

Gorokan Public School

Annual Report



2017



4517

Introduction

The Annual Report for **2017** 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.

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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 567 students of which 17% are of Aboriginal or Torres Strait Islander descent, and 9% are 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 Muru 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.

In 2017, 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 Learning Culture, Assessment and Reporting, Student Performance Measures 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 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. In regards to Student Performance Measures 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.

Regarding the elements of Wellbeing and Curriculum and Learning, Gorokan Public School is Excelling. 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. 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 is Sustaining and Growing. In this aspect, 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.

Data Skills and Use, Collaborative Practice, Learning and Development and Professional Standards are elements in which we are Excelling. 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. 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. 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. 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 Management Practices and Processes we are 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 recognized 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:

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

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. Using some of the School Based Allocation Resource (SBAR) funding allocation, an additional Instructional leader and interventionists were employed to further support our students in the higher grades as part of the Bump It Up (BIU) initiative. As an Early Action for Success (EaFS) school, moving into phase two, an additional Instructional Leadership allocation was received to support K–2 students in literacy and numeracy. Our benchmark levels exceeded targets with improvements in reading and numeracy in both Year 3 and 5 NAPLAN.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	The school recruited an Instructional Leader to target Years 3–6, in order to replicate the highly successful EaFS model which had been implemented in K–2 classes over the past three years.	NAPLAN data showed an increase in 2017 expected growth in Reading and Numeracy. Year 3 student NAPLAN data showed an increase in bands 4, 5 & 6 in Reading and bands 5 & 6 in Numeracy. Year 5 student NAPLAN data showed an increase in bands 6, 7 & 8 in Reading, band 7 in Numeracy and bands 7 & 8 in Writing.
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.	Extensive teacher relief was provided to allow staff to attend training requirements including L3, EaFS, BIU and team collaboration sessions.	The PLAN data for 2017 showed that in reading 52% of kindergarten students achieved expected benchmarks, 80% of Year 1 students achieved expected benchmarks and 83% of Year 2 students achieved expected benchmarks.
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 recruitment of a Bump It Up leader and support personnel ensured a co-ordinated approach towards achieving this priority.	In 2017 NAPLAN our Year 3 students achieved a 10% increase in the top two bands for Reading. Our Year 5 students achieved a 7% increase in the top two bands for Reading. The school will continue its efforts to sustain and improve this achievement in 2018.
All staff members will have a PDP with identified professional goals and evidence of achievement.	Additional executive release to support teachers was provided. Various resources and opportunities for teacher professional learning, including teacher release and mentoring were provided to allow teachers to fulfil their PDP goals. Specialist teachers of technology, science, music and PDHPE were employed to provide expertise to classroom teachers through team teaching.	The Performance Development Framework policy was fully implemented for a second year. Teachers established one personal goal and three common school goals. These were linked to the school plan and targeted the areas of mathematics, writing, and engaging the community. The executive team led their staff through professional learning and dialogue associated with the common goals aligned with their PDPs to the established school timeline throughout the year. All teachers participated in two lesson observations working towards achieving their goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
New Maths, Science, History and Geography syllabuses are implemented in accordance with the NESA timeline.	Casual relief was provided to release stage teams for collaborative planning days each term. Curriculum committee budgets enabled the purchasing of resources and teacher professional learning. A mathematics consultant was engaged on a regular basis throughout the year to build the capacity of staff and refine educational practices within the school.	All staff received professional learning in 2017 in the areas of Mathematics, STEM, History and Geography and the associated syllabuses. This training was tailored to meet the specific needs of teachers and the stage group of students they teach. The school has worked towards refining its scope and sequence learning progressions for the new syllabus documents.

