

# Gorokan Public School

## Annual Report



2016

4517

## Introduction

The Annual Report for 2016 is provided to the community of Gorokan Public 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.

Mr Jesmond Zammit

Principal

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### Message from the Principal

It is my aim as the Principal of Gorokan Public School to ensure that all students thoroughly enjoy their educational experience through the offering of innovative programs that meet their individual needs, engage and inspire them to learn. I also believe that the strong partnership between home and school leads to the best possible outcome and by working together we make the most difference.

Great achievements are nurtured in a caring and inspiring learning environment and to this end we have worked hard to build on the strengths of the school and to enhance programs and experiences for the students as a priority.

The iTeacher program was implemented further with the support of a technology mentor demonstrating to teachers how to integrate technology in the classroom. The introduction of STEM (Science, Technology, Engineering and Mathematics) into the primary classrooms and the expansion of our established robotics program was a highlight for many students.

The students had many opportunities to participate in a range of sports and have represented the school at Zone, Regional, State and National levels with Caitlin Montgomery, competing in Darwin at the National Swimming Championship in Term 3 – achieving a bronze medal for her efforts in the medley event.

Our chess club went from strength to strength this year. Congratulations to our dedicated chess players and special thanks to Mr Gibbs and our resident chess coach Gary Losh, who have spent many hours coaching our students this year. Our teams have been very successful in their achievements in the broader community.

Every child has had the opportunity to participate in excursions to enhance their learning, including a trip to Bathurst for this year's Stage 3 students. Many additional programs have also been provided to the students at school and included sports programs such as athletics and gymnastics.

The Early Action for Success (EAFS) initiative to support our K–2 students in their learning of literacy and numeracy continued in 2016. In 2017 the program will have two Instructional Leaders supporting the teachers to achieve the best results possible. The excellent results achieved are a credit to the dedicated EAFS team who have captured the attention of the Premier's Office whose implementation team visited the school at the beginning of term four to gather information on the successful implementation of this program at our school. The team was also interested in the implementation of the Bump It Up strategy, another of the Premier's priorities being implemented at Gorokan to lift NAPLAN results in the top bands.

The school library established a learning centre for Aboriginal Education programs and cabinets were installed to display our rich collection of Aboriginal artefacts.

The Dymocks Children's Charities Book Bank Program continued this year and our Primary students have enjoyed selecting books to form their own personal bank of books to share with their friends and family. This great program will continue in 2017.

A \$300 000 playground upgrade was completed this year and included the opening of Remembrance Park, synthetic grass on the K-2 oval, soft fall in the special education play area, and a super-sized sandpit. Further upgrades are scheduled for next year and include a fitness circuit and an additional purpose built play area for physical education and sports lessons.

The students participated in a vast array of creative and performing arts programs thanks to our wonderful creative arts team. We enlisted the talents of a specialist teacher to support and expand our great programs and to this end the students have had many unique opportunities to perform in the broader community including the recent Schools Spectacular at Sydney Olympic Park and Celebration Sing Out at Sydney Town Hall.

The School as a Community Centre (SaCC) began operating from the new building located in the school grounds with direct access to the community from Dudley Street. In addition to the SaCC facilitator the school employed a Community Liaison Officer to support parent and caregiver involvement at school. We also participated in the PATCH (Parents as Teachers/Community Helpers) program to accredit volunteers supporting children in their learning.

The special education program increased to two classes in 2016 and the students have thoroughly enjoyed being part of the Gorokan Public School team, joining in all school events and activities.

The school is most fortunate to have an active and supportive Parents and Citizens Association (P&C). The P&C has worked with the school to provide additional resources, had input into the decision making process and supported many initiatives. I acknowledge and appreciate the P&C executive and members for their diligent work in fostering a collaborative partnership between the school and the community.

I would also like to recognise the tremendous support we receive from parents and volunteers. Helpers in the classroom, in the canteen, religious education, school banking and in many other ways, support and enrich the school experience for our students.

The students are fortunate to be in the care of a dedicated, caring and talented team of teachers and staff. Our teachers are engaged professionals who apply themselves to the highest standard of educational delivery, nurturing the students through respectful relationships. They are supported and guided by our exemplary executive team. The efficient office and support staff, the school counsellor, chaplain, school learning support officers, all go above and beyond the call of duty to ensure the students are being supported to the highest standard.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parents and students and provides a balanced and genuine account of the school's achievements and areas for development.

Mr Jesmond Zammit

Principal

# School background

## School vision statement

To provide the highest educational opportunity in order to develop happy, safe and respectful children, learning to the best of their abilities.

Our vision is aligned to the “Melbourne Declaration on Educational Goals for Young Australians” (December 2008), in which schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians. To this end Gorokan Public School shares this responsibility with students, parents, carers, families, the community and other education providers.

