

2022 Annual Report

Gorokan Public School



LEARN TO LIVE

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Introduction

The Annual Report for 2022 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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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. In partnership with the community, working together in order to prepare and inspire our safe, respectful and successful learners to be their best in a rapidly changing global society and to support their 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 22% 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 individual needs of our students. The school is committed to the Department of Education's 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, creative, performing and cultural priorities.

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 school's 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 Peoples to speak and be heard in supporting a positive educational future for their children, whilst feeling valued and respected. The Partnership Agreement provides the foundation for the development of the 2020-2024 strategic improvement 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	2022 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	Delivering
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	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
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: \$287,444.70

AP Curriculum & Instruction: \$240,913.60

QTSS release: \$46,000.00

Summary of progress

The purpose of Strategic Direction One was to maximise student learning outcomes in reading and numeracy. The school developed and refined school processes for collecting and analysing data to ensure that effective classroom practice is responsive to the learning needs of all students.

In 2022 the school implemented strategies to achieve these initiatives and developed a timeline of professional learning opportunities, scheduled mentoring sessions for all teachers, timetabled dedicated mentoring and support to classroom teachers through the Assistant Principal Curriculum & Instruction (APC&I) team and employed a specialist classroom coach in Explicit Instruction practices.

All teachers implemented reading, mathematics, and writing warm ups and attended Professional Learning on engagement norms, feedback practices and Explicit Instruction. All teachers were given the opportunity to build their capacity through the APC&I team who focused on building teacher quality, developing consistent teacher practice and increased teacher expertise in the classroom. Strategies were established for the effective analysis and use of student data. NAPLAN data shows that students are on track to achieving our improvement measures for reading and numeracy for all students.

Due to the schools successful activities and processes we have established effective systems in collecting data to drive teaching and learning. A whole school approach ensured the most effective evidence based teaching methods optimising learning progress for all students. The effective implementation of Explicit Instruction across the school has led to students understanding how to improve their learning. This has resulted in increased mastery and ownership of learning.

Next steps for 2023 will be to consolidate Explicit Instructional practices in reading, numeracy and writing and continue with refining data analysis strategies. This will be achieved by releasing Assistant Principals from their classes, to support and mentor teachers with targeted professional learning opportunities in collaboration with the APC&I team with a particular focus on data driven instruction.

New syllabus implementation will be another focus area for 2023. K-2 teachers will be implementing the new syllabus and 3-6 teachers will be given professional learning in preparation for implementation in 2024.

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
Improvement 2022- Increase the proportion of students in the top two	The school achieved 30.04% of students in the top 2 bands NAPLAN Reading.

bands (or above) in reading to above the lower bound of 31.9%. (from the baseline of 26.1%).	
Improvement 2022- Increase the proportion of students in the top two bands (or above) in numeracy to above the lower bound of 22.5%. (from the baseline of 16.3%).	The school achieved 13.4% of students achieve in the top two bands for NAPLAN Numeracy.
ATSI Improvement 2022- Increase the proportion of Aboriginal students in the top three bands (or above) in reading to above the lower bound of 39.7%. (from the baseline of 33.6%).	The Premier's target was met and achieved above the lower bound goal resulting in 39.29 % of Aboriginal students in top 3 bands for NAPLAN Reading 2022.
Improvement ATSI 2022- Increase the proportion of Aboriginal students in the top three bands (or above) in numeracy to above the lower bound of 32.7%. (from the baseline of 26.6%).	The Premier's target was met and achieved above the lower bound goal resulting in 37.5% of Aboriginal students in top 3 bands for NAPLAN Numeracy 2022.
2022 PROGRESS- Increase % of students in an upward trajectory towards achieving expected growth in reading at or above base/lower mid bound of 51.8% (from baseline of 47.0%). INTERNAL DATA UTILISED DUE TO NO 2020 NAPLAN DATA.	Expected growth NAPLAN Reading was unavailable in 2022.
2022 Progress- Increase % of students in an upward trajectory towards achieving expected growth in numeracy at or above base/lower mid bound of 45.05% (from baseline of 38.8%). INTERNAL DATA UTILISED DUE TO NO 2020 NAPLAN DATA.	Expected growth NAPLAN Numeracy was unavailable in 2022.

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: \$312,547.61

Summary of progress

The purpose of Strategic Direction Two was to improve student wellbeing and engagement. Throughout 2022 a whole school consistent approach to wellbeing was a significant focus with the introduction of Choice Theory principles being implemented across the school. The Get Happier Project (GHP) was introduced and staff were trained in the philosophy underpinning this program. Ivan Honey - GHP specialist visited the school in Term 2, 2022 to facilitate workshops with staff. The GHP was introduced to students from K-6 including the support unit with the program being taught to students in Terms 2, 3 and 4. Two Assistant Principals (AP) were released from class to support behaviour and the implementation of GHP school wide. Focus students received social skills support via facilitated group instruction.

Staff have demonstrated an increasing confidence in using the school's behaviour management system throughout the year. Staff believe that it is a fair system for reporting, recording and supporting students to make positive choices and self-regulate or co-regulate their emotions. Behaviour management across the school was led by Stage Assistant Principals and supported by Senior Executive. Staff supported these positive reinforcement systems, including the GHP, GPS 5 point scale and class dojos.

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

Our next steps for 2023 will be to further embed, support and consolidate the GHP framework school wide, and to continue with refining data analysis strategies. The school will do this by releasing Assistant Principals from classrooms, to assist, mentor and support teachers with support and professional learning opportunities to support the senior executive team.

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
2022 Improvement Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School on TTFM at or above the lower bound of 88.2% (from baseline of 83.7%.)	81.22% proportion of students reported having success and belonging at school, measured against Tell Them From me student survey. <ul style="list-style-type: none">• Expectations for success 95.31%• Advocacy at school equals 89.47%• Sense of belonging 59.07%
Student data to improve by 10% from the measured baseline data in the area of negative incidents involving physical aggression.	5% improvement in negative incidents involving physical aggression from baseline data.

<p>Student data to improve by 10% from the measured baseline data in the area of negative incidents involving classroom incidents of disruptive behaviour and absconding.</p>	<p>Data indicates a decrease of negative incidences in 2022. 2021 data indicates 1025 in class student incidences, whilst 2022 in-class student incidences have decreased to 775.</p>
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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: \$230,269.00

Summary of progress

The purpose of Strategic Direction Three was to maximise students attending and belonging at Gorokan Public School. The school implemented initiatives to ensure the school was walking together and working together to use best practice to ensure that every Aboriginal child and young person in the school achieves their potential through education.

During 2022 the school implemented proactive and targeted interventions to implement systematic processes that support attendance and engagement. 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. 2022 attendance rates were impacted by the ongoing COVID-19 pandemic. Families were contacted regularly regarding attendance through our Student Attendance Officer and the Aboriginal Education Officer. 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 cultural interest programs were delivered including Dhinewan Cultural Awareness program (K-6), Life Education (K-6), Sports in Schools (K-6), and the Stephanie Alexander Kitchen Garden (SAGK) program for Stage 3 and Special Education students. The school also engaged an Instructional Leader for Aboriginal Education to support the Aboriginal students and community. These programs catered for the varying interests and life skill needs of the students, engaging them in a variety of learning experiences. Students had opportunities to express themselves and share stories through the Aboriginal dance and didgeridoo groups. Dedicated learning spaces and staff to support Aboriginal programs at school were engaged.

These initiatives have increased explained absences across the school. Aboriginal students are demonstrating confidence in cultural immersion and as demonstrated by Tell Them From Me data regarding sense of belonging and cultural safety. Gorokan Public School is committed to developing a Local Aboriginal Curriculum (LAC) for the Stage 3 students in 2023.

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
Increase the proportion of students attending above 90% to above the lower bound of 72.7% (from baseline of 67.8%)	Due to the complexities over 2022 our system target of students attending above 90% has decreased to 34.13%
School generated student satisfaction survey indicates an uplift from 2021 of 5% of students having participated in one or more life skill, cultural, performing and/or physical activity; and	Due to complexities this survey was not completed. The survey will be completed in 2023 so that uplift can be reported in the next cycle.

have a sense of belonging at school.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$539,371.00</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive learning and behaviour support for funded students • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Identified students have been supported with behaviour and learning needs. Students have been supported by Student Learning Support Officers (SLSO) targeting behaviours of need. This has led to greater engagement in student learning and an increase in students achieving learning and behaviour. Behaviour data indicated a 5% decline in negative incidents involving physical aggression from baseline data.</p> <p>All eligible students demonstrated progress towards their personalised learning goals. 100% of Personalised Learning Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress, ensuring eligible students received personalised learning and support within their own classrooms. Students, staff and families were supported with a consistent whole school approach to wellbeing.</p> <p>After evaluation, the next steps to support our students will be: As this model is successful, the school will continue to utilise these initiatives to support students in the classroom and playground.</p>
<p>Socio-economic background</p> <p>\$924,691.46</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"> • Collecting and Analysing Data- Learning • Effective Classroom Practice- Teaching • A Consistent Whole School Planned Approach to Support Wellbeing • Social Emotional Learning • Attending Everyday • 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"> • additional staffing to implement Explicit Instruction and wellbeing initiatives to support identified students with additional needs • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in the following impact: Student improvement evidenced by the School's Year 3 NAPLAN results achieving above statistically similar school groups (SSSG) in numeracy, reading, writing, punctuation and grammar domains.</p> <p>After evaluation, the next steps to support our students will be: As these targeted supports have been successful the school will continue to strategically collect and analyse learning and assessment data. Targeted assessment and data use will include a strategic focus on middle years to support Year 5 achievement.</p>

<p>Aboriginal background</p> <p>\$134,883.59</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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: 100% of Aboriginal families engaging in the Personalised Learning Pathway (PLP) process and more importantly, conversations became more authentic as a result of the welcoming and informal yarn ups. Tell Them From Me data indicated 87% of Aboriginal students feeling that their culture is valued at school and 71% of responses indicated teachers understand their culture. 92% of teachers indicated they are confident in their capacity to meet the needs of Aboriginal students. Year 5 Aboriginal students undertaking Check-In Assessment answering 50.6% of Reading questions correct which is above both state and SSSG.</p> <p>After evaluation, the next steps to support our students will be: As these initiatives have been successful they will continue to be utilised to support Aboriginal students and families.</p>
<p>English language proficiency</p> <p>\$35,222.12</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"> • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in the following impact: Student progress demonstrated high growth on the EAL/D learning progressions with 100% of EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: As these initiatives have been successful they will continue to be utilised to support EAL/D students and families.</p>
<p>Low level adjustment for disability</p> <p>\$285,965.67</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>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>

<p>Low level adjustment for disability</p> <p>\$285,965.67</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 <p>The allocation of this funding has resulted in the following impact: An increase in students achieving at or above expected growth as measured by internal reading benchmark data. Our targeted intervention data demonstrates that identified students have demonstrated high growth within their individualised programs. School Learning Support Officers (SLSO) supported students in the classroom and playground. Tell Them From Me data indicating that 83% of students feel that staff are responsive to their needs and encourage independence. Teachers indicated that 85% create opportunities for success for students who are learning at a slower pace and 88% of teachers indicated that they had the skills and confidence to meet the needs of students with additional needs.</p> <p>After evaluation, the next steps to support our students will be: As these initiatives have been successful they will continue to be utilised to support low level adjustment for disability students.</p>
<p>Professional learning</p> <p>\$44,920.18</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • engaging specialist support to unpack evidence-based approaches to implementing the strategic directions of the school improvement plan. <p>The allocation of this funding has resulted in the following impact: 100% of teaching staff responding to internal surveys indicated that their capacity has been developed in their ability to embed effective practices in the teaching of Explicit Instruction resulting in improved internal student results. Document analysis and staff focus groups indicated that professional learning was effective and was transferred into the teaching practices of all staff within the classrooms.</p> <p>After evaluation, the next steps to support our students will be: As these initiatives have been successful they will continue to be utilised to support the professional learning of school staff.</p>
<p>Literacy and numeracy</p> <p>\$85,200.54</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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Purchasing of targeted resources to support literacy and numeracy • targeted supplementary professional learning to improve literacy and numeracy • employment of additional teaching staff <p>The allocation of this funding has resulted in the following impact: The school has differentiated teaching through on-going formative assessment and targeted literacy/numeracy programs for identified students. The allocation of this funding has resulted in less Year 3 students in the bottom two bands for NAPLAN literacy/numeracy. Year 5 reading</p>

<p>Literacy and numeracy</p> <p>\$85,200.54</p>	<p>27.3% compared to 23.9% SSSG, Year 5 numeracy 32.3% compared to 28.1% SSSG.</p> <p>After evaluation, the next steps to support our students will be: Targeted interventions will be utilised to support middle years learning to support Year 5 students achievement in literacy and numeracy. As early intervention initiatives have been successful they will continue to be utilised to support student achievement in literacy and numeracy.</p>
<p>QTSS release</p> <p>\$115,380.68</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"> • Effective Classroom Practice- Teaching • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional opportunities for staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement, coach and mentor quality teaching initiatives • Assistant Principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: 100% of staff demonstrated confidence in their teaching practice with learning intentions and success criteria embedded in teaching and learning with a strong focus on formative assessment. All staff have embedded evidence-based, high impact teaching strategies within their classroom practice and this is measured by document analysis and structured observations. 100% of programs, as measured by document analysis demonstrated that lessons are differentiated according to student needs and 100% of teachers, as measured by structured observations, provided students with opportunities to use self-assessment against learning intentions and success criteria. The Assistant Principal Curriculum and Instruction (APCI) have been instrumental in driving team teaching and demonstration lessons with 100% of teachers engaging with the APCI to improve their practice.</p> <p>After evaluation, the next steps to support our students will be: As these initiatives have been successful they will continue to be utilised to support effective classroom practice.</p>
<p>COVID ILSP</p> <p>\$458,429.00</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 2022.</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"> • provided targeted explicit instruction and intervention for students in literacy and numeracy • employment of teachers and SLSOs to deliver small group tuition. <p>The allocation of this funding has resulted in the following impact: Funding was used to support small group literacy and numeracy programs for a total of 315 students. The programs had a positive impact on all student outcome measures, as evidenced by pre and post test results from the school and captured in PLAN2. Both qualitative and quantitative</p>

<p>COVID ILSP</p> <p>\$458,429.00</p>	<p>evidence was collected to evaluate the impact of the funding, classroom teachers indicated that the differentiated support provided positively impacted students and supported effective classroom practice through collaboration with CILSP teachers to analyse data and plan learning. Overall, the funding has greatly benefited the students and has helped to improve their literacy and numeracy skills.</p> <p>After evaluation, the next steps to support our students will be: COVID ILSP teachers will be employed to focus on literacy and numeracy targeted small group interventions across the school for Semester 1 and 2 in 2023.</p> <p>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 to 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 and use of PLAN2 to track groups against identified elements and sub-elements of the National Literacy and Numeracy Progressions.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	316	310	294	298
Girls	264	253	272	268

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.0	90.7	91.1	86.6
1	91.5	90.5	90.3	84.6
2	88.1	92.5	88.1	84.4
3	87.6	90.3	90.5	83.8
4	89.3	90.1	89.3	83.8
5	89.5	89.7	88.2	84.3
6	88.0	89.1	88.7	82.2
All Years	89.2	90.4	89.5	84.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	6.6
Classroom Teacher(s)	25.01
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	8.06

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	999,139
Revenue	8,651,139
Appropriation	8,405,497
Sale of Goods and Services	113,693
Grants and contributions	128,917
Investment income	2,633
Other revenue	400
Expenses	-9,076,475
Employee related	-8,073,303
Operating expenses	-1,003,172
Surplus / deficit for the year	-425,336
Closing Balance	573,804

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.

	2022 SBAR Adjustments (\$)
Targeted Total	539,371
Equity Total	1,380,763
Equity - Aboriginal	134,884
Equity - Socio-economic	924,691
Equity - Language	35,222
Equity - Disability	285,966
Base Total	4,834,576
Base - Per Capita	147,580
Base - Location	0
Base - Other	4,686,996
Other Total	906,589
Grand Total	7,661,299

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

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. Each cohort was asked if they would recommend the school. The response was most encouraging with 100% of staff and 88.6% of parent 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:

- 72% of staff believe the school supports effective teaching practices.
- Staff acknowledged that quality professional learning opportunities were utilised to support the implementation of the strategic directions of the school improvement plan.
- 88% of staff agree or strongly agree there is a sense of belonging for all students.
- Staff identified challenges in implementing an increased amount of new school initiatives and processes following two years of COVID interruptions.
- 60% of staff identified that the school is well maintained however, cleaning was identified as an ongoing concern.
- Increased staff communication opportunities were identified as being beneficial to the success of new initiatives.
- Staff recognised that large school events including those involving the community were inclusive and well organised.

The collective responses gained from student satisfaction surveys and the Tell Them From Me (TTFM) surveys are summarised as follows:

- 73% of students reported feeling proud of their school.
- 81% of students have friends at school they can trust who encourage them to make positive choices
- 80% identified that school staff emphasise academic skills and hold high expectations for all students to succeed.
- 80% of student indicated that they try hard to succeed in their learning.
- 75% of students reported that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.
- 78% indicated that they know where to seek help if they experience or see bullying at school.

The collective responses gained from parents satisfaction surveys and the Tell Them From Me (TTFM) surveys are summarised as follows:

- 79% of parents identified that teachers care for the children.
- 88% observed that the school is well maintained.
- 60% reported that the school works with and supports parents and carers.
- Parents noted that school communication could be improved by utilising more electronic methods to provide permission notes and school information to parents and community in a more timely and efficient manner.
- Parents have acknowledged that while communication channels are improving they would like greater opportunities to access the classrooms, school grounds and classroom teachers.

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.