Next Steps

- All teachers will become familiar with the new Literacy and Numeracy Learning Progressions and utilise data to inform and differentiate their teaching accordingly and will monitor student progress by tracking students on these progressions.
- All staff will clearly understand, demonstrate, and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement levels.
- Professional learning will target observational assessment, the importance of feedback for every student and assessment FOR, OF and AS learning occurs.
- Teaching and learning programs will become data driven and differentiated accordingly for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.
- Students will have individualised and regular feedback sessions with their teachers in order to encourage and support active learning and independence in developing individual learning intentions.
- Timetabling for literacy and numeracy will be uninterrupted and strategically timetabled to ensure maximised learning opportunities for all students and co-ordinated learning support for all classes.
- Staff will continue to analyse and enhance their understanding of NAPLAN data to inform their teaching and school targets for literacy and numeracy.
- Teachers will be supported with an executive Instructional Leader across all stages of learning. This leader will work shoulder to shoulder with staff to maximise educational delivery of English and Mathematics teaching.
- The school will establish an Instructional Leadership team, who will meet regularly and support each other to provide a systematic and explicit approach in service delivery throughout the school.



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 school consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Throughout 2017 the Learning and Support Team (LST) has been proactive in ensuring that the needs of all students who are referred were met. Staff were regularly informed on the progress of proactive and responsive LST interventions and worked collaboratively to achieve student success and engagement. Individualised learning was supported by the effective use of school, Departmental and community resources, through contextual decision making and planning.

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 K–6, and the Got It program K–2, 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 School Learning and Support Officers (SLSO) who supported students and teachers with student wellbeing.

SLSOs were employed to assist Kindergarten students to aid in their successful transition to school in Term 1.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A decrease in playground and classroom discipline referrals each year.	Supplementation of the School Chaplaincy program to support proactive and responsive child wellbeing was provided. The school employed a number of additional SLSOs to support students in their learning and on the playground.	Staff are collectively working towards achieving this goal. Proactive strategies were introduced which included alternative play spaces for students who would benefit from indoor and targeted programs. The school liaised extensively with departmental support staff to enhance improvement in this area.
An increase in students participating in rewards day activities each term for consistent demonstration of positive behaviour.	Rewards day activities were subsidised by the school in order to provide stimulating activities that would motivate and encourage the students to work towards.	Student participation in rewards day activities indicated an overall increase in the number of students demonstrating positive behaviour in accordance with the school welfare policy.
An increase in the number of students participating in organised physical activity opportunities each term.	A range of physical activity opportunities were subsidised by the school.	Varied opportunities resulted in increased participation in organised physical activities in 2017. These activities included: the Sports in Schools program, dance, gymnastics, tennis, and Australian rules football and were held in addition to the weekly physical education and sport programs of the school.
100% of referrals to the LST are acted on and monitored and	The school employed an additional teacher to deliver	The LST underpins the wellbeing and welfare practices of the school and operates under the

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NCCD completed for all students with ILPs and/or adjustment plans.	wellbeing programs two days per week.	<p>Every Student Every School (ESES) framework. The LST weekly meetings monitored the welfare and progress of all referred students, integrated students and students in the support classes.</p> <p>100% of referrals to the LST were acted on and monitored throughout the year. A range of interventions including counsellor support, 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. 192 students received a range of curriculum adjustments in the 2017 National</p>

Next Steps

- In 2018, the Student Wellbeing Framework and Supported Students, Successful Students reforms will continue to be implemented across the school.
- Embed EAfS practices across the K–6 classrooms using equity funds to create stage Instructional Leader positions in 2018 to ensure a consistent approach is achieved 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 implemented.
- 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 for the duration for Term 1 for each Kindergarten class, to enable students to successfully transition to school.
- Targeted programs will be introduced and implemented to enhance student wellbeing alongside 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 such as: Uniting's RAGE, Seasons for Growth and Rock and Water programs.
- The Student Representative Council (SRC) will continue to operate to enable student voice in school planning.
- A support officer from the Family Referral Service will be based at the school one day per fortnight to support students and families. 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 school will continue to implement the Healthy School Canteen Strategy in 2018, encouraging the consumption of healthy food choices.
- The students will continue to receive subsidisation of targeted wellbeing programs on offer in 2018.

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 effectively engaged the community through a number of different events and means of communication. Weekly newsletters, Gorokan Public School Facebook page, School App and SMS systems were utilised 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 the wider community in attendance.

A Community Liaison Officer (CLO) position was established and utilised to enhance community participation by attending and promoting school events, interacting with our parents, 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, 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 ten parents to support teachers within the classroom.

The Preschool Project was successfully implemented at a local Preschool in 2017, encouraging greater participation in the Kindergarten transition program.

The school hosted an art show which was very successful and attended by a large number of the community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Sustained high levels of student, parent and staff satisfaction above 90% in the annual survey conducted at the end of each school year.	The establishment of a CLO position.	The school received an outstanding community response. Out of the 122 participants including students, staff and parents who were surveyed, 98% would recommend Gorokan Public School to others.
PLPs are completed in consultation with parents and students for all ATSI students.	An Aboriginal Community Liaison Officer is employed five days per week.	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 2017.
Increased parent attendance rates at parent teacher meetings at the beginning of each school year to above 50%.	A casual was employed for half a day for each classroom teacher to conduct their parent teacher interviews. A Community Liaison Officer continues to be employed for one day per	The school will continue working towards achieving this target. Parent participation at parent teacher meetings at the beginning of each school year have shown gradually increasing numbers and many parents showing a preference for one on one teacher meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent attendance rates at parent teacher meetings at the beginning of each school year to above 50%.	week throughout the year to enhance community engagement.	The school will continue working towards achieving this target. Parent participation at parent teacher meetings at the beginning of each school year have shown gradually increasing numbers and many parents showing a preference for one on one teacher meetings.
School Facebook page following increases each year.		At the close of the 2017 school year, Gorokan Public School had over 1,100 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 2018 the school will continue to enhance its transition programs. The transition to school playgroup, targeting those students who are not attending preschool or child care services will continue to be offered to the community. The school will ensure a close connection with feeder preschools and high schools in order to ensure a smooth transition for students coming to Gorokan Public School and moving into Year 7.
- The PATCH course will be offered again in 2018 to enhance parents in their provision of learning support for students at school and at home.
- The SaCC will continue to serve the community through the provision of relevant training, service linkage, and programs targeting 0–8 year olds within the Gorokan community.
- 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 2018.
- Community consultation will continue to be sought through a variety of means throughout the year.
- The school P&C will be utilised as a means of community consultation, working together with the school to support and enhance school programs and initiatives.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$128,625	All students have a Personalised Learning Pathway (PLP). The school employed a full time AEO to support students and the Aboriginal community of the school. Pathway (PLP) created in consultation with the student, the AEO, classroom teacher and parents/carers. These documents reflect the student's areas of interest and need, and was revised at regular intervals throughout the year. Cultural significance was included in all PLPs. Funding was used to employ tutors at a school based homework centre and to provide whole staff training in the 8 Ways of Learning pedagogy to effectively apply best practice for our Aboriginal students. NAIDOC week was also heavily subsidised in order to include all students in the building of cultural competence. The school dedicated one of its School Development Days to support staff in building their skills and understanding in Aboriginal Education and its delivery. The school enhanced its Aboriginal Education resources with funds used to complete enhancements to the Aboriginal garden and the purchasing of culturally significant resources. The school also employed an Aboriginal SLSO to mentor Aboriginal students within the school.
English language proficiency	\$3544	Training was provided to teachers in the area of English language proficiency. A small number of students were provided with targeted and specialised instruction. Communication with parents allowed for collaborative intervention strategies to be applied. Resources were also purchased to support the learning needs of these students.
Low level adjustment for disability	\$191,284	This funding was used to employ the full time equivalent of 1.2 Learning and Support Teachers (LaST) to support the work of the school LST in assisting students with additional learning needs.
Quality Teaching, Successful Students (QTSS)	Approximately \$70, 000 (staffing entitlement increased from .440 in semester 1, to .982 in semester 2 of 2017).	These funds were utilised to provide executive staff with additional release to support their teams in the provision of quality instruction and the facilitation of lesson observations associated with the PDF. Released executive staff also supported the achievement of school priorities of learning, wellbeing and community engagement.
Socio-economic background	\$805,400	The school employed a number of staff, both teaching and non-teaching, to enhance student learning and wellbeing outcomes. The school invested heavily in the enhancement of playground facilities to encourage physical activity in addressing the Premier's priority of reducing childhood obesity. Staff were provided with additional opportunities to engage in professional learning above the Professional Learning allocation. The school purchased additional resources to enable the use of technology for