## School context

Located in the Wyong Shire of NSW, Gorokan Public School has an approximate enrolment of 560 students of which 17% are of Aboriginal or Torres Strait Islander descent, and 9% from language backgrounds other than English. The school's motto, Learn to Live, underpins the quality education and the diverse opportunities that the school offers. The students are provided with modern resources to cater for all interests and to engage them in the learning process. The school services a diverse community, is supported by equity funding and is an Early Action For Success targeted school. Students are supported with a broad, flexible and innovative learning program incorporating academic, sporting, performing and cultural arenas. The school is committed towards maximising the potential of all students. The school provides a safe and supportive learning environment that is strongly focused on the engagement and wellbeing of students, staff and the community. The School as Community Centre facilitator, Aboriginal Education Officer and School Learning Support Team are available to further assist students and their families. Gorokan Public School works collaboratively with the Murui Bulbi AECG and the Wallarah Learning Community of local Primary and High Schools to develop the continuum of learning from K to 12. Teachers, support staff, learning support officers and clerical staff are all united in delivering a quality educational experience for our students. Our teaching staff are committed to improving academic outcomes for all students focused on achievement to ensure we are meeting the educational needs of 21st century learners.

## 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.

The staff at Gorokan Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated throughout the year to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the Framework. This provided an important overview to ensure our improvement efforts aligned with these high level expectations.

In the domain of Learning, Gorokan Public School's on-balance judgement for Student Performance Measures, is Delivering. The school achieves value-added results. Students are at or above national minimum standards on external performance measures and are showing higher than expected growth on internal school performance measures. The on-balance judgement for Learning Culture, Wellbeing, and Assessment and Reporting is Sustaining and Growing. With regards to Learning Culture, there is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed and current policies, programs and processes identify, address and monitor student learning needs. In relation to Wellbeing, the school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. In the area of Assessment and Reporting, the school has developed explicit processes to collect, analyse and report internal and external student and school performance data. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Students use assessment and reporting processes to reflect on their learning. The school has analysed

school performance data and a range of other contextual information and is aware of trends in student achievement levels. Parents have an understanding of what their children are learning and receive regular information to support progression to the next level. Finally, in the element of Curriculum and Learning, Gorokan Public School is Excelling. The school establishes active partnerships and works collaboratively to ensure continuity of learning for students. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate. Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.

In the domain of Teaching, Gorokan Public School's on-balance judgement for Effective Classroom Practice, Data Skills and Use, and Learning and Development is Sustaining and Growing. In the aspect of Effective Classroom Practice, teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provide explicit, specific and timely formative feedback to students on how to improve. With regards to Data Skills and Use, teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. The school leadership team engages the school community in reflecting on student performance data. In relation to Learning and Development, teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance. Gorokan Public School is Excelling in Collaborative Practice and Professional Standards. Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. School-wide and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all staff. The teaching staff of the school demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.

In the domain of Leading, Gorokan Public School's on-balance judgement for Leadership, School Planning Implementation and Reporting, School Resources, and Leading Management Practices and Processes is Excelling. Staff have purposeful leadership roles based on professional expertise. The school community is committed to the school's strategic directions and practices to achieve educational priorities. The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations. The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes. The school uses evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes. The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans. Shared school-wide responsibility is evident through leadership, teaching, learning, and community evaluations to review learning improvements. The school uses collaborative feedback and reflection to promote and generate learning and innovation. Succession planning, leadership development and workforce planning are designed to drive whole-school improvement. Longer-term financial planning is integrated with school planning and implementation processes. The use of school facilities is optimised within the local community, to best meet the needs of students and the local community. Practices and processes are responsive to school community feedback. Administrative practices provide explicit information about the school's functioning to promote ongoing improvement.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Provision of quality teaching and learning experiences (including Premier's Bump It Up priority).

### Purpose

To provide innovative, high quality educational programs and promote a culture of learning excellence and responsiveness in meeting the learning needs of all students with a specific focus on increasing the proportion of students achieving NAPLAN proficiency (the top two bands) in Reading and Numeracy in Years 3 and 5.

### Overall summary of progress

The school has taken positive steps towards achieving its improvement measures. The school has used some of our allocated RAM funding to employ an additional Instructional Leader and interventionists to further support our students in the higher grades of the school as part of the Bump It Up (BIU) initiative. It is our intention to match the successes already being achieved across K–2 as our Year 3 NAPLAN data shows above average achievement levels of the National Minimum Standard.

### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year   | Funds Expended<br>(Resources)  |
|--|---|--|
| NAPLAN data will show most students working above minimum standard in all areas. NAPLAN data will also show an increase in expected growth in Reading, Writing and Numeracy when measured as an average each year.             | 80% of all Year 3 students were working above the National Minimum Standard in Reading. 93% of Year 3 students were achieving at or above the NMS for Writing. 97% of Year 3 students achieved at or above the NMS for Numeracy.  | The recruitment of an Instructional Leader targeting Year Three – Six classes.   |
| PLAN data will show the majority of students working at expected levels in Reading, Comprehension, Writing and Early Arithmetical Strategies K–6. PLAN data will also show all Aboriginal students working at expected levels. | 88% of K–2 students were working at or above the reading benchmark relevant to their year level at the end of term 4. 88% of K–2 Aboriginal students were working at or above the reading aspect for their year level.<br><br>All K–2 teachers completed their L3 training in 2016, with Year 2 completing their initial training and K and 1 partaking in ongoing professional learning. Year 2 teachers completed Targeting Early Numeracy (TEN) training.  | Extensive teacher relief provided to allow teachers to attend training requirements.   |
| Increase the proportion of students in the top 2 NAPLAN bands by 6 % (from 18% to 24% by 2019 based on 2016 NAPLAN results).   | The Bump It Up program was implemented with the introduction of an Instructional Leader across 3–6. Students that were identified as achieving middle bands in NAPLAN were targeted. Two interventionists were employed to withdraw groups of students and work explicitly on comprehension and Numeracy skills.  | The recruitment of an Instructional Leader and two support teachers.   |
| All staff members will have a PDP with identified professional goals and evidence of achievement.  | The Performance Development Framework policy was fully implemented. Teachers established 1 personal goal and 2 common school goals. These were in the areas of Mathematics and engaging the community to support the implementation of the school plan. The executive team led their staff through professional learning and dialogue surrounding the PDP's according to the established school timeline throughout the year. All teachers participated in two lesson observations working towards achieving their goals. | Additional executive release to support teachers.<br><br>Various resources including opportunities for teacher professional learning, teacher release and mentoring were provided to allow teachers to fulfil their PDP goals.<br><br>Specialist teachers of |

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year   | Funds Expended<br>(Resources)  |
|--|---|--|
| All staff members will have a PDP with identified professional goals and evidence of achievement.            | The Performance Development Framework policy was fully implemented. Teachers established 1 personal goal and 2 common school goals. These were in the areas of Mathematics and engaging the community to support the implementation of the school plan. The executive team led their staff through professional learning and dialogue surrounding the PDP's according to the established school timeline throughout the year. All teachers participated in two lesson observations working towards achieving their goals. | Technology and Music were employed to provide expertise to classroom teachers through team-teaching.   |
| New Maths, Science, History and Geography syllabuses are implemented in accordance with the BOSTES timeline. | <p>All new NSW syllabi are fully implemented. Committee leader provide staff with regular curriculum updates and resources to enhance educational delivery.</p> <p>The school executive have collaborated to develop a whole school aligned Mathematics scope and sequence.</p>   | <p>Casual relief was provided to release stage teams for collaborative planning days each term.</p> <p>Curriculum committee budgets enabled predominantly the purchasing of resources and TPL.</p> <p>A Mathematics consultant was employed to build the capacity of staff and refine educational practices within the school.</p> |

## Next Steps

- Two Instructional Leaders for Early Action for Success will be employed for K–2 in both Literacy and Numeracy. L3 training will be provided for all new staff K–2 and continuation of OPL for K–2 teachers.
- The Bump It Up (BIU) initiative will continue in 2017 with two interventionists being employed and will be overseen by the Principal and an Instructional Leader. There will be a continued focus on the provision of quality professional learning for all teachers K–6 with a specific focus on the explicit teaching of Reading and Numeracy. A specialist Mathematics consultant will continue to work with the staff in 2017 to enhance pedagogical practice and delivery of the NSW Mathematics syllabus. The Wallarah Learning Community will continue to meet regularly to share expertise and resources in English and Mathematics curriculum areas and all schools in the network will participate in a combined school development day focussing on Mathematics.
- The implementation of Spelling Mastery for Year 2, Stage 2 and 3 will be piloted for 2017.
- History and Geography syllabuses for the Australian Curriculum will continue to be implemented by classroom teachers with professional learning delivered by the librarian.
- Further implementation of the development of the iTeacher program will help to build the capacity of teachers in integrating technology for teaching and engaging students. A technology coach will be employed to build the capacity of teachers to integrate technology in educational delivery across the key learning areas in 2017.
- Purpose built science and sustainability learning spaces will be established in the year to come. Two classrooms will also be refurbished as 21st century learning spaces.



## Strategic Direction 2

Ensuring the wellbeing of all students.

### Purpose

To provide and ensure a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

### Overall summary of progress

The Learning and Support Team (LST) has been proactive in ensuring that the needs of all students that are referred are met. Staff were regularly informed on the progress of proactive and responsive LST interventions and worked collaboratively to achieve student success and engagement.

Our welfare policy ensures a consistent approach to teaching and learning of appropriate behaviours in the various school contexts. The employment of a school chaplain and the explicit teaching of the You Can Do It program were steps taken to reduce referrals of negative behaviour incidents and to increase student engagement.

The school also provided targeted professional learning opportunities for staff, employed additional teachers and SLSOs to reduce class sizes and supported students and teachers with classroom and behaviour management.

School learning and support officers were employed to assist Kindergarten students to aid in their successful transition to school.

### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year   | Funds Expended<br>(Resources)  |
|--|---|--|
| A decrease in playground and classroom discipline referrals by 10% each year.  | Staff are collectively working towards achieving this goal. Proactive strategies were introduced which included alternative play spaces for students who would benefit from indoor play and targeted programs.  | Supplementation of the School Chaplaincy program to support proactive and responsive child wellbeing.<br><br>The employment of additional SLSOs to support students in their learning and on the playground. |
| Reduced referral rates to discussion room by 10% each year.  | The school's referral rates have not shown significant reduction rates. The discussion room's purpose however, is to thoroughly investigate classroom or playground disputes to ensure a fair resolution is met for all students involved.  |  |
| 95% of student discipline interventions managed at the teacher level.  | Student discipline was managed by teachers within their classrooms a majority of the time. For more significant or repetitive incidents referrals were made to the school executive.  |  |
| 100% of referrals to the LST are acted on and monitored and NCCD completed for all students with ILPs and/or adjustment plans. | 100% of referrals to the LST were acted on and monitored throughout the year. A range of interventions including counsellor support, School Learning Support Officers (SLSO), EAFS, Reading Recovery, Aboriginal Education Officer (AEO), School Chaplain and Learning and Support Teacher (LaST) support were utilised to address the needs of each referral on a case by case basis. 166 students received a range of curriculum adjustments and were included in the NCCD school data. | The employment of a teacher to deliver wellbeing programs two days per week.   |



