

2020 Annual Report

Gosford High School



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Introduction

The Annual Report for 2020 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.

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Message from the principal

Gosford High School has finished a challenging but ultimately rewarding year with many positive student and whole school achievements. The support from parents has never been more critical to the wellbeing of students, staff and the successful running of the school throughout the challenges presented by COVID-19.

I would like to thank all the parents who have offered emails of support, feedback and encouragement during the year and the 110 parents who participated in the phone survey to assist in developing the next school plan. All of this information has been collated and will be instrumental in shaping our future directions.

Working with our students is a privilege and these special occasions demonstrate the impact we have through supporting gifted and high potential learners with a diverse curriculum. This year we have seen a huge increase in the number of students being acknowledged for their effort in each course at fortnightly year assemblies. We have also refined the school merit, postcards and positive referral system. Congratulations to all families for supporting your child through 2020 and students who have been recognised throughout the year. All students should be very proud of their achievements this year and I hope to see more postcards and students acknowledged for their achievement in 2021.

GHS HSC results and ATARs were once again outstanding with 97% of students gaining entry into their first preference university. Credit must be given to Mrs Scalese, Mr Shelley, Ms Brady and Mr Sneddon who have worked to support our Year 12 students. As a result of their support and knowledge of the University entry schemes, more than half of our HSC students received offers to the university courses of their choice prior to sitting the HSC examinations.

I would like to acknowledge the support of the P&C executive this year. Both the school executive and the P&C executive have continued to work behind the scenes to assist me with the management of the school. Their guidance and feedback has been integral to the wellbeing and academic success of our students. The Chapman Trust has continued to provide opportunities for students including the funding of externally run wellbeing programs for all students. Also, they have supported upgrades in technology, modernised classrooms and updated resources for many faculties. Staff and students have already proposed some very exciting projects and I look forward to presenting them to you at the 2021 P&C meetings.

Michael Smith

Principal

Gosford High School

School vision

Gosford High School strives to ensure that all students have the very best of opportunities in both curricular and curriculum enrichment activities. This will be realised by motivating our students through effective wellbeing programs and strong learning connections with the community, universities, business and industry in a supportive environment which is challenging and future focused.

School context

Gosford High School caters for gifted and high potential students. Students enrolling at our school in Year 7 are selected on the basis of results in the Selective School Test conducted by the NSW Department of Education, High Performing Students Unit.

The school ethos of academic excellence and personal best is reflected in any typical day in our school. Students achieve outstanding results in external examinations and in their regular classes. We pursue personal best through creative and critical thinking, encouragement of self-reflection and detailed skills development programs.

Student wellbeing is nurtured through developing strong, meaningful connections, engagement and support. Students support the community in so many ways including the extensive band program, drama, musicals, debating, chess, mentoring, competitive and recreational sport, leadership development and volunteering.

Student voice and their capacity for decision making is heard and acknowledged through the Student Representative Council, the Aboriginal cultural group and other Leadership programs.

Partnerships with parents, universities, business and industry are wonderfully supportive, creating a unique environment. These partnerships are valued and appreciated.

Gosford High School is proud of its students, their achievements and their contributions to the community.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Learning that is Challenging

Purpose

To ensure that our curriculum is future focused and challenges students, staff and our community in the development of contemporary skills essential for success at school and beyond.

Improvement Measures

Growth in student learning is measured through observations of development along the Contemporary Learning Skills progressions from 2018 onwards.

To see an improvement in Tell Them From Me "Student engagement and motivation" survey results from a base of 52% and 30% respectively in 2017 to 65% and 60% respectively in 2020.

Progress towards achieving improvement measures

Process 1: Develop staff understanding and implementation of research based future focused learning skills, and to embed these in Stage 4 and 5 programs across the curriculum.

Evaluation	Funds Expended (Resources)
<p>2020 commenced with a new timetable released across the school. All curriculum areas have been mapped to DoE requirements in teaching hours. Extra elective lines have been introduced to increase student choice and allow for students participate in a greater variety of lessons utilising STEM and project Based Learning Principles. Outcomes known as the "Six Cs" which represent a variety of areas of future focused Project Based Learning are measured on all Stage 4 Reports for students.</p> <p>The elective lines developed support the acceleration of students in year 10 in line with high potential and gifted education learning strategies.</p>	<p>Invite staff from academic partners and schools to work with staff on curriculum review. Relief days plus consultancy fees.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$4000.00)

Process 2: Reporting proficiencies will be developed in line with future focused learning skills and professional learning provided to staff on how these skills are assessed.

Evaluation	Funds Expended (Resources)
<p>Staff trialed a range of formative assessment strategies as a means to understanding student progress and achievement in the future focussed skills in curriculum areas. The students self assessment is completed each term in enrichment and provides authentic feedback to parents and teachers about how students view their achievement compared to assessment criteria.</p> <p>Learning conversations were initiated in Term 1 and then halted due to COVID-19. During Term 3 online learning conversations commenced and were received positively by the school community. The online platforms have been as a resource the school should continue to utilise to develop greater parent attendance in information sessions and develop stronger connections with parents/ carers and the community.</p>	<p>Students and staff enrichment days to support year 7 PBL and Stage 3 HPGE learning days run by students</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$3000.00)

Strategic Direction 2

Learning that is Supported

Purpose

To ensure that the emotional, social and intellectual wellbeing of students and staff is the concern of every member of our school community such that each can achieve their personal best, develop resilience and flourish.

Improvement Measures

Year 9 NAPLAN results will show all students will have achieved results placing them in the top 3 Bands with a minimum of 90% of students in the top 2 Bands and an increasing number of students in the top Band across all testing areas.

All Year 9 students will achieve the NESA Minimum Standard for the awarding of the HSC.

HSC Z-Scores indicate that 75% of courses are at 0.6 standard deviations above state mean or better.

15% reduction in wellbeing referrals to welfare team by tracking data from Sentral and counsellor referrals using 2018 figures as a baseline.

Progress towards achieving improvement measures

Process 1: Whole school wellbeing programs developed and implemented to support our learning community.

Evaluation	Funds Expended (Resources)
<p>Gosford High School places great importance on the wellbeing of students. This is measured using the schools management system in Sentral and TTFM surveys. This database has demonstrated a large increase in the number of teachers using the system to make wellbeing notifications and from 2019 to 2020 there continues to be an increase in the proportion of positive referrals to negative referrals.</p> <p>Throughout COVID the school remained connected to the community and students with technology and regular welfare checks by Year Advisers. The schools technology system was upgraded to further support working from home and the move to all students accessing regular work online.</p> <p>The online learning platforms implemented in 2020 have been identified for their positive use in welfare and communication whilst providing parents and students online access to all classwork.</p>	<p>Relief days plus physical resources.</p> <p>Technology upgrades in infrastructure</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$2000.00)• Socio-economic background (\$5000.00)

Process 2: A whole school approach will ensure that the most effective, evidence based teaching and assessment strategies, including the focus on Literacy and Numeracy across all faculties, optimises learning for all students.

Evaluation	Funds Expended (Resources)
<p>The school significantly increased the number of accredited hours each teacher achieved during 2020 professional learning courses. Representatives from English, CAPA and TAS completed the NESA High Leverage professional learning courses through online delivery.</p> <p>High Impact strategies utilising formative assessment approaches have been piloted by three faculties and will now be rolled out across the school in the 2021-2024 school planning cycle.</p>	<p>Relief days plus physical resources.</p> <p>Professional Learning courses</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$1000.00)• (\$0.00)

Strategic Direction 3

Learning that is Connected

Purpose

To ensure that our learning community fosters connections and learning opportunities through a shared purpose, with a focus on a growth mindset.

Improvement Measures

There will be a 80% increase in the frequency that faculties provide for students to benefit from learning links with business, industry parent community and tertiary institutions. This increased will be based on figures determined in the first semester of 2018.

Tell Them From Me data will indicate a growth in the measure indicating that students see relevance in their learning.

In 2017, students rated their classroom learning as being relevant to their everyday lives at 5.9 out of 10. Our goal is for this to rise to 7.5 out of 10 by 2020.

Progress towards achieving improvement measures

Process 1: Develop and enhance partnerships with business, industry parent community, alumni and tertiary institutions for curriculum and curriculum enrichment opportunities.

