GOULBURN HIGH SCHOOL
Annual School Report 2013
School context

Goulburn High School is a comprehensive high school with a proud tradition of excellence in public education. The school draws students mainly from the southern end of Goulburn, with a number of students travelling from outside the Goulburn area. Our students experience an extensive range of opportunities. We take great pride in the academic outcomes achieved by students of all abilities. Our students have achieved excellence in many areas. These include academic, student leadership, creative and performing arts, cultural and sporting excellence. Our school, in partnership with parents, continually seeks to develop positive, proactive members of our community and citizens of the 21st Century.

Our school priority is to ensure teaching quality to engage students in learning. The key competencies of literacy and numeracy are our focus throughout the school. With these skills students can learn effectively throughout their lifetime. The school has embedded strategies into teaching programs to build these skills.

Significant additional funding from the Federal Government (National Partnerships – Numeracy and Literacy) contributes to the school's focus on literacy and numeracy in Years 7 to 10. The performance of students in National Assessment Program - Literacy and Numeracy (NAPLAN) tests reflects the improving skills of students.

Goulburn High is well supported by the community through the Parents and Citizens Association (P&C) and the local business community. Regular communication via the newsletter, the local newspaper, local community radio and our school website keeps parents and community informed of school activities.

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.

Peter Browne  BSc  Education

Principal's message

Goulburn High School has a strong tradition of excellence for all students. The school enjoys a reputation for quality academic results for its students. This success is built upon the commitment and expertise of teachers and their ability to motivate their students. Our senior curriculum is enhanced by our partnerships with TAFE, Distance Education and industry. Our students access Vocational Education options including School-based Apprenticeships, Traineeships and school-based courses that increase student competitiveness for employment.

Students at Goulburn High School are supported to achieve their best through programs that treat them as individuals and work to cater for their needs. The diverse curriculum and targeted tutorial and mentoring programs ensure that students are able to build on their interests and strengths and also receive additional support where required.

P & C and/or School Council message

This year the P&C continued to meet on the 2nd Wednesday of the month. With meetings being friendly, informal, succinct and extremely informative, we include guest speakers and opportunities to ask questions about our school, curriculum, its policies and any other concerns or ideas. The P&C would like to acknowledge the work of the canteen staff for their continued efforts to provide a quality service for our students and staff.
Each year the P&C contributes a significant amount of money towards the Presentation Evening and invites the school to nominate students for their continued efforts both in and out of the classroom.

The P and C needs to keep reinventing itself to remain relevant in these times of change. For this reason we need more interested parents and community members to attend our monthly meetings. It’s your chance to find out about school events, ask for information, contribute your ideas to school policies and procedures and generally work in partnership with the school to help our students achieve their goals.

Mrs Paula Geary P&C President

Student representative's message

Students at Goulburn High School have many opportunities to develop leadership skills within the school and in the community.

The SRC executive and prefects have maintained their commitment to carrying out their duties and responsibilities such as fund raising, organising socials, and peer mentoring, supporting special events such as Year 6 to 7 Orientation Day, Elective Evenings and Legacy Day.

We have supported the ANZAC Day March in Goulburn with approximately 80 students being involved.

Ricky Chamberlain SRC Coordinator

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.
<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>89.7</td>
<td>92.2</td>
<td>92.8</td>
</tr>
<tr>
<td>8</td>
<td>89.5</td>
<td>85.2</td>
<td>92.0</td>
</tr>
<tr>
<td>9</td>
<td>86.9</td>
<td>87.8</td>
<td>89.4</td>
</tr>
<tr>
<td>10</td>
<td>83.7</td>
<td>84.3</td>
<td>85.5</td>
</tr>
<tr>
<td>11</td>
<td>74.5</td>
<td>81.9</td>
<td>83.7</td>
</tr>
<tr>
<td>12</td>
<td>83.8</td>
<td>81.4</td>
<td>84.2</td>
</tr>
<tr>
<td>Total</td>
<td>85.0</td>
<td>86.0</td>
<td>88.2</td>
</tr>
</tbody>
</table>

Our attendance figures remain constant with previous years. As students move from Year 7 to year 12 there is a significant difference in their attendance rate.

**Management of non-attendance**

During 2013 the parents of students with a higher than normal absentee rate were contacted by phone. This direct and personal approach from our school office managed absenteeism and gave an opportunity for direct contact with parents with other school matters. This initiative was funded through the National Partnerships program.

Those students with a high absentee rate were then placed onto the Home School Liaison’s (HSLO) case load.