Socio-economic background	\$805,400	learning and employed a teacher mentor to facilitate the effective use of these resources. The school refurbished a learning space to become the new science and technology hub and enlisted consultation from the Futures Learning team. Learning resources were also purchased to support all key learning areas. Students were heavily subsidised in order to maximise participation for all students in extra curricular activities and programs offered by the school. The school employed a Community Liaison Officer (CLO) two days per week to achieve its aim of improving community participation.
Support for beginning teachers	\$24,000	A number of teachers met the criterion for this support. Funds were used to provide time to give the teachers additional mentoring and release time, as well as professional development opportunities working towards achieving their teacher accreditation.
Early Action for Success	\$248,620	The school received an additional EAfS Instructional Leader allocation of .6 in 2017. This led to the recruitment of an additional Instructional Leader for three days per week, in addition to the existing full time Instructional Leader already employed by the school. 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.
Bump it Up	Nil	The school utilised its resources to target improvement of student outcomes in the top two NAPLAN bands for reading and numeracy. Staff were appointed through flexible funding to oversee and support this priority. The school was successful in achieving its targeted goals and worked closely with the Premier's Implementation Team in 2017 to showcase its success and inspire other schools in this area. Socio-economic funding was used to support this program.



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	251	287	296	311
Girls	246	255	281	256

Enrolment numbers have shown a steady increase since 2014.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.5	93.1	94.9	93.1
1	92.9	93.1	94.1	92.8
2	94.6	91.7	93.8	91.7
3	92.9	93.9	92.3	92.2
4	92.4	91.7	93.8	92.7
5	94	91.9	91.5	93.4
6	92.4	91.8	92.4	88.3
All Years	93.4	92.4	93.2	92.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Gorokan Public School's 2017 attendance data remains slightly under the State DoE average. The school will continue to work closely with the Home School Liaison Officer to monitor student attendance and encourage further improvements in this area.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	23.09
Teacher of Reading Recovery	0.92
Learning & Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	7.06
Other Positions	0

*Full Time Equivalent

The school was allocated an Instructional Leader (Deputy Principal level) of 1.6 FTE entitlement under phase two of the Early Action for Success initiative. The school also attracted an FTE of 0.7 entitlement under the Priority Schools' Program (PSP) for an additional teacher which allowed for reduced numbers of students in primary classes. The school employs an AEO through its Aboriginal Equity funding allocation. The school draws on the knowledge and experience of two Aboriginal teachers who are actively involved in the Aboriginal Education committee within the school.

Teacher qualifications

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

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 a significant focus of professional learning in 2017 in order to support Early Action for Success and Bump It Up initiatives 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 professional goals associated with their Performance Development Plans (PDP). Many forms of professional learning were experienced, including a focus on lesson observation and feedback in order to support the implementation of the Performance Development Framework.

