

# Gorokan Public School

## Annual Report



2018



4517

## Introduction

The Annual Report for **2018** 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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Principal

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# School background

## School vision statement

Gorokan Public School is a well respected school where students actively learn. The school values the importance of student wellbeing and supports healthy and active living. We link the community with the school, working together in order to prepare and inspire our students to be their best in a quickly changing global society.

## School context

Located in the Wyong Shire of NSW, Gorokan Public School has an approximate enrolment of 600 students of which 18% are of Aboriginal or Torres Strait Islander descent, and 5% 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 School Based Allocation Resource (SBAR) funding and is an Early Action for Success and Bump it Up 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 and 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 (SaCC) facilitator, Aboriginal Education Officer (AEO) and Learning Support Team (LST) 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.

The teaching staff are committed towards improving the academic outcomes of all students and ensuring that the educational needs of 21st century learners are met to a high standard.

## 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 2018, the school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that Gorokan Public School's self-evaluation team were effective in making an accurate on-balanced judgement in most areas. Data Skills and Use, Educational Leadership, School Resources and Management Practices and Processes were however, elevated from Sustaining and Growing to Excelling.

In preparation for our External Validation on 23 August, 2018 the required body of evidence was prepared, reviewed and annotated. *The Executive Summary* synthesised the annotated information provided in the body of evidence.

The approach taken in presenting annotated evidence was to deeply analyse embedded practices linked to the processes (and related strategic directions) outlined in the current School Plan, and to cross-reference this information with the identified artefacts (and other related contextual information) against the School Excellence Framework Version 2. To best capture the school's current progress in the pursuit of excellence, this evidence was organised into nine sets as follows: Set 1 Capacity Building, Set 2 Literacy Instruction, Set 3 Numeracy Instruction, Set 4 Wellbeing, Set 5 Communication, Set 6 Learning Partnerships, Set 7 Aboriginal Education, Set 8 Foundation Documents, Set 9 School Resources.

In the domain of Learning, the team examined each element and related themes across a number of data sets and made a collective judgment based on the evidence gathered and its alignment to the School Excellence Framework. According to the overall judgment, Gorokan Public School is predominantly sustaining and growing across most areas, with demonstrated strengths in the overarching themes of curriculum provision, summative assessment and whole school reporting. Conversely, there are themes within this domain in which the school is delivering and these include attendance, value-add, NAPLAN and internal and external measures against syllabus standards.

In the domain of Teaching, the team examined each element and related themes across a number of data sets and made a collective judgment based on the evidence gathered and its alignment to the School Excellence Framework. According to the overall judgment, Gorokan Public School is predominantly sustaining and growing across most areas, with demonstrated strengths in the overarching themes of collaborative practice and feedback as well as expertise and innovation. Conversely, the school is delivering in the theme of accreditation within the element of professional standards.

In the domain of Leading, the team examined each element and related themes across a number of data sets and have made a collective judgment based on the evidence gathered and its alignment to the School Excellence Framework. According to the overall judgment, Gorokan Public School is predominantly excelling across all areas, with demonstrated strengths in the overarching themes of instructional leadership, community engagement, continuous improvement, facilities, technology and community satisfaction.

The school will seek to excel beyond what is currently being achieved across all domains and future directions are expressly noted for improvement.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For further information about the School Excellence Framework visit

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



## Strategic Direction 1

### Learning and Leading

#### Purpose

To ensure all students have a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn, adapt and be responsible citizens.

#### Overall summary of progress

Staff capacity in the teaching of explicit, differentiated, research based literacy and numeracy lessons has been enhanced and is having a positive impact on student learning outcomes. The Instructional Leader model was successfully implemented across the whole school and was utilised to build teacher skill and knowledge in the teaching of mathematics, reading comprehension and writing. Instructional leaders modeled best practice and worked collaboratively with teachers to reflect on, improve and change teaching practice to maximise student learning.

The school structured its timetable to ensure that the teaching of literacy and numeracy was uninterrupted. In 2018, School Religious Education and all Release From Face-to-Face teaching occurred after 12pm each day.

