

2020 Annual Report

Gorokan Public School



LEARN TO LIVE

4517

Introduction

The Annual Report for 2020 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 vision

Gorokan Public School is a well respected school where students participate in a wide range of engaging learning opportunities that actively promote the school motto of 'learn to live'. 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

Gorokan Public School was established in 1980 and celebrated 40 years of 'learning to live' in 2020. The school is located in the Wyong Shire of NSW and has an approximate enrolment of 560 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 an Early Action for Success (EAfS) school and has historically been a Bump it Up (BIU) 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), Community Liason Officer (CLO) 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

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

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

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.

Improvement Measures

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%.

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).

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).

Progress towards achieving improvement measures

Process 1: Implement and embed high quality, research-based, teaching and assessment practices in literacy that cater for the needs of all students.

Evaluation	Funds Expended (Resources)
Quality instruction in reading and writing is evident in programming, lesson observations and student data. Due to COVID-19 NAPLAN data is not available for the 2020 school year. Internal school measures indicated that 70.14% of Year 3 and 66.15% of Year 5 students achieved Sound and above understanding in reading and writing indicators in their 2020 Semester 2 English school student report. Internal school benchmarking data indicated 84% of Year 3 and 74% of Year 5 students achieved positive growth in reading levels across the 2020 school year. 52% of Year 3 students and 59% of Year 5 students achieved grade level or above in reading achievement.	Two literacy/numeracy Instructional Leaders were utilised to continue the expansion of the successful EAfS model which had been implemented in K-2 classes. Flexible funding was used to supplement the LaST program across the K-6 classes catering for the needs of all students.

Process 2: Implement and embed high quality, research-based, teaching and assessment practices in numeracy that cater for the needs of all students.

Evaluation	Funds Expended (Resources)
Quality instruction in numeracy is evident in programming, lesson observations and student data. Due to COVID-19 NAPLAN data is not available for the 2020 school year. Internal school measures indicated that 74.62% of Year 3 and 58.46% of Year 5 students achieved Sound and above understanding in mathematics indicators in their 2020 Semester 2 school student report.	Aboriginal equity funds were used to employ an Aboriginal Education Officer and Aboriginal SLSO. Targeted funds were also used to employ three teachers to run the after school Aboriginal homework/tutoring centre, three afternoons each week for Terms 2 to 4, with the aim of improving outcomes for Aboriginal students. COVID-19 restrictions impacted on the planned professional learning that was offered to teaching staff in 2020, however online professional learning

Progress towards achieving improvement measures

Quality instruction in numeracy is evident in programming, lesson observations and student data. Due to COVID-19 NAPLAN data is not available for the 2020 school year. Internal school measures indicated that 74.62% of Year 3 and 58.46% of Year 5 students achieved Sound and above understanding in mathematics indicators in their 2020 Semester 2 school student report.

opportunities were utilised for on-going numeracy teaching and assessment strategies.

Process 3: Develop a whole school approach to capacity building where every teacher and leader improves every year.

Evaluation	Funds Expended (Resources)
In 2020 the Tell Them From Me TTFM teacher Learning Culture survey increased from 6.5 to 7.1 for <i>students are given written feedback</i> domain. The Learning Culture school mean was 8.1 compared to the NSW Govt norm of 8.0.	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.

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.

Improvement Measures

By 2020, increase the percentage of students *Participation in School Sports* 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).

Maintain *Excelling* achievement of K-3 students SCOUT Value Added Over Time report (2017) and increase results for Years 3-5 from *Working towards delivering to Delivering/Sustaining and Growing* and maintain results from Year 5-7 at *Sustaining and Growing*.

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).

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).

Progress towards achieving improvement measures

Process 1: Continue to strengthen evidence-based whole school practices that result in measurable improvements in student wellbeing and behaviour management ensuring learning support for all students.

Evaluation	Funds Expended (Resources)
Whole school wellbeing and behaviour management practices have been reviewed and refined in 2020. The Learning Support Team has overseen the direct and explicit support of student wellbeing and learning through the provision of Individual Education Plans and support personnel including Instructional Leaders, Learning and Support Teachers, School Learning Support Officers, Aboriginal Education Officer, Chaplain and a School Counsellor. A Deputy Principal Wellbeing has been utilised to support the staff and students ensuring a whole school approach to building positive, respectful and connected relationships. The school funded a range of activities to support physical and mental wellbeing. There was an increase in the percentage of student <i>Participation in Schools Sports</i> other than physical education in the Tell Them From Me student survey from the 2017 baseline data of 59% to 69%. While this was a decrease from the 2019 data COVID-19 restrictions may have contributed to the decrease in 2020 participation results.	<p>A range of wellbeing and physical activity opportunities were subsidised by the school including Life Education. The Sports in Schools program was subsidised for students in a modified COVID-19 program where possible.</p> <p>Changes to playtime organisation were refined and consolidated.</p> <p>A Deputy Principal Wellbeing was employed above establishment to support the staff and students at the school in ensuring a whole school approach to building positive, respectful and connected relationships.</p>

Process 2: Implement a whole school approach to building positive, respectful and connected relationships to ensure optimal conditions for student learning and engagement.

Evaluation	Funds Expended (Resources)
Under the leadership of the newly established Deputy Principal Welfare and Support, whole school approaches to behaviour management have been implemented and refined in 2020 to support student welfare. Positive, respectful relationships are evident among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the school. Consistent behaviour expectations are known by students, staff and carers and ensure effective conditions for learning. Behaviour expectations are explicitly and consistently applied across the school.	<p>Flexible equity funding was used to supplement the Learning and Support Teacher FTE in order to fully support the learning and wellbeing of students across the school.</p> <p>SLSOs were funded for every Kindergarten class in Term 1 to</p>

Progress towards achieving improvement measures

Consistent behaviour management plans are developed and adhered to for all focus students. All students are becoming increasingly familiar with the explicit behaviour expectations in the classroom and playground.

Whole school behaviour and relationship programs including the 'You Can Do It' and 'Second Step' programs have been explicitly taught across the K-6 school. Teachers and students have a greater understanding of whole school behaviour expectations. Staff continued to receive professional learning in Choice Theory and implement associated strategies across the school. External agencies have been utilised to ensure optimal conditions for student learning and engagement. The Learning and Support Team continued to utilise all wellbeing and learning supports including IL, AEO, SLSO, LaST, School Counsellor, Chaplain, Family Referral Service (FRS), EAfS interventionist and the APLA, to ensure all students are explicitly and consistently supported.

The improvement measure to increase the % of Year 5 students achieving greater than or expected growth to 60% in Reading and Numeracy by 2020 (from baseline 2015-2017 - 43% and 37% respectively) was unable to be calculated due to the unavailability of NAPLAN data as a result of COVID-19. Internal benchmarking data indicated 74% of Year 5 students achieved positive growth in reading with 59% achieving the grade level benchmark.

The improvement measure to increase the % of Year 7 students achieving greater than or expected growth to 60% in Reading and Numeracy by 2020 (baseline 2015-2017 - 44% and 59% respectively) was unable to be calculated due to the unavailability of NAPLAN data as a result of COVID-19.

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 to include Music and Science in order to provision afternoon lessons- allowing classes to be uninterrupted in their learning each morning.

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.

Improvement Measures

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).

By 2020, increase the TTFM *Two-way Communication with Parents* survey results Parents Feel Welcomed meets or exceeds the NSW Gov't Norm (baseline 2017 TTFM Parent - School 6.9 and State 7.4).

By 2020, the TTFM *Parents' Participation at School* survey report *Parent Talked with a Teacher* and *Parents Attend Meetings* increases to 70% (baseline 2017 TTFM Parent survey 41%).

Progress towards achieving improvement measures

Process 1: Implement and embed a whole school approach to build collaborative work practices with learning communities.

Evaluation	Funds Expended (Resources)
2020 and the COVID-19 pandemic provided many challenges and opportunities for two-way communication with parents. The school was able to effectively meet this challenge by utilising innovative technology and methods to create and maintain links and partnerships. The TTFM <i>Two-way Communication with Parents</i> survey results for Parents Feel Welcomed exceeds the NSW Gov't Norm of 7.4 and has increased from baseline 2017 TTFM Parent - School 6.9 to 7.7. The school has maintained high levels of student, parent and staff satisfaction, above 90% for the annual school based survey where there were 78 community participants of which 100% expressed satisfaction in the school.	A Community Liaison Officer (CLO) was employed 2 days per week for Terms 1 to 4.

Process 2: Review and strengthen communication processes and implement an improved, clearer process for reporting and providing feedback to parents and carers on student performance and future areas of focus on a regular basis.

Evaluation	Funds Expended (Resources)
<p>In 2020 communication processes were reviewed and adapted to meet the challenges of the COVID-19 pandemic. Teacher parent information sessions, interviews, community updates and formal written student reports were utilised. Online innovation and paper learning packs were created to cater for all students during learning from home periods. A simplified process for reporting and providing feedback to parents and carers on student performance and future areas of focus was implemented.</p> <p>In 2020, the TTFM <i>Parents' Participation at School</i> survey report indicated 96% for <i>Parent Talked with a Teacher two or more times</i> in the school year and 64% <i>Parents Attend Meetings two or more times</i> during the school year.</p> <p>TTFM <i>Experiences of learning from home</i> data indicated overwhelming support from parents in the domains of <i>School Support</i> (94% agree to strongly agree), <i>School Contact</i> (82% agree to strongly agree) and <i>Resources</i> (90% agree to strongly agree).</p>	<p>Extensive casual teacher relief was provided for teachers to participate in parent/teacher interviews each semester. COVID relief teachers were utilised to support students of essential workers attending school to allow teaching staff to develop online learning formats and communicate with students and families learning from home.</p> <p>Staff were released from face to face duties to develop and implement a revised reporting template based on feedback received by the community.</p> <p>SLSOs were employed to facilitate a creche for parent meetings and information sessions.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$147 657.00) 	<p>All identified Aboriginal students have a Personalised Learning Plan (PLP). The school employed a full time AEO to support students and the Aboriginal community of the school. The school funded an afternoon community 'Yarn Up' early in Term 1, where Aboriginal and Torres Strait Islander families were invited to meet with school staff and develop Personalised Learning Plans. PLPs were created in consultation with the student, the AEO, classroom teacher and parents/carers. Funding was used to employ tutors for a school-based homework centre which operated three afternoons per week. Staff continued to embed the 8 Ways of Learning pedagogy to effectively apply best practice for our Aboriginal students. NAIDOC Week was heavily subsidised in order to include all students in the building of cultural competence. Connecting to Country professional learning facilitated by our local AECG was put on hold due to COVID-19 restrictions. The school enhanced its Aboriginal Education resources with funds used to complete a junior and senior mural. The school also employed an Aboriginal SLSO to mentor Aboriginal students and facilitate cultural programs within the school.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$24 127.00) 	<p>Training was provided to teachers in the area of English language proficiency. Focus 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.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$283 894.00) 	<p>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 Learning and Support Team in assisting students with additional learning needs. The school recruited and deployed additional specialised teachers to support students in English and mathematics lessons each day. A number of resources were purchased to support learning and curriculum delivery.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$117 588.00) 	<p>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 and constructive feedback. Released executive staff also supported the achievement of school priorities of learning, wellbeing and community engagement.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$968 427.00) 	<p>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</p>

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$968 427.00) 	<p>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 learning and employed a teacher mentor to facilitate the effective use of these resources. Learning resources were also purchased to support all key learning areas. Students were heavily subsidised in order to maximise participation for all students in important extra curricular activities and programs offered by the school. This included a number of online subscriptions for software programs, Life Education, Sport in Schools and sporting affiliation fees. The school supported the kindergarten transition program, through the appointment of an SLSO for each class for Term 1. The school also employed a Community Liaison Officer (CLO) two days per week to achieve its aim of improving community participation. The school continued to employ a full-time school nurse (SLSO H) to support the health and wellbeing of students. Funds were spent to release all school executive to facilitate instructional leadership across the school setting.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$0.00) 	<p>The school did not receive beginning teacher funds in 2020. Teachers were provided mentoring and additional professional development opportunities through school resources.</p>
Early Action For Success	Funding Sources: <ul style="list-style-type: none"> • Early action for success (\$267 737.00) 	<p>The school received an FTE of 1.6 EAfS Instructional Leader allocation in 2020. 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 across P-3 to implement effective and explicit teaching programs in the targeted areas of school transition, literacy and numeracy.</p>
Bump It Up		<p>The school utilised its own 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. NAPLAN data was not available in 2020 due to COVID-19. Internal school benchmarking data indicated 84% of Year 3 and 74% of Year 5 students achieved positive growth in reading levels across the 2020 school year. Socio-economic background funding was used to support this program.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	311	330	316	310
Girls	256	279	264	253

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.1	93.2	90	90.7
1	92.8	91.6	91.5	90.5
2	91.7	91.8	88.1	92.5
3	92.2	91.6	87.6	90.3
4	92.7	89.8	89.3	90.1
5	93.4	90.1	89.5	89.7
6	88.3	90.2	88	89.1
All Years	92.1	91.2	89.2	90.4
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	25.08
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	8.06

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2020 Actual (\$)
Opening Balance	1,516,167
Revenue	7,807,407
Appropriation	7,682,897
Sale of Goods and Services	71,866
Grants and contributions	51,806
Investment income	639
Other revenue	200
Expenses	-7,974,651
Employee related	-6,939,787
Operating expenses	-1,034,864
Surplus / deficit for the year	-167,244
Closing Balance	1,348,923

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

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	246,588
Equity Total	1,424,104
Equity - Aboriginal	147,657
Equity - Socio-economic	968,427
Equity - Language	24,127
Equity - Disability	283,894
Base Total	4,608,076
Base - Per Capita	143,629
Base - Location	0
Base - Other	4,464,447
Other Total	909,976
Grand Total	7,188,744

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

School performance - NAPLAN

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

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

2020 NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

During 2020 the COVID-19 pandemic created numerous challenges for student, parent/caregiver and teacher partnerships. Despite the restraints of the pandemic, continual improvement was achieved at Gorokan Public School through sustained and effective communications between home and school. Providing parents with the knowledge of all school programs and activities helped to unite our community and partnership in the education process.

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

The school has utilised the Tell Them From Me survey to gain feedback from the staff, students and community. The information gained from this process and a separate satisfaction survey detailed in this report, was used to inform and guide the 2018-2020 School Plan.

Parents/Carers and staff satisfaction was surveyed in Semester 2, 2020. Each cohort was asked if they would recommend the school. The response was most encouraging with 100% of respondents for each target group, saying that they would recommend Gorokan Public School.

The collective responses gained from staff satisfaction surveys and the Tell Them From Me surveys are summarised as follows:

- The school has a professional teaching staff and innovative leadership body who collaborate together to provide a supportive learning environment.
- The staff noted an improvement in the specialised indoor and outdoor learning spaces that have been created around the school supporting quality teaching and learning.
- Staff identified a more consistent approach to school behaviour expectations and an increased level of support offered to students and staff.
- They acknowledged the positive collaboration between staff and innovative communication with the community as the key to the effective and successful management of the COVID-19 learning from home programs.

Students in Year 4, 5 and 6 responded to the Tell Them From Me Survey (TTFM). Their responses are summarised as follows:

- 80% of students reported that they have friends at school they can trust and who encourage them to make positive choices.
- 82% of students indicated that they display positive behaviours at school and therefore do not get in trouble at school for disruptive or inappropriate behaviour.
- 70% of students reported that the school playground facilities were clean and well looked after.
- On the 10 point scale in the TTFM survey the Year 4, 5 and 6 students generated a school mean of 7.3 when identifying teachers who set clear goals for learning, establishing expectations, check for understanding and provide feedback.
- On the 10 point scale in the TTFM survey the Year 4, 5 and 6 students generated a school mean of 8.0 when indicating students feel teachers are responsive to their needs and encourage independence.
- 70% of students responded that they feel proud of Gorokan Public School.

A minimum of three 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 acknowledged the outstanding contribution made by teaching and executive staff during COVID-19 learning from home periods and appreciated the resources and communication provided by the school.
- They recognised that the school provides a range of extra sporting, cultural and performing opportunities that cater for a wide range of students interests.
- Parents appreciated the learning support offered to students through Early Action for Success and the Learning Support Team.
- They indicated that they would like to see many of the improvements introduced in 2020 including increased supervision at drop off and pick up, continue into the future.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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