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. Professional Learning funds allocated to the school of \$45 979 were supplemented further through low socioeconomic funding and were expended to enable staff to participate in a multitude of targeted professional learning opportunities throughout the year. Whilst regular professional learning occurred in school time (executive meetings, whole staff meetings, stage meetings and 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 2017. 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, Targeted Early Numeracy, private mathematics and English teaching consultancy and coaching for school executive and teaching staff, behaviour management, student and staff wellbeing, PLAN software, Teacher Accreditation, the effective use of school resources, Choice Theory for beginning teachers, Aboriginal Education, technology, consistent teacher judgment in monitoring student progress, and SMART Data analysis. Administrative staff were also involved in professional learning activities related to their work.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2017 Actual (\$)
Opening Balance	859,146
Revenue	6,362,056
Appropriation	6,148,259
Sale of Goods and Services	70,612
Grants and Contributions	136,534
Gain and Loss	0
Other Revenue	0
Investment Income	6,651
Expenses	-6,460,510
Recurrent Expenses	-6,460,510
Employee Related	-5,550,854
Operating Expenses	-909,656
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-98,454
Balance Carried Forward	760,693

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,607,690
Base Per Capita	89,889
Base Location	0
Other Base	3,517,800
Equity Total	1,128,854
Equity Aboriginal	128,625
Equity Socio economic	805,400
Equity Language	3,544
Equity Disability	191,284
Targeted Total	596,174
Other Total	663,742
Grand Total	5,996,459

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

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

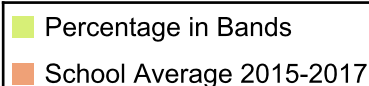
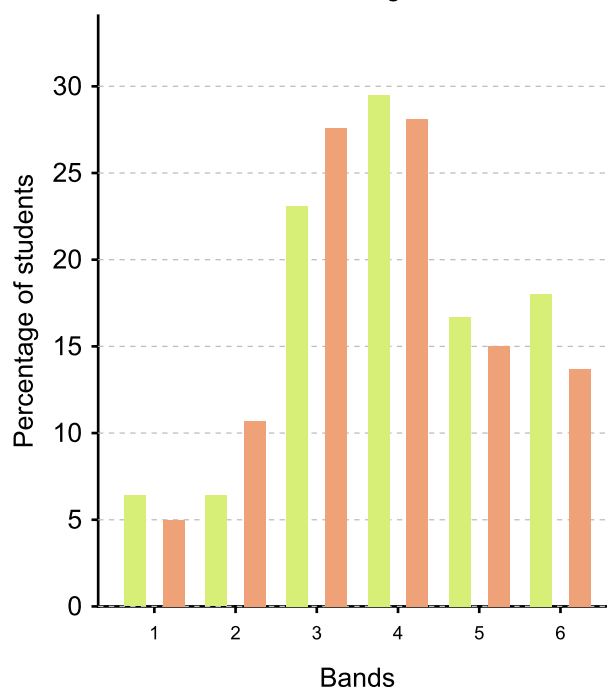
School performance

NAPLAN

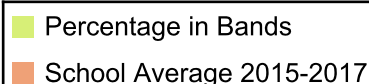
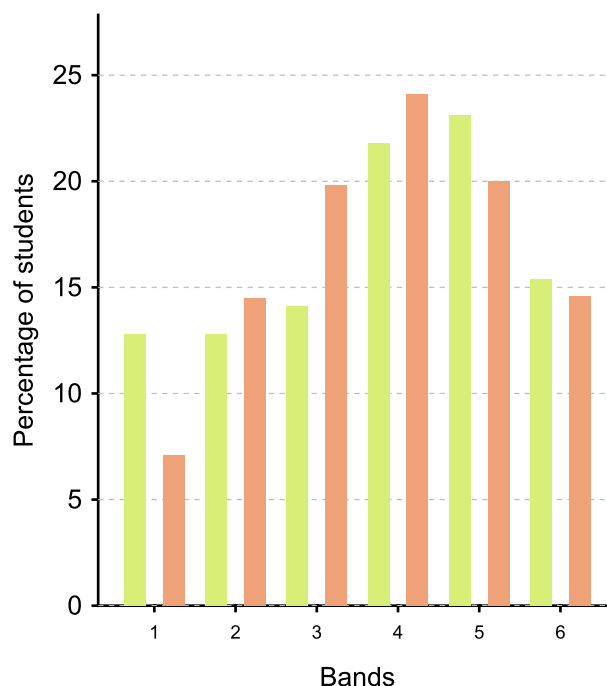
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 Literacy and Numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

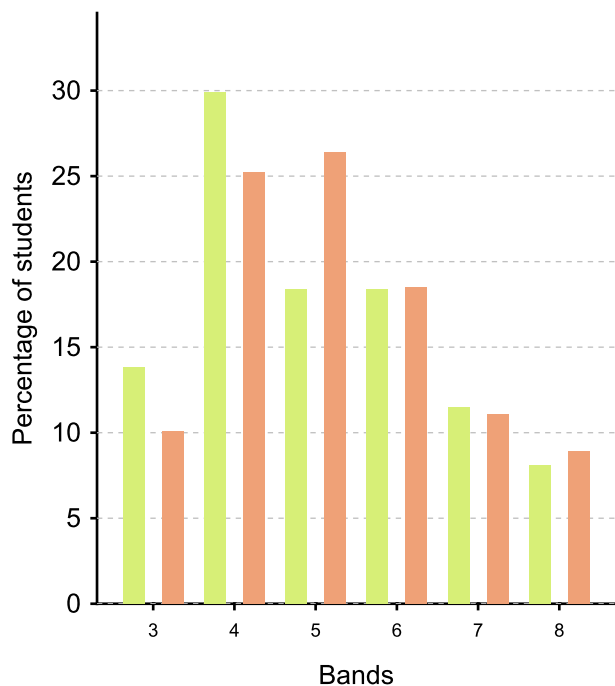
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

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

- Reading **20%**
- Writing **8%**
- Spelling **15%**
- Grammar and Punctuation **20%**
- Numeracy **13%**

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.

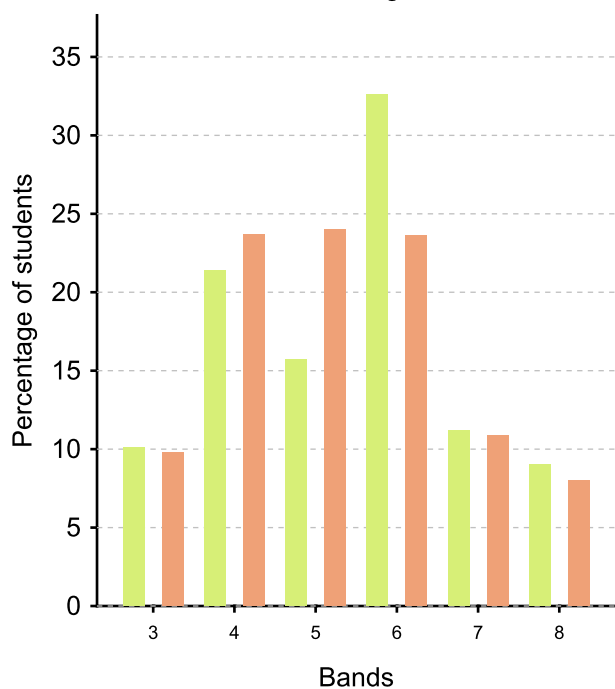
The percentage of Year 3 Aboriginal students in the top two bands was as follows:

- Reading **13%**
- Writing **13%**
- Spelling **20%**
- Grammar and Punctuation **20%**
- Numeracy **7%**

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

- Reading **6%**
- Writing **6%**
- Spelling **11%**
- Grammar and Punctuation **11%**
- Numeracy **6%**

Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017



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

- Reading **35%**
- Writing **24%**
- Spelling **29%**
- Grammar and Punctuation **38%**
- Numeracy **28%**

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and staff about the school. Their responses are presented below.

Parents/Caregivers, students and staff were asked if they would recommend the school.

Out of 122 participants in the survey, 98% said that they would recommend Gorokan Public School.