To enhance staff awareness of where their students were at and where they needed to take them to next, whole school assessment practices were refined, which provided staff with detailed information about the literacy and numeracy strategies that their students were using. This data was then used to inform teaching and learning in the classroom and enabled staff to differentiate learning for each and every student.

With writing being an area of focus, identified through school-based and external data, instructional leaders completed demonstration lessons and team teaching to embed quality practices in writing across K–6. Feedback from staff and students has been positive, and whilst this program is in the early stages of implementation, internal assessment data has reflected an improvement in writing.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By 2020, increase the proportion of students in the top two NAPLAN bands for reading by 10% to 39%, 29% and 25% for Year 3, 5 and 7 respectively (baseline 2015–2017 data). By 2020, increase the proportion of students in the top two NAPLAN bands for numeracy by 12% to 32%, 23% and 23% for Year 3, 5 and 7 respectively (baseline 2015–2017 data).  Bump it Up target by 2019 is to increase the proportion of students in the top two NAPLAN bands to 24%.	Literacy / Numeracy staffing entitlement was topped up by the school to release Assistant Principals from their class teaching responsibilities in order to allow them to work as Instructional Leaders in order to replicate the highly successful EAfS model which had been implemented in K–2 classes over the past three years.	Year 3 NAPLAN data showed an increase in bands 7 & 8 in Reading and band 5 in Numeracy. Our school-based data is showing consistent positive gains across the board for all students and this will continue to be monitored carefully alongside external test results. The average percentage of students in the top two bands for NAPLAN Reading and Numeracy was 19% – working towards our target of 24% by 2020. The girls are performing extremely well in this area going from 12.50% in 2016 to 17.73% in 2017 to 21.01% in 2018. We are looking to support boys in their achievement of proficiency NAPLAN bands after a slump in their results – 27.75% in 2017 to 17.47% in 2018.
By 2020, increase the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 35%, in line with the State Priority (baseline 2015–2017 data 18% and 12% for Year 3 and 5 students respectively).	Aboriginal Education funds were used to employ an Aboriginal Education Officer and Aboriginal SLSO. Flexible equity funding was used to employ qualified teachers to run the after school Aboriginal homework/tutoring centre,	In 2018 NAPLAN our Year 3 Aboriginal students showed an increase in band 4 in Numeracy and band 6 in Reading. Our Year 5 Aboriginal students achieved an increase in band 8 in Numeracy and band 7 in Reading. Our Aboriginal students are improving their results gradually – 7.35% in 2017 to 9.80% in 2018.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By 2020, increase the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 35%, in line with the State Priority (baseline 2015–2017 data 18% and 12% for Year 3 and 5 students respectively).	all with the aim of improving outcomes for Aboriginal students.	In 2018 NAPLAN our Year 3 Aboriginal students showed an increase in band 4 in Numeracy and band 6 in Reading. Our Year 5 Aboriginal students achieved an increase in band 8 in Numeracy and band 7 in Reading. Our Aboriginal students are improving their results gradually – 7.35% in 2017 to 9.80% in 2018.
Increase the percentage of students receiving feedback in the TTFM Learning Culture survey report pertaining to written feedback to meet or exceed the NSW Gov't Norm (baseline 2017 data School 7.2 and State 8.0, difference 0.8).	TTFM surveys were administered and students from Years 4 to 6, the community and staff were given the opportunity to partake in the provision of critical feedback. Executive staff analysed the data collected and feedback was provided to the school community.	In 2018 there was an increase in the baseline school data which increased from 7.2 to 7.7. As this is still lower than the NSW Gov't Norm, feedback will become a focus for 2019.