Evaluation	Funds Expended (Resources)
<p>The opportunities for face to face meetings were greatly reduced during 2020 due to the COVID-19 pandemic. The students were still given opportunities to engage with universities and businesses through webinars, Zoom meetings and school visits in Term 1 organised by faculty Head Teachers and the career and transition team..</p> <p>The career and transition team accessed early entry schemes and ensured that over 60% of students had received university offers prior to the HSC. Post the HSC exam 97% of students had gained their first preference to university.</p> <p>Study Skills days were still held for small groups at school with presenters from the DoE and NESAs. COVID did limit the amount of non-school visitors attending the school for incursions during 2020. All HSC students were supported with holiday study days and online support prior to the HSC by course teachers.</p>	<p>Costs associated with advertising and publicising the contributions made to student learning by partners.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$2000.00)

Process 2: Embed school based curriculum and curriculum enrichment programs that contribute holistically to student and staff connections within and external to the school.

Evaluation	Funds Expended (Resources)
<p>Many of the initiatives planned for or with other schools were not able to be held during 2020 due to COVID-19. The school transition day from year 6 to 7 was completed in stages due to COVID-19 restrictions on maximum student numbers in the Hall and to prevent students from different localities coming together during COVID restrictions. Parent information evenings across all areas were delivered via webinars, Zoom and Teams from Term 3 on.</p> <p>Students at GHS were unable to mix with other cohorts so the Stage 4 PBL days and enrichment days were unable to run as normal. The Year 6 into 7 transition process was designed as both a year 7 enrichment day and orientation day using PBL strategies and gifted education strategies to engage learners and create a sense of belonging for the 2021 year 7 at GHS.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$3000.00)

Progress towards achieving improvement measures

Within the school the enrichment program for year 7 was redesigned to increase student experience of languages and allow for student self assessment.

There were 64 students that accelerated in 2020 for either English, Maths, Language or Agriculture. The acceleration pathway continues to be a feature of enrichment opportunities for high potential and gifted learners at Gosford High School. The new timetable structure will continue to provide opportunities for students to participate in acceleration from 2022.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Staff relief</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$13 112.00) 	<p>The school has offered leadership opportunities for Aboriginal students through the local AECG. Staff members have taken specific roles for the mentoring of Aboriginal students and providing support for leadership opportunities for Aboriginal students.</p> <p>PLPs were developed for all Aboriginal students using either Zoom or face to face meetings. An AECG representative supported the PLP process. Harmony day and the AECG day were unable to be held due to the COVID restrictions.</p> <p>All Aboriginal students were able to access technology and student learning programs from home during 2020. Aboriginal student leaders deliver welcome to country acknowledgements at formal school occasions.</p>
English language proficiency	<p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$48 748.00) 	<p>An increasing number of students have been identified at the developing and consolidating stages of English Language proficiency. Each student has been assessed and is supported through LaST and English faculty initiatives designed to assist with reading and extended response writing. This includes increasing the number of Year 7 and 10 English classes to reduce class size.</p> <p>A extra SLSO was employed throughout the year to assist with the tracking, support and mentoring of EAL/D students.</p>
Low level adjustment for disability	<p>SLSO support and casual relief</p> <p>.4 Learning and Support Teacher</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$53 000.00) Low level adjustment for disability (\$40 000.00) 	<p>Students have been allocated support through the Learning and Support Team and Wellbeing Team. Students identified through NAPLAN results, school assessment and parent feedback received Individual Education Plans and ongoing support with organisation, scaffolding and planning of school assessment tasks.</p> <p>The number SLSOs employed at GHS was increased at times throughout the year especially prior to assessment blocks and exams to support students identified by the Wellbeing Team.</p>
Socio-economic background	<p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$26 777.00) 	<p>Socio-economic funding has been used to support welfare and wellbeing programs across 7-12. These have included all activities hosted by the Captains, House Captains, and SRC. It supported the transition activities for our stage 3 into 4 program and the implementation of the High Resolves Global Citizenship program.</p> <p>The funds have also been used to support students with extra SLSO support and cover examination invigilators allowing teachers more time for student individualised feedback on assessment tasks.</p>
Support for beginning teachers	Reduced teaching loads for	Beginning teacher Support through ongoing