The collective responses gained from staff are summarised as follows:

- The vast array of opportunities available to our students.
- The quality of teachers and their dedication to provide opportunities for their students to succeed.
- Staff value the range of resources available to support teaching and learning.
- Staff identified the high level of support offered to students academically, physically and emotionally.
- A strong sense of teamwork throughout the school.
- They acknowledged the positive communication between staff and community and their willingness to listen and follow up on issues.

Students across the school from Kindergarten to Year 6 were surveyed and their responses are summarised as follows:

- The selection of healthy foods available at the canteen.
- The students identified quality teachers who are dedicated to all students.
- The Anti-Bullying Policy in place to maintain a positive and friendly environment.
- The resources and opportunities available to students at school which include: playgrounds, library, excursions, sandpit, air-conditioned classrooms, handball courts, hopscotch, and vegetable garden.

Parent/Caregivers from each class were contacted at random to ensure an unbiased response.

They provided the following feedback for why they would recommend Gorokan Public School:

- Parents commented on the positive attitude of their children in their learning environment.
- Parents acknowledged that the wellbeing of the students was a main priority for the staff.
- Parents recognised that issues were dealt with swiftly, fairly and effectively by classroom teachers and executive staff.
- Parents appreciated the principal's involvement and kind nature towards his students.
- They found the school very friendly, welcoming and accommodating.

Gorokan Public School strives to enhance communications between home and school in order to continually improve. Providing parents with the knowledge of all school activities and programs helps to

unite our community and partnership in the education process.

The school also utilised the Tell Them From Me survey to gain feedback from the staff, students and community. The information gained from this process and the satisfaction survey detailed in this report, was used to inform and guide the 2018–2020 School Plan. The school receives regular feedback from the Student Representative Council.

Policy requirements

Aboriginal education

The Aboriginal Education and Training Policy and the Partnership Agreement between the Department of Education and Communities and the Muru Bulbi 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 were 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.

An Aboriginal Education Officer (AEO) is employed at the school in a full time, permanent capacity. 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. An Aboriginal SLSO was employed for two days per week, to support the AEO and mentor Aboriginal students across the school setting.

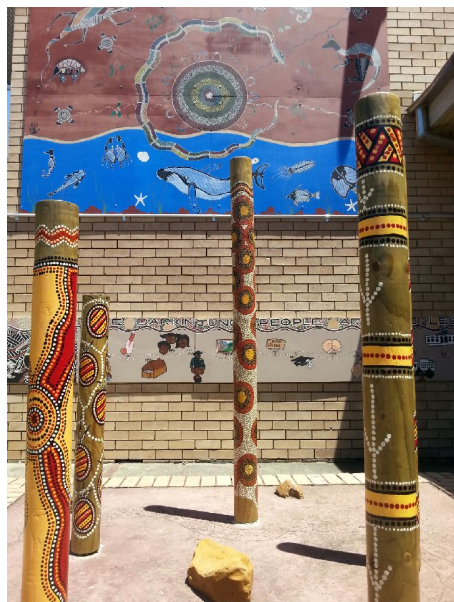
The Aboriginal Education committee invested funds in the 8 Ways of Learning pedagogy that had been introduced in 2016. The team worked collaboratively with staff to sustain and embed these practices throughout all stages of learning across the school.

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 aimed to promote cultural awareness for all students and staff. 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 the 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 resources through the

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 2018. Many opportunities to participate in culturally focused activities were offered to the students throughout 2017. These activities were all extremely popular and well received by the students and the broader school community.



Multicultural and anti-racism education

Multicultural education is embedded in all areas of the curriculum and is featured throughout instructional programs across the whole school setting. This practice lays the foundation for all students to build knowledge, skills and attitudes needed for their culturally diverse society. All children are encouraged to be proud of their cultural identity, and to 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 for the day.

Gorokan Public School continued to support a diverse range of religious beliefs in 2017 by offering Special Religious Education (Scripture) to students. Scripture groups included 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.