## Next Steps

- All teachers will participate in professional learning relating to formative assessment practices with a key focus on the aspect of Visible Learning. Teachers will ensure that learning intentions are established consistently in the teaching cycle and that all students and teachers will use the language of *learning intentions* and *success criteria*. All students will be trained to discern what is required to drive their learning forward through the provision of regular and effective teacher feedback. Teachers will collaboratively discuss and analyse student work samples which will lead to improved consistent teacher judgement. Successful implementation of commercial programs for the explicit teaching of reading comprehension and spelling will continue in 2019 in order to ensure differentiation of individual students and direct explicit instruction.
- With writing being identified as an area requiring further professional learning, staff will continue to engage in developing their understanding of the writing process (building the field/vocabulary, planning, drafting, revising, reviewing, publishing) and the application of the NSW English Syllabus writing objectives. Instructional leaders will continue to support the development of the teaching of writing across the school.
- Through the implementation of professional development plans we will strategically continue to build stage team capacity via targeted professional learning opportunities. Opportunities for staff to undertake professional learning around literacy, numeracy and assessment will continue to occur as will professional knowledge and growth around the teaching and learning cycle.
- All teachers will become familiar with the Literacy and Numeracy Learning Progressions and utilise data to inform and differentiate their teaching accordingly. Student progress will be monitored by tracking student progress on the progressions.
- The executive staff will develop an Accreditation Team which will encourage the pursuit and maintenance of higher levels of accreditation for all teachers and staff. Staff meeting time will be dedicated to ensure the development of teacher accreditation knowledge of requirements.
- The school will continue to structure its timetable to ensure that the teaching of literacy and numeracy is uninterrupted in 2019. School Religious Education and all Release From Face-to-Face subjects will continue to be taught after midday each day. The school will also aim to schedule extracurricular activities on a Friday where possible to ensure minimal interruptions to learning.

## Strategic Direction 2

Living

### Purpose

To provide a strategic and planned approach to teaching and learning that supports the cognitive, emotional, social, physical and spiritual wellbeing of all students, preparing them to lead rewarding lives as engaged and connected citizens in a complex and dynamic society.

### Overall summary of progress

The implementation of learning and behavioural plans have ensured students have the appropriate resources to be engaged in their daily learning.

A school nurse was recruited to serve the complex medical needs of students, provide first aid to the general school population, manage student health care plans, administer medications and provide medical advice to staff. The school nurse is employed in a full time capacity.

The school has again ensured smooth transitions for each stage, also including students from local feeder preschools to Kindergarten. A comprehensive Kindergarten transition program was completed in 2018. Transition programs initiated positive relationships and partnerships between parents/carers and the wider school community, including relevant departmental and commercial stakeholders e.g. support services, counsellor, and HSLO. The school has also developed a process for exchanging student information between teaching staff to ensure that identified needs and effective strategies for teaching and learning are exchanged as students move into their new classes at the beginning of the new school year.

Sustaining practices that encourage regular school attendance have been maintained in 2018. Outstanding attendance has been recognised each term with attendance awards and Principal's attendance awards increasing the importance and value of regular attendance. The importance of regular school attendance was communicated to the school community regularly via the school newsletter and social media.

Professional learning pertaining to targeted school wellbeing priorities was provisioned for the staff in 2018, and included training in diabetes education, Cardio Pulmonary Resuscitation, anaphylaxis awareness and Choice Theory Reality Therapy. The latter provided intensive training for staff, resulting in a greater understanding of student intrinsic motivators and effective behaviour management strategies for teachers.

The Home School Liaison Officer continued to work with the school and families, targeting support for students with an attendance rate of less than 85%.

A targeted response to managing problematic student behaviours was established across the grades. Whole school behaviour focal points were integrated into whole school assemblies and followed up in stage gatherings and class programs. Revision of class rules, the implementation of the *Ready Set Go* and *You Can Do It* programs, supported the school to establish a culture of safe, respectful learners.

Extracurricular activities and Interest groups were introduced during play times to provision additional physical activities, build student confidence and enhance their relationships. These activities were well received by students and the community and have led to increased student engagement in physical activity and learning. The *Physically Active Kids Primary Schools' Structured Play Program* was implemented in Term 4 to increase the amount of structured play activities provided to students in order to provide a range of engaging playtime options.

The School Counsellor continued to support students and their families and collaborate with class teachers and individual personnel where needed. A School Chaplain also provided social, emotional and spiritual support to students and families. Both are active members of the school's Learning Support Team.

School Learning Support Officers (SLSOs) have assisted students with additional needs including diagnosed disabilities, resulting in enhanced classroom and playground experiences for targeted students. In Term 1, SLSOs supported all Kindergarten classes in a full-time capacity for the duration of the term. SLSOs were also utilised to support student learning in targeted school programs including Early Action For Success and Bump it Up.

