

2021 Annual Report

Gorokan Public School



LEARN TO LIVE

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Introduction

The Annual Report for 2021 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 Strategic Improvement 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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Message from the principal

In 2021 the school started the implementation of the new four year strategic improvement plan which focused on the priorities of the school. Through this plan, the school made a commitment to growth and achievement for all students. The school invested in teacher quality and provided ongoing professional learning and coaching for all teachers to support the implementation of Explicit Instruction pedagogy across the school. Specific school initiatives were implemented to ensure student engagement was maximised and wellbeing was a priority. We provided specific classes for engagement and enrichment of our students. We articulated our expectation that all students belong at Gorokan and attendance at school was vital for students to have opportunities to access quality learning and to reach their full academic, creative and cultural potential.

For a second year the complexities of COVID-19 have resulted in a combination of at school and flexible learning. Despite these complexities the school has continued to value all the achievements of our students in what has been a remarkable year at Gorokan. We began the year by welcoming back parents and carers on site. It was wonderful to be able to safely invite parents back to share in a range of special sporting, cultural and community events at the school. As restrictions eased in the first half of the year our exceptional teachers started planning and implementing exciting COVID-safe opportunities for Gorokan students. The students were able to participate in the annual swimming and cross country carnivals. We successfully celebrated NAIDOC week and welcomed families to our Term 1 Yarn Up which provided opportunities for our didgeridoo and dance groups to perform for the school and community. Every Aboriginal student was supported to achieve their personalised learning and cultural goals. Our primary boys dance group performed at the Central Coast Dance Festival and the girls dance groups were able to prepare, but unfortunately had their performance cancelled on the day they were due to perform. This marked the start of extraordinary learning circumstances for all. In an effort to keep the community safe students, teachers and families engaged in more than a term of flexible learning due to the COVID-19 outbreak.

Each week our teachers prepared online and paper pack learning content so that all students could continue learning from home or school. I would like to thank all our teaching and school staff for their remarkable efforts in preparing and supplying regular work to our students. Ongoing communication was key to the success of our flexible learning programs. This could not be achieved without the support and cooperation of our parents, carers and community. We appreciate the ongoing support and the lengths our community went to in order to help our children access the work provided and remain connected to the school.

I would like to acknowledge and thank our resilient students, many who have now worked through two years of interrupted learning with courage and perseverance. Flexible learning was different for everyone. We encouraged our families to cook, play, exercise, paint, colour, create and most importantly connect. We thank our community for staying connected to our teachers and school. Whether it was the smiling engaged faces on zoom, a friendly wave from the car when collecting work packs each week or through photos families shared with us of the varied flexible learning opportunities, we enjoyed seeing our community meet the challenges of flexible learning from home.

It has been my privilege to reflect on the year we have navigated together and to work with our families to ensure learning has continued in a safe and supportive manner in 2021.

School vision

Gorokan Public School's motto 'Learn to Live' underpins our vision to provide a quality education in a caring environment.

The school has high expectations for all and values the importance of students growing, engaging, attending and belonging. We partnership with the community, working together in order to prepare and inspire our safe, respectful learners to be their best in a quickly changing global society and support healthy and active learning and living.

School context

Located in the Wyong Shire of NSW, Gorokan Public School 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 includes a Special Education Support unit that is staffed by highly qualified teachers and support staff to meet the special needs of our students. The school is committed to the Department of Education priorities of ongoing student growth and attainment. A detailed situational analysis was developed in consultation with the community and has shaped the shared values and high level aspirations for ongoing improvement. This has guided the vision that 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 Aboriginal Education Consultative Group (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 schools commitment to establishing genuine and meaningful relationships with all families is exemplified by a commitment to the Department of Education/NSW Aboriginal Education Consultative Group Partnership Agreement. As the peak Aboriginal Community partner, Gorokan Public School actively and respectfully endeavours to engage in genuine consultation with the NSW Aboriginal Consultative Group (AECG) in a way which enables Aboriginal people to speak and be heard in determining their child's educational future and feel valued and respected. The Partnership Agreement provides the foundation for the development of the 2020-2024 school plan.

The teaching staff are committed towards improving the academic, cultural, social and emotional 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy we will further develop and refine school process for collecting and analysing data to ensure the implementation of effective classroom practice that is responsive to the learning needs of all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collecting and Analysing Data- Learning
- Effective Classroom Practice- Teaching

Resources allocated to this strategic direction

Socio-economic background: \$20,440.00

Literacy and numeracy: \$2,465.00

Low level adjustment for disability: \$28,022.25

Early Action for Success (EaFS): \$274,420.80

Aboriginal background: \$77,661.00

Summary of progress

The focus for 2021 was the use of effective data teaching practices. At the beginning of 2021 the Instructional Leaders together with the executive team reviewed our school systems for data collection and analysis. It was decided as a team that the school needed to implement better systems that enabled a more triangulated view of the data for literacy and numeracy across the whole school. Data was collected from a variety of sources including PAT, Check In Assessments, NAPLAN, Phonics Tests, Phonemic Awareness tests, Soundwaves Diagnostic Tests and PLAN 2 data.

By the end of Term 2 every grade had data from a variety of sources. The Instructional Leaders completed an analysis of the data and presented their findings to the staff on the Term 2 staff development day. The school decided to focus on numeracy and found that there were gaps in the student's knowledge in measurement and geometry.

As a result, it was decided that the team would take an in depth look at the school's Mathematics Scope and Sequences and make the necessary changes. We then explored the most evidenced based research on what works best and facilitated a team of teachers visiting schools of excellence and observed teachers in action using the Explicit Teaching and Warm Up model. The teachers were inspired by the professional learning, the observation of the student engagement and the outstanding results that these lighthouse schools presented.

Over the year professional learning was provided to every teacher on analysing Check In assessment data through SCOUT, accessing PLAN 2 data and time was allocated for teachers to analyse the data pertaining to their individual classes.

As a result, mathematics scope & sequences were refined across the school in Term 4 to ensure strategic placing of measurement and geometry for maximum exposure for all students and next steps will be to match programming to the scope and sequences. School data is beginning to show improvement in student growth and achievement.

Moving forward, whole school professional learning with Explicit Instruction will continue. Time will be provided for teachers to analyse their own class specific data in numeracy and literacy and in order to make adjustments to programming and teaching. All teachers will continue to implement Explicit Instruction Warm Up pedagogy across all classes.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Progress 2021- Increase the proportion of students in the top two bands (or	NAPLAN data for reading 2021 showed 25.48% of students were in the top two bands in reading.

above) in reading to above the baseline of 26.1%.	
Progress 2021- Increase the proportion of students in the top two bands (or above) in numeracy to above the baseline of 16.3%.	NAPLAN data for numeracy 2021 showed that at our school 12.2% of students were in the top two bands.
ATSI Progress 2021- Increase the proportion of Aboriginal students in the top three bands (or above) in reading to above the baseline of 33.6%.	NAPLAN data for our Aboriginal students achieving in the top three bands for reading was 50%.
ATSI Progress 2021- Increase the proportion of Aboriginal students in the top three bands (or above) in numeracy to above the baseline of 26.6%.	The proportion of Aboriginal students achieving in the top three bands in numeracy was 22.73%
2021 PROGRESS- Increase % of students achieving expected growth in reading at or above the BASELINE of 47.0%.	The students achieving expected growth in reading for 2021 was 47%.
2021 Progress- Increase % of students achieving expected growth in numeracy at or above the baseline of 38.8%.	The students achieving expected growth in numeracy for 2021 was 50.88%.

Strategic Direction 2: Student wellbeing and engagement.

Purpose

In order to maximise student wellbeing and engagement for all we will create an enabling school environment where all students connect, succeed and thrive. We will further develop and refine effective classroom practice to ensure positive classroom management systems are utilised, using a consistent whole school approach, embedding social emotional learning that meets the wellbeing needs of students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- A Consistent Whole School Planned Approach to Support Wellbeing
- Social Emotional Learning

Resources allocated to this strategic direction

Socio-economic background: \$410,955.00

6101: \$243,077.00

Professional learning: \$30,294.00

Low level adjustment for disability: \$180,218.80

Integration funding support: \$301,469.00

Summary of progress

Throughout 2021 a whole school consistent approach to wellbeing was a significant focus. Whole school consistently was achieved using unified behaviour management system to report, record and responding to negative behaviours. Specialist classes for Kindergarten, engagement and enrichment were established. Focus students received support from a Social Emotional Learning teacher who facilitated regular groups and lessons. The Second Step social and emotional learning program was introduced and taught daily across the school (including the support unit).

Confidence levels of staff using the the G.P.S. Behaviour Management System increased throughout the year. Staff believe that the G.P.S. Behaviour Management System is a fair system for reporting, recording and responding to negative behaviours. Behaviour management across the school was lead by Deputy Principal - Wellbeing. Staff identified that the Deputy Principal Wellbeing role had a high to extensive impact on supporting students and teachers across the school. 2021 was the first year using a new reward system as positive reinforcement. These new systems were working effectively before COVID flexible learning arrangements halted it's momentum. Staff support the positive reinforcement system. While in school professional learning was ongoing, key external professional learning was unable to occur during Semester 2.

Internal data shows improvements in engagement and focus behaviours and achievement of school progress measures. Tell Them From Me data shows improvement towards progress measures.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
2021 Progress Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School on TTFM at or above baseline of 83.7%.	Gorokan Public School's Tell Them From Me student survey results Wellbeing aggregate was 82.72%. 2021 Expectations of Success was 93.08%, Sense of Belonging 70.06% and Advocacy at school 85.63%.
Student data to improve by 5% from the measured baseline data in the area of negative incidents involving physical aggression.	Incidents of physical aggression have decreased by 13% when compared to 2020 baseline data.

<p>Student data to improve by 5% from the measured baseline data in the area of negative incidents involving classroom incidents of disruptive behaviour and absconding.</p>	<ul style="list-style-type: none"> • Incidents of absconding have decreased by 48% when compared to 2020 baseline data. • Incidents of disruptive behaviour have decreased by 18% when compared to 2020 baseline data.
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Strategic Direction 3: Student attendance and belonging

Purpose

In order to maximise student attendance and a sense of belonging at school for all students we will utilise proactive and responsive interventions to support systematic processes that support attendance and provide engaging school wide programs to support connection, culture and participation.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Attending Everyday
- Culture and Belonging

Resources allocated to this strategic direction

Socio-economic background: \$125,504.37

Aboriginal background: \$41,367.30

Low level adjustment for disability: \$7,755.95

Summary of progress

Throughout 2021 the school implemented proactive and responsive interventions to implement systematic processes that support attendance and participation. These initiatives included rewarding students for improved and/or good attendance; connecting with 'at risk' students and intervening early, fostering a culture of high expectations through engaging, high-interest learning opportunities across the school; staff completing professional learning supporting student attendance. 2021 attendance rates were impacted by the ongoing COVID-19 pandemic. The year consisted of periods of at school learning and flexible learning for most students during learning from home stay at home orders. Families were contacted regularly during learning from home through phone calls, zoom sessions, student recognition initiatives that fostered flexible learning and ongoing attendance rates. The benefits of attendance will continue to be highlighted in the school and community and key staff will continue to support improved attendance rates of identified students.

Various engagement and student interest programs were delivered including Dhiniwan Cultural Awareness program (K-6), Life Education (K-6), Sports in Schools (K-6) and the Stephanie Alexander Kitchen Garden program for Stage 3 students. These programs catered for the varying interests and life skill needs of the students engaging them in a variety of learning experiences. While the delivery of these initiatives were impacted during flexible learning, programs were modified where possible to online platforms for access from home. These programs will continue to be engaged in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
2021 Progress- Increase the proportion of students attending above 90% of the time to above the baseline of 67.8%.	The proportion of students achieving Attendance 90% of the time or more was 59.59%.
School generated student satisfaction survey indicates an uplift of 5% of students having participated in one or more life skill, cultural, performing and/or physical activity; and have a sense of belonging at school from Term 1 baseline data.	Various programs were delivered including Dhiniwan Cultural Awareness program (K-6), Life Education (K-6), Sports in Schools (K-6) and the Stephanie Alexander Kitchen Garden program for Stage 3 students. 100% of students in each targeted group participated in these programs.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$763.05</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in: Identified students being supported across various settings within the school to achieve their academic, cultural and social learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: As this model was successful, it will continue in 2022.</p>
<p>Integration funding support</p> <p>\$301,469.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Gorokan Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Social Emotional Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in: Identified students being supported across various settings within the school to achieve their academic, cultural and social learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: As this model was successful, it will continue in 2022.</p>
<p>Socio-economic background</p> <p>\$972,610.97</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gorokan Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Consistent Whole School Planned Approach to Support Wellbeing • Attending Everyday • Culture and Belonging • Collecting and Analysing Data- Learning • Effective Classroom Practice- Teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Explicit Instruction to support student learning

<p>Socio-economic background</p> <p>\$972,610.97</p>	<p>The allocation of this funding has resulted in: All teachers trained in Explicit Instruction pedagogy. Identified students being supported across various settings within the school to achieve their academic, cultural and social learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: As this model was successful, it will continue in 2022.</p>
<p>Aboriginal background</p> <p>\$133,854.30</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gorokan Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice- Teaching • Culture and Belonging • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: Identified students being supported across various settings within the school to achieve their academic, cultural and social learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: As this model was successful, it will continue and be expanded in 2022.</p>
<p>English language proficiency</p> <p>\$47,061.67</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Gorokan Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: Identified students being supported across various settings within the school to achieve their academic, cultural and social learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: As this model was successful, it will continue in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$288,268.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Gorokan Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$288,268.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Social Emotional Learning • Effective Classroom Practice- Teaching • Collecting and Analysing Data- Learning • A Consistent Whole School Planned Approach to Support Wellbeing • Culture and Belonging • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: Identified students being supported across various settings within the school to achieve their academic, cultural and social learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: As this model was successful, it will continue in 2022.</p>
<p>Literacy and numeracy</p> <p>\$18,197.48</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Gorokan Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collecting and Analysing Data- Learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: Identified students being supported across various settings within the school to achieve their academic, cultural and social learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: As this model was successful, it will continue in 2022.</p>
<p>Early Action for Success (EaFS)</p> <p>\$274,420.80</p>	<p>The early action for success (EaFS) funding allocation is provided to improve students' performance at Gorokan Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice- Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead professional learning opportunities available through the Numeracy Strategy

<p>Early Action for Success (EAfS)</p> <p>\$274,420.80</p>	<ul style="list-style-type: none"> • lead analysis of student performance data with whole school and stage teams <p>The allocation of this funding has resulted in: Teachers supported to implement current teaching models and methods. Identified students being supported across various settings within the school to achieve their academic, cultural and social learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: EAfS initiatives will be replaced with targeted literacy and numeracy initiatives led by Assistant Principal Curriculum and Instruction.</p>
<p>QTSS release</p> <p>\$114,808.83</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gorokan Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: Stage teams supported with extra Assistant Principal release. Identified students being supported across various settings within the school to achieve their academic, cultural and social learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: As this model was successful, it will continue in 2022.</p>
<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Gorokan Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: Identified students K-2 being supported across various settings within the school to achieve their academic learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: As this model was successful, it will continue in 2022.</p>
<p>COVID ILSP</p> <p>\$382,022.76</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>COVID ILSP</p> <p>\$382,022.76</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy and numeracy. • employment of teachers/educators to deliver small group tuition. • employing staff to provide online tuition to student groups in literacy and numeracy. • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in: Over 250 students have been supported in small groups and individually through targeted instruction by Covid ILSP teachers in reading, phonics, comprehension and numeracy during 2021. This targeted small group tuition was provided face to face at school during terms 1, 2 and 4 and a modified , flexible delivery of the program was undertaken during term 3 and at the start of term 4 due to Level 4 Covid-19 restrictions and stay-at-home orders. Students who successfully engaged with the program made academic gains and maintained learning momentum both at school and during the NSW lock down phase. Classroom teachers indicated that the differentiated support positively impacted targeted students as well as supporting effective classroom practice through collaboration with CILSP teachers to analyse data and plan learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: To employ COVID ILSP teachers to focus on literacy and numeracy targeted small group interventions in uninterrupted morning sessions across the school K-6. The COVID ILSP team will work closely with classroom teachers and the Learning Support Team to analyse data and select students to engage in targeted literacy and numeracy programs. The team will review models of delivery with classroom teachers and ensure best practice implementation and progress monitoring is maintained. Professional learning will be provided for teachers and COVID ILSP teachers in best practice intervention for small groups in literacy and numeracy.</p>
<p>6101</p> <p>\$243,077.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Gorokan Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Consistent Whole School Planned Approach to Support Wellbeing • Social Emotional Learning <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher SLSO_ Health to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in: Identified students being supported across various settings within the school to achieve their academic, cultural and social learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: As this model was successful and it will be expanded in 2022 by releasing two executive members off class to lead Strategic Direction 2 wellbeing and engagement initiatives.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	330	316	310	294
Girls	279	264	253	272

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.2	90	90.7	91.1
1	91.6	91.5	90.5	90.3
2	91.8	88.1	92.5	88.1
3	91.6	87.6	90.3	90.5
4	89.8	89.3	90.1	89.3
5	90.1	89.5	89.7	88.2
6	90.2	88	89.1	88.7
All Years	91.2	89.2	90.4	89.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	24.93
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,348,923
Revenue	8,331,859
Appropriation	8,161,055
Sale of Goods and Services	57,695
Grants and contributions	112,805
Investment income	304
Expenses	-8,681,643
Employee related	-7,419,389
Operating expenses	-1,262,254
Surplus / deficit for the year	-349,784
Closing Balance	999,139

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.

	2021 SBAR Adjustments (\$)
Targeted Total	302,229
Equity Total	1,441,795
Equity - Aboriginal	133,854
Equity - Socio-economic	972,611
Equity - Language	47,062
Equity - Disability	288,268
Base Total	4,639,850
Base - Per Capita	143,029
Base - Location	0
Base - Other	4,496,821
Other Total	965,501
Grand Total	7,349,375

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.

Parent/caregiver, student, teacher satisfaction

During 2021 the COVID-19 pandemic continued to create 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 (TTFM) 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 school planning.

Parents/Carers and staff satisfaction were surveyed in Semester 2, 2021. 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 (TTFM) surveys are summarised as follows:

- The staff felt supported with ongoing professional learning provided by the Instructional Leaders throughout the school supporting quality teaching and learning. On the 10 point scale in the TTFM survey the teachers generated a school mean of 7.8 when identifying that the school has challenging and visible goals.
- The staff noted an improvement in the consistency of positive behaviour management systems across the school had a positive impact resulting in clear behaviour expectations for all. On the 10 point scale in the TTFM survey the teachers generated a school mean of 8.0 when identifying that they are effective in working with students who have behaviour problems.
- Specialised programs including Dhiniwan cultural program and Stephanie Alexander Kitchen Garden programs were identified as providing engaging opportunities in increase students knowledge, skills and understanding. On the 10 point scale in the TTFM survey the teachers generated a school mean of 8.4 when identifying that the school was inclusive.
- 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. On the 10 point scale in the TTFM survey the teachers generated a school mean of 7.7 when identifying that the school has parent involvement.

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

- 87% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 72% of students reported that they are interested and motivated in their learning.
- 83% 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 they agree or strongly agree that they feel proud of their school.
- On the 10 point scale in the TTFM survey the Year 4, 5 and 6 students generated a school mean of 7.2 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 7.3 when indicating students feel they have someone at school who consistently provided encouragement and can be turned to for advice.
- 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 participate in a satisfaction survey to ensure an unbiased response. 62 respondents also completed the Tell Them From Me (TTFM) Parent Survey. They provided the following feedback for why they would recommend Gorokan Public School:

- Parents acknowledged the outstanding contribution made by school staff during COVID-19 learning from home period in 2021 and appreciated the resources and communication provided by the school. Parents appreciated regular zoom meetings, weekly work booklets and online learning resources provided by the school. Parents appreciated open communication and support which they identified as friendly and helpful and created a positive learning environment for students learning from home and school. 83% of parents indicated in the TTFM survey they maintained regular contact with classroom teachers throughout the year.
- Despite COVID challenges parents reported the school had a welcoming feel and appreciated staff being available to welcome students at the gates each morning.
- They recognised that the school provides a range of extra curricular and learning opportunities that cater for a wide range of student interests.
- On the 10 point scale in the TTFM survey the parents generated a school mean of 7.0 when identifying that the school supports learning.
- Parents appreciated the individual learning support offered to students by support teachers and staff.

- On the 10 point scale in the TTFM survey the parents generated a school mean of 7.5 when identifying that the school supports positive behaviour.
- The parents surveyed indicated that they would like to see greater community involvement and access to the school as COVID operations allow 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.