<p>Support for beginning teachers</p>	<p>all beginning teachers and their mentors resulting in extra staff employment to cover courses and faculty allocations..</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$15 000.00) 	<p>induction, reduced teaching load and increased professional learning opportunities with fortnightly meetings utilising the William Dejean learning strategies. Each beginning teacher was allocated a mentor teacher within their faculty who is also on a load reduction to support them with programming, teaching, assessment and feedback.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	599	583	565	561
Girls	493	485	502	496

Student attendance profile

School				
Year	2017	2018	2019	2020
7	96.5	96.2	96.5	95.2
8	93.6	94.5	95.7	95
9	94	93.4	95.2	93.3
10	93.4	94.1	93.9	93.7
11	93	95.2	95.2	95.1
12	91.7	93.8	96	94.8
All Years	93.7	94.5	95.4	94.5
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

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	3
TAFE entry	0	0	3
University Entry	0	0	168
Other	5	0	2
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

0.84% of Year 12 students at Gosford High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Gosford High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	52.4
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	13.17
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,791,319
Revenue	11,702,628
Appropriation	10,853,615
Sale of Goods and Services	205,989
Grants and contributions	636,527
Investment income	6,496
Expenses	-11,574,651
Employee related	-9,857,074
Operating expenses	-1,717,577
Surplus / deficit for the year	127,976
Closing Balance	1,919,295

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	142,408
Equity Total	185,687
Equity - Aboriginal	13,112
Equity - Socio-economic	26,777
Equity - Language	48,748
Equity - Disability	97,050
Base Total	9,756,708
Base - Per Capita	256,594
Base - Location	0
Base - Other	9,500,114
Other Total	533,047
Grand Total	10,617,850

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.

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 My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

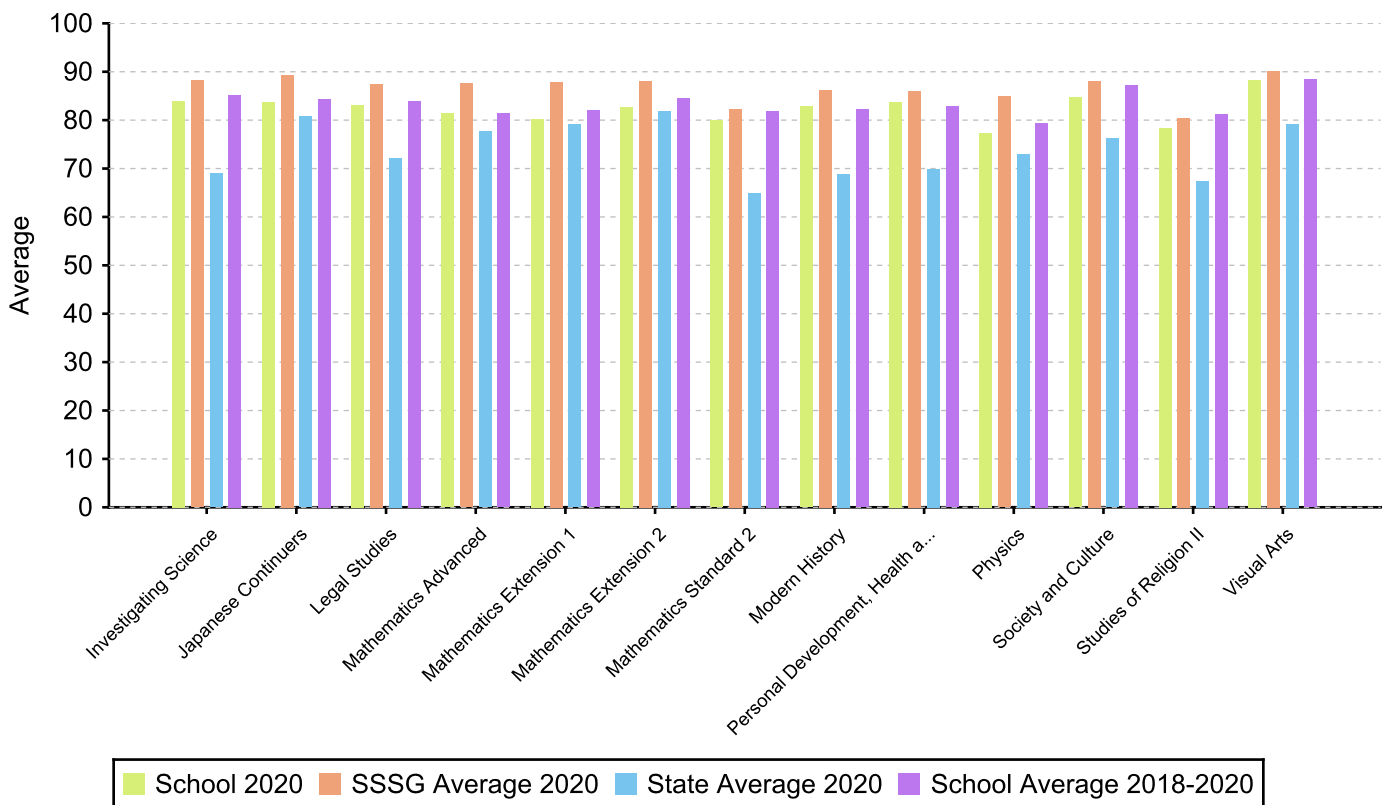
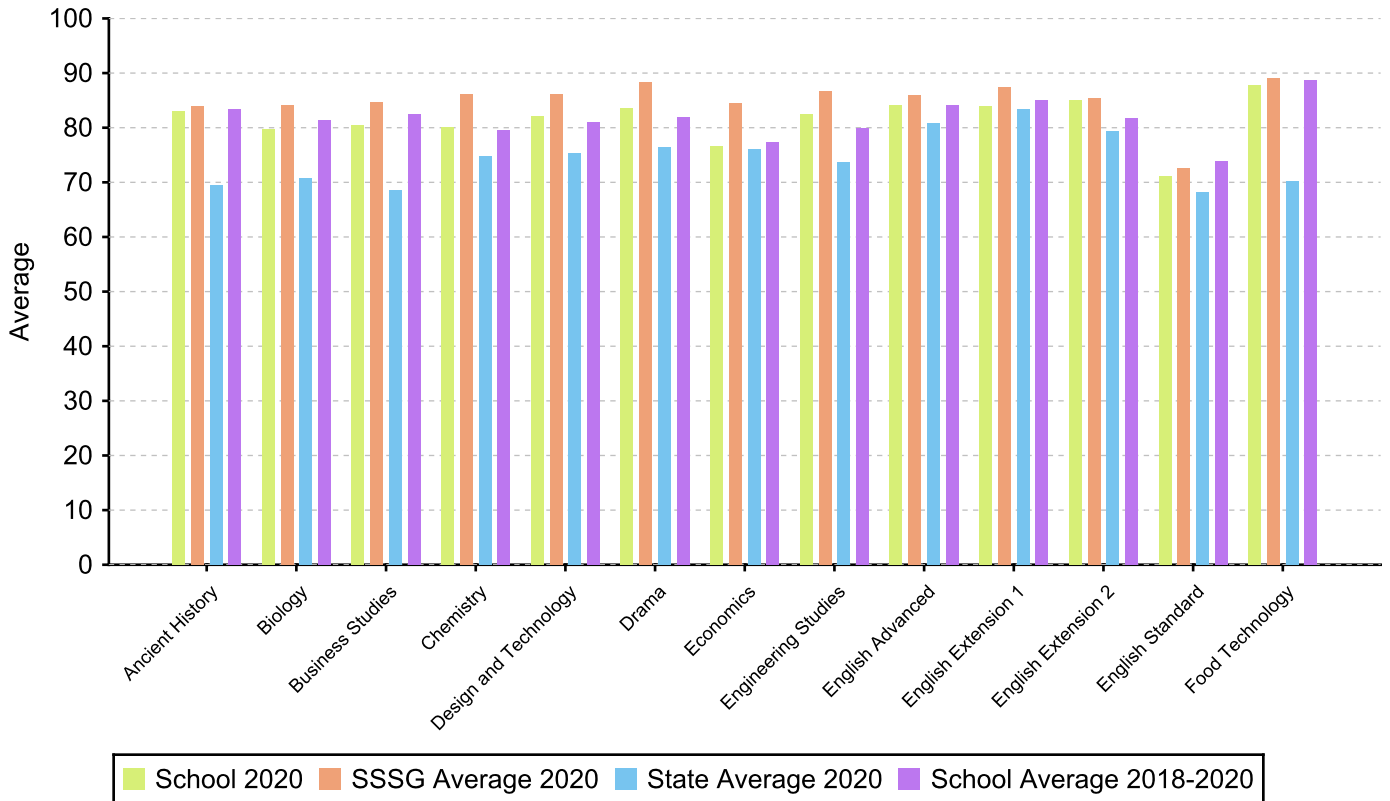
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	83.1	83.9	69.4	83.4
Biology	79.7	84.1	70.8	81.4
Business Studies	80.5	84.8	68.6	82.4
Chemistry	80.0	86.1	74.8	79.6
Design and Technology	82.1	86.0	75.4	81.0
Drama	83.5	88.3	76.4	81.8
Economics	76.6	84.5	76.1	77.3
Engineering Studies	82.5	86.7	73.6	79.8
English Advanced	84.2	85.9	80.8	84.0
English Extension 1	84.0	87.4	83.4	85.0
English Extension 2	85.1	85.4	79.3	81.8
English Standard	71.1	72.6	68.1	73.9
Food Technology	87.8	89.1	70.2	88.6
Investigating Science	83.9	88.2	69.0	85.2
Japanese Continuers	83.8	89.4	80.8	84.3
Legal Studies	83.1	87.5	72.1	84.0
Mathematics Advanced	81.4	87.6	77.7	81.4
Mathematics Extension 1	80.2	87.8	79.1	82.0
Mathematics Extension 2	82.7	88.1	81.8	84.5
Mathematics Standard 2	79.9	82.3	64.9	81.9
Modern History	82.8	86.2	68.9	82.2
Personal Development, Health and Physical Education	83.7	86.1	69.9	82.8
Physics	77.4	84.9	73.0	79.4
Society and Culture	84.7	88.1	76.2	87.2
Studies of Religion II	78.4	80.4	67.5	81.3
Visual Arts	88.3	90.2	79.2	88.4

Parent/caregiver, student, teacher satisfaction

The school surveyed over 100 parents and carers during 2020 as part of the annual school satisfaction survey and to inform the 2021-2024 school planning process. The parents were asked three questions:

1) What does the school do well now?

Common areas of satisfaction included:

- Communication with parents has improved (especially during COVID and working from home).
- Office staff and their willingness to help.
- Wellbeing initiatives and support from Year Advisers, HT Welfare and DPs.
- Positive and engaging school learning environment.

2) Areas for improvement:

- Over 50% of survey parents said, "nothing to improve".
- air conditioning for classrooms.
- lockers for juniors.
- assessment blocking and alignment of tasks across subjects at end of year.

3) How can we work with the parents to make the school even better:

- More avenues for parent involvement in the school.
- keep the zoom options for parent meetings due travel times from Sydney.
- More training for teachers, parents and students on management of student use of social media.

4) What are the areas that need to be addressed over the next four years in the Gosford High School Strategic Plan?

- Many physical asset projects were identified to improve the school (toilet upgrades, air conditioning, shade, ground beautification, parking, lockers and renovations of learning spaces).
- Continue focus on holistic wellbeing approaches not just academic results.
- Maintain focus on technology education and online learning platforms for both parents and students.

Staff satisfaction was not measured in the TTFM teacher survey during 2020 due to COVID-19 however a number of staff completed the NSW People Matters survey. Whilst the group of respondents is small the aim is to have increasing number of staff complete the survey for improved reliability and validity when interpreting results:

Areas of strength:

- WHS processes
- workplace support
- Role clarity and school professional support for professional learning
- Flexible working satisfaction

Areas of development:

- recruitment process
- communication and change management

Students complete the TTFM survey with results indicating that students have demonstrated an upward trend in positive wellbeing at school since 2018 and greater advocacy for school. The expectations for success leveled out during 2020 and could be related to the impact of COVID-19 and will need closer monitoring in 2021. Year 7 demonstrated an increased sense of belonging and in all areas the school demonstrated a higher positive wellbeing score compared to the state average.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.