External agencies were enlisted to support students in 2018. Specialist health care services were engaged to target speech and language, hearing, vision and paediatrics, assessing targeted students and provisioning them with ongoing support to ensure their wellbeing and enhanced engagement in learning.

Explicit programs were taught to students to enhance their safety and wellbeing and included Child Protection and Life Education programs. These programs were offered to all students without charge to ensure maximum participation.

Whole school Aboriginal Education opportunities and cultural experiences were provided for students, increasing engagement, connectedness within and outside of the school.

Annual review meetings were conducted with appropriate stakeholders for students enrolled in special education classes and those receiving integration funding. These meetings allowed for the accurate monitoring of student progress towards the goals specified in their individual educational plans and for the adjustment of accommodations required for these students to maximise engagement in school and learning opportunities.

Student and whole school wellbeing data was collected, collated and analysed to assess trends in student engagement, behaviour, attendance and academic information. The analysis of this data was shared with school personnel and used to inform next steps in addressing current student wellbeing needs at an individual, cohort and school level.

The school's Learning Support Team was proactive throughout 2018. Weekly meetings were held with targeted personnel, ensuring the coordinated and effective implementation of The Wellbeing Framework across the school setting, the review of support measures in place for referred students, and the provision of targeted professional learning opportunities for staff pertaining to needs arising from these meetings.

The school canteen manager has worked hard to achieve the Department of Education *Healthy Canteen* status, enabling students to access healthy menu options.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By 2020, increase the percentage of students <i>Participation in School Sports</i> other than physical education in the TTFM student survey to meet or exceed the NSW Gov't Norm (baseline 2017 – School 59 and State 85).	A range of physical activity opportunities were subsidised by the school including Sports in Schools program.  Physical Active Kids Program provided funding to implement structured active playground activities at recess and lunch on selected days.	In 2018 there was a decrease in the percentage of students <i>Participation in School Sports</i> other than physical education in the TTFM student survey to meet or exceed the NSW Gov't Norm.
Maintain <i>Excelling</i> achievement of K–3 students SCOUT Value Added Over Time report (2017) and increase results for Years 3–5 from <i>Working towards delivering to Delivering/Sustaining and Growing</i> and maintain results from Year 5–7 at <i>Sustaining and Growing</i> .	Flexible equity funding was used to supplement the Learning and Support Teacher FTE to support the learning and wellbeing of students across the school.  SLSOs were funded for every Kindergarten class in Term 1 to support transition to school.  School funded SLSOs were employed to support students across the school with learning and behaviour.  Additional specialised teachers were employed to supplement the Relief From Face-to-Face (RFF) programs including Music, Science and Library in order to provision afternoon lessons – leaving students	In 2018 the school maintained <i>Excelling</i> achievement of K–3 students SCOUT Value Added Over Time report (2018) and showed improved results for Years 3–5 from <i>Working towards delivering to Delivering/Sustaining and Growing</i> and improved results from Year 5–7 at <i>Sustaining and Growing to Excelling</i> .



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Maintain <i>Excelling</i> achievement of K–3 students SCOUT Value Added Over Time report (2017) and increase results for Years 3–5 from <i>Working towards delivering to Delivering/Sustaining and Growing</i> and maintain results from Year 5–7 at <i>Sustaining and Growing</i> .	to be uninterrupted in their learning each morning.	In 2018 the school maintained <i>Excelling</i> achievement of K–3 students SCOUT Value Added Over Time report (2018) and showed improved results for Years 3–5 from <i>Working towards delivering to Delivering/Sustaining and Growing</i> and improved results from Year 5–7 at <i>Sustaining and Growing to Excelling</i> .
<p>By 2020, increase the % of Year 5 students achieving greater than or expected growth to 60% in Reading and Numeracy. (baseline 2015–2017 – 43% and 37% respectively).</p> <p>By 2020, increase the % of Year 7 students achieving greater than or expected growth to 60% in Reading and Numeracy. (baseline 2015–2017 – 44% and 59% respectively).</p>	<p>The school's Learning Support Team was proactive throughout 2018. Regular weekly meetings were held with targeted personnel, ensuring the implementation of the Wellbeing Framework, review of student learning and wellbeing and the coordination of appropriate delivery of support and professional learning opportunities.</p> <p>School funded Instructional Leaders were employed to support teaching and learning programs across the school.</p> <p>IEPs and PLPs developed for students requiring additional support.</p> <p>School funded LaST to target and support students across the school.</p> <p>AEO employed to support growth of Aboriginal students.</p> <p>Additional LaST and RFF teachers employed to ensure all non-literacy and numeracy subjects were delivered after the uninterrupted morning learning sessions.</p>	<p>In 2018 the At or Above Expected Growth had improved to 50.7% of Year 5 students in Reading and 59% of Year 5 students in Numeracy. (baseline 2015–2017 – 43% and 37% respectively).</p> <p>Year 7 students achieving greater than the expected growth data was unavailable at the time of publication.</p>

## Next Steps

- The school will recruit an additional Deputy Principal (above establishment) specialising in the area of student wellbeing in order to enhance school practices in this important area. The role will support staff with critical professional learning, the refinement of learning and behavioural plans, and the provision of expertise in leading and advancing the school's support unit.
- The *Physically Active Kids Primary Schools' Structured Play Program* will be embedded in 2019. Associated extracurricular activities will be provisioned for students during play times and the activities on offer each day will be displayed on a large outdoor monitor in the playground.

- Professional learning will continue to be an important element at Gorokan Public School. In 2019 it is anticipated that the bulk of teaching staff will have completed training in William Glaser's Choice Theory Reality Therapy, allowing the school to embed wellbeing strategies that are based on internal psychology principles.
- A Wellbeing Committee will be established to ensure Central Coast Area Health programs continue to be implemented effectively and ensuring the school continues its targeted holistic focus on improving each students' wellbeing. These may be increased depending on the need of the school community.
- The school will work closely with the School as Community Centre (SaCC) facilitator in 2019 to streamline services and coordinate a balance of both proactive and responsive services based on the established needs of the school community. It is hoped that the SaCC will play an active role in the kindergarten transition program, working closely with the Early Stage 1 team.
- Child Protection and extracurricular programs such as Life Education and Sporting Schools will be implemented and delivered to all students K–6 at no cost to students, ensuring that all students are included.
- The school will strengthen its student welfare approach, continuing to have a coordinated whole school focus which will be embedded into school assemblies, weekly stage meetings and K–6 classrooms.
- Attendance will continue to be monitored on a daily basis to identify students 'at risk'. Innovation will be applied to improve and enhance current student attendance rates.
- Support teachers and SLSO personnel will work with stage leaders to support targeted interventions for students needing extra support in their learning.
- In 2019 there will be continued commitment towards supporting students in their K–7 school transitions. All programs will be reviewed and the school staff will collaborate with preschools and Gorokan High School to strengthen existing programs.
- Aboriginal Education will continue to offer opportunities and cultural experiences to students to ensure engagement and strengthen partnerships.
- Data will continue to inform the school's efforts to improve attendance, behaviour management and academic engagement throughout 2019. Additional sharing sessions of critical statistics, and referencing to data which is associated to new school initiatives for improvement in these areas will be provisioned throughout the year.

## Strategic Direction 3

### Linking

#### Purpose

To promote a positive school culture by building genuine partnerships with all key stakeholders to 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 variety of communication channels. Weekly newsletters, the Gorokan Public School Facebook page and Gorokan Public School App and Short Message Service (SMS) systems kept the community informed of events happening at the school. The opinions of members of the school community, were sought through consultation, to inform decisions around community partnerships.

Whole school assemblies and specific events such as the STEAM Showcase, Mothers and Fathers' day breakfasts and NAIDOC and Education Week activities were held with parents and the wider community in attendance.

Additional staff were employed to engage the community. The Aboriginal Education Officer (AEO) and Aboriginal School Learning Support Officer (ASLSO) supported indigenous students and their families. The Community Liaison Officer (CLO) promoted and strengthened effective partnerships between staff, students, parents/carers, the wider school community and outside agencies who are engaged to support the students. This was very evident in the number of parents attending programs such as Parents As Teachers Community Helpers (PATCH), Early Birds Playgroup and the Kindergarten Transition Program. The CLO also facilitated programs such as to promote student engagement including Got It, Rock and Water, Breakfast Club, Art Space and was heavily involved with the school Parents and Citizens Association (P&C).

A Community Liaison Officer (CLO) continued to be employed by the school in 2018 in a part time capacity, in order to enhance community participation by attending and promoting school events, interacting with our parents, carers and teachers to provide a welcoming environment. Our Aboriginal Education Committee, in partnership with our school's AEO and CLO, held our Aboriginal Parent and Community Meeting 'Yarn Up', both in Semester 1 and 2 and provided the opportunity for parents and members of our Aboriginal community to meet informally in a relaxed, meaningful, supportive and positive setting.

Opportunities for further community engagement included parent interviews at the beginning of the school year where Personalised Learning Pathways (PLPs) were developed collaboratively between parents, teachers and our school AEO. Other interviews were organised after written reports were sent home for each class teacher. 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.

Staff representatives took an active role in attending the local Aboriginal Education Consultative Group (AECG) meetings. The consultation and collaboration process between the school and the local AECG was shared with all staff members via regular communication meetings.

The P&C enjoyed an increase in numbers over the course of the year and the meetings held once a term allowed for parents and community members to work closely with teachers to provision and reinforce a collaborative school culture.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Maintained high levels of student, parent and staff satisfaction, above 90% (baseline 2017 annual school based survey – 122 participants of which 98% expressed satisfaction in the school).	Employment of the Community Liaison Officer (CLO) 2 days per week.	We have maintained high levels of student, parent and staff satisfaction, above 90% – 72 participants of which 99% parents, 97% students and 100% staff expressed satisfaction in the school.
By 2020, increase the TTFM	A teacher was employed to	The TTFM <i>Two-way Communication with Parents</i>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>Two-way Communication with Parents</i> survey results Parents Feel Welcomed meets or exceeds the NSW Gov't Norm (baseline 2017 TTFM Parent – School 6.9 and State 7.4).	administer the student survey.	survey results for Parents Feel Welcomed met the NSW Gov't Norm of 7.7 (7.4) with the school achieving 7.9. However there was a very low response rate from parents.
By 2020, the TTFM <i>Parents' Participation at School</i> survey report <i>Parent Talked with a Teacher</i> and <i>Parents Attend Meetings</i> increases to 70% (baseline 2017 TTFM Parent survey 41%).	Extensive casual teacher relief for interviews for all class teachers.  SLSOs were employed to facilitate a creche for parent information sessions.	The TTFM <i>Parents' Participation at School</i> survey report <i>Parent Talked with a Teacher</i> and <i>Parents Attend Meetings</i> showed that only 50% of parents spoke with their child's teacher more than 3 times during the year and 84% of parents attended meetings 2 or more times during the year.

## Next Steps

- The ongoing employment of a Community Liaison Officer (CLO) will continue to promote and support community events and respond to the needs of the school community in 2019. The CLO will be encouraged to work closely with the SaCC facilitator in order to streamline and enhance community participation. 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 with the employment of a facilitator four days a week in 2019 (an increase of one day per week).
- In 2019 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.
- A major community event built on the previous success of annual events such as the school musical, art show, and STEAM showcase will be provisioned for engaging the community in 2019. The Healthy Living Expo theme will be showcased by K–6 students in 2019. Other community events will include the popular Kindergarten transition program, Mother's Day breakfast, Father's Day breakfast, NAIDOC, Class Captains' Assemblies, Education Week, the Fancy Hat and Book Week parades and the ANZAC Day school service in the hope of involving the school community in school life.
- Community consultation will continue to be sought through a variety of means. The P&C meetings and regular community surveys will be offered 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.
- Parent courses such as the Parents As Teachers Community Helpers (PATCH) course and healthy cooking courses will be offered again in 2019 to enhance parents in their provision of learning support for students at school and at home.
- The reporting process will continue to be reviewed and improvements made as part of the communication process with parents and carers. Once changes have been implemented, the community will be surveyed again to gauge their level of satisfaction.
- The Aboriginal Education Officer (AEO) will continue to be employed at the school in a full time, permanent capacity, 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. NAIDOC Week will provision a focus on Aboriginal culture.
- The re-establishment of a Out of School Hours Centre to support working parents with before, after and vacation care will be investigated in 2019.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Staffing – \$67042  Flexible – \$55054	<i>All students have a Personalised Learning Pathway (PLP). The school employs a full time AEO to support students and the Aboriginal community of the school. PLPs were developed for every Aboriginal student in consultation with the student, the AEO, classroom teacher and parents/carers. These documents reflect the student's areas of interest and need, and were revised at regular intervals throughout the year. Funding was used to employ tutors at a school-based homework centre and to provide staff training. NAIDOC week was heavily subsidised in order to include all students in the building of cultural competence. The school enhanced its Aboriginal Education resources with flexible funds used to recruit an Aboriginal SLSO (4 days per week) to mentor Aboriginal students within the school, and to complete enhancements to the Aboriginal garden and for the purchasing of culturally significant resources for learning.</i>
<b>English language proficiency</b>	Flexible –\$6568	<i>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.</i>
<b>Low level adjustment for disability</b>	Staffing – \$166 581  Flexible – \$83 546	<i>This funding was used to employ the full time equivalent of 1.6 Learning and Support Teachers (LaST) to support the work of the school Learning Support Team in assisting students with additional learning needs. Flexible funding was utilised to employ casual teachers to allow for teacher professional learning and program coordination, and the purchase of resources suitable for the learning needs of students.</i>
<b>Quality Teaching, Successful Students (QTSS)</b>	Staffing – \$102 239	<i>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 Performance Development Framework. Released executive staff also supported the achievement of school priorities of learning, wellbeing and community engagement.</i>
<b>Socio-economic background</b>	Staffing – \$72 879  Flexible – \$776 679	<i>The school employed a number of additional staff, both teaching and non-teaching, to enhance student learning and wellbeing outcomes through its instructional leader program associated with EAFS and BIU strategies. The school invested heavily in the enhancement of playground facilities to encourage physical activity. 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 learning and employed</i>



<b>Socio-economic background</b>	Staffing – \$72 879  Flexible – \$776 679	<i>a teacher mentor to facilitate the effective use of these resources. Resources were 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. The school also employed a full-time school nurse to support the health and wellbeing of students.</i>
<b>Support for beginning teachers</b>	\$13,786	<i>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.</i>
<b>Early Action For Success</b>	\$254 836	<i>The school received an FTE of 1.6 EAfS Instructional Leader allocation in 2018. These funds were used to employ an Instructional Leader Literacy (FTE 1.0) and an Instructional Leader Numeracy (FTE 0.6). 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.</i>
<b>Bump It Up</b>	Nil	<i>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 was published as the case study school on the Premier's Priorities NSW Government website to showcase its success and inspire other schools in this area. Socio-economic funding was used to support this program.</i>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	287	296	311	330
Girls	255	281	256	279

Enrolments continue to grow at Gorokan Public School, with 609 enrolments on census date in 2018.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.1	94.9	93.1	93.2
1	93.1	94.1	92.8	91.6
2	91.7	93.8	91.7	91.8
3	93.9	92.3	92.2	91.6
4	91.7	93.8	92.7	89.8
5	91.9	91.5	93.4	90.1
6	91.8	92.4	88.3	90.2
All Years	92.4	93.2	92.1	91.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Gorokan Public School's 2018 attendance data remains slightly under the State DoE average. The school works closely with the Home School Liaison Officer to monitor student attendance. Students who are identified at risk with their attendance are provided with additional support and encouragement to ensure regular attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	24.86
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	7.06

\*Full Time Equivalent

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. The school also recruited an Aboriginal SLSO to support cultural programs and assist students.

### 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 2018 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 \$36,220 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 2018. 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, 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 SCOUT reports pertaining to school and student performance. Administrative staff were also involved in professional learning activities related to their work and professional goals.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	760,693
<b>Revenue</b>	7,196,053
Appropriation	6,796,790
Sale of Goods and Services	103,840
Grants and Contributions	291,422
Gain and Loss	0
Other Revenue	0
Investment Income	4,001
<b>Expenses</b>	-6,672,040
Recurrent Expenses	-6,672,040
Employee Related	-5,817,571
Operating Expenses	-854,469
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	524,013
<b>Balance Carried Forward</b>	1,284,706

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.

## Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	3,859,833
Base Per Capita	111,969
Base Location	0
Other Base	3,747,865
<b>Equity Total</b>	1,228,349
Equity Aboriginal	122,096
Equity Socio economic	849,558
Equity Language	6,568
Equity Disability	250,127
<b>Targeted Total</b>	633,373
<b>Other Total</b>	728,634
<b>Grand Total</b>	6,450,189

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## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. The school transitioned from paper tests to NAPLAN online in 2018.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The school historically compares favourably to

Statistically Similar School Groups in the test aspects of literacy. The percentage of Year 3 students who achieved results in the top two bands for reading increased by 4.4% from 2017 to 2019. The number of Year 5 students performing in the top two bands for reading was consistent in 2017 and 2018 at 35.1% and 31.2% respectively.

The percentage of Year 3 students who achieved results in the top two bands for numeracy remained consistent from 2017 to 2018 at 41%. The number of Year 5 students performing in the top two bands for numeracy dropped from 13.5% in 2017 to 6% in 2018. The school will continue to monitor student progress in this area and devise improvement measures to enhance future student performance.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

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 cohort of Year 3 Aboriginal students in the top two bands was less than 10 and therefore not reliable for reporting.

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

- *Reading 11.8% (4.5% above SSSG)*
- *Writing 11.8% (10.8% above SSSG and 8.4% above the state)*
- *Spelling 25% (13.1% above SSSG and 10% above the state)*
- *Grammar and Punctuation 18.8% (10% above SSSG and 6.7% above the state)*
- *Numeracy 6.3%*

## Parent/caregiver, student, teacher satisfaction

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.

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

Parents/Carers, 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/Carers 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.

## 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 four days per week, to support the AEO and mentor Aboriginal students across the school setting.

Aboriginal students from K–6 participated in workshops delivered by Talara Freeman SEO1 – Aboriginal Education and Engagement Officer, Tuggerah Office regarding the development of individual Welcome to and Acknowledgment of Country pieces. Teachers also participated in a similar session which again was also informative, supportive and meaningful.

The Aboriginal Homework Hub ran two afternoons a week with 24 students having attended each week across the two sessions. Each student had an individual education program with tutors working with the students in Literacy and Numeracy. During the sessions students had the opportunity to access ICT including their Reading Eggs and Mathletics accounts provided by the school.

The Senior Boys' Didge Group was established this year. The group performed at various in-school events. They were invited to perform at Central Coast Showcase, Laycock Street Theatre and also performed at the annual Bilby Bash at Budgewoi PS. Aboriginal student artworks across K–6 were selected, submitted and presented at the Central Coast Council "Malinga Art Showcase" for 2018, held at Wyong Art House. Ten students from Stage 3 were invited to attend the Camp Toukley STEM Camp for Aboriginal students this year.

NADIOC Week was celebrated in Week 10 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, Infants



dance group and the newly established Gorokan Public School Senior Boys' Didge Group. Students from Gorokan High School also attended the assembly with performances by both the girls' dance group and boys' didge group. Throughout the week all students across K–6 attended various events and activities including a bush tucker BBQ, 'Indigenous Flight' science show, Footsteps interactive dance performance and NAIDOC Week Art Competition. Prior to NAIDOC Week all classes across K–6 attended Indigenous Art Workshops delivered by Fred Reid of Maluerindi. Two large murals were created, depicting the rainbow serpent and local Darkinjung totems. The murals were unveiled during NAIDOC Week.

Our combined Koori and Senior Choir opened Christine Anu's "In Conversation and Song" show held in our school hall for our students, parents and local community members during Education Week, Term 3. A kangaroo sausage sizzle BBQ was available on the day.

Our Aboriginal Education Committee in partnership with our school's AEO and CLO, held our Aboriginal Parent and Community Meeting 'Yarn Up', both in Semester 1 and 2. Afternoon tea in our school's SaCC was provided and the opportunity for parents and members of our Aboriginal community to meet informally in a relaxed, meaningful, supportive and positive setting.

### **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 2018 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.