## Next Steps

- In 2017, the Student Wellbeing Framework and Supported Students, Successful Students reforms will continue to be implemented across the school.
- The school will include proactive measures to explicitly target and teach students strategies in identified areas of need through the school counsellor, chaplain and interagency consultation and program delivery.
- Alternate playtime activities for vulnerable students will be explored and measures taken to provide these students with additional playground alternatives.
- Health care services will be offered to students and sourced within the local community to assist with student assessments and diagnosis.
- Additional SLSOs will be employed during the first four weeks of Term 1 for our Kindergarten students to provide a successful transition to school.
- The school will implement the Healthy School Canteen Strategy in 2017, encouraging the consumption of healthy food choices.
- Programs such as the *Peer Support and Got it!* will be introduced and implemented to enhance student wellbeing along side the school's extensive programs that are already in place such as the *You Can Do It* program. External independent services will be invited to run programs at the school which address established focus areas e.g. Uniting's RAGE and Tuning Into Teens programs.
- The Student Representative Council (SRC) will be re-established to enable student voice in school planning.
- The school will continue to forge a strong partnership with local community services such as the Family Referral Service in order to enhance support for families.
- A Wallarah Learning Community network of special education personnel will be established to enhance service delivery across local schools.
- School facilities for the teaching of PDHPE will be further upgraded to ensure sun safety and maximise opportunities for their use. A fitness circuit and sustainability learning space will be installed. The students will continue to receive subsidisation of wellbeing programs on offer in 2017.



### Strategic Direction 3

Building genuine school and community partnerships.

#### Purpose

To promote a positive school culture where Gorokan Public is the local school of choice – building genuine partnerships with all key stakeholders, instilling confidence that the school will deliver quality learning opportunities and experiences for all students to achieve personal success.

#### Overall summary of progress

The school engaged the school community through a number of different activities and technologies. We regularly utilised our newsletter, Gorokan Public School Facebook page, School App and SMS systems to keep the community informed of events happening at school. The school sought the opinions of members of the school community through consultation, to inform decisions around community partnerships. Whole school, and stage specific assemblies were held with parents and wider community invited to attend and share our student successes.

A Community Liaison Officer has enhanced our school community participation by attending and promoting school events, interacting with our parents and carers and teachers to provide a welcoming environment.

Opportunities for further community engagement included parent information sessions at the beginning of the school year for each stage group, Kindergarten transition information sessions for parents including topics such as technology for learning, nutrition, school routines and requirements, speech and language, Aboriginal education and supporting students with their learning. There has been a significant improvement in the number of attendees at school activities and information sessions as reflected in data collected over the past two years.

The Parents as Teachers and Classroom Helpers (PATCH) program successfully trained eight parents to support teachers within the classroom.

The Pre-School Project was successfully implemented at a local Pre-School in 2016, encouraging greater participation in the Kindergarten transition program.

The school hosted a whole school musical that was supported and watched by over 800 community members over 3 performances. The Tell Them From Me survey data showed that of 231 students surveyed, drama and music were the most highly attended extra-curricular activities.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year   | Funds Expended<br>(Resources)  |
|--|---|--|
| Sustained high levels of student, parent and staff satisfaction above 90% in the annual survey conducted at the end of each school year. | Outstanding community response to survey with 97% of over 60 randomly selected parents from K-6 said that they would recommend Gorokan Public School to others. 97% of students surveyed would recommend Gorokan Public School.<br><br>The Tell Them From Me survey indicated that parents surveyed most strongly felt that the |  |
| PLPs are completed in consultation with parents and students for all ATSI students.  | Collaborative partnerships with the Aboriginal Education Consultative Group and our Aboriginal community are strengthened with ongoing opportunities for input on how we can best support our Aboriginal students and their families. All Aboriginal students had meaningful PLPs implemented in 2016.                          |  |
| Increased parent attendance rates at parent teacher meetings at the beginning of each school year to above 50%.                          | Parents were invited to attend parent information sessions for the stage that their child/ren attend.<br><br>These have been increasingly well attended since   | A Community Liaison Officer was employed for one day per week to enhance community |

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Progress achieved this year   | Funds Expended<br>(Resources) |
|---|---|-------------------------------|
| Increased parent attendance rates at parent teacher meetings at the beginning of each school year to above 50%. | being established in 2014. The follow up parent teacher interviews were attended by over 50% of parents.  | engagement.                   |
| School Facebook page following increases each year.   | At the close of the 2016 school year, Gorokan Public School had over 820 Facebook followers. Regular updates provided immediate communication to the wider community about what was happening at Gorokan Public School. Increased promotion and reporting on school events has resulted in increased attendance at school functions including parent teacher interviews, carnivals, open days and meetings. |                               |

## Next Steps

- In 2017 the school will establish a transition to school playgroup, targeting those students who are not attending preschool or child care services.
- The PATCH course will be offered again in 2017 to enhance parents in their provision of learning support for students at school and at home.
- The school will continue to work closely with local feeder preschools, maintaining strong links to ensure the smooth transitioning of students to school. The SaCC will also continue to serve the community through the provision of relevant training, service linkage, and programs targeting 0–8 year olds within the Gorokan community.
- There will be a combined staff development day with the Wallarah Learning Community with a focus on effective maths teaching and learning strategies. Curriculum focused network groups for Technology, English, Mathematics and Special Education will continue to be supported by local schools in order to maintain current standards of professional interaction between local schools.
- The ongoing employment of a Community Liaison Officer will continue to promote and support community events and respond to the needs of the school community in 2017.
- Community consultation will continue to be sought through a variety of means throughout the year.

| Key Initiatives                                     | Impact achieved this year  | Resources (annual)  |
|---|--|---|
| <b>Aboriginal background loading</b>                | <p>All students have an individual learning plan (ILP) created with the Aboriginal Education Officer, classroom teacher and parent. This reflects students areas of interest and needs and is revised at regular intervals throughout the year. Cultural significance is included in all ILPs.</p> <p>Personalised Learning Support for Aboriginal Students funding was used to employ tutors at a school based homework centre.</p> <p>Aboriginal Educational funding was used to provide whole staff training in the 8 Ways of Learning. This teaching pedagogy trains staff to effectively apply best practice for our Aboriginal students.</p> <p>NAIDOC week was a whole week celebration of Aboriginal cultural. All students were provided opportunities to try bush tucker, observe dancing performances and engage in creating Aboriginal artworks.</p> | <p>Aboriginal Flexible Funding – \$8109</p> <p>Personalised Learning Support for Aboriginal Students – \$2390</p> <p>Aboriginal Education Officer – Staffing Allocation</p> |
| <b>English language proficiency</b>                 | A small number of students were provided with targeted and specialised instruction through the employment of a language teacher. Communication with parents allowed for collaborative intervention strategies to be applied. Resources were also purchased to support the learning needs of these students.  | English language proficiency – \$10,200   |
| <b>Low level adjustment for disability</b>          | A number of SLSO were employed to address the learning and support needs of targeted students. Resources were purchased to support students with identified needs in mainstream classes. The establishment of a second fully equipped Multi Categorical class allowed students with identified disabilities to access learning and ensure engagement and effective program delivery.   | Low level adjustment for disability – \$172,339   |
| <b>Quality Teaching, Successful Students (QTSS)</b> | The school received a teacher for two and a half days per week throughout semester 2 to provide additional support for implementing our high quality programs. This was used for providing support to teachers in curriculum delivery and student wellbeing.   | Quality Teaching, Successful Students – Staffing Allocation.  |
| <b>Socio-economic background</b>                    | <p>The school employed teachers and support staff to implement curriculum delivery.</p> <p>Funds were used to improve learning facilities with a particular focus on Personal Development Health and Physical Education that included upgrading the playground structures and spaces.</p> <p>School funds subsidised extracurricular activities to provide equitable opportunities for all students.</p> <p>Our technology was upgraded ensuring our students learn within a 21st century learning platform.</p>   | Socio-economic background – \$563,007   |

|                                       |  |  |
|---------------------------------------|--|--|
| <b>Support for beginning teachers</b> | 3 teachers met the criterion for this support. Funds were used to provide time to give the teachers additional mentoring and release time and professional development opportunities working towards achieving teacher accreditation.  | Support for beginning teachers – \$40,100  |
| <b>Early Action for Success</b>       | Gorokan Public School received an additional teacher allocation of 1.8 to support the Instructional Leader in the implementation of EAFS. This equates to almost two full time support teachers (interventionists). The EAFS team has assisted and supported staff and students on a daily basis in K–2 classrooms to implement effective explicit teaching in the targeted areas of literacy and numeracy. Teacher release was provided for observations, lesson studies, PLAN data entry, data conversations and demonstration lessons. Classes were supported with the implementation of L3 and TEN programs. | Early Action for Success – \$245,900   |
| <b>Bump it Up</b>                     | The Bump It Up strategy focusses on identifying students who are doing well and who, the data suggests, have the greatest capacity to achieve in the top two NAPLAN bands. By identifying students who are currently achieving in the middle bands of NAPLAN, and implementing locally developed targeted initiatives, we can improve their performance in reading and numeracy and enhance their overall education outcomes to achieve proficiency.   | In Term 2 the school dedicated funds for an Instructional Leader to implement the Bump It Up program and support staff across Years 3–6. An interventionist was employed for five days per week to support targeted students with intervention strategies. |



## Student information

### Student enrolment profile

|          | Enrolments |      |      |      |
|----------|------------|------|------|------|
| Students | 2013       | 2014 | 2015 | 2016 |
| Boys     | 260        | 251  | 287  | 296  |
| Girls    | 257        | 246  | 255  | 281  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 92.7 | 94.5 | 93.1 | 94.9 |
| 1         | 94.2 | 92.9 | 93.1 | 94.1 |
| 2         | 93.3 | 94.6 | 91.7 | 93.8 |
| 3         | 93.7 | 92.9 | 93.9 | 92.3 |
| 4         | 94.7 | 92.4 | 91.7 | 93.8 |
| 5         | 92.6 | 94   | 91.9 | 91.5 |
| 6         | 94.1 | 92.4 | 91.8 | 92.4 |
| All Years | 93.6 | 93.4 | 92.4 | 93.2 |
| State DoE |      |      |      |      |
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 95   | 95.2 | 94.4 | 94.4 |
| 1         | 94.5 | 94.7 | 93.8 | 93.9 |
| 2         | 94.7 | 94.9 | 94   | 94.1 |
| 3         | 94.8 | 95   | 94.1 | 94.2 |
| 4         | 94.7 | 94.9 | 94   | 93.9 |
| 5         | 94.5 | 94.8 | 94   | 93.9 |
| 6         | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94   | 94   |

Gorokan Public School's 2016 attendance data has improved since 2015, however, remains slightly under the State DoE average.

## Workforce information

### Workforce composition

| Position                              | FTE*  |
|---------------------------------------|-------|
| Principal                             | 1     |
| Deputy Principal(s)                   | 1     |
| Assistant Principal(s)                | 4     |
| Classroom Teacher(s)                  | 22.08 |
| Teacher of Reading Recovery           | 0.82  |
| Learning and Support Teacher(s)       | 1.2   |
| Teacher Librarian                     | 1     |
| School Counsellor                     | 1     |
| School Administration & Support Staff | 7.06  |
| Other Positions                       | 1.7   |

\*Full Time Equivalent

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

Gorokan Public School has two Aboriginal teachers and an Aboriginal Education Officer. The school enjoys a close relationship with our local Aboriginal Educational Consultative Group.

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 86         |
| Postgraduate degree             | 14         |

### Professional learning and teacher accreditation

Improving the quality of teaching practices in literacy and numeracy was significant focus of professional learning in 2016 in order to support the implementation of Early Action for Success and Bump it Up at the school. All teachers were provided with targeted professional learning that supported the implementation of the school's strategic plan and had the opportunity to partake in professional learning that would assist them in achieving their personal professional goals. Many forms of professional learning were experienced, including a focus on lesson observation and feedback in order to support the implementation of Performance Development Framework reform.

The impact of ongoing quality professional learning for all staff upon student learning outcomes is significant and the school values and encourages active



participation in professional learning. To this end, significant funds totalling \$26 263.00 were spent in this area. All staff participated in professional learning activities during the year. Whilst regular professional learning occurred in school time (executive meetings, whole staff meetings, stage meetings, stage planning days) a significant amount occurred after school hours and on school development days.

Staff had many opportunities to engage in professional learning in 2016. Target areas included leadership development, teaching and learning, Work Health and Safety and student wellbeing. In addition to mandatory training requirements of child protection, anaphylaxis and cardiopulmonary resuscitation, staff training included L3 training for S1, TENS training for targeted S1 teachers, behaviour management, student wellbeing, PLAN software, Teacher Accreditation, the effective use of school resources, Aboriginal Education, speech and language, technology, consistent teacher judgment in monitoring student progress, SMART Data analysis and education reforms including Performance Development Framework.

Administrative staff were also involved in professional learning activities related to their work.

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

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

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

| Income                         | \$                |
|--------------------------------|-------------------|
| <b>Balance brought forward</b> | <b>624 110.59</b> |
| Global funds                   | 175 314.00        |
| Tied funds                     | 531 760.73        |
| School & community sources     | 68 025.59         |
| Interest                       | 7 431.95          |
| Trust receipts                 | 4 971.50          |
| Canteen                        | 0.00              |
| Total income                   | 1 411 614.36      |
| <b>Expenditure</b>             |                   |
| Teaching & learning            |                   |
| Key learning areas             | 14 027.87         |
| Excursions                     | 6 233.35          |
| Extracurricular dissections    | 3 321.63          |
| Library                        | 3 703.90          |
| Training & development         | 4 548.25          |
| Tied funds                     | 295 883.25        |
| Short term relief              | 52 175.35         |
| Administration & office        | 42 853.60         |
| School-operated canteen        | 0.00              |
| Utilities                      | 32 160.64         |
| Maintenance                    | 37 394.44         |
| Trust accounts                 | 5 515.82          |
| Capital programs               | 0.00              |
| Total expenditure              | 497 818.10        |
| <b>Balance carried forward</b> | <b>913 796.26</b> |

The information provided in the financial summary includes reporting from 12 May 2016 to 31 December 2016.



|                                       | 2016 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 0.00                    |
| <b>Revenue</b>                        | 1 849 107.02            |
| (2a) Appropriation                    | 1 749 864.41            |
| (2b) Sale of Goods and Services       | 2 503.09                |
| (2c) Grants and Contributions         | 93 703.72               |
| (2e) Gain and Loss                    | 0.00                    |
| (2f) Other Revenue                    | 0.00                    |
| (2d) Investment Income                | 3 035.80                |
| <b>Expenses</b>                       | -989 960.68             |
| Recurrent Expenses                    | -989 960.68             |
| (3a) Employee Related                 | -514 318.60             |
| (3b) Operating Expenses               | -475 642.08             |
| Capital Expenses                      | 0.00                    |
| (3c) Employee Related                 | 0.00                    |
| (3d) Operating Expenses               | 0.00                    |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 859 146.34              |
| <b>Balance Carried Forward</b>        | 859 146.34              |

Gorokan Public School transitioned from OASIS to SAP/SALM during 2016, as a result this Annual Report contains both financial system reports.

|                       | 2016 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 3 603 166.29            |
| Base Per Capita       | 29 269.25               |
| Base Location         | 0.00                    |
| Other Base            | 3 573 897.04            |
| <b>Equity Total</b>   | 820 432.71              |
| Equity Aboriginal     | 74 887.07               |
| Equity Socio economic | 563 006.82              |
| Equity Language       | 10 199.77               |
| Equity Disability     | 172 339.06              |
| <b>Targeted Total</b> | 455 434.23              |
| <b>Other Total</b>    | 360 348.70              |
| <b>Grand Total</b>    | 5 239 381.94            |

## 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. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In accordance with the Premier's priorities: Improving educational results, schools are required to report their student performance of the top two NAPLAN bands in reading and numeracy.

The percentage of Year 3 students in the top two bands was as follows:

- Reading 25%
- Writing 29%
- Spelling 24%
- Grammar and Punctuation 32%
- Numeracy 10%

The percentage of Year 5 students in the top two bands was as follows:

- Reading 13%
- Writing 3%
- Spelling 12%
- Grammar and Punctuation 18%
- Numeracy 7%

Another reporting requirement from the state priorities: Better Services – Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two bands.

The percentage of Year 3 Aboriginal students in the top two bands was as follows:

- Reading 21%
- Writing 24%
- Spelling 24%
- Grammar and Punctuation 24%
- Numeracy 12%

The percentage of Year 5 Aboriginal students in the top two bands was as follows:

- Reading 17%
- Grammar and Punctuation 17%

Year 5 Aboriginal students were not represented in the top two bands in Writing, Spelling or Numeracy.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents/Caregivers, students and teachers were asked the question "Would you recommend Gorokan Public School to others? Why?"

The collective responses gained from the 23 teachers who were surveyed explaining why they would recommend Gorokan Public School are summarised as follows:

- Teachers identified that the school caters for the whole child, academically, physically and emotionally;
- Teachers stated that the teaching team go above and beyond to provide opportunities for their children to succeed in a range of fields;
- Teachers recognised the solid leadership, strong curriculum development and support which increases educational outcomes for students;
- Teachers acknowledge the positive and friendly environment within the school;
- Teachers valued the large amount of resources available to assist teaching and learning;
- Teachers recognised that student wellbeing is at the forefront of learning;
- Teachers commented on the differentiated learning opportunities, technology and many extra-curricular activities available to the students;
- Teachers acknowledged the success of a variety of programs and great community involvement;
- Teachers acknowledge the positive communication between staff and community and willingness to listen/follow up issues.

33 students from across the school from Kindergarten to Year 6 were surveyed. 97% of students surveyed said that they would recommend Gorokan Public School. Their main reasons for recommending Gorokan Public School are summarised as follows:

- Students identified quality teachers who care about the students in their school;
- Students commented on the exceptional technological opportunities across the school;
- Students identified the wide range of opportunities and resources available to them at school, for example playgrounds, vegetable garden, frog pond, library, excursions, air-conditioned classrooms, sandpit, handball courts, hopscotch, to name a few;
- Students acknowledge the input from the wider community and suggested that community members would enjoy coming into the school because of the friendly teachers, impressive playground and equipment and many opportunities that are available.

69 parents who had their children enrolled at the school in 2016 were contacted. These parents were randomly selected to ensure an unbiased response. 97% of

parents surveyed said that they would recommend the school. Their main reasons for recommending Gorokan Public School are summarised as follows:

- Parents supported the vision of the school, the variety of programs implemented across the stages and the extra-curricular opportunities available to the students;
- Parents reported that issues are dealt with swiftly, fairly and effectively by classroom teachers and executive staff;
- Parents recognised the welcoming, positive and friendly community environment;
- Parents acknowledged the support for children with special needs and appreciated that the wellbeing of the students is a main priority for the staff;
- Parents commented on the students being happy and settled in their learning environment.

Gorokan Public School is always striving to enhance communications between home and school. Providing parents with the knowledge of all school activities and programs helps to unite our community, which will benefit all of our students.



## Policy requirements

### Aboriginal education

The Aboriginal Education and Training Policy and the Partnership Agreement between the Department of Education and Communities and the Aboriginal Education Consultative Group (AECG) underpin the structure of Aboriginal education within the school. The AECG endorsed Aboriginal education initiatives. Staff representatives took an active role in attending the AECG meetings. Information presented and discussed at the AECG meetings was brought back to the school to be shared with all staff members. Progress reports from the school were made to the AECG on a regular basis.

A fulltime Aboriginal Education Officer (AEO) is employed at the school. Her role is to support our Aboriginal families to become more involved in the life of the school and their children's education, support Aboriginal students in their learning, and to enhance the cultural competence of the students, staff and school community.

The Aboriginal Education committee invested funds in providing whole staff training in the 8 Ways of Learning

pedagogy. Staff took part in two after school training and development sessions that focused on the eight most effective ways in which Aboriginal students learn.

The Eleanor Duncan Aboriginal Health Centre provided all Aboriginal students with screening for otitis media.

NAIDOC Week was celebrated during the last week of Term 2. Throughout the week students had the opportunity to participate in a variety of fun and educational activities. A whole school assembly was held in the hall featuring the Gorokan Public School Koori choir and the Gorokan High School boys' didge group. Students learnt about bush tucker, sampled kangaroo sausages and every student contributed artwork to create a mural to be displayed next to our Aboriginal garden. An Aboriginal colours mufti day and a special performance brought the week to a close.

National Reconciliation Week was commemorated. Teachers were provided with information on reconciliation and teaching resource links through Reconciliation Australia's website.

The Young, Black and Ready for School Transitional Health Screening program, organised by the Benevolent Society, again supported our Aboriginal students who were to commence Kindergarten in 2017. Opportunities to participate in cultural activities, including the Koori choir, were all extremely popular cultural activities offered again this year to our Aboriginal students.

Thirty-one of our ATSI students travelled to Budgewoi Public School to attend the Bilby Bash in September. A variety of cultural activities were organised for students to participate in on the day, allowing for interactions between ATSI students from surrounding schools.



### Multicultural and anti-racism education

Multicultural education is embedded in all areas of the curriculum and is featured throughout teachers' class programs. It lays the foundation for the students to build knowledge, skills and attitudes needed for their culturally diverse society. All children are encouraged to be proud of their culture and show respect and acceptance of the diversity of cultures.

Harmony Day and NAIDOC Week provided students with opportunities to be involved in a variety of whole

school activities to support multicultural education. On Harmony Day students and teaching staff wore orange and senior students supported junior students by assisting with the organisation and running of activities. Getting along was a focus on the day.

As a result of the Tell Them From Me survey conducted in 2016, 75% of our Aboriginal students either strongly agree (50%) or agree (25%) that they, 'feel good about my culture when I am at school.' and felt that, 'My teachers have a good understanding of my culture.' (43% strongly agree, 28% agree).

Gorokan Public School continues to support a diverse range of religious beliefs by offering Special Religious Education (Scripture) every Thursday morning. Scripture groups include Roman Catholic, Muslim and non-denominational.

Gorokan Public School has a trained Anti-Racism Contact Officer (ARCO) to whom any complaints about racism are referred. Our ARCO works diligently within the school's welfare system to resolve any issues relating to racism.

### Other school programs

- Student leadership

Student leadership programs are highly valued with prospective and current leaders attending courses and information sessions to enhance leadership skills. The senior student leadership team is democratically elected at the end of each school year and announced on presentation day. The roles include school captains, vice captains, prefects, sports house captains and vice captains. The school leaders run the Class Captain and YCDI assemblies throughout the year as well as hosting other school events and Presentation Day.

The School Representative Council was successful in writing a submission for a chicken coop, donated by Bunnings. The 'chook shed' will be operational in early 2017 and form a part of teaching our students about sustainability.

The Class Captains' program includes students from all classes K-6. Students are elected by their peers and inducted at the beginning of each term during a special assembly that their parents are invited to attend. They are responsible for a number of classroom leadership duties for the duration of the term and wear a class captain's badge. Two captains are elected from each class each term.

- Schools as Community Centres

The Schools as Community Centres (SaCC) program supports families with children from birth to eight years. It works in partnership with other local agencies to provide a range of programs to the local community. The SACC aims to be a connection between families, organisations, and the school, and encourages families to become an active participant in the local community.

The centre reopened in Term 3 after undergoing improvements at the start of the year and being

temporarily relocated. For the two terms the centre was operational, 91 families, with a total 159 children were engaged in the centre. 35% of these families identified as being ATSI, 19% having a CALD background, 21% were male.

- Transition

Five Kindergarten transition information sessions were offered to introduce pre-schoolers and their families to the school and school routines. Topics covered included: technology for learning, nutrition, school routines and requirements, speech and language, Aboriginal Education and supporting students with their learning. Teachers also worked collaboratively with Spotted Frog Pre-School and five other Primary and feeder Pre-Schools to complete the Pre-School Project. The purpose of this project was to extend and enrich children's learning from birth to five years through their transition to school experiences.

There has been a significant improvement in the number of attendees at school activities and information sessions as reflected in data collected over the past two years.

Our Year 6 students participated in a transition to High School program. The program included sessions between both the Public School and the High School teachers and learning support teams. This was followed up by taster days at the high school, a sports day, orientation day and extra transition for our Aboriginal students and students requiring additional transition.

- Sports

Gorokan Public School's students took part in a multitude of sporting activities during 2016. The school offered a variety of sporting and physical education opportunities to enhance learning, increase students' sporting proficiencies and ultimately promote the benefits of living a healthy, active lifestyle.

- Arts

Our students are provided with exciting creative and performing arts opportunities within the classroom and beyond. Extra curricular opportunities offered included choir, djembe drumming, dance troupes, drama groups, instrumental ensembles, creative arts camps and regional workshops.

In 2016 the whole school was involved in a musical production, titled 'Oz'. The school was a hive of activity throughout the planning, rehearsals and performances and the musical provided another excellent opportunity to bring our whole school community together.

- Gifted and Talented Education (GATE)

The GATE committee undertook professional development in the area of how to effectively implement project based learning within the classroom by observing this practice in another school setting. The benefits of having established enrichment classes throughout the school was evident as a record nine students made it into the selective classes at either Gosford or Gorokan High School. Four students also attended the Central Coast's GATE camp, extending their knowledge in the electives of applied mathematics, creative writing, drama, PDHPE, fine arts

and science and technology.

- Community Engagement

Gorokan Public School was showcased on five occasions at Lake Haven Shopping Centre. This was a proactive strategy used to inform the local community of the unique initiatives being provided by Gorokan Public School.