A rewards program to acknowledge good attendance was implemented during the year.

**Post-school destinations**

In 2013 we had 52 students complete their Higher School Certificate. Their post-school destinations were:

- 13 students gained University admission
- 6 students enrolled in TAFE
- 1 student gained an apprenticeship
- 4 students gained traineeships
- 5 students obtained full time employment
- 5 students are in part time employment
- 1 student seeking employment
- 7 students having a GAP year
- 10 students could not be contacted.
Year 12 students undertaking vocational or trade training
30 out of 52 students (58%) undertook a vocational course either at school or Goulburn TAFE. The more popular courses were hospitality, construction and child studies.

Year 12 students attaining HSC or equivalent Vocational educational qualification
98% of students obtained an HSC. The other 2% of students received a Record of Achievement which also included a Certificate 2 in a VET course.

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

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>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>38</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>64.7</td>
</tr>
</tbody>
</table>

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

This year we had two Aboriginal teachers teaching Industrial Technology and PE. As well, we had one Aboriginal Learning Support Officer assisting in the classroom.

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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>2</td>
</tr>
<tr>
<td>NSW Institute of Teachers</td>
<td>20</td>
</tr>
</tbody>
</table>

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

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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>244910.84</td>
</tr>
<tr>
<td>Global funds</td>
<td>471553.11</td>
</tr>
<tr>
<td>Tied funds</td>
<td>329914.36</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>164185.82</td>
</tr>
<tr>
<td>Interest</td>
<td>10975.79</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>50540.91</td>
</tr>
<tr>
<td>Canteen</td>
<td>204928.63</td>
</tr>
<tr>
<td>Total income</td>
<td>1477009.46</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>99417.86</td>
</tr>
<tr>
<td>Excursions</td>
<td>73983.15</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>34734.63</td>
</tr>
<tr>
<td>Library</td>
<td>8199.30</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2393.15</td>
</tr>
<tr>
<td>Tied funds</td>
<td>252744.87</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>110134.22</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>134087.61</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>195009.91</td>
</tr>
<tr>
<td>Utilities</td>
<td>164912.16</td>
</tr>
<tr>
<td>Maintenance</td>
<td>52971.34</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>42746.76</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1171334.96</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>305674.50</td>
</tr>
</tbody>
</table>
School performance 2013

Academic achievements

NAPLAN

In the National Assessment Program, the results across Years 3, 5, 7 and 9 literacy and numeracy 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 and enter the school name in the Find a school and select GO to access the school data.
NAPLAN Year 7 – Numeracy

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Percentage in bands:
Year 9 Reading

Percentage in bands:
Year 9 Grammar & Punctuation

Percentage in bands:
Year 9 Spelling

Percentage in bands:
Year 9 Numeracy

NAPLAN Year 9 – Numeracy
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).

Other achievements

Sport

Goulburn high has a number of outstanding sporting students who participated in a range of sports throughout the year. Our students have become Zone, Regional and even National Champions in their sports, which is a significant achievement for a school our size.

This year, Goulburn High had 14 students represent the South Coast region in a range of sports that included, hockey, swimming, cross country, athletics and touch football. We had 3 students represent NSW at the National Carnivals and one student represented Australia in Lawn Bowls.

In state knockout competitions both the boys and girls hockey teams were the zone champions and eventually finished in the top 16 teams across the state. Our Under 15s girls touch football team finished in the final eight in the state. The girls’ basketball team finished in the final four in the region after winning the zone knockout.

Outstanding individual performances included:

Jessica Rice was the Zone and regional Cross Country Age Champion.

Makala Evans was selected as a member of the State and National under 16 Girls Hockey teams.
Ellen Ryan was selected as a member of the Australian Lawn Bowls team, was a recipient of the Helen Fuller Memorial Award for outstanding contribution to regional sport and also received the Combined High Schools Blues Award for Lawn bowls.

**Smiths Cup**

Goulburn High School retained the Smiths Cup for a fourth successive year winning by a narrow margin against Bowral High School. This competition is one of the oldest interschool sporting challenges operating in NSW.

**Spelling Bee**

In Term 4 2013, as a part of the National Partnerships program at Goulburn High School, students in Years 7 and 8 participated in a Spelling Bee across all faculties. Every week students were given a list of 10 words from a faculty to learn and prepare to be tested the following week. Student marks were recorded from all faculties before the top three spellers from Year 7 and 8 were selected for the Spelling Bee Final.

**Year 7**

Overall Winner: Ryan Eather  
Runner Up: Ryan Goad

**Year 8**

Overall Winner: Samantha Kulig  
Runner Up: Otto Kemmis

**Science and Engineering Challenge**

30 students from years 9 and 10 travelled to Sydney to compete in the Ausgrid NSW Science and Engineering Super Challenge. By competing successfully at the local and regional levels, Goulburn High School earned the right to participate in this prestigious event which included 15 other schools from southern NSW. This was a significant achievement for Goulburn High School, as it was the first time we have progressed so far in this competition. Moreover, the majority of the schools which attended were private or selective high schools and several staff members from these schools commented that it was an exceptional effort for a small, comprehensive high school to progress so far.
Kokoda Trail

Jackson Koford, a Year 11 student, was selected by the Goulburn Soldiers Club to represent Goulburn High School on a trek along the Kokoda Trail. The hike lasted 10 days and covered a distance of over 90 kilometres.

Significant programs and initiatives

Mathematics

During the year a number of enrichment programs were run. These included Year 7 Questacon excursion; Year 8 World of Maths Roadshow visit. The purpose of these activities is to enable students to experience and undertake enrichment activities in Mathematics, see Mathematics as it applies in real world situations, work as part of a team and as individuals, and consolidate their understanding of concepts taught at school.

This year Goulburn High School had 66 students complete the prestigious 36th annual Australian Mathematics Competition.

This competition started in Australia in 1978, and is held in over 40 countries in the Asia Pacific region and involves students from Year 3 to Year 12, making it the largest single event on the Australian education calendar.

The Australian Mathematics Competition is an enrichment and problem solving program which is aimed at promoting the practical applications of mathematics in an enjoyable way to the average student, often uncovering talent outside the curriculum.

The following students deserve special mention and recognition for their individual performance in the Australian Mathematics Competition.

Jack Elder, Year 8, received a Distinction which placed him in the top 15% of all entries.

The students listed below received a Credit which placed them in the top 50% of all entries.

- Jayden Babic
- Elise Downey
- Ryan Goad
- Angus McDonald
- Angus Peden
- Renae Robinson
- Hayden Ellis
- Ryan Grice
- Ashley Hind
- Kieren Lukasiak
- Mitchell Webster
- Sixuan Chen

Computer Studies

A number of our students participated in the National Computer Science School Challenge, organized by The University of Sydney. The Challenge is a programming competition for secondary school students. It’s been running in Australia for the 9 years. The competition involved students learning to use Python 3.3
which is a scripting language used in Google, Facebook and Reddit.

Nine of our talented students participated in the challenge over a five week period online with Genesis Octaviano receiving a Credit Certificate for his efforts.

Science

Science held its 2nd Science Fair showcasing Student Research Projects from Year 7 to 10. The Fair was open to the public with over 250 people visiting. Students who won their category participated in the next level at the University of Wollongong. Overall, our school was awarded highly commended and placed 3rd in Stage 5.

Goulburn High School held its inaugural Science Week Cup as part of the Science Week celebrations. This Cup allows students to show their skills in critical thinking and problem solving.

Art

The Visual Arts faculty supported a local business by painting a mural around the swimming pool at the swimming centre.

Dance

During Term 2, 25 students participated in the Illawarra and South East Region Dance Festival in Wollongong. For a number of our students, it was the first time they performed on a professional stage in front of a large audience.

Agricultural programs

This year Goulburn High showed cattle at a number of local shows. The highlight was participating in the Canberra Royal Show competing against other number of schools including students from agricultural schools.

A number of students participated in the Holbrook Sheep show which gave an opportunity for new students to learn the skills of animal parading.

One of the major highlights was two students, Emilee Battiste and Holly Beard, competing in the NSW State Final Paraders at the Sydney Royal Show.
Aboriginal education

There were 33 Aboriginal students at the school in 2013. The school aimed to assist these students to improve their academic performance and take pride in their cultural background. It also promoted an understanding and appreciation of the significance of Aboriginal culture with all students.

The school hosted significant NAIDOC week events with a formal opening assembly and flag raising ceremony followed by an Aboriginal food day and bake-off.

Aboriginal and non-Aboriginal students participated in the Vibe 3on3 day involving activities designed to heighten awareness and understanding of modern Aboriginal Culture.

Aboriginal and non-Aboriginal students were also involved in a Digital Literacy project, allowing a greater insight into cultural and self-awareness. The program involved academics and Elders from the University of Wollongong and culminated in a camp. This program was highly successful, allowing students to more fully connect with their cultural background.

Korean Exchange Program

The Korean exchange and excursion program is in its ninth year. Goulburn High School's relationship with Jeju Dong Girls Middle School continued this year with a number of students and staff travelling to Korea in the October school holidays. The Korean students visited Goulburn High School during August and were hosted by local students and their families.

Multicultural education

ESL students in years 9, 11 and 12 participated in the RAW (Ready, Arrive, Work) Program. The program, developed by Job Quest and the DEC, aimed to support newly-arrived students and make them ready for employment in Australia.

The course operated over four weeks with the students given practical advice on how to find and apply for jobs. They developed their resumes and learned interview skills which will help them secure employment.
The students visited the Canberra Careers Expo in July and many learned a great deal about different pathways into their fields of interest.

The course culminated in an excursion to the local council chambers. Students had to dress as though they were going for a job interview. Once there, they were advised by Will Singleton, the Human Resources Manager at the local council, on what companies look for when employing people. Other speakers on career opportunities included Jennie Gordon, from ACT Health, Phil Champion from Catholic Care and Barb Beard and Gary Mutton from NSW Police.

International Refugee Day was celebrated this year with an excursion to the University of Canberra.

The day on campus started with a Refugee Day morning tea. Guest speakers talked about the issues faced by asylum seekers in Australia and organisations, like Companion House, who help survivors of torture and trauma make the most of their new lives in Australia. The ESL students were warmly welcomed as guests of honour at the morning tea.

Police Youth Liaison Program

Police Liaison Officer presentations were conducted which increased the positive relationships between the school community and police. The Officers focused on strategies to reduce the incidence of crime and anti-social behaviour amongst youth, develop student understanding about the law, police roles and their responsibilities to the community;
National partnerships and significant Commonwealth initiatives (participating schools only)

During 2013 our school participated in the National partnerships program, focusing on literacy. During the year many elements of the program continued to be implemented which has enabled our students to develop their literacy skills across KLA areas. As well, students have continued to improve their learning skills which will assist them to achieve improved results in both the ROSA and Higher School Certificate.

Through the use of the School Learning Support Teacher, students identified with low levels of literacy took part in the intensive program which involved weekly one-on-one sessions targeting that student’s literacy needs. Students were tested before and after the program in the three areas of accuracy, reading rate and comprehension.

All staff undertook professional learning specifically related to literacy and the use of technologies to support the learning of students. Staff development days were dedicated to this professional learning.

Intensive examination of NAPLAN data took place in all KLAs and in whole school settings. All staff utilised the SMART data package and developed strategies and resources to increase the learning experiences for their students targeting specific literacy needs.

School planning and evaluation 2012–2014

School evaluation processes

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

- Reviewing our NAPLAN results to determine areas for development in relation to our teaching and learning programs.
- Analysing our attendance data to development strategies to improve our overall attendance rate, especially in our senior years.
- Reviewing the effectiveness of implementing ALARM teaching strategies into the classroom.

School planning 2012–2014: progress in 2013

School priority 1

Quality Teaching and Learning

Outcomes from 2012–2014

- Elements of the quality teaching framework are present in all teaching and learning programs.
- Connected Learning embedded into curriculum planning and structure.

Evidence of progress towards outcomes in 2013:

- Teachers are incorporating the 7 elements of the Institute of Teacher accreditation process
- Evidence of the Quality Teaching Framework in all Stage 5 and 6 programs
- 50% of classrooms with interactive learning technologies
- Increased incorporation of learning units in MOODLE and OneNote
- Increase in Band 5 and 6 results
- Decrease Band 1 and 2 results
- Quality and timely feedback process in place across Stages 5 and 6 in each Key Learning Area

Strategies to achieve these outcomes in 2014

- Head Teachers working closely with teachers through the TARs process to ensure that elements are being incorporated into their teaching.
- Developing staff to further utilise technology in the classrooms through the use of professional learning activities.
- Creating a senior learning culture where students are supported more in their learning experiences.
School priority 2
Focus on Numeracy and Literacy

Outcomes from 2012–2014

- Increased levels of literacy achievements for all students in line with school targets
- Build literacy and numeracy achievements for Aboriginal students
- Strengthened teacher capacity to improve student literacy levels
- Improved utilisation of Smart Data
- Increased levels of numeracy achievements for all students in line with school targets
- Strengthened teacher capacity to improve student’s learning through implementing new strategies concerning fractions, decimals and percentages

Evidence of progress towards outcomes in 2013:

- Improved results with students achieving results in the higher bands.
- Reduced percentage of students below the National minimum benchmark in Reading.
- Decreased number of Aboriginal students achieving below minimal standards in NAPLAN.
- Increased percentage of students achieving the top Bands in years 7 and 9 for NAPLAN in Reading.
- Increased teacher proficiency in data analysis.

Strategies to achieve these outcomes in 2014:

- Use of National Partnerships funding to further develop the skills of teachers to implement teaching strategies which incorporate literacy activities in the classroom.
- Focus on the “Super Six” comprehension strategies in the classroom.
- Teachers analyse NAPLAN data to identify the specific learning needs of their students.
- Teachers develop a range of teaching strategies to engage all students.

School priority 3
Building Positive Relations

Outcomes from 2012–2014

- Improved student whole and partial attendance rates
- Improved social and emotional wellbeing and skills for life
- Development of a broad, varied and differentiated curriculum.

Evidence of progress towards outcomes in 2013:

- Increased whole day attendance for all students.
- Reduction in Negative RISC entries and suspensions.
- Greater percentage of students getting first choice of elective choices
- Improved attendance rate by parents at information sessions.
- Increased engagement of indigenous students in programs to help improve their retention rate at school.
- Increased student attendance at Stage 6 Enrichment Days.

Strategies to achieve these outcomes in 2014:

- Use of PBS program across the school.
- Involvement with the University of Canberra to run a number of programs to assist students with their career planning.
- Use of Aboriginal funding to develop programs to assist with their learning needs and cultural experiences.
Professional learning

Professional learning contributes to the professional growth of staff and improves student learning outcomes. Professional learning was undertaken by all staff, in a variety of formats, including internal and external courses, online learning modules, explicit staff development days and collegial sharing at staff and faculty meetings.

In 2013, Goulburn High School staff participated in the following professional learning opportunities:

Whole Staff
- Work Health & Safety Awareness;
- e-Emergency Care and CPR;
- Child Protection;
- Code of Conduct;
- Quality Teaching and the National Curriculum;
- Super Six Comprehension Strategies
- Positive Behaviour for Success (PBS).

Faculties/Small Groups
- KLA based literacy and numeracy strategies.
- ALARM training to develop strategies to assist students to better answer longer response questions.
- Learning and Support teacher Network Meetings;
- Principal and Deputy principal Network Meetings;
- National Curriculum program development in English, mathematics, science and history.
- Interschool faculty workshops

Individuals
- Individual staff members also participated in short courses, both external and online to develop skills in numerous personal interest areas which assisted students in their learning.
- Staff at Goulburn High School provide insights into their professional learning by reporting at staff meetings. This promotes collaborative and professional learning for the entire staff, which in turn benefits the student body.

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.

Parents provided opinions through P&C meetings and requested the school continues to improve its communication. A number of ideas and suggestions were provided and as a result, these were implemented during the year.

Student opinions were raised through the SRC and through discussions with the school leaders. Overall, students were pleased with the operations of the school but raised issues regarding the lack of sheltered areas. There was positive feedback in relation to the new Positive Welfare program and the use of the Goulburn Dollars.

Staff feedback on the school’s performance was obtained through faculty and whole staff meetings. Overall, there was positive feedback on the effectiveness of the school and its operations with a number of staff indicating a need to focus on developing skills of to deal with an increase in the number of students presenting with mental health issues.

Program evaluations

Background

The development of Career pathways is very important in assisting students to select a career option that is relevant and achievable. As well, it is important to know the student’s academic ability to ensure they are able to engage in a particular course effectively.

Findings and conclusions

A major review was commenced in 2013 by the careers adviser in relation to course patterns, grades achieved by students and NAPLAN results. As a result, it is clear that a number of students are studying a range of courses which are not related to their desired career and that a number of students are attempting courses that do not match their academic ability.
Future directions

The results from the survey indicate clearly a need to review our current curriculum structure. As well, students need to be consulted more thoroughly to assist them in their elective choices. A more effective learning environment, including a review of their study periods, needs to be developed to ensure better outcomes for our students.

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.

Peter Browne Principal
Vero Joseph Deputy Principal
Jennifer Kennedy Careers Adviser
Allan Wybrow HT Mathematics
Ed Teague HT PDHPE
Katherine Hyland HT Science/Ag
Yogesh Mani HT HSIE
Paula Geary President P&C
Jayne Reece HT English
Ricky Chamberlain SRC Coordinator

School contact information

Goulburn High School
Goldsmith Street Goulburn 2580
Ph: 02 48214022
Fax: 02 48221437
Email: goulburn-h.school@det.nsw.edu.au
Web: www.goulburnh.schools.nsw.edu.au/
School Code: 8116

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: