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School context

Gorokan Public School is located in the northern end of the Central Coast in the Wyong electorate.

The students enrolled at the school come from a diverse variety of cultural backgrounds including 17% Aboriginal and Torres Straight Islander students and 16% of students from language backgrounds other than English. On average 93.4% of students attended school each day.

Community involvement is welcomed and strongly encouraged at the school. Community members support students in a broad range of activities in the classrooms, as well as active participation in decision-making.

Principal’s message

2014 was my first year as Principal of Gorokan Public School. Sincere thanks are extended to the students, school community and staff for the warm welcome that I have received. As Principal I have worked collaboratively to foster a culture of trust and belonging and to ensure that high expectations are set for all students and staff.

Genuine collaboration between the school, the students and the community (including the Murui Bulbi local AECG) has resulted in a partnership that fully supports learning and school engagement and effective planning of future directions for the school. We have worked hard to also provide innovative educational programs that meet the needs of all students and to ensure that students thoroughly enjoy their Gorokan Public School experience.

This year we have worked tirelessly to build on the strengths of the school and to enhance programs and experiences for the students as a priority. Great efforts have also been made to create a conducive learning environment, one that the students can be proud of and this has resulted in the completion of several capital works upgrades within the school.

The school has received tremendous support from parents and our school community. Helpers in the classroom, at working bees, in the canteen, uniform shop and in many other ways, have enriched the school experience for our students.
Our school is also fortunate to have an active, supportive Parents and Citizens (P&C) Association. Led by Gail Farrell, the P&C has worked with the school to provide additional resources, had input into policies and major decisions and supported many initiatives. The efforts of our hardworking P&C are acknowledged and gratefully appreciated by the staff, students and community.

Under the expert and caring guidance of our highly skilled staff, our students continued to work and grow enthusiastically. As a school we strive to create child-centred learning environments where students’ needs are identified and staff and students are eagerly engaged in the pursuit of academic excellence.

This Annual School Report provides a summary of the school’s achievements in 2014 and provides a platform to communicate our priorities and the focus for 2015 and beyond. Ongoing evaluation is an important feature of our school with a commitment and a desire for continual improvement.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

P & C message

The P&C Association of Gorokan Public School held meetings on the fourth Monday of each term throughout 2014. In 2015 we plan to hold two meetings a term in weeks 4 and 8. All are welcome to attend.

The aim of the Gorokan Public School P&C is to support the school and its students, as much as possible, in a variety of activities.

The P&C is the backbone behind our healthy canteen and received the Central Coast Healthy School Canteen Award in 2014. The P&C also assist the school with activities such as the fancy hat parade, athletics carnival, Kindergarten orientation and the Class Captains’ morning teas. The P&C is also responsible for the organisation of book club for the students K-6.

In 2014, the P&C raised funds through various ventures including the Great Garage Sale, Easter guessing competition, a pie drive, Mother’s Day and Father’s Day stalls, little cake days and sausage sizzles. We also ventured out to the wider community with a Bunning’s barbeque. Funds raised go towards school resources and support major projects that directly benefit the children and enhance their learning experience. We provide funds for classroom resources and Year 6 farewell books each year. We are currently working with the school to raise money to air condition all classrooms and have successfully applied for a government grant to supplement funds for this purpose.

In partnership with the school Principal, grants were approved for the new LED sign at the front of the school and a shelter over the seats as part of the bus lines and outdoor learning area.

The P&C has had a very enjoyable and rewarding year in supporting the school and its students. We look forward to another productive and positive year working with the whole school community in 2015 to make Gorokan Public School the best place for our children.
As the 2014 school captains of Gorokan Public School, Olivia and I have had the privilege of representing what we think is the best school on the Central Coast. Our school has experienced some very positive changes in our time as captains - the most important being the introduction of our new Principal, Mr Zammit. Mr Zammit has brought new life to our school and we are very lucky to have him.

This year brought a lot of new activities into our school, including Djembe drumming, Science classes, laptops, a new look to our library and an improvement of our computer lab just to name a few. Our school has such a great fresh look from the painting and building of the new bus shelter and outdoor learning area.

Our Aboriginal garden has been given a whole new look by the Year 6 students and both Mr Tyrrell and Mr Harris spent many hours helping make this garden as it is now. The rest of the students at our school also came and assisted in carrying buckets of woodchips to fill the garden. This is a beautiful garden and will be enjoyed by students and the community for years to come.

In our years at Gorokan Public School we have participated in many excursions and activities such as the Great Aussie Bush camp, a surf fun day, walking excursions, rewards day at Mingara pool, discos and Gorokan’s Got Talent.

We would like to thank Mr Corlett for his help and guidance throughout our time as school captains. We would also like to thank all of the amazing teachers and support staff that have made our seven years at Gorokan truly memorable. Lastly, we would like to thank Mr Zammit and Mr Clenton for such a positive and exciting year.

Jackson Dean
School Captain

Noel McFarlane
School Captain

Gail Farrell
P & C President

Student representatives’ message

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
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<td>Male</td>
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<td>259</td>
<td>250</td>
<td>255</td>
<td>259</td>
<td>260</td>
<td>251</td>
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<tr>
<td>Female</td>
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<td>281</td>
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<td>250</td>
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Student attendance profile

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<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
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<td>92.5</td>
<td>95.1</td>
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<td>92.7</td>
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<td>92.7</td>
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<td>92.5</td>
<td>94.7</td>
<td>92.4</td>
</tr>
<tr>
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<td>94.3</td>
<td>94.0</td>
<td>92.8</td>
<td>92.6</td>
<td>94.0</td>
</tr>
<tr>
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<td>91.3</td>
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<td>92.9</td>
<td>94.4</td>
<td>94.1</td>
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<tr>
<td>Total</td>
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<td>93.4</td>
<td>93.6</td>
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State DEC School

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<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
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<td>94.7</td>
<td>94.3</td>
<td>95.0</td>
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<td>94.5</td>
<td>94.4</td>
<td>94.4</td>
<td>94.8</td>
<td>95.0</td>
</tr>
<tr>
<td>4</td>
<td>94</td>
<td>94.5</td>
<td>94.3</td>
<td>94.3</td>
<td>94.7</td>
<td>94.9</td>
</tr>
<tr>
<td>5</td>
<td>94</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.5</td>
<td>94.8</td>
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<td>94.0</td>
<td>93.8</td>
<td>93.8</td>
<td>94.1</td>
<td>94.2</td>
</tr>
<tr>
<td>Total</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>
Management of non-attendance

Student attendance is monitored closely by the school and in consultation with the Department’s Home School Liaison Officer (HSLO). Rewards are provided to encourage good habits and regular, punctual attendance. All students are encouraged to attend school punctually and regularly.

By law, parents and caregivers must provide an explanation for any student absences. The school encourages student attendance through:

- Rewards and certificates for students with 100% attendance on both a term and a yearly basis;
- Up-skilling of all staff in staff meetings on their obligations in monitoring attendance;
- The use of the Sentral software program to record and monitor student attendance;
- Frequent reminders and information about attendance published in the school newsletter;
- Referral to the Learning Support Team for students with concerning absences;
- Monitoring and follow-up by the Home School Liaison Officer and the Aboriginal School Liaison Officer for students not attending or who are habitually late for school, and
- Individual attendance programs for targeted students.

An increased number of parents and caregivers have applied for an exemption of attendance at school for their children prior to taking leave for a prolonged period within the school term. The school notifies parents and carers via text message when their child is marked absent on the roll. Parents and caregivers may notify the school of a child’s absence by phone, fax, email, the school App or by the delivery of a note. All notifications are kept on file.

Structure of classes

Students were placed in 21 parallel classes, 4 of which were composite stage classes. Release from Face to Face subjects included library, science and music.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
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</thead>
<tbody>
<tr>
<td>KE/T</td>
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<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KL</td>
<td>K</td>
<td>20</td>
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</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K/1H</td>
<td>K</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>20</td>
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</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1S/A</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1/2T</td>
<td>1</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>1/2T</td>
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<td>12</td>
<td>21</td>
</tr>
<tr>
<td>2F</td>
<td>2</td>
<td>22</td>
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<td>2G</td>
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<tr>
<td>3M</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3/4B</td>
<td>3</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td>3/4B</td>
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<td>28</td>
</tr>
<tr>
<td>4C</td>
<td>4</td>
<td>30</td>
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</tr>
<tr>
<td>4H</td>
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<td>30</td>
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</tr>
<tr>
<td>5F</td>
<td>5</td>
<td>26</td>
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<tr>
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</tr>
<tr>
<td>5/6C</td>
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<td>27</td>
</tr>
<tr>
<td>6B</td>
<td>6</td>
<td>26</td>
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</tr>
<tr>
<td>6T</td>
<td>6</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>
Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

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<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Instructional Leader</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Priority Schools Funding Scheme</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>RFF Teacher(s)</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.78</td>
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<tr>
<td>Total</td>
<td>33.74</td>
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</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The school has two teachers who are Aboriginal and an Aboriginal Education Officer.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>69%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>31%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>29%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Improving the quality of teaching practices in numeracy and literacy was a significant focus of professional learning in 2014. The introduction of an Instructional Leader through the Early Action for Success program has been extremely beneficial in building the capacity of teachers and has allowed for the smooth transition to the Australian Curriculum, and in the use of Planning Literacy and Numeracy (PLAN) software to monitor student performance in critical areas of learning.

The impact of ongoing quality professional learning for all staff upon student learning outcomes is significant and the school values and encourages active participation in professional learning. To this end, significant funds totaling $20 866.82 were spent in this area. All staff participated in professional learning activities during the year. Whilst regular professional learning occurred in school time (executive meetings, whole staff meetings, stage meetings, stage planning days) a significant amount occurred after school hours and on school development days.

All professional learning is linked to Departmental priority areas, the school plan, and/or The Australian Professional Standards for Teachers. In 2014, 29% of the teaching staff Gorokan Public School were new scheme teachers. Of these, two staff members were working towards teacher accreditation and seven were maintaining accreditation at the proficient level in accordance with the Board of Studies Teaching and Education Standards (BoSTES).

The staff had many opportunities to engage in professional learning in 2014. Target areas included leadership development, curriculum implementation and quality teaching. In addition to mandatory training requirements of Child Protection, anaphylaxis, diabetes awareness and cardiopulmonary resuscitation, staff training included internal psychology, occupational therapy strategies, student wellbeing, the implementation of new curriculums (English, Mathematics and Science), PLAN software, PDHPE (Live Life Well), the effective use of school resources (Yarning Strong and Interactive Atlases), Creative Arts, Aboriginal Education, speech and language, technology, consistent teacher judgment in monitoring student progress, and Out of Home Care. Three staff members attended the Connecting to Country cultural immersion program which was run by the local AECG.

Administrative staff were also involved in professional learning activities relating to their work.

A major focus for training in 2015 will be on the use of the new Local Management and Business Reforms (LMBR) initiatives for school finance and student wellbeing.
Beginning Teachers

There were no permanent beginning teachers appointed to Gorokan Public School in 2014.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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<tbody>
<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
<td>701608.00</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
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Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>22578.77</td>
</tr>
<tr>
<td>Excursions</td>
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<td>School-operated canteen</td>
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<td>Maintenance</td>
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<td>Total expenditure</td>
<td>861298.54</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>642447.24</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

NAPLAN

In the National Assessment Program, the results across Years 3, 5, 7 and 9 in literacy and numeracy 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. Year 3 encompasses Band 1 (lowest) to Band 6 (highest for Year 3). Year 5 encompasses Band 3 (lowest) to Band 8 (highest for Year 5).

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy

In 2014, 63 Year 3 students sat NAPLAN tests for literacy. In reading 22% of students achieved in Band 5 and 6 (proficiency level) and 42.9% of students achieved Band 4. In writing 24% of students achieved proficiency level and 34.9% of students achieved Band 4 for reading. There was an increase in the percentage of students in Band 3 by 11% for reading and the number of students in Band 4 increased by 9% in 2014. In 2015, the school will strive to achieve an increase in proficiency levels in the test aspects of reading and writing.
NAPLAN Year 3 - Numeracy

In 2014, 63 Year 3 students sat the NAPLAN test for Numeracy. For overall Numeracy, 24.6% of students placed in skill bands 5 & 6 compared to 20.2% from statistically similar schools. 54.1% of students placed in skill bands 3 & 4. For the period 2013 - 2014, there was a 5% decrease in students scoring in band 4 and a 5.7% decrease in students scoring in band 3. Female students in Year 3 scored higher in band 5 than female students from statistically similar groups.

NAPLAN Year 5 - Numeracy

In 2014, 66 Year 5 students sat the NAPLAN test. For overall Numeracy, 64.7% of students were placed in skill bands 5 & 6 compared to 52% from statistically similar groups.

In 2014, we had no Year 5 boys in band 3 compared with 20.8% in 2013. This is a significant improvement.

No Aboriginal student achieved in band 3 compared with 9.1% in 2013. We also had 27.3% of Aboriginal students in band 4 compared with 45.5% in 2013. The percentage of our Aboriginal students in band 6 for Numeracy was higher than the state percentage and the percentage for Aboriginal students across the state. 36.4% of Year 5 Aboriginal students scored in band 6 in Numeracy in 2014 compared to 9.1% in 2013.

In 2014, there was a 10.6% decrease in Year 5 students scoring in bands 3 & 4 compared with 2013.
Other achievements

Arts
Gorokan Public School offers many exciting creative and performing arts opportunities for students within and beyond the classroom. Students who wish to pursue their creativity outside the classroom have the opportunity to participate in extra-curricular activities including choir, djembe drumming, dance troupes, drama groups, instrumental ensembles, creative art camps and regional workshops.

Creative Arts highlights for 2014 included:

- The implementation and incorporation of a music program and Djembe drumming lessons through RFF. All K-6 classes attended weekly music lessons during RFF where they engaged in creative music activities and performed at many school events;
- The fifth year of Gorokan’s Got Talent. This year over 80 students demonstrated a range of talents in the areas of singing, dancing and acting. The final was a big event attended by all students and staff. Parents and caregivers were also invited to attend;
- Gorokan Public School was selected to participate in the Singing in Schools choir leaders’ mentoring program. Two staff members attended the choir workshop run by the Central Coast Choral Festival to gain skills in establishing and teaching choir. A visiting expert choir teacher also provided our choir teachers with in-school guidance and support. The Senior Choir performed at the Central Coast Primary Principals’ meeting at Forrester’s Beach Resort;
- The Senior Choir and Koori Choir in-school performances at the Class Captains’ and YCDI assemblies and NAIDOC Week;
- The Koori Choir and Aboriginal Djembe drummers performed at the annual Bilby Bash;
- The Aboriginal dance and didge group performance at NAIDOC and Education Week events;
- Performances by the ukulele group, Stage 2 dance group at the Education Week Assembly;
- NAIDOC week activities such as the creation of Aboriginal dreamtime story artwork by all classes K-6 which are now showcased in the library;
- The Aboriginal garden mosaic design completion in ‘Yarn Up’ which included plant identification plaques;
- The Aboriginal timeline mural was commenced;
- The painting of interactive children’s games in the tennis court area - snakes and ladders, chess;
- Engagement of K-2 students in Koori Choir in rehearsals and performances;
- Engagement of students in guitar and ukulele lessons, rehearsals and performances;
- Dance groups were established and involved both girls and boys. All groups attended weekly lunchtime lessons and performed at various school events;
- Participation in the Music Count Us In event, and
- Performances by creative and performing arts groups at Stage Showcase assemblies, Presentation Day, Education Week, Kindergarten Open Day, and the K-2 Christmas Carols.
Sport

Gorokan Public School’s students took part in a variety of sporting activities during 2014. The school offered a variety of sporting and physical education opportunities to enhance learning, increase students’ sporting proficiencies and ultimately promote the benefits of living a healthy, active lifestyle.

Our achievements for 2014 included:

Sports Carnivals
- Three school carnivals including swimming, cross-country and athletics;
- Participation in two inter-school carnivals - gala day and ball games;
- 15 children qualified for the zone swimming carnival. Three girls qualified for Sydney North area;
- 46 children represented our school at the Zone X-Country Carnival. Five students qualified for Sydney North which was the best result in many years, and
- 40 children represented the school at the Zone Athletics Carnival.

Primary Schools Sports Association (PSSA)
- Students enthusiastically competed in the state-wide PSSA knockout competitions with sides representing our school in cricket, netball, rugby league, soccer, tennis and touch football.

Gala Days
- This year we participated in State Knockout Competition for Netball, Soccer, Basketball and Touch Footy.

School Sporting and PDHPE Programs
- Children were given the opportunity to participate in an in-school tennis program throughout the year;
- Successful completion of the Premier’s Sporting Challenge for all grades K-6 was achieved;
- Life Education Program was offered to all students;
- Live Life Well @ School initiatives were implemented across the school to increase successful outcomes in PDHPE for all students;
- Active After School Program ran twice a week for students in 3-6;
- Special Swimming Scheme was held in term 4 with 171 students participating from Year 2 – 6;
- Year 5 students took part in the C.A.R.E.S. bicycle education program;
- Year 6 students participated in the Surf Life Saving Australia Surf Awareness Program;
- NRL anti-bullying presentation was provided to the students to improve social skills and develop anti-bullying strategies;
- The Central Coast Mariners football club provided the students with a soccer clinic for each class;
- An after school AFL Auskick program was provided for the students in term 1;
- The Let’s Play lunchtime structured play program was offered to the students throughout the year. Equipment was available for the children to use at lunchtime. Hula hooping and indoor soccer clubs were also offered to students during lunchtimes in first semester;
- The staff were provided with professional learning activities to further enhance skills in the areas of sport, health and physical education, and
- Mrs Farrell was awarded the Excellence in School Sport Award from the Department of Education and Communities. Mrs Farrell received the award for her ongoing service to school sport and was an acknowledgement for her extensive commitment and involvement in sport at school, zone, region and state levels for more than 34 years.
Other achievements

In 2014, the University of NSW held competitions in English, Science, Computer Skills, Writing, Spelling and Mathematics. 2 students participated in the English Competition, receiving 1 credit. 2 students participated in the Science Competition. 4 students participated in the Computer Skills Competition. 2 students participated in the Writing Competition. 5 students participated in the Spelling Competition, receiving 1 credit and 1 merit. 9 students participated in the Mathematics Competition, receiving 1 distinction and 1 credit.

124 Stage 3 students also entered the Newcastle Permanent Building Society Mathematics Competition. 9 students were awarded distinctions and 19 students received merit awards.

Students from Kindergarten to Year 6 were encouraged to participate in the NSW Premier’s Reading Challenge. Two hundred and fifty students from our school entered the NSW Premier’s Reading Challenge with 245 students completing it. One student received a gold award.

The Premier’s Spelling Bee allowed us to showcase our students’ talents. In the regional finals one of our own Stage 2 students achieved second place on the Central Coast.

Debating skills were honed through participation in the Premier’s Debating Challenge. Students from Years 5 and 6 proved to be a formidable force.

Gorokan Public School was capably represented in the Multicultural Perspectives Public Speaking Competition by students from Stages 2 and 3 with the winners from each stage representing our school at the district finals.

Significant programs and initiatives

Aboriginal education

The Aboriginal Education and Training Policy, the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014 and the Partnership Agreement between the Department of Education and Communities and the Aboriginal Education Consultative Group (AECG) underpin the structure of Aboriginal education within the school. The AECG endorsed Aboriginal education initiatives and directed funding within the school. Staff representatives took an active role in attending the AECG meetings. Information presented and discussed at the AECG meetings was brought back to the school to be shared with all staff members. Progress reports from the school were made to the AECG on a regular basis.

Seventeen percent of the Gorokan Public School students identify as Aboriginal in 2014. The school received extra funding of $6334 to support these children to experience success at school. All Aboriginal students had a Personalised Learning Plan (PLP) developed in consultation with parents/carers at the beginning of the year.

These funds were expended through the employment of a fulltime Aboriginal Education Officer (AEO). Her role is to support our Aboriginal families to become more involved in the life of the school and their children’s education, support Aboriginal students in their learning, and to enhance the cultural competence of the students, staff and school community. In 2014, our AEO relocated her office and resources to the library, allowing for an Aboriginal education focus in a prominent area of the school. To further enhance the Aboriginal focus of this area, each class designed an Aboriginal artwork relating to Dreamtime stories. These colourful and engaging artworks are now displayed in the library for all to enjoy.

Funds were also expended on resource acquisition, support for the completion of Personalised Learning Plans (PLPs) and the establishment of an Aboriginal cultural community garden. The garden involved the whole school community.

The Eleanor Duncan Aboriginal Health Centre provided all Aboriginal students with screening for otitis media.
NAIDOC Week was celebrated during the last week of Term 2. Throughout the week students had the opportunity to participate in a variety of fun and educational activities. Students participated in a range of other exciting activities including the opportunity to explore Aboriginal artworks. A whole school assembly was held in the hall, featuring the Gorokan Public School Koori choir, the Gorokan High School boys’ didge group and their Aboriginal girls’ dance group, who performed for the enjoyment of students, parents, caregivers, teachers and the community. An Aboriginal colours mufti day and a performance of Let’s Bridge the Gap by Fred Reid from the Performance in Education Productions group brought the week to a close.

National Reconciliation Week was commemorated. Teachers were provided with information on reconciliation and teaching resource links through Reconciliation Australia’s website. Classes explored reconciliation issues and participated in a number of activities to promote awareness of reconciliation.

The Norta Norta homework program - The Hub, was continued in 2014. The Hub was open for an hour every Monday and Wednesday afternoon and was run by two staff members each day. The hub was very well attended, with 35 students from Kindergarten to Year 6 attending for at least some of the time throughout the year.

The Young, Black and Ready for School transitional health screening program, organised by the Benevolent Society, again supported our Aboriginal students who were to commence Kindergarten in 2015 and their families. All students received a backpack, lunch box, and a drink bottle.

Opportunities to participate in cultural activities, including the Aboriginal girls’ dance group, boys’ didge group and Koori choir were all extremely popular cultural activities offered again this year to our Aboriginal students. These students have demonstrated dedication in developing new skills and have particularly enjoyed showcasing their talents to the wider school community.

Forty of our ATSI students travelled to Budgewoi Public School to attend the Bilby Bash in September. A variety of cultural activities were organised for students to participate in on the day, allowing for interactions between ATSI students from surrounding schools.

The school promotes and rewards good attendance for all students. Attendance patterns are closely monitored and the school works closely with the regional Aboriginal School Liaison Officer (ASLO) to ensure all Aboriginal students attend school on a regular basis. Support structures are provided for families who require additional assistance in this area.

Aboriginal perspectives, which serve to educate all students about Aboriginal history and culture, are incorporated across Key Learning Areas K-6. Local content has been included in class programs to increase significance of learning and to promote student engagement.

Multicultural education and anti-racism

Multicultural education is embedded in all areas of the curriculum. It lays the foundation for the students to build knowledge, skills and attitudes needed for their culturally diverse society. All children are encouraged to be proud of their culture and show respect and acceptance of the diversity of cultures.

All teachers ensure that class programs and content taught across the key learning areas are culturally inclusive and that teaching practices are culturally sensitive. Harmony Day and NAIDOC Week provided students with opportunities to be involved in a variety of whole school activities to support multicultural education. On Harmony Day students and teaching staff wore orange and senior students supported junior students by assisting with the organisation and running of activities. Getting along was a focus on the day.
Gorokan Public School continues to support a diverse range of religious beliefs by offering Special Religious Education (Scripture) every Thursday morning. Scripture groups include Christian, Muslim and non-denominational.

Gorokan PS has a trained Anti-Racism Contact Officer (ARCO) to whom any complaints about racism are referred. Our ARCO works diligently within the school’s welfare system to resolve any issues relating to racism.

Personalised Learning and Support

Gorokan Public School provides excellent educational opportunities for students with disabilities and special needs. The Learning Support Team, consisting of the Deputy Principal, the Instructional Leader, School Counsellor and the Learning and Support Teachers continue to address the learning, social, emotional and behavioural needs of individual students, through liaison and referrals to outside agencies and the development of personalised learning plans in consultation with teachers and parents.

Students with a diagnosed disability were supported with additional funding to allow them to access the curriculum in mainstream classes throughout the year.

Integration funding was used to support students with learning or behaviour needs, regardless of whether they had a formally diagnosed disability or not. Targeted programs and structures implemented by teachers and School Learning Support Officers (SLSOs) provide assistance for these students to ensure equitable access to the curriculum through learning adjustments and also through environmental accommodations.

The school invested significantly in a speech and language program in the second semester to support K-2 students in their development of expressive and receptive language.

The school also further invests in hiring of additional SLSOs to support students who don’t qualify for funding support. A multi-categorical class will be established in 2015.

Reading Recovery

The Reading Recovery program supported targeted Year 1 students in developing literacy skills and strategies again this year. Eighteen students received intensive daily support whilst on the program, with two teachers responsible for its implementation. Sixteen students have completed the program satisfactorily, one student was referred on from the program and one student was carried over into the next year.

Home, school and community partnerships

Supporting students at major transition points in their education has been an area of priority. Our Kindergarten orientation and transition programs were highly successful in providing parents and caregivers with information about the school and our incoming students with opportunities to experience some fun activities and simple routines in a school setting. Departmental representatives, including the Home School Liaison Officer, along with the school counsellor, student welfare worker, school administration officer and Aboriginal Education Officer and Uniform Shop staff were also in attendance to provide parents and carers with additional information. A team of dedicated community members welcomed new parents and provided additional information and support.
The Young, Black and Ready for School program was also held at the school in Term 3 to support our Aboriginal families. These programs have served to strengthen partnerships between the school, the school community and community organisations and have resulted in a positive, inclusive school culture.

Students transitioning to high school in 2015 were also supported. Year 6 teaching staff liaised extensively with staff from Gorokan High School to pass on relevant information about every student to ensure their needs would be adequately catered for in 2015. Taster days and peer support activities took place across the two sites to foster links with the high school. Transitional equity funds were used to release a teacher to engage in collaborative programming with high school staff to ensure consistency of curriculum delivery in targeted areas of literacy and numeracy throughout the transition period.

Our very popular breakfast program was up and running on a daily basis again this year. Thanks to the marvelous and ongoing support of the Red Cross and Beachcomber Hotel, we have been able to provide students access to a healthy breakfast each morning. With the support of school staff and volunteers the program runs smoothly and provides a beneficial service to our students.

**Socio-economic background**

With a Family Occupation and Education Index (FOEI) of 152, the school also received significant equity funding ($435,816) to support students in their learning and personal development. These funds were expended mainly in the employment of additional teaching staff to reduce class numbers and provide support to students with their learning. A proportion of funding was also expended on the employment of extra School Learning Support Officers (SLSO) to further support classroom teachers and students.

A number of resources were also purchased to provide the students with high quality tools for learning and for the enhancement of programs such as technology and library.

Teachers were provided with additional professional learning opportunities and had opportunities to build their capacity through release to partake in lesson observations and team planning.

Learning environments were improved and included the establishment of a new technology lab and air-conditioning to classrooms.

The school has undergone major improvements to further support and enhance access to technology within classroom. All school classrooms have now been fitted with 5 data points to support additional devices within the classroom. Thirty laptops were purchased in 2014 to allow for more opportunities for students to access technology throughout the school.

The computer room was relocated into the connected classroom area. This area has created a more positive learning environment for students and enabled them to participate in whole class technology lessons and utilise video conferencing facilities.

Funds were used to support the transition programs such as the Kindergarten orientation program and the Moving into Year 7 program to ensure the best opportunity for students to engage in learning.

Student wellbeing was further supported through the supplementation of excursion costs and costs for the provision of enrichment programs. Funds were also used to support the school’s ongoing focus on the building of collaborative partnerships and support networks between the school and the school community, based on good communication and consultative decision making processes.

**English language proficiency**

Gorokan Public School is growing in the multicultural complexity of its student population. The school and its community has benefited greatly from this added cultural diversity. The school employed a specialist teacher of English for the New Arrivals Program supporting four new students who had arrived from three different countries. This teacher was employed two days per week providing the students with valuable daily instruction. The staff were also provided with training on how best to support these students in the regular classroom and on the reporting of English learning outcomes to parents. This vital program has greatly improved the quality of teaching and learning for EAL/D students.
Other significant programs and initiatives

Early Action for Success
The Early Action for Success (EAFS) strategy aims to improve students’ performance through a targeted approach in the early years in primary schools.

The implementation of EAFS in 2014 has resulted in the following outcomes:

- Early identification of the level of attainment in literacy and numeracy of each individual child (K-2) and tailoring a specific program of learning to each child’s needs;
- Change in teaching practices from a focus on the whole class to a focus on the needs of the individual student;
- Ongoing monitoring of individual student progress against the Literacy and Numeracy continuums at five weekly intervals;
- Evidence-based use of tiered interventions in literacy and/or numeracy according to need, and
- Improved learning outcomes in literacy and numeracy across Kindergarten to Year 2.

At Gorokan Public School these outcomes were supported through the following initiatives:

- The recruitment of 2 EAFS interventionists (support staff) to assist the instructional leader in the implementation of the strategy across K-2 classes;
- EAFS support staff, under the guidance of the Instructional Leader, provided students identified as ‘at risk’ with support in literacy 4 times per week across all K-2 classes, and took classes to facilitate meetings between the instructional Leader and classroom teachers;
- Meeting with teachers on a 1:1 basis to build profiles of students ‘at risk’ and those students who needed to be targeted for extra curriculum support;
- Teachers working ‘shoulder to shoulder’ with the Instructional Leader created quality learning environments within classrooms to enhance and cater for diverse learning needs of all students;
- Data was collected every five weeks from K-2 classes. The data was analysed for aspects of learning that were working well and identified areas that needed to be targeted, students who needed further intervention, students who needed extension, and areas of focus for programming;
- The Instructional Leader worked collaboratively with the Principal and School Executive to provide professional learning to the whole staff on PLAN software;
- The Instructional Leader worked collaboratively with ES1 and Stage 1 supervisors to provide professional learning at Stage planning days in terms 2 and 3. Topics included analysis of assessment, syllabus and continuum documents, tracking and monitoring procedures, characteristics of quality learning environments, Threads of Learning, and analysis of PLAN data;
- The Instructional Leader has built the capacity of LAST support staff through the provision of professional learning relating to the role of the support teacher, effective referral systems, refinement of pre and post assessment procedures, review of caseloads duration, accountability measures, building capacity of class teachers, PLAN data and using IEP’s effectively;
The Instructional Leader provided professional learning to the whole staff on tracking and monitoring of student progress, targeting cluster markers for improvement, consistent teacher judgement, research findings, data analysis and conversations around student growth expectations;

The Instructional Leader worked in K-2 classrooms monitoring, observing, assisting teachers to explicitly implement effective guided reading sessions;

Assessment of students’ speech (113 students in K-2 were assessed), hearing (44 students in K-6 were assessed) and vision (22 students in K-6 were assessed). The assessments for speech were used to implement five intensive group therapy sessions for 16 ‘at risk’ students. Two professional learning sessions were also provided for class teachers K-6 on articulation and receptive language and a parent workshop on speech therapy and language acquisition was attended by 13 participants;

In 2014 the literacy focus for Gorokan PS was ‘reading’. Data walls were compiled replicating reading progression for K-6 students from June to December and displayed in an allocated school area;

The EAFS personnel worked closely with the Aboriginal Education Officer to further develop Aboriginal culture and support staff in incorporating Aboriginal perspectives into teaching programs, and

EAFS personnel attended various school meetings (stage, executive and whole staff) providing valuable contributions for improving student learning outcomes in literacy and numeracy.

End of year student data reflected the following positive results:

Kindergarten – Literacy

42% of Kindergarten students met State Reading targets (17% achieved beyond cluster 4), 55% met State Comprehension targets (3% were beyond cluster 4), 56% met Vocabulary targets (3% beyond cluster 4), 50% met aspects of Writing targets (5% beyond cluster 4), 64% met aspects of Speaking targets (3% beyond cluster 4), 53% met Phonics targets (17% beyond cluster 4). In Phonemic Awareness 45% met State Targets (14% achieved beyond cluster 4). In Concepts of Print 68% met State targets (3% were beyond cluster 4).

Kindergarten – Numeracy

In Forward Number Sequences, 38% of Kindergarten students met State targets of Facile (30), 35% were in Facile (100) and 9% were in facilé (Beyond 100). In Backward Number rWork sequence: 5% of students were operating in Initial (10), 3% in Intermediate (10), 35% In Facile (10), 35% in Facile (30) and 23% in Facile (100). In Numeral Identification: 2% of students were operating in Emergent, 9% in 1-10 category, 21% in 1-20 category, 65% in 1-100 category and 3% in 1-1000 category. In Early Arithmetic Strategies 3% of students were Emergent, 53% of students Perceptual (benchmark for Kindergarten), 24% Figurative, 18% Counting On and Back and 2% Facile.

Year One – Literacy

41% of Students met State Reading targets (34 % achieved beyond cluster 6), 41% achieved (15% achieved beyond cluster 6). Vocabulary 44% achieved State Targets (16% were beyond cluster). In Aspects Of writing, 39% met State Targets (11% achieved beyond cluster 6). In aspects of Speaking 36% achieved State targets (19% were beyond cluster 6). In Phonics, 34% achieved State Targets (30% were beyond cluster 6). Phonemic Awareness 71% met State Targets. Concepts of Print 85% completed cluster 5 (cut off).
Year One – Numeracy

In Forward Number Word Sequences, 58% of students achieved Facile level (100), (25% Facile beyond (100). In Backward Number Word Sequence 58 % achieved Facile (100), (2% beyond Facile (100). In Numeral Identification 59% were able to identify numbers 1-100 (34% numbers 1-1000, and 2% 1-10000). 25% of students achieved Figurative, (benchmark for Year One), 52% Counting On and Back and 14% Facile.

Year Two – Literacy

In the aspect of Reading 54 % achieved the State Target of cluster 8 (15% beyond cluster 8). In Comprehension 32% (9% beyond cluster 8). Vocabulary 28% achieved State targets (9% beyond cluster 9). Aspects of Speaking 30% achieved State targets (14% beyond cluster 8). Phonics 62% achieved State Targets. In Phonemic Awareness 95% achieved cluster 6 and in Concepts of Print 97% of students achieved cluster 5 (cut off).

Year Two – Numeracy

In Forward Number Word Sequences 46% of students achieved facile (100) and 42% were at Facile (beyond 100). In Backward Number Word Sequences 46% were at Facile (100) and 34% were at Facile (beyond 100). In Numeral identification 51% at identifying numerals 1-1000 and 26% could identify numbers 1-10000. In Early Arithmetic Strategies 32% of students achieved counting On and back (Year Two benchmark). 49% of students were at Facile level.

Student wellbeing

The You Can Do It (YCDI) program, underpinned by the five key foundations, continues to support all students in meeting our high expectations for behaviour. Two assemblies were held each term to celebrate student achievement in each of the foundation elements of Confidence, Organisation, Persistence, Getting Along and Resilience.

The Student Wellbeing Policy was further updated this year and the school continued to employ a Student Wellbeing Worker through Interrelate.

Student leadership

Student leadership programs are highly valued with prospective and current leaders attending courses and information sessions to enhance leadership skills. The senior student leadership team attended a conference in Newcastle where they were exposed to a multitude of inspirational talks and skill building activities along with 500 other student leaders from the broader community. They also attended a team building camp to further refine their leadership and teamwork skills.

The Class Captains’ program includes students from all classes K-6. Students are elected by their peers and inducted at the beginning of each term during a special assembly that their parents are invited to attend. They are responsible for a number of classroom leadership duties for the duration of the term and wear a class captain’s badge. Two captains are elected from each class each term.

Aim High Program

Year 6 participated in the ‘Aim High’ program, sponsored by the University of Newcastle, at Callaghan Campus in Term 4. Many of our Year 6 students and their parents or caregivers attended on the day. Students engaged in planned activities and learned about future educational and career opportunities and the various avenues of study available to them.
Environmental Education for sustainability

In 2014, Environmental Education continued to develop a stronger focus at Gorokan Public School. Many students are interested in this initiative and learn many skills from their participation.

The vegetable garden continues to be very successful. Children from Kindergarten to Year 6 can now maintain the beds and many spend their lunch hours in the garden working at a range of activities. Water is connected to the garden from the water tank. At the moment we are watering using garden hoses connected to the water pipes from the tank. Next year an automatic watering system is to be installed which will ensure watering occurs during the cooler hours of the day and during holidays.

A system has been installed to ensure that run off does not enter the Tuggerah Lakes system through storm water drains. This takes the form of a herb garden which acts as a filter and a catchment area for the nutrients from the garden in times of heavy rain. Students in Years 3-6 work as Power Rangers who remind classes to turn off lights and smart boards at lunch times and other times of inactivity. This will become particularly important when all classrooms are air conditioned.

Year 1 and 2 participated in an incursion conducted by Remondis for recycling and garbage disposal and the whole school continues to maintain the recycling program.

We participated in the Wyong Shire Environmental Education program Alive with Organics for which we received a participation award, some Bunnings vouchers and a worm farm.

We continue to maintain the compost and worm farm to dispose of food scraps. Year Two enjoyed an excursion to Newcastle Wetlands and Stage 1 had a Lake Walk excursion where we studied the ecology of the water in these two areas.

We participated in National Tree Day and planted numerous trees, which were supplied by Toyota.

Library

2014 has been a very successful and energising year for the Gorokan Public School library. With new furniture and resources, students have enjoyed learning spaces in a new and enhanced manner. During library lessons, students have utilised interactive atlases in order to learn more about their society, country and history. All classes have been involved in research tasks using technology through iPads and desktop appliances as well as making very good use of the printed texts available to them. Borrowing has increased across all the grades from last year by 3%.

The library has been enjoying increased lunch time patronage offering quiet reading groups, social colouring groups and free play area for Lego. The new artwork completed by all students during NAIDOC week is proudly displayed adding to the new library environment.

Book Week 2014 with the theme Connect to Reading was again another fantastic Gorokan Public School affair. Every student from Kindergarten to Year 6 dressed as their favourite character to take part in the annual book parade.

The fair raised over $600.00 in commission going towards more resources for the students of Gorokan Public School.
Language, Literacy and Learning (L3)

Gorokan Public School Kindergarten students have had the privilege of being immersed in intense training in literacy through the L3 program. This program allows small groups of up to 3 children to be explicitly taught and supported in both reading and writing.

Best Start testing identified the majority of Kindergarten students commenced school reading in cluster 1 on the NSW Literacy continuum. By the end of term 4, 92% of Kindergarten students were reading at an instructional level 6 or above (the expected end of year level for the Hunter Central Coast Region) and 10% of these students were reading at an instructional level 16 or above. This data is very positive and exemplifies the success of the program.

The data shows the success of this program in the students’ growth from non-readers to capable readers of complex texts.

Kindergarten Orientation Program

Kindergarten Transition is a six week program to introduce preschoolers and their families to the school and school routines. The program has enabled the students to feel more settled and confident about starting school.

Kindergarten Transition began in Term 3. There were 3 informal sessions where the children came to play and the parents were able to attend technology, Best Start and speech talks. Three other more formal sessions were held in Term 4 and involved meeting a variety of staff, members of the community and learning about Kindergarten. The transition to school program was supported by a playgroup in our SaCC every Tuesday morning and the Young Black and Ready for School program. Extra transition time was offered on a Monday afternoon where the children could play with this year’s Kindergarten children.

A parent survey completed at the end of the 2014 Kindergarten Transition program showed that parents found the transition sessions were very useful especially the talks on speech, Best Start and technology. The parents also said that they valued the time spent in the classrooms during the program.

Schools as a Community Centre (SaCC)

The Schools as Community Centre has had a very rewarding year continuing to welcome new families into the SaCC, and offering a variety of new programs whilst continuing with established programs.

Within the SaCC there is a major focus on early literacy, promoting the importance of reading to young children, which in turn enhances good listening and oral communication.

One program that is being run successfully in conjunction with Wyong Shire libraries is the Born to Read - Book a Day program. The SaCC is acting as a mini library allowing families to borrow children’s books and providing incentives as the children work towards the goal of 1000 books read to them before starting school.

The SaCC also participates in the Let’s Read program distributing free books, providing tip sheets and suggestions of some quality books children may like. The importance of early literacy is widely promoted through this program and it also outlines the importance of reading to young children.

Extending on the literacy focus, the SaCC has provided a program to develop family literacy skills which encourages parents to use emerging literacy skills within their daily routine at home. The SaCC has also run a one hour story time which was well-attended by families.

During Terms 3 and 4, the SaCC is also participating in the transition to school program, enhancing the school program in assisting the next year’s kindergarten children in their school readiness by increasing confidence so the children start their schooling years in a positive manner.
Along with this program the SaCC will be running a transition to school play group, which encourages children to become familiar with the school environment, make friends and learn some important skills in early learning.

Other programs that have been delivered from the SaCC include a play group, Kindy gym, fitness for parents and little ones, a baby play group, a variety of parenting programs, a certified first aid course, and the ACORN program.

Throughout the year the SaCC has been involved in a range of community events with the aim to promote the service, and support families in the local community. These community development activities have also provided opportunities to build and enhance partnerships with other service providers.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2014 our school carried out two evaluations – one related to educational and management practice (school culture) and the other related to curriculum (the teaching and learning of writing).

Educational and management practice

Evaluation focus: School Culture

Background

The area of school management practice – school culture, was evaluated using the SchoolMap survey by gathering attitudinal data from students, parents and staff. A series of best practice statements refined from the international literature on school effectiveness and improvement underpin each survey. 31 staff members, 212 students and 16 parents completed the survey. Surveys were sent home to two parents from each class K, 1, 4 and 6 who were randomly selected. The survey was also made available to all parents and they were encouraged to complete the survey through the school newsletter. The staff that completed the survey represented Early S1 to Stage 3 faculties. The students were from Years 2, 3 and 5.

Findings and conclusions

1. Cultural Context

Data gathered from the SchoolMap survey indicates:

- Whilst parents and teachers generally agree that the school understands and responds to the context of its community, 20% of students believe that improvements can be made in this area.
- All respondents felt that School leaders influence school culture to enable the achievement of the school's purpose.
- A small cohort of students (<10%) felt that improvements could be made to how school structures and strategies recognise and celebrate achievement.
- All agree that the school’s main priority is meeting the needs of students.

2. Developing Ownership

Data gathered from the SchoolMap survey indicates:

- 70% of all parties believe that the school’s culture supports a sense of ownership of the school almost always.

3. Culture of Learning

Data gathered from the SchoolMap survey indicates:

- 95% of all parties believe that the culture of the school, almost always/usually promotes improved student learning outcomes.
4. Culture of Improvement

Data gathered from the SchoolMap survey indicates:

- Teachers, parents and students all agree that the school's culture supports continuous improvement.

Future Directions

- The school will establish a student representative council to further develop and fosters a sense of belonging and collective responsibility amongst students.
- The school will provide additional opportunities for parents and students to provide feedback on ways to improve how the school can recognise and celebrate achievement.
- The school will explore ways of meeting the diverse needs of its learners. The establishment of a Gifted and Talented school committee, enrichment classes and opportunities, academic and social grouping of students for 2015 classes are some school structures for consideration.

Findings and conclusions

Data was gathered from a number of sources including NAPLAN, program audit, review of assessment practices across the school. The data collected indicates:

2014 NAPLAN results for writing in both Years 3 and 5, showed an underrepresentation of students achieving in the highest bands.

A teaching program audit revealed inconsistencies in timetabling, programming and assessment. Explicit teaching is required to develop student editing skills and writing as a process.

Future Directions

- The school will focus strongly on improving student outcomes in the area of writing through targeted teacher professional learning opportunities that will increase their capacity as competent teachers of writing.
- Ensure that writing is taught daily and linked to syllabus scope and sequences for writing related skills and objectives K-6.
- Refinement of assessment processes and consistent teacher judgement practices are established and include rubrics for marking student writing and provision for regular writing sample moderation sessions.
- Regular discussions to occur at stage and executive level on the topic of teaching and assessing writing.
- The establishment of a Wallarah Learning Community network group to pool resources of local schools and provide opportunity for a collaborative approach across local schools.

Curriculum

Evaluation focus: The teaching of writing.

Background

Writing is a key strand within the English curriculum. Through writing students are able to express themselves and communicate with others. Through writing students are able to demonstrate their understanding of English and consolidate what they have learned and understood in learning to read. 2014 NAPLAN results in writing revealed that improvements could be made in this critical area of learning.

Gorokan Public School choir performing for the Central Coast Primary Principals
School planning 2012-2014:

School priority 1
To increase levels of literacy achievement for every student in line with State and Regional targets.

Outcomes from 2012–2014
- 97% of Years 3 students and 95% of Year 5 students achieved at or above the National Minimum Standard (NMS) in the aspect of reading in NAPLAN in 2014.
- Approximately one quarter of our Year 3 students are achieving at proficiency level (in the highest bands) for all literacy aspects of NAPLAN in 2014. Further to this, 33% achieving at proficiency for Spelling and 38% for Grammar and Punctuation aspects.
- SMART data indicates that our school requires a determined focus to ensure our Year 5 students achieve at or above the national growth average for all aspects NAPLAN literacy.

Evidence of achievement of outcomes in 2014:
- Further refinement of whole school, consistent teacher judgement protocols for assessing and reporting on English K-6 outcomes;
- Sustained implementation of Best Start and L3 programs in Kindergarten extending to Stage 1 and beyond in 2015;
- PLAN data collected at 5 weekly intervals as a result of the implementation of the Early Action for Success state initiative;
- NAPLAN Writing, Year 5 trend data indicates Aboriginal students are 25 scale scores above the NSW DEC (Aboriginal Students) average in the test aspect of Writing;
- NAPLAN average growth for Year 5 in spelling was 9.1 scaled scores above the state average for NSW DEC schools;
- Best Start Kindergarten reading levels as at November 2014 show that Kindergarten students demonstrated remarkable growth in both Reading and Writing. 74% of students fell in the fourth cluster and above;
- Increased student achievement and participation in the Regional Spelling Bee;
- Increased student participation and achievement in debating and public speaking teams;
- A range of high achievements in university competitions;
- A significant increase in student participation in The Premier’s Reading Challenge to well above 88% in 2014, and
- Successful implementation of the new English syllabus K-6.

Strategies to achieve these outcomes in 2014:
- All teachers will implement the new English syllabus and continue to engage in professional development on aspects of programming and curriculum delivery, including the development of Visual Literacy;
- Kindergarten teachers will continue to implement L3 and the L3 program will be expanded to include Year 1. Years 2 to 6 teachers will consolidate phase 1 and continue their training in Focus on Reading of phase 2;
- Purchasing of resources to enhance school targets and student engagement will be maintained and/or purchased;
- Professional learning will continue to be aligned to identified SMART data focus areas (for both trend data and item analysis), National (Australian Curriculum - English), State (NSW English syllabus K-10 and English Continuums), Regional and school targets;
- A review of the GPS Literacy Policy is planned so that the changes to whole school practice can be documented and aligned to the Australian Curriculum English and the NSW English syllabus;
• Continued effort will be made to transition students to proficiency levels in NAPLAN English domains for Years 3, 5 and 7 whilst reducing the number of students failing to meet the NMS;

• Careful monitoring of the consistent implementation of the newly implemented GPS Focus on Reading explicit and systematic comprehension skills program in Years 2-6 by stage supervisors;

• The continued implementation and training of K-1 teachers in L3 (Language, Learning and Literacy) and the consistent monitoring of data and best teacher practice, and

• Monitoring of student achievement in the key literacy areas of Reading, Comprehension and Writing on the NSW K-6 Literacy Continuum -entering and analysis of PLAN data at 5 weekly intervals.

Evidence of achievement of outcomes in 2014:

• Full implementation of the NSW Mathematics syllabus for the Australian curriculum;

• 100% of Year 3 and 5 Aboriginal students achieved above the NMS in the NAPLAN aspect of Numeracy;

• 25% of Year 3 students achieved at proficiency level for the Numeracy aspect of NAPLAN;

• 12.5% of Year 3 Aboriginal students achieved at proficiency level for the Numeracy aspect of NAPLAN;

• 12.5% of Year 3 Aboriginal students achieved at proficiency level for the Numeracy aspect of NAPLAN;

• Year 5 Aboriginal students achieved 6.3 scaled score growth above the average growth for NSW DEC Aboriginal students.

School priority 2

To increase levels of numeracy achievement for every student in line with State and Regional Plan targets.

Outcomes from 2012–2014

• 97% of Years 3 students and 95% of Year 5 students achieved at or above the National Minimum Standard (NMS) in the aspect of Numeracy in NAPLAN in 2014.

• The school completed the full implementation of the NSW Mathematics syllabus for the Australian curriculum.

Strategies to achieve these outcomes in 2014:

• Analysis of the 2013 NAPLAN results as well as school data to identify specific areas of need to guide whole school planning;

• The implementation and trialing of the new NSW Mathematics Syllabus and the provision of necessary professional learning to ensure a smooth transition for staff;

• Teachers will develop a whole school scope and sequence for implementing the new syllabus;

• Further professional learning opportunities for all staff on innovative practical approaches to the teaching of mathematics and the use of technology, especially IWBs and iPads, as a teaching and learning tool for the teaching of numeracy;

• Purchasing of innovative, practical numeracy resources to further support the implementation of quality teaching programs;

• The continuation of a planned, explicit and structured approach to the teaching of Mathematics across the school;

• Evaluated, monitored and adjusted the effectiveness of the numeracy scope and sequence;
• Continued to provide professional learning as it becomes available through DEC. Attend scheduled whole-school meeting times and through the grade meeting times. Planned for access to on-line modules and local training opportunities. Ensured that all staff could access new curriculum documents online;
• Purchased resources to support the implementation of syllabus;
• Carried out an assessment of SMART Data results to identify specific areas for improvement for individual and groups of students. Modified professional learning plans with staff to ensure confidence in addressing the areas;
• Continued to collaboratively plan programs and activities, through active planning in stage meetings. There was a focus on common assessment tasks to give an accurate picture of success across the grade;
• Implementation of ICT components such as Mathletics;
• Students experiencing difficulties or strengths in Mathematics as identified through PLAN, NAPLAN and internal assessment are supported through direct intervention, and
• Class programs and assessment strategies to exhibit a deep understanding of the NSW Department of Education and Communities numeracy continuum and quality teaching and learning practices in Mathematics through action research.

School priority 3
To improve student engagement in learning.

Outcomes from 2012–2014
• Students displaying an improved interest and attentiveness and focus on school work, showing greater enthusiasm resulting in safe, respectful learners;
• Attendance rates remained stable at 93.4% in 2014;
• Students are taking the initiative to raise questions, contribute to group tasks and help peers;
• Behaviour incidents decreased significantly by over 30% from 2012 to 2014, and
• Parents, staff and students consistently express satisfaction with the school.

Evidence of achievement of outcomes in 2014:
• Stable attendance rates, in accordance with state patterns;
• Approximately 80% of all students received the Principal’s Consistent Behaviour Award in 2014;
• A significant decrease in disciplinary actions assisted in increasing rates of student engagement;
• Quality teaching programs in classrooms, a wide variety of interesting extra-curricular activities and the successful implementation of the You Can Do It whole school program and the Let’s Play active playground program provided Gorokan Public School students with an ideal learning environment, preparing them for high school and beyond.

Strategies to achieve these outcomes in 2014:
• All staff will continue to actively implement the GPS Attendance Policy and attendance will be regularly monitored by all staff;
• School data for attendance and behaviour was monitored regularly and proactive measures followed to increase attendance and reduce negative behaviour trends;
• Students continued to be offered incentives including stage rewards days each term in recognition for their successes at school through the current systems;
• The school’s Wellbeing Policy will continue to underpin positive welfare practices and procedural fairness. YCDI will continue to be implemented;
• The school will continue to offer students a variety of programs and opportunities to cater for a variety of interests and talents, including sporting programs, performing arts groups, leadership opportunities, enrichment programs, and science and environmental programs;
Teacher capacity in the use of technology to enhance teaching and learning will be increased;

Integration of technology for learning continued to be a priority area. The purchasing of current resources including class sets of iPads, laptops and a new technology room as well as the provision of teacher training in their use, allowed teachers to keep up to date with technological advances affecting the instruction of students;

Assessment of learning and assessment for learning continued to inform instruction and the differentiation of learning experiences. Embedded assessment practices continued to be monitored by school executive to ensure that instructional learning is accurate and thus engaging for students;

The school will offer parent programs, information sessions and opportunities for parents and caregivers to be involved in their child’s learning and to celebrate their successes.

The playground continued to be a focus area with continued input from students regarding the types of activities they would like introduced into the school’s Let’s Play playground activities program; and

The SaCC will continue to support families of young students and strengthen links between home and school through the provision of targeted programs based on community need.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Parents, students and teachers were asked the question “Would you recommend Gorokan Public School to others?”

Thirty teachers were surveyed and 100% said they would definitely recommend Gorokan Public School. Their responses are summarised as follows:

- Teachers identified that the school has a positive environment and culture where the teaching staff who utilises a range of quality resources to improve student learning and achievement were caring and supportive;
- Teachers recognised that the school executive team from the Assistant Principal’s through to the Principal are committed to school improvement and are providing supportive leadership for the school;
- Teachers identified the diverse range of curriculum and extra-curricular activities provided by the school as a positive and recognised the school values the whole child including the academic, social, creative and physical needs of students and provides opportunities for students to succeed in all areas, and
- Teachers also valued positive student and parent/community partnerships in supporting students to reach their potential.

Fifty-seven students from across the school from Kindergarten to Year 6 were surveyed. 98% of students surveyed said that they would recommend Gorokan Public School. Their main reasons for recommending Gorokan Public School are summarised as follows:

- Students identified quality teachers who are respectful, friendly and caring as their primary reason for recommending Gorokan Public School;
- Students identified their peers and fellow students as being friendly, kind and respectful school citizens;
- Students identified a range of learning experiences and extra-curricular activities as reasons for recommending the school including choir, excursions, sporting events and inclusive opportunities to participate in new experiences;
- The school’s improved quality learning environments including the Library, playground and vegetable garden were also identified as reasons for recommending GPS, and
- Technology, School Leadership and Sport were noted as extra reasons the students would recommend the school.
Eighty-six parents who had their children enrolled at the school in 2014 were contacted. 99% of parents surveyed said that they would recommend Gorokan Public School. Their main reasons for recommending Gorokan Public School are summarised as follows:

- Parents and carers identified the quality teachers and the teaching at Gorokan Public School as the primary reason for recommending the school. They noted that the teachers utilised a range of excellent resources and new programs to assist in their teaching and improve student achievement. Parents noted that the school has a welcoming culture where the teachers are friendly and helpful;
- Improved home/school communication via the schools newly established Facebook page was noted as an effective communication tool and welcome addition, and
- Parents also noted the presentation and improvement of the school grounds/environment as a positive.

We are always striving to enhance on our communications between home and school. Providing parents with the knowledge of all school activities and programs helps to unite our community, which will benefit all of our students.

Children are the focus of our efforts and meeting their needs, to function effectively in a changing society, is the key to our success. Gorokan Public School’s mission is to provide a diverse, quality education in a caring environment.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Gorokan Public School’s mission is to provide a diverse, quality education in a caring environment.
STRATEGIC DIRECTION 3 - Building genuine school and community partnerships.

To promote a positive school culture where Gorokan Public is the local school of choice - building genuine partnerships with all key stakeholders, instilling confidence that the school will deliver quality learning opportunities and experiences for all students to achieve personal success.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Myree Kent, Instructional Leader
Cath Behringer, Assistant Principal
Rebecca Ranse, Assistant Principal
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: