

Gorokan Public School

2019 Annual Report



4517

Introduction

The Annual Report for 2019 is provided to the community of Gorokan Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Gorokan Public School

Dudley St

Gorokan, 2263

www.gorokan-p.schools.nsw.edu.au

gorokan-p.school@det.nsw.edu.au

4392 4642

School background

School vision statement

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

School context

Located in the Wyong Shire of NSW, Gorokan Public School has an approximate enrolment of 600 students of which 18% are of Aboriginal or Torres Strait Islander descent, and 5% from language backgrounds other than English. The school's motto, Learn to Live, underpins the quality education and the diverse opportunities that the school offers. The students are provided with modern resources to cater for all interests and to engage them in the learning process. The school services a diverse community, is supported by School Based Allocation Resource (SBAR) funding and is an Early Action for Success (EAfS) and Bump it Up (BIU) targeted school. Students are supported with a broad, flexible and innovative learning program incorporating academic, sporting, performing and cultural arenas.

The school is committed towards maximising the potential of all students and provides a safe and supportive learning environment that is strongly focused on the engagement and wellbeing of students, staff and the community. The School as Community Centre (SaCC) facilitator, Aboriginal Education Officer (AEO) and Learning Support Team (LST) are available to further assist students and their families. Gorokan Public School works collaboratively with the Muru Bulbi AECG and the Wallarah Learning Community of local Primary and High Schools to develop the continuum of learning from K to 12. Teachers, support staff, learning support officers and clerical staff are all united in delivering a quality educational experience for our students.

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

Self-assessment and school achievement

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

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

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

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 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	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Learning and Leading

Purpose

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

Improvement Measures

By 2020, increase the proportion of students in the top two NAPLAN bands for reading by 10% to 39%, 29% and 25% for Year 3, 5 and 7 respectively (baseline 2015–2017 data). By 2020, increase the proportion of students in the top two NAPLAN bands for numeracy by 12% to 32%, 23% and 23% for Year 3, 5 and 7 respectively (baseline 2015–2017 data).

Bump it Up target by 2019 is to increase the proportion of students in the top two NAPLAN bands to 24%.

By 2020, increase the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 35%, in line with the State Priority (baseline 2015–2017 data 18% and 12% for Year 3 and 5 students respectively).

Increase the percentage of students receiving feedback in the TTFM Learning Culture survey report pertaining to written feedback to meet or exceed the NSW Gov't Norm (baseline 2017 data School 7.2 and State 8.0, difference 0.8).

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>Quality instruction in reading and writing has been targeted in professional learning and is evident in programming, lesson observations and student data. NAPLAN results show growth in the top two bands for reading with an increase of 6.8% to 43.6% and 5.3% to 21.6% for Years 3 and 5 from 2018–2019. With a continued targeted focus in this area, particularly on Year 5, we should achieve the improvement measure of increasing the proportion of students in the top two NAPLAN bands for reading by 10% to 39%, 29% and 25% for Year 3, 5 and 7 respectively (baseline 2015–2017 data).</p> <p>The Bump it Up target of increasing the proportion of students in the top two NAPLAN bands to 24% by 2019 was met by the Year 3 students but narrowly missed by the Year 5 students. This will continue to be an area of focus in 2020.</p> <p>Progress was made towards achieving the improvement measure of increasing the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 35%, in line with the State Priority (baseline 2015–2017 data 18% and 12% for Year 3 and 5 students respectively) by 2020. There was a 25% increase in the number of Year 3 Aboriginal students achieving in the top two bands for reading in NAPLAN from 2018 – 2019. Year 5 had no students achieving in the top two bands from 2018–2019 and will be an area targeted for intervention in 2020.</p>	<p>Flexible funds were used to release Assistant Principals from their face-to-face teaching responsibilities in order to allow them to work as Instructional Leaders to replicate the successful EAFS model which had been implemented in K–2 classes over the past four years. Stage 2 and 3 Assistant Principals oversaw the Bump It Up initiative within the school.</p>

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

Evaluation	Funds Expended (Resources)
Instructional Leaders and Assistant Principals have continued to work	Aboriginal equity funds were used to

Progress towards achieving improvement measures

towards the targets of increasing the proportion of students in the top two NAPLAN bands for numeracy by 12% to 32%, 23% and 23% for Year 3, 5 and 7 respectively (baseline 2015–2017 data).

Year 3 and 5 NAPLAN data for Numeracy showed a small increase in the number of students achieving in the top two bands from 2018–2019. Achieving these improvement measures will continue to be a focus area in 2020.

In 2019 Year 3 students surpassed the 2020 target of increasing the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 35%, in line with the State Priority (baseline 2015–2017 data 18% and 12% for Year 3 and 5 students respectively).

Year 3 Aboriginal students made a 50% increase in the number of students achieving in the top two bands in Numeracy from 2018–2019.

employ an Aboriginal Education Officer and Aboriginal SLSO. Targeted funds were also used to employ three teachers to run the after school Aboriginal homework/tutoring centre, three afternoons each week for Terms 2 to 4, with the aim of improving outcomes for Aboriginal students.

Extensive professional learning was offered to teaching staff in embedding the 8 Ways, as well as formative assessment theory and practice.

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

Evaluation	Funds Expended (Resources)
<p>In 2019 the TTFM teacher Learning Culture survey scored 6.5 for students are given written feedback domain. While this did not meet the NSW Gov't norm the percentage for verbal feedback in the TTFM Learning Culture survey was 8.7 and correlates with the school 2019 focus on formative assessment strategies.</p>	<p>TTFM surveys were administered and students from Years 4 to 6, the community and staff were given the opportunity to partake in the provision of critical feedback. Executive staff analysed the data collected and feedback was provided to the school community.</p>

Strategic Direction 2

Living

Purpose

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

Improvement Measures

By 2020, increase the percentage of students *Participation in School Sports* other than physical education in the TTFM student survey to meet or exceed the NSW Gov't Norm (baseline 2017 – School 59 and State 85).

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

By 2020, increase the % of Year 5 students achieving greater than or expected growth to 60% in Reading and Numeracy. (baseline 2015–2017 – 43% and 37% respectively).

By 2020, increase the % of Year 7 students achieving greater than or expected growth to 60% in Reading and Numeracy. (baseline 2015–2017 – 44% and 59% respectively).

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
In 2019 the school has continued to strengthen evidence-based whole school practices that result in measurable improvements in student wellbeing and behaviour management ensuring learning support for all students. The Learning Support Team has overseen the direct and explicit support of student wellbeing and learning through the provision of Individual Education Plans and support personnel including Instructional Leaders, Learning and Support Teachers, School Learning Support Officers, Aboriginal Education Officer, Chaplain and School Counsellor. A Deputy Principal Wellbeing has been utilised to support the staff and students at the school ensuring a whole school approach to building positive, respectful and connected relationships. The school funded a range of activities to support physical and mental wellbeing. There was an increase in the percentage of student Participation in Schools Sports other than physical education in the Tell Them From Me student survey from the 2017 baseline data of 59% to 81%.	<p>A range of wellbeing and physical activity opportunities were subsidised by the school including Life Education and the Sports in Schools program for all K–6 students.</p> <p>Changes to playtime organisation were introduced.</p> <p>A Deputy Principal Wellbeing was employed above establishment to support the staff and students at the school in ensuring a whole school approach to building positive, respectful and connected relationships.</p>

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

Evaluation	Funds Expended (Resources)
There is a shared understanding of the whole school approach to building positive, respectful and connected relationships to ensure optimal conditions for student learning and engagement. The Learning Support Team promoted high expectations for positive behaviour and relationships throughout the year to ensure optimal conditions for learning and engagement. Whole school behaviour and relationship programs including the 'You Can Do It' program has been explicitly taught across the K–6 school. Teachers and students have a greater understanding of whole school behaviour expectations. Staff continued to receive professional learning in Choice Theory and implement	<p>Flexible equity funding was used to supplement the Learning and Support Teacher FTE in order to fully support the learning and wellbeing of students across the school.</p> <p>SLSOs were funded for every Kindergarten class in Term 1 to support transition to school.</p>

Progress towards achieving improvement measures

associated strategies across the school. External agencies have been utilised to ensure optimal conditions for student learning and engagement. The L.S.T continued to utilise all wellbeing and learning supports including IL, AEO, SLSO, LaST, School Counsellor, Chaplain, Family Referral Service (FRS), EAfS, BIU interventionist and the APLA, to ensure all students are explicitly and consistently supported. In 2019 the school attained *Delivering* achievement of K–3 students SCOUT Value Added Over Time report (2019) and maintained results for Years 3–5 at *Sustaining and Growing* and achieved results from Years 5–7 at *Delivering*.

School funded SLSOs were employed to support students across the school with learning and behaviour.

Additional specialised teachers were employed to supplement the Relief From Face-to-Face (RFF) programs to include Music, Science and Library in order to provision afternoon lessons– leaving students to be uninterrupted in their learning each morning.

Strategic Direction 3

Linking

Purpose

To promote a positive school culture by building genuine partnerships with all key stakeholders to deliver quality learning opportunities and experiences for all students to achieve personal success.

Improvement Measures

Maintained high levels of student, parent and staff satisfaction, above 90% (baseline 2017 annual school based survey – 122 participants of which 98% expressed satisfaction in the school).

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

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

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
The TTFM <i>Two-way Communication with Parents</i> survey results for Parents Feel Welcomed meets the NSW Gov't Norm and has increased from baseline 2017 TTFM Parent – School 6.9 to 7.4. The school has maintained high levels of student, parent and staff satisfaction, above 90% for the annual school based survey where there were 78 participants of which 100% expressed satisfaction in the school.	A Community Liaison Officer (CLO) was employed 2 days per week for Terms 1 to 4..

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

Evaluation	Funds Expended (Resources)
<p>In 2019 communication processes were reviewed and strengthened. Teacher parent information sessions, interviews and formal written reports were utilised. An improved, clearer process for reporting and providing feedback to parents and carers on student performance and future areas of focus on a regular basis was implemented.</p> <p>In 2019, the TTFM <i>Parents' Participation at School</i> survey report indicated a school mean of 8.7 for <i>Parent Talked with a Teacher two or three times</i> in the school year and 7.6 <i>Parents Attend Meetings</i> two or three times during the school year on the 10 point scale. The new student report feedback survey data indicated that parents rated the new report above average to excellent in the domains of easy to read, provided a clear understanding of their child's achievements and gave excellent insight into how parents could assist their children.</p>	<p>Extensive casual teacher relief was provided for teachers to participate in parent/teacher interviews each semester.</p> <p>Staff were released from face to face duties to develop and implement a revised reporting template based on feedback received by the community.</p> <p>SLSOs were employed to facilitate a creche for parent meetings and information sessions.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • (\$152 257.00) 	<p>All identified Aboriginal students have a Personalised Learning Pathway (PLP). The school employed a full time AEO to support students and the Aboriginal community of the school. PLPs were created in consultation with the student, the AEO, classroom teacher and parents/carers. Funding was used to employ tutors for a school-based homework centre which operated three afternoons per week. Staff continued to embed the 8 Ways of Learning pedagogy to effectively apply best practice for our Aboriginal students. NAIDOC Week was heavily subsidised in order to include all students in the building of cultural competence. Two staff members were trained in the Connecting to Country professional learning facilitated by our local AECG. The school enhanced its Aboriginal Education resources with funds used to complete a junior yarning circle and for the provision of addition indigenous themed seating for the playground. The school purchased a new freestanding welcome sign which acknowledges the land of the Darkinjung People. The cost of extracurricular activities including The Maluerindi workshop, the GAP program and cultural dance lessons were provisioned for the students. The school also employed an Aboriginal SLSO to mentor Aboriginal students and facilitate cultural programs within the school.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • (\$8 228.00) 	<p>Training was provided to teachers in the area of English language proficiency. A small number of students were provided with targeted and specialised instruction. Communication with parents allowed for collaborative intervention strategies to be applied. Resources were also purchased to support the learning needs of these students.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • (\$274 287.00) 	<p>This funding was used to employ the full time equivalent of 1.2 Learning and Support Teachers (LaST) to support the work of the school Learning and Support Team in assisting students with additional learning needs. The school recruited and deployed additional specialised teachers to support students in English and mathematics lessons each day. A number of resources were purchased to support learning and curriculum delivery.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • (\$108 210.00) 	<p>Funds were utilised to provide executive staff with additional release to support their teams in the provision of quality instruction and the facilitation of lesson observations and constructive feedback. Released executive staff also supported the achievement of school</p>

Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • (\$108 210.00) 	priorities of learning, wellbeing and community engagement.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • (\$893 089.00) 	<p>The school employed a number of staff, both teaching and non-teaching, to enhance student learning and wellbeing outcomes. The school invested heavily in the enhancement of playground facilities to encourage physical activity in addressing the Premier's priority of reducing childhood obesity. Staff were provided with additional opportunities to engage in professional learning above the Professional Learning allocation. The school purchased additional resources to enable the use of technology for learning and employed a teacher mentor to facilitate the effective use of these resources. Learning resources were also purchased to support all key learning areas. Students were heavily subsidised in order to maximise participation for all students in important extra curricular activities and programs offered by the school. This included a number of online subscriptions for software programs, Life Education, Sport in Schools and sporting affiliation fees. The school supported the kindergarten transition program, through the appointment of an SLSO for each class for Term 1. The school also employed a Community Liaison Officer (CLO) two days per week to achieve its aim of improving community participation. The school continued to employ a full-time school nurse (SLSO H) to support the health and wellbeing of students. Funds were spent to release all school executive to facilitate instructional leadership across the school setting.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • (\$42 390.00) 	Funds were used to support beginning teachers and to release them from their face to face teaching in order to complete their Proficient Teacher Accreditation. These teachers were provided mentoring and additional professional development opportunities to support and engage them in their new vocation.
Early Action For Success	Funding Sources: <ul style="list-style-type: none"> • (\$261 207.00) 	<p>The school received an FTE of 1.6 EAfS Instructional Leader allocation in 2019. These funds were used to employ an Instructional Leader Literacy (FTE 1.0) and an Instructional Leader Numeracy (FTE 0.6). The EAfS team has assisted and supported staff and students on a daily basis across P-3 to implement effective and explicit teaching programs in the targeted areas of school transition, literacy and numeracy.</p>
Bump It Up		<p>The school utilised its own resources to target improvement of student outcomes in the top two NAPLAN bands for reading and numeracy. Staff were appointed</p>

Bump It Up

through flexible funding to oversee and support this priority. The school was successful in achieving its targeted goals. Socio-economic background funding was used to support this program.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	296	311	330	316
Girls	281	256	279	264

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.9	93.1	93.2	90
1	94.1	92.8	91.6	91.5
2	93.8	91.7	91.8	88.1
3	92.3	92.2	91.6	87.6
4	93.8	92.7	89.8	89.3
5	91.5	93.4	90.1	89.5
6	92.4	88.3	90.2	88
All Years	93.2	92.1	91.2	89.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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)	26.06
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.2
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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,284,706
Revenue	7,684,333
Appropriation	7,449,693
Sale of Goods and Services	112,408
Grants and contributions	119,005
Investment income	3,227
Expenses	-7,452,873
Employee related	-6,674,771
Operating expenses	-778,102
Surplus / deficit for the year	231,461

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.

	2019 Approved SBA (\$)
Targeted Total	810,197
Equity Total	1,402,562
Equity - Aboriginal	152,257
Equity - Socio-economic	967,791
Equity - Language	8,228
Equity - Disability	274,287
Base Total	4,061,462
Base - Per Capita	145,518
Base - Location	0
Base - Other	3,915,944
Other Total	928,751
Grand Total	7,202,972

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Continual improvement is 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 helps to unite our community and partnership in the education process.

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

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

Parents/Carers, students and staff satisfaction was surveyed in Semester 2, 2019. Each cohort was asked if they would recommend the school. The response was most encouraging with 100% of respondents for each target group, saying that they would recommend Gorokan Public School.

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

- The school has a dedicated teaching staff and innovative leadership body who are a supportive and cohesive team.
- The staff noted the school is extensively resourced supporting quality teaching and learning.
- Staff identified the high level of support offered to students academically, physically and emotionally.
- They acknowledged the positive communication between staff and community and the willingness of staff to listen and follow up on issues.

A minimum number of two students from each class across the school from Kindergarten to Year 6 participated in the school satisfaction survey, and students in Year 4, 5 and 6 responded to the Tell Them From Me Survey (TTFM). Their responses are summarised as follows:

- On the 10 point scale in the TTFM survey the school mean of 8.0 was generated by Year 4, 5 and 6 students who felt that classroom instruction was well-organised, with a clear purpose, and with immediate feedback that helped them to learn.
- Students articulated that they appreciated the physical school environment and playground.
- On the 10 point scale in the TTFM survey the Year 4, 5 and 6 students generated a school mean of 7.5 when identifying quality teachers who help them to recognise that school staff emphasise academic skills and hold high expectations for all students to succeed.
- The students recognised the extra-curricular activities offered to them.
- A school mean of 6.0 on the 10 point scale was generated by Year 4, 5 and 6 students who felt proud of their school and a school mean of 6.4 was generated by students who felt their school has a positive learning climate where students understand there are clear rules and expectations for classroom behaviour.

A minimum of three Parent/Carers from each class were contacted at random to ensure an unbiased response. They provided the following feedback for why they would recommend Gorokan Public School:

- Parents commented on the approachability of the teaching staff and executive.
- Parents acknowledged that concerns were listened to and addressed in a timely manner.
- Parents recognised that the school has a positive learning environment and students were happy to attend the school.
- Parents appreciated the learning support offered to students through Early Action for Success and the Learning Support Team.
- They found the school to be well maintained and believed the playground improvements were an asset to the students.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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