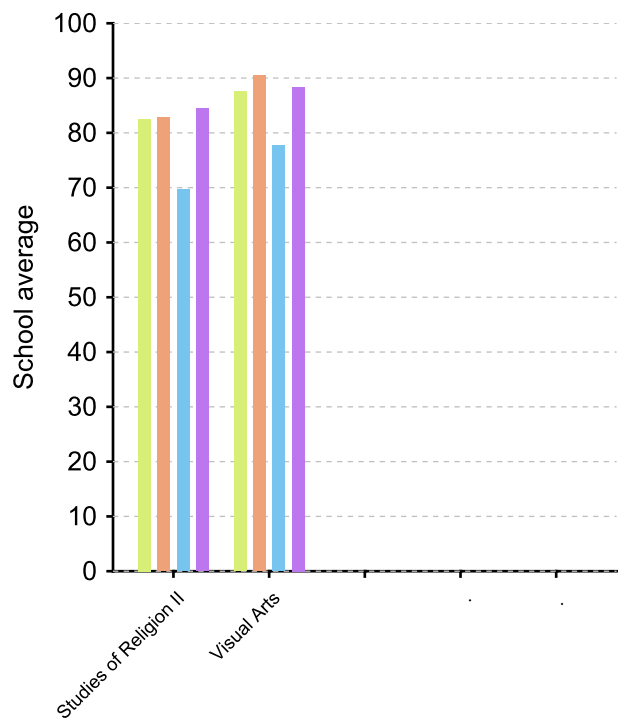
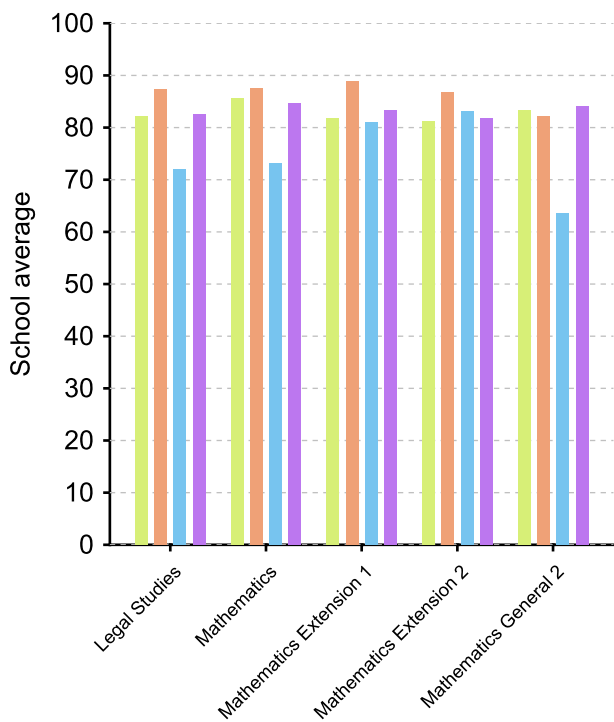
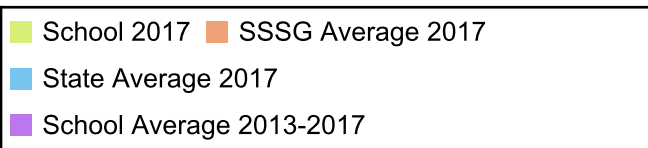
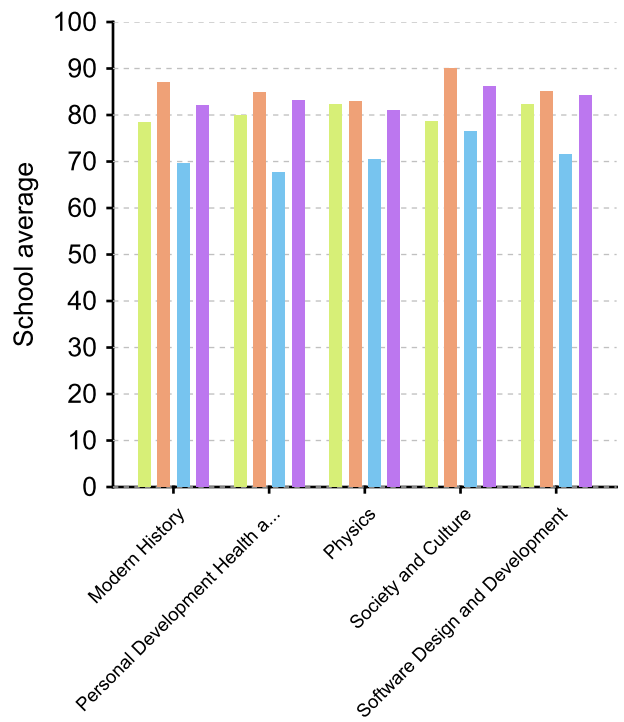
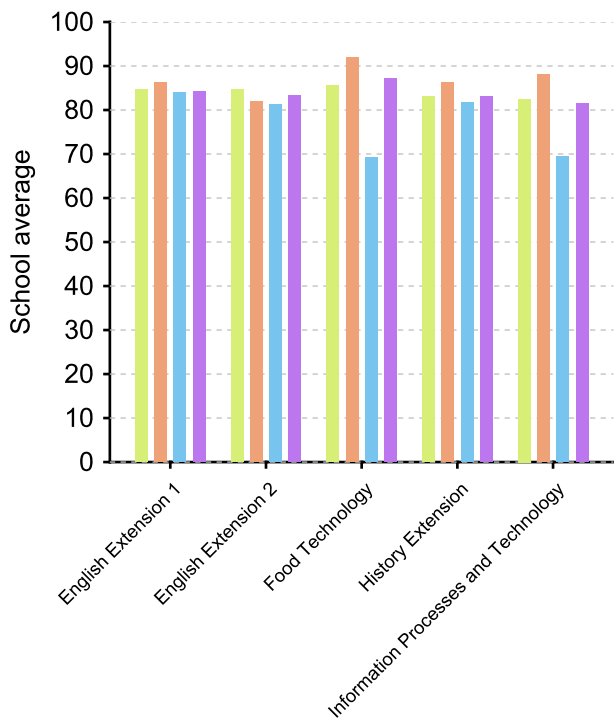
In 2017, Gosford High School had 194 students present for the Higher School Certificate.

In that total, we had 8 All-Rounders. All-Rounders are those students recognised for achieving a Band 6 result in all 10 units used in the calculation of the ATAR.

Gosford High School had a two Top Achievers. Top Achievers are those students who place in the top 10 of all students enrolled in a particular course in NSW. For some courses with larger candidatures, Top Achievers are placed in the top 20 of all students.



School 2017 SSSG Average 2017
State Average 2017
School Average 2013-2017



While the school is extremely proud of our HSC students and their results, we will continue to strive for improvement. In the 2018 – 2020 Strategic Plan our goal is to achieve a minimum of 75% of courses presented for the HSC achieve results that places our school at 0.6 standard deviations above the state mean score for that course or better.

Parent/caregiver, student, teacher satisfaction

Results for the 2017 Perspectives of Parents, Tell Them From Me survey indicate that the belief of our parent community that the school supports learning and that students are safe at school are on par with the NSW Secondary School norms. Reports also indicate that the school supports the positive behaviour of students and that in the majority of responses, parents indicated that their child feels safe at school. There are areas in which parents believe that the school can improve: it is the view of parents that we could create a more inclusive culture within the school by creating greater opportunities for students who learn at a slower pace, develop greater support for students with special needs and for staff to take a more active role in making sure all students are included in school activities.

Having said that, 96% of parents indicated that the school has a good reputation in the local community with the vast majority indicating that they would recommend the school to parents of primary school students.

In the student survey, 88% of students indicated that they had positive relationships with their peers at school. This is 10% above the state norm. Likewise with student belonging, our school results indicate an 11% above state norm result for students who feel accepted and valued by their peers and others at the school. In the vast majority of cases, students reported positive impacts from the drivers of learning outcomes. However, scores did indicate a lower than school average result on students finding relevance to classroom instruction as compared to other drivers of their outcomes. This is being addressed through our focus on authentic learning experiences and in the development of learning partnerships with universities, business and industry.

Across most of the survey areas, staff believe that there is a strong learning culture. Included in this are the use of data to inform practice, using a variety of teaching strategies to meet student needs and in the use of technology, especially for researching and describing relationships among ideas and concepts. It is still recognised that school leaders could do more to establish challenging and achievable learning goals for students and take on a more active role as instructional leaders of staff in teaching and learning.

Policy requirements

Aboriginal education

Gosford High School continued to develop the school and community partnership to maximise cultural connection and engagement of all Gosford High School Indigenous students.

As part of our continued cultural engagement, students were involved in workshops led by local elder Gavi Duncan where they contributed ideas and conducted

authentic research in designing the steel screens for the Indigenous garden. Aboriginal students also worked collaboratively in conducting a culturally sensitive opening of the Indigenous Garden on Harmony Day through ceremony and protocol.

Digital communication has been established with our Indigenous students through announcements in a Google Classroom to deliver information about upcoming scholarships, cultural celebrations, events and news. Students have exchanged ideas, participated in discussions and contributed towards design and concepts of future cultural activities.

Gosford High School continued to build strong university partnerships that have provided mentoring, pathways to training, employment, higher education and scholarship opportunities. In 2017, some of our Indigenous students attended the UNSW Winter School and UNSW Indigenous Science and Engineering Program along with the *iBelieve* Program offered by Newcastle University (Wollotuka Institute). They had the opportunity to participate in lectures and enjoyed an all-round experience through a range of faculty sessions and social activities in a culturally safe space.

The school hosted the Gosford City Learning Committee's NAIDOC celebrations. Aboriginal students from Henry Kendall High School, Gosford Public School and Point Clare Public School joined students from Gosford High School in celebrating Aboriginal culture and perspectives through song, dance and story-telling. The day was supported by the Koomurri organisation and local Aboriginal Elder Gavi Duncan. Students also participated in lessons building cultural connection and understanding.

Gosford High School had five members of its community receive Cooina AECG Recognition Awards. Recipients and awards included:

- Breanna Vane-Wilson (Year 12) for Leadership
- Chelsea Inman (Year 10) for Academic performance
- Beau Smith (Year 9) for Cultural participation
- Jacob Inman (Year 8) for Cultural participation
- Luke Shelley (staff) for Teacher contribution to Aboriginal Education.

The awards were the culmination of hard work and success in Aboriginal Education and demonstrated Gosford High School's commitment to improving educational outcomes for all students including Aboriginal students.

Multicultural and anti-racism education

Through the integration of multicultural perspectives in whole school and faculty programs, students at Gosford High School have a broad range of opportunities to acquire the knowledge, skills and positive attitudes required for life in a diverse society.

Students benefit from participating in a range of learning programs where societal values, including

multicultural perspectives, are paramount to the understanding and success of the program.

Our school provides extensive opportunities for students to gain first-hand experience in the perspectives of those from other cultures through both in-bound and out-bound exchange programs, through hosting visiting schools and through direct contact via video-conferencing facilities. Our students also organise a variety of events, including the recognition of Harmony Day, to support the connection of students from diverse backgrounds.

The school has an Anti-Racism Contact Officer to assist in the promotion of cultural understanding and to support students and staff on the very rare occasions that racist behaviours may become apparent.