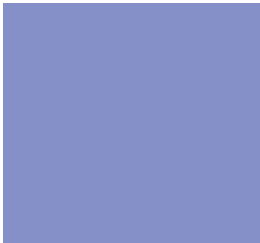


2009 Annual School Report Gorokan Public School

NSW Public Schools – Leading the way



Our school at a glance

Students

Our enrolment at the end of 2009 was 531, including 255 boys and 276 girls. On average 93.2% of students attended school each day. We had 22 classes which included four multi-aged classes.

Staff

The school had 32.581 teaching positions allocated in 2009, including six executive staff. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Gorokan Public School ran a number of programs to give students extra educational and welfare support throughout 2009, including:

- Aboriginal education programs;
- Priority Schools Program;
- National Partnership for Literacy and Numeracy focusing on Reading;
- Programs to support students with additional educational needs; and
- Student welfare.

Student achievement in 2009

Literacy – NAPLAN Year 3

Ninety-four percent of Year 3 students were at or above the national minimum standard in reading, 93% in writing, 93% in spelling and 95% in grammar and punctuation.

Numeracy – NAPLAN Year 3

Ninety-eight percent of Year 3 students were at or above the national minimum standard in numeracy.

Literacy – NAPLAN Year 5

Eighty-eight percent of Year 5 students were at or above the national minimum standard in reading, 96% in writing, 93% in spelling and 89% in grammar and punctuation.

Numeracy – NAPLAN Year 5

Ninety-six percent of Year 5 students were at or above the national minimum standard in numeracy.

Messages

Principal's message

Gorokan Public School's motto, Learn To Live, underpins the quality education that we provide. As a Priority Funded Program school our focus is on literacy, numeracy, and student engagement. As a National Partnership school for 2009 – 2011 we will be concentrating particularly on reading.

A variety of literacy and numeracy programs deliver explicit, relevant teaching. Interactive whiteboards and technology enhances classroom learning. Students participate in a range of sporting and cultural activities. An inclusive curriculum supports Aboriginal education, whilst our welfare system reflects core values.

Gorokan Public School works collaboratively with the Murui Bulbi AECG and the Wallarah Area Learning Community. The partnership between the school and the community is highly valued. We encourage all new families to become part of this dynamic partnership.

This report highlights the achievements of Gorokan Public School in 2009. Data collected by the school's evaluation committee has been used to determine future directions. It contains an overview of school academic, management, cultural, welfare, sporting and extra curricular programs as well as school community involvement and financial reports.

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.

Mrs Alanna Bell

P&C message

The P&C Association of Gorokan Public School holds meetings on the fourth Monday of each term at 3.05 pm in the library. All are welcome to attend.

The association continues to be actively involved in assisting the school. It has supported classes with resources and provided help with programs and events such as clothing pool, book club, canteen and Kindergarten orientation. Fundraising activities such as Mothers' Day and Fathers' Day stalls, little cake days and sausage sizzles have been very successful.

In partnership and consultation with the school, the P&C provided funds for the new Gorokan Public School sign at the front of the school and towards the upgrading of the audio visual rooms and interactive whiteboard installation.

The P&C looks forward to another productive and positive year working with the whole school community in 2010 to make Gorokan Public School the best place for our children.

Gail Farrell, President of P&C

School Council message

The School Council represents the diverse views of a variety of stakeholders such as parents, teachers and the community. It plays a key role by formulating a vision for the school in collaboration with the school community and is actively involved in the development and endorsement of the strategic plan. Additionally it reviews and updates school policies.

This year the council revised the Parents, Caregivers and Volunteers Policy and the Mobile Phone Policy. It evaluated the needs of the school and submitted applications to the Commonwealth Government as part of the Building the Education Revolution stimulus package.

The School Council will continue to encourage wider community interest and involvement, presenting and promoting a positive image of the school in the local community in 2010.

Julie Salmon, School Council Secretary

Student representative's message

The Student Representative Council (SRC) took on a new format for 2009. Students were elected by their peers and maintained their role throughout the year. This allowed a more focused and consistent commitment to initiatives and a more accurate voice for the student body.

We raised funds for charities such as Jeans for Genes, Cancer Council (Daffodil Day), and Diabetes Awareness. Funds were also raised for the end of year presentation day with the organising of a Fundraysia Supa Slice Drive.

2009 saw the introduction of Positive Behaviour for Learning (PBL) into Gorokan Public School. SRC representatives held a forum with their class and used information gained to assist in the formulation of our new school rules. The SRC will be an integral part of this ongoing initiative.

Shanice Holman and Patrick Kelly

School Captains and SRC Presidents

School context

Student information

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

Student enrolment profile

Our enrolment reported at the class size audit conducted on Wednesday 18 March was 543.

	2005	2006	2007	2008	2009
Male	285	273	276	272	259
Female	298	326	299	293	284

Our enrolment included 84 Aboriginal students (14.9%) and 44 students from non-English-speaking backgrounds (7.8%).

Student attendance profile

Ninety-three point two percent of students attended school on average each day. This was higher than the state and region averages.

	Year	2006	2007	2008	2009
School	K				94.7
	1				93.7
	2				93.0
	3				93.0
	4				94.5
	5				92.1
	6				91.3
	Total		93.8	91.8	92.7
Region	K				94.3
	1				93.6
	2				93.7
	3				93.7
	4				93.5
	5				93.4
	6				93.0
	Total		93.9	93.7	93.7
State	K				94.3
	1				93.7
	2				94.0
	3				94.1
	4				94.0
	5				94.0
	6				93.6
	Total		94.0	94.0	94.1

Management of non-attendance

To encourage 100% student attendance we implement a range of programs including: Kinder Go; acknowledging 100% attendance on a term and yearly basis, regular newsletter items, involvement of the Home School Liaison Officer in

school activities, individual attendance plans to assist students to improve attendance, and monitoring attendance on a daily basis. Staff follow up non-attendance with phone calls and letters to encourage and reinforce the importance of regular attendance at school.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

Structure of classes

Roll Class	Year	Total per Year	Total in Class
KE	K	19	19
KFT	K	18	18
KH	K	19	19
KL	K	19	19
1F	1	21	21
1M	1	20	20
1V	1	20	20
1/2DALE	1	12	21
1/2DALE	2	9	21
2E	2	20	20
2G	2	21	21
2S	2	21	21
3B	3	29	29
3P	3	29	29
3/4CLENTON	3	24	29
3/4CLENTON	4	5	29
4B	4	28	28
4M	4	29	29
4/5KED	4	15	29
4/5KED	5	14	29
5D	5	30	30
5T	5	30	30
6F	6	27	27
6G	6	26	26
6W	6	30	30

Staff information

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

Staff establishment

The school had 32.581 teaching positions allocated in 2009, including six executive staff.

These positions were filled by 33 full-time and part-time permanent and temporary teachers.

The school has a non teacher staffing entitlement of 4.962. These positions were filled by five full-time or part-time permanent staff members.

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teachers	17
Priority Schools Funding Scheme Supplementary Staffing	1.1
Teacher of Mild Intellectual Disabilities	1
Teacher of Early School Support	0.5
Teacher of Reading Recovery	0.815
Support Teacher Learning Assistance	1.3
Teacher Librarian	1
Teacher of Hearing Disabilities	1
Teacher Relief from Face-to-Face	0.882
Primary Student Support Teacher Relief from Face-to-Face	0.084
Primary Part-Time Teacher	0.9
Counsellor	1
School Administrative & Support Staff (SASS)	4.962
Total	38.974

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Gorokan Public School has one Aboriginal teacher and a full time Aboriginal Education Officer. In addition we have employed four Aboriginal Education Workers throughout 2009.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	76
Postgraduate	24

Professional learning

The school received \$19,549 for Teacher Professional Learning (TPL). This amount was supplemented from global funds and other tied grants. An average of \$1,032 was expended per teacher on professional learning.

All staff were trained in Cardio Pulmonary Resuscitation and all teachers were trained in Accelerated Literacy and You Can Do It. Individual teachers or groups of teachers attended a variety of other courses. **See Professional learning on Page 17.**

Financial summary

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

Date of financial summary:	30/11/2009
Income	\$
Balance brought forward	175 033.16
Global funds	272 717.73
Tied funds	403 890.85
School & community sources	123 525.22
Interest	11 532.80
Trust receipts	23 266.20
Canteen	0.00
Total income	1 009 965.96
Expenditure	
Teaching & learning	
Key learning areas	42 092.92
Excursions	54 269.05
Extracurricular dissections	45 000.03
Library	2 448.62
Training & development	13 243.42
Tied funds	287 963.44
Casual relief teachers	86 198.84
Administration & office	55 113.66
School-operated canteen	0.00
Utilities	54 139.11
Maintenance	26 960.43
Trust accounts	25 846.82
Capital programs	31 786.70
Total expenditure	725 063.04
Balance carried forward	284 902.92

National Partnership funds of \$109 265 for 2009 – 2010 arrived in Term 4 and will be expended by mid 2010. A full copy of the school's 2009 financial statement is tabled at the Annual General Meetings of the School Council and the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts

Dance

This year Gorokan Public School performed in the Central Coast Dance Festival. Two dance groups performed in two shows each. Our Stage 2 mixed gender group consisted of 20 students and danced to *Rock Around The Clock* and our Stage 3 mixed gender group consisted of 30 students and danced to *I Need A Hero*.

Gorokan Idol

2009 was the sixth successful year of Gorokan Idol. Over 150 children from Kindergarten through to Year 6 performed for their peers. The Gorokan Idol for 2009 was Georgia Paki.

Choir

The senior choir began the year with a total of 60 students from Years 3 to 6. Ms Garrard and Ms James, entered the choir in the Combined Schools Choral Festival at Mingara. Unfortunately only 30 students were entitled to participate. However, all were able to attend a combined schools workshop before the festival, taken by composer, Paul Jarman, three of whose songs were sung at the festival. A donation from Delta Electricity of \$500 enabled the children to attend the workshop and the concert with no cost to parents. The choir also sang at the November class captains' induction, presentation day and the infants' Christmas concert.

Sport

We participated in state knockout competitions for basketball, netball and rugby league and the Central Coast Football Gala Day.

Due to poor weather a reduced squad attended the zone cross-country carnival. Michael Farrell represented the school at the area carnival.

Thirty children represented the school at the zone athletics carnival.

Four relay teams competed at the zone swimming carnival. Eight children qualified for individual events. Jake Bedford represented the school at the area carnival.

Children were given the opportunity to participate in a tennis program throughout the year and in the special swimming scheme in Term 4.

Lunchtime sporting activities took place throughout the year including basketball, indoor soccer, netball, and outdoor soccer. Let's Play equipment was also available for use.

The school purchased sports equipment thanks to the Premier's Sporting Challenge grant.

Other

Debating

A Year 5 team and a Year 6 team participated in the Premier's Debating Challenge and received certificates to recognise their involvement.

A team of four Year 5 and Year 6 students represented the school in the Priority Schools Program (PSP) Debating Competition. Our team made it through to the second round. In November, a Year 4 team attended a PSP

Debating Master Class training day preparing them for 2010.

Competitions

- *University of New South Wales Competitions*

In mathematics, our students were awarded one distinction, two credits and eight participation certificates.

In English, our students received three credits and five participation certificates.

Our students received two credits and seven participation certificates in science.

In the writing test, our students received four participation certificates.

One high distinction, one credit and eight participation certificates were awarded in spelling.

- *Newcastle Permanent Primary Mathematics Competition*

This year 16 492 students from 263 schools participated in the test.

In Year 5 our students received one high distinction, one distinction, and 14 merit certificates. In Year 6 our students received two distinctions and 10 merit certificates.

Angus Mingare (see photo) was one of two Year 5 Gosford District students who received a District Award. He was placed equal sixteenth out of all Year 5 students who sat the test and was offered a place at the Myuna Bay mathematics camp.

New South Wales Department of Education and Training Premier's Spelling Bee

A record number of 87 000 students from 750 schools participated in the competition.

At Gorokan Public School the top two spellers from each class in Years 3 to 6 were nominated to participate at school level in this competition. From these, two junior and two senior students represented the school at the Central Coast finals. Christopher Cooper of Year 4 (see photo) progressed on to the Junior State Finals in Sydney in November. He was placed sixth out of all junior state finalists.

Opportunity Class, Selective High School and Sports High School Placements for 2010

Three Year 4 students applied for Opportunity Classes. One was placed on the reserve list.

Seven Year 6 students sat selective high school tests. One student was offered a place at Hunter Sports High School but declined the placement.

Students who applied for Selective High School placement in 2011 will sit for tests next year.



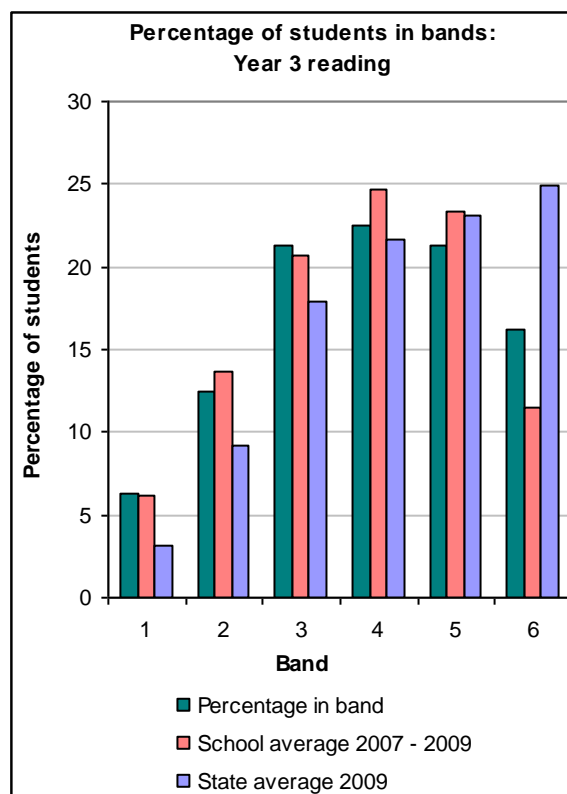
Christopher Cooper and Angus Mingare

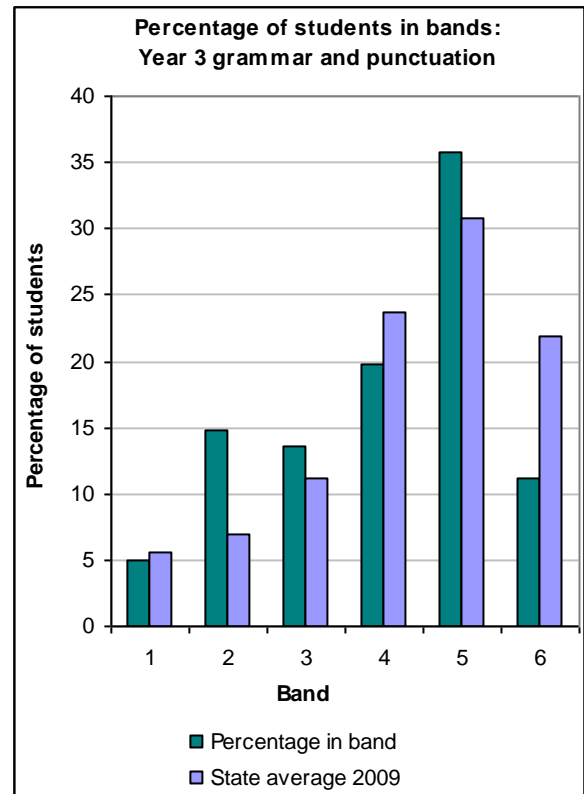
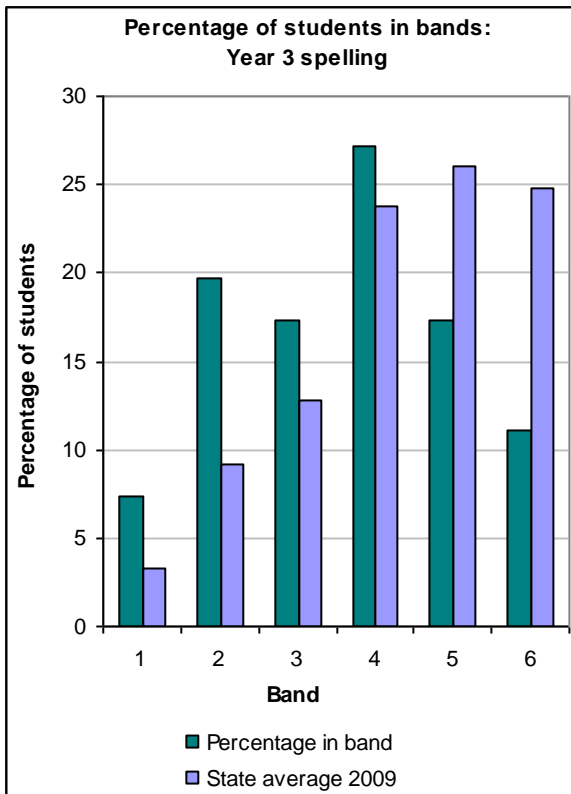
Academic

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 the assessments. Year 3 results are reported from Band 1 (lowest) to Band 6 (highest). Year 5 results are reported from Band 3 (lowest) to Band 8 (highest).

Literacy – NAPLAN Year 3

In reading, whilst we were below state average, we had fewer students in the bottom two bands and more students in the top bands than the school's average over 2007 - 2009.

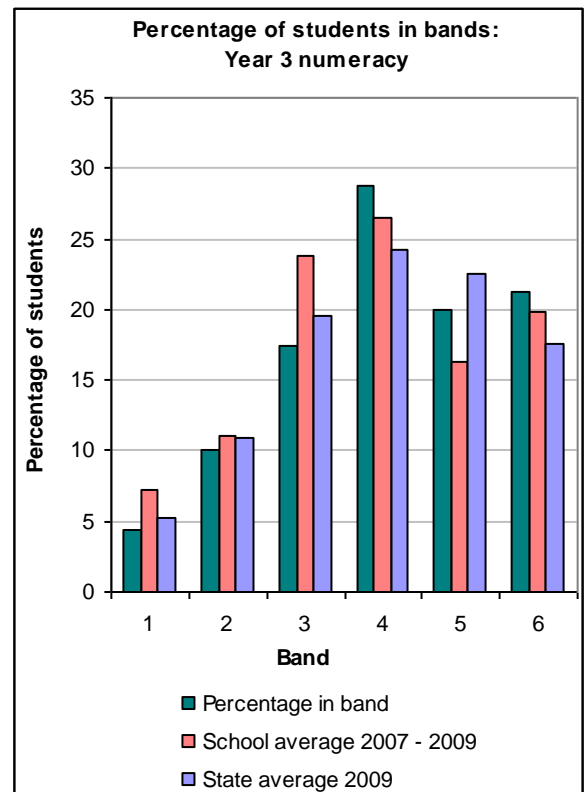
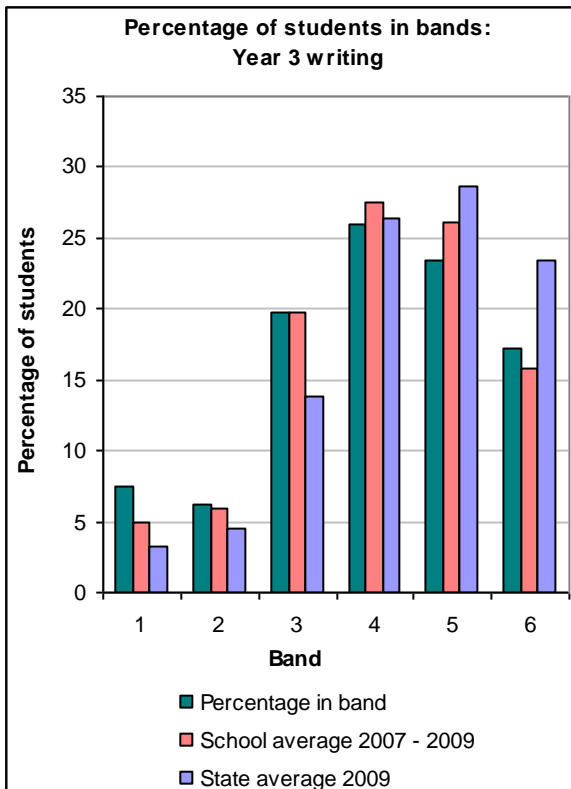




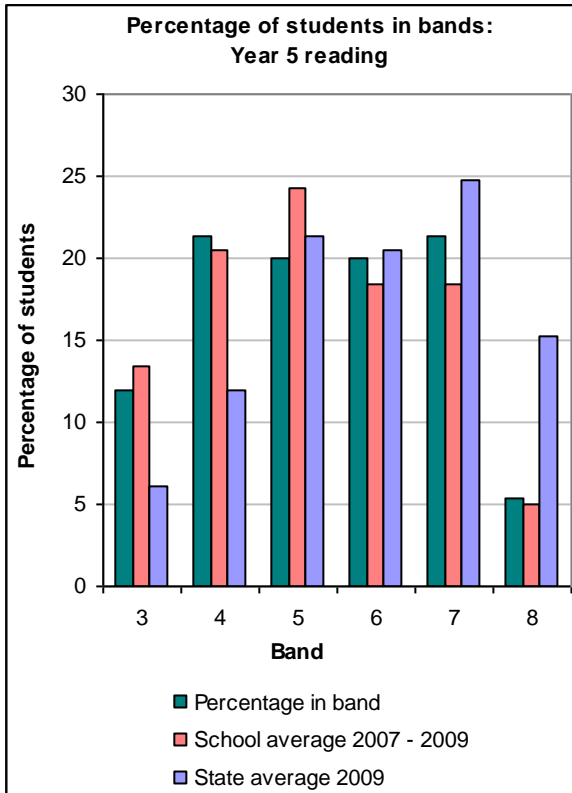
In writing, we were below state average and had slightly more students in the bottom two bands but almost the same number of students in the top bands than the school's average over 2007 - 2009.

Numeracy – NAPLAN Year 3

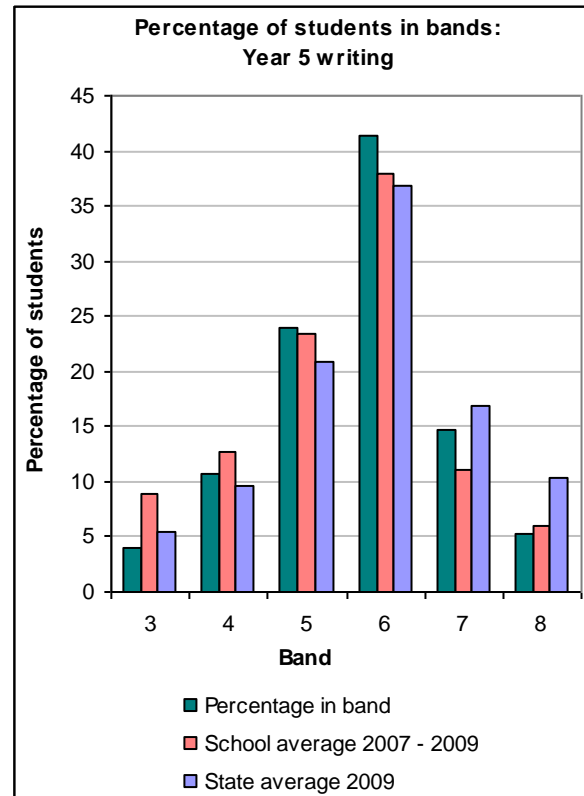
In numeracy, we had more students in the top two bands and fewer students in the bottom two bands than the state average and the school's average over 2007 - 2009.



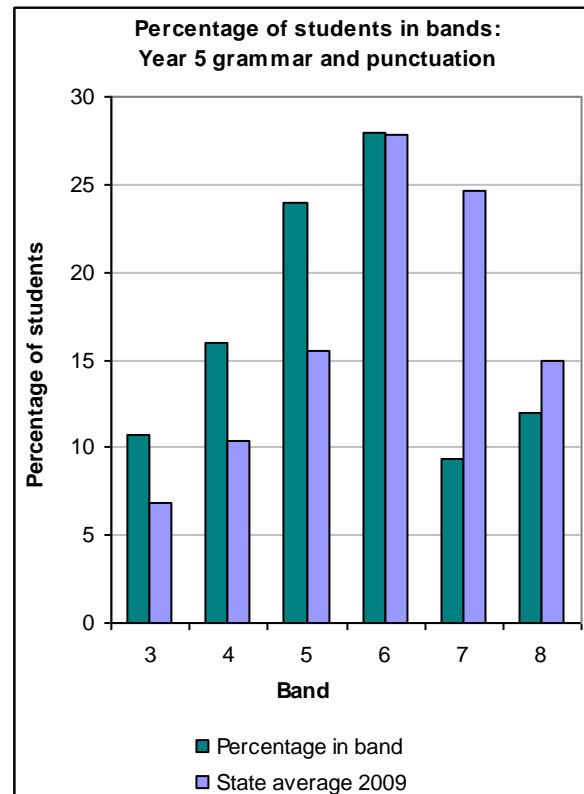
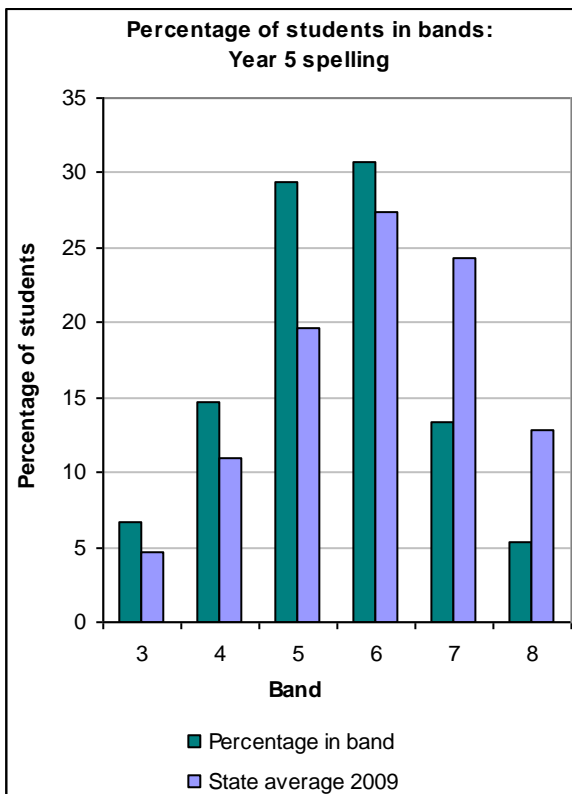
Literacy – NAPLAN Year 5



In reading, whilst we were below state average, we had fewer students in the bottom two bands and more students in the top bands than the school's average over 2007 - 2009.

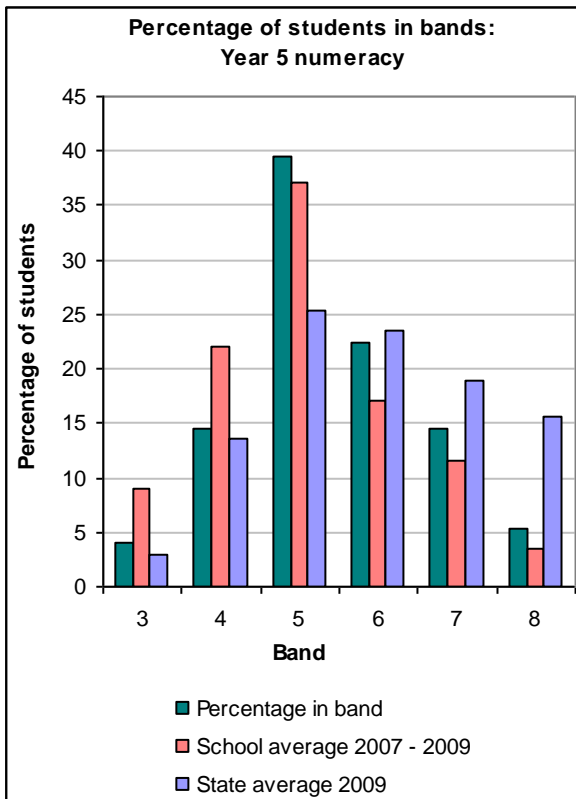


In writing, whilst we were below state average, we had fewer students in the bottom two bands and more students in the top bands than the school's average over 2007 - 2009.



Numeracy – NAPLAN Year 5

In numeracy, whilst we were below state average, we had fewer students in the bottom two bands and more students in the top bands than the school's average over 2007 - 2009.



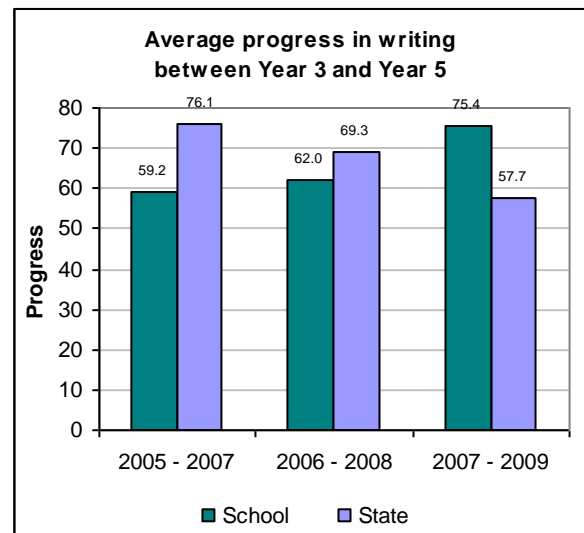
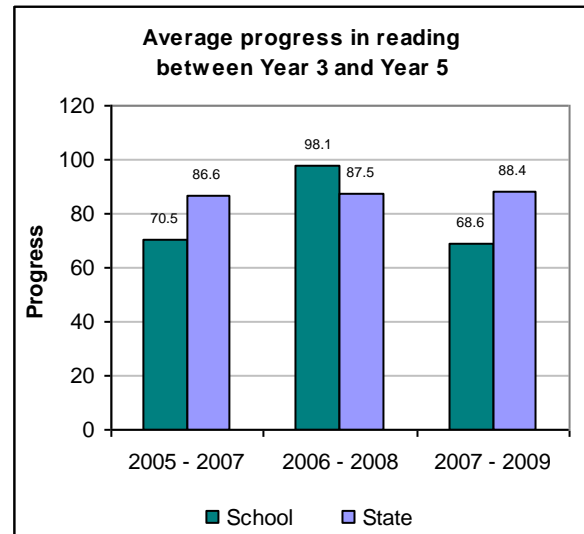
Progress made between Year 3 and Year 5

Our progress in reading was below that of the school's average for each of the last two years. To address this, the school will be part of the National Partnership for Literacy and Numeracy focusing on Reading from mid 2009 – mid 2011. **See National Partnership for Literacy and Numeracy on Page 10 and Targets for 2010 – Target 1 on Page 18.**

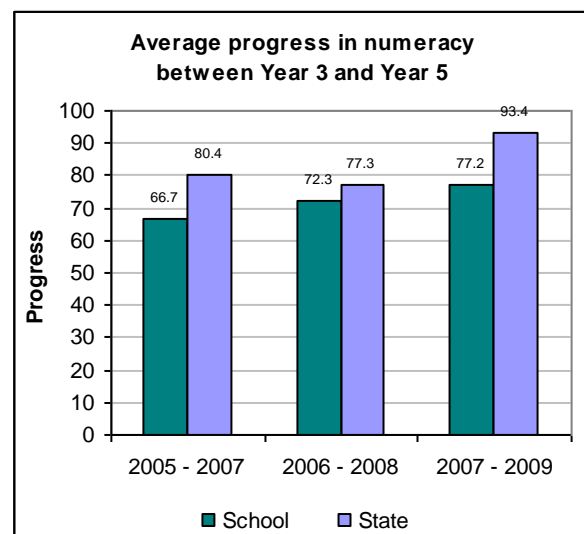
Our progress in writing was better than the school's average for the last two years and was better than the state average.

In numeracy, we have continued to make steady progress compared to the school's averages for the last two years.

Progress in literacy



Progress in numeracy



Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3 and 5.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

Percentage of Year 3 students achieving at and above minimum standard	
Reading	94
Writing	93
Spelling	93
Punctuation and grammar	95
Numeracy	98

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

Percentage of Year 5 students achieving at and above minimum standard	
Reading	88
Writing	96
Spelling	93
Punctuation and grammar	89
Numeracy	96

Significant programs and initiatives

Commonwealth Initiatives

National Partnership for Literacy and Numeracy (NP)

Gorokan Public School has been included in the National Partnership for Literacy and Numeracy for mid 2009 – mid 2011 focusing on Reading. The school will receive \$114 265 per year to implement Accelerated Literacy and the MULTILIT program. Funds will be used for extensive staff professional learning and resources to ensure the programs are implemented and targets are reached. **See Targets for 2010 – Target 1 on Page 18.**

Building the Education Revolution – National School Pride

As part of the Commonwealth Government stimulus package, Gorokan Public School was granted \$200 000 to refurbish identified areas of the school. In consultation with the School Council, P&C and the staff the following improvements were made:

- Twelve Interactive Whiteboards were purchased for classrooms;
- The remainder of the old green carpet throughout the school was replaced;
- A new staffroom kitchen was installed;
- The bark chip soft fall under the infants' play equipment was replaced with coloured rubberised soft fall.

These projects were completed by the end of the year and greatly enhanced the look and functionality of the school.

Building the Education Revolution – Primary Schools for the 21st Century

Under this initiative, \$3 000 000 was allocated to the school for building programs to be completed by mid 2011.

The school will receive five new classrooms. A block of two classrooms will be built adjacent to the current Year 3 rooms. A block of three classrooms, an office, kitchenette and a boys and girls infants' toilet block will be built next to the current Year 1 rooms. Each classroom block will have a water tank attached to collect rainwater from the roof to use to water gardens. The three-classroom block will also have solar power collection panels that will feed solar electricity back to our main power grid, thus adding to the environmental friendliness of the projects. We are hoping that there will be sufficient funds after the buildings are completed to enclose the three-classroom block with a safety fence for the infants' children similar to the one off two of our Kindergarten rooms and around our infants' play equipment.

Aboriginal education

The school has 83 Aboriginal students enrolled and has the services of a full time Aboriginal Education Officer (AEO), Lyn Duncan, who works closely with staff, students, parents and the broader community.

Sorry Day - Sharing A Journey Of Healing - was held on 26 May and Reconciliation Week - See The Person, Not The Stereotype - was held 27 May to 3 June. These events were celebrated and given recognition within class activities with the assistance of our AEO.

National Aboriginal and Islanders Day Observance Committee (NAIDOC) Week was celebrated this year with the theme being – Honouring Our Elders Nurturing Our Youth. The week began with the talented Gorokan High School Aboriginal didgeridoo and dance group performing in the school hall. The week included many classes taking part in dreamtime stories, a whole school flag raising ceremony, headband making, an art competition and Aboriginal boomerang painting.

The school continues to be part of the Dare to Lead Coalition, a national project aimed to improve Indigenous students' education and programs. We are one of 94 action areas involved in this program.

One of our goals this year was to improve the current format of students' Personal Learning Plans (PLPs) and incorporate these into our SENTRAL Computer System. These plans have been implemented in collaboration with parents, students and the AEO to pursue personal goals and maximise student achievement.

The school has adopted a new Acknowledgement of Country for our formal assemblies and grade gatherings.

We continue to develop stronger links with our local Aboriginal Education Consultative Group-(AECG) Muru Bulbi in which we are able to utilise community members in implementing Aboriginal perspectives across the school.

The Northern Sydney / Central Coast Area Health Service conducted Otitis Media screening for all Aboriginal students.

The school has formed a didgeridoo group that has performed on special occasions. This group has had special tuition from Anthony George. More recently this group has expanded with the assistance of Talara Freeman who has incorporated dance routines. Talara was also employed as our AEO during part of Term 3 in Lyn Duncan's absence.

Over 40 of our students attended Bilby Bash at Budgewoi Public School. These students participated in a variety of cultural events on the day. Twenty Aboriginal students from Stage 3 were invited to attend a creative cultural day at Gosford Art Gallery. These students painted Aboriginal murals, participated in cultural discussions and viewed Indigenous exhibits.

Gorokan Primary School received funding to implement the Norta Norta program in 2009. An Individual Learning Hub for Aboriginal students from Kindergarten to Year 6 operated within our school library utilizing the computers, computer lab and the library resources, enhancing research skills and improving the quality of students' homework and completion rates of assignments.

The hub has been very well attended with, on average, 20 participants on Mondays and ten students on Thursdays. Students in Years 4 and 6 also received extra assistance from a STL during class time.

The Young Black & Ready for School transition to school program, organised by the Benevolent Society again supported children and families starting school in 2010 by conducting screenings. All children received a back pack, lunch box, and a drink bottle.

Aboriginal perspectives to educate all students about Aboriginal histories, cultures and current Aboriginal Australia are incorporated into our COGs units across Kindergarten to Year 6.

For NAPLAN results see Progress on 2009 targets – Target 1 on Page 15.

Multicultural education

Gorokan Public school has 38 non-English speaking background (NESB) students from a variety of cultures.

Multicultural perspectives are included across all key learning areas to ensure culturally inclusive teaching practices.

We have a trained Anti-Racism Contact Officer who receives any complaints about racism and works towards resolving issues. She has attended network meetings with other schools in the area to share ideas about effective and positive approaches towards anti-racism.

Diverse religious beliefs are appreciated within the school. We are fortunate in being able to offer a variety of Special Religious Education classes on Thursdays including Christian, Muslim, and non-denominational scripture.

A Filipino community group meets at the school on Thursday afternoons from 3.15 to 5.30 p.m. in the Community Room each week.

Respect and responsibility

- *Harmony Day – 20th March, 2009*

This year's Harmony Day was celebrated by each grade in the school undertaking activities which promoted the Australian way of life and the values of respect, fairness, cooperation and participation. Activities included making friendship bracelets, acknowledging those students demonstrating positive friendship skills, story telling, art, drama and banner making which reflected contrasting cultures. An orange mufti day was held with the gold coin donation going to charity. Students entered an art competition and certificates were awarded on a grade basis.

- *Respect*

A values education timetable, to cover all the NSW core values was implemented to support values education in Kindergarten to Year 6. The value of respect was our major focus.

Packs have been given to class teachers to support the teaching of respect. Additional resources to support values education have been purchased. A Random Acts Of Kindness chart and book have been established in each class to encourage respect and care.

Future Directions

The learning community of Gorokan Public School will focus on life skills in 2009 – 2011, in which social and emotional learning activities will be provided with the You Can Do It program.

The school rule Be Respectful continues to have prominence in the school.

Priority School Program (PSP)

The PSP program focuses on improving social justice and equity for all students through literacy, numeracy and engagement under the following three action areas:

Home, school and community partnerships

Collaborative relationships and activities involving school staff and family members of our students have continued to develop. These relationships are built on mutual trust and respect and a shared responsibility for the education of our children.

A range of workshops, discussions, meetings, excursions, courses and demonstrations were held including understanding NAPLAN, Maths, interactive whiteboards and MULTILIT. A volunteer's workshop created roles and helped to establish areas of support needed to encourage parents and volunteers to come into the school.

A growing relationship with The Smith Family provided Student 2 Student reading support, funds for families in need of financial support and in Term 4 the provision of a Learning Club and Leaders Camp. In addition the Learning for Life Worker, Gail Murray and our CLO, Kim Twyford recruited additional volunteers to help support a group of parents and grandparents to expand their computer knowledge.

The MEGS (Making Educational Goals Sustainable) program was trialled with Year 6 students and their parents. The program aims to gently introduce tertiary institutions which may have otherwise seemed foreign and exclusive. After a visit to the University of Newcastle, students participated in classroom discussions about career options and made digital stories of their experience.

Kindergarten transition was supported by parent volunteers and included a community expo. The Stay and Play preschoolers group continues to be well attended.

Quality teaching and learning

The major focus of Teacher Professional Learning in 2009 has been Accelerated Literacy. All teaching staff were trained in this pedagogy over two school development days at the beginning of Term 2. Training manuals, transformation boards and classroom resources have been purchased through PSP funds. In Term 3 the school was included into the National Partnerships for Literacy and Numeracy. We are focusing on Reading. One of the recommended programs for adoption was Accelerated Literacy. The school was in a great position to commit itself to the National Partnership thanks to the ground work already laid through PSP. Accelerated Literacy will continue to be developed and implemented in the school for the next two years.

Classroom and school organisation and school culture

Our staffing supplementation allowed class sizes for literacy and numeracy teaching in Stages 2 and 3 to be reduced. Teachers were able to more closely monitor students and align teaching to their needs. The teacher also assisted in the implementation of COGs units.

Our Reading Recovery allocation was increased through PSP to help our Year 1 students. **See Reading Recovery on Page 13.**

The major expenditure of PSP funds has been on enlarging our Support Teacher Learning Assistance entitlement. **See Student learning assistance on Page 13.**

A Speech pathologist was employed one day a week in Term 1 to screen Kindergarten children and assist with speech programs.

2009 saw the implementation of our Numeracy at Home Program. Parents readily volunteered to help make the resources. Early evaluations support the ongoing use of this great initiative.

Future Directions

Gorokan Public School will continue to be supported by the PSP program until at least the end of 2012.

Literacy, numeracy and engagement will be focused on in the 2009 – 2011 strategic plan.

A CLO will continue to promote positive home, school and community partnerships.

Programs for students with additional educational needs

Twenty-four students with special needs were enrolled in mainstream classes. School Learning Support Officers assisted with the implementation of a range of programs and initiatives designed to maximise opportunities for those students to access the curriculum and participate within the school community productively.

All students with special learning needs are monitored by the school's Learning Support Team (LST). The team meets weekly to appraise student needs, identify appropriate actions to be undertaken in supporting these students, and their families, and monitor the progress of plans developed.

The LST continues to streamline and refine its processes in an attempt to be a more supportive mechanism for ensuring all students are engaged in their learning.

Future Directions

Funding support will assist in addressing the unique learning needs of students with a disability.

The LST will continue to be a productive and successful team offering support within the school environment and through services available in the broader community. It will ensure that all students requiring an Individual Learning Plan have a plan which explicitly outlines the accommodations and adjustments implemented to actively engage the student with the curriculum.

Student learning assistance

Our staffing component of 1.3 teaching positions for Support Teachers Learning (STL) was supplemented by PSP funds to make two full time positions. The Intensive Support Teacher joined the STLs, allowing us to have three fully trained teachers to give added assistance to as many children as possible.

This year the roles of the STLs have been varied to meet the needs of the school and the students.

An emphasis has been on working with teachers in their classrooms. In Terms 1 and 2, Years 3 and 5 teachers were aided in preparing students who were to undergo testing in NAPLAN. Two teachers team-taught in Classes 3/4C and 3B for literacy and numeracy whilst the other teacher parallel-taught with Class 3P. Withdrawal groups were in operation for Year 5 children needing assistance in mathematics and literacy. Results were indeed pleasing compared to 2008 results.

See Progress on 2009 Targets – Target 1 on Page 15.

In Term 3, as the school has introduced Accelerated Literacy this year, the support

teachers team-taught and parallel-taught in Year 2 and 4 classes. Maths groups operated in withdrawal mode.

Term 4 saw the introduction of MULTILIT (Making up Lost Time in Literacy). The STLs worked with Years 2 and 4 in preparation for next year's NAPLAN test and as a requirement of the National Partnership program. This one - to - one method of up-skilling readers has involved six tutors in all, including teachers, School Learning Support Officers, the Aboriginal Education Officer and a volunteer.

The STLs were involved in a number of training courses in Accelerated Literacy, Maths and MULTILIT. They held an information afternoon for parents on the MULTILIT program in November. Throughout, 2009 Year 6 students were also supported in afternoon sessions.

Future Directions

In 2010, the MULTILIT program will continue in Terms 1 and 2 with Years 3 and 5, whilst in Terms 3 and 4, the shift will be to support Years 2 and 4. Similar to this year, there will be support for children in Year 6 according to needs uncovered by this year's NAPLAN testing.

Best Start

All five Kindergarten teachers implemented the Best Start Assessment at the beginning of the year and have been using the continuum.

One Kindergarten teacher has been trained in the Best Start Software phases one and two.

All Kindergarten teachers are trained in phase one writing and four teachers are being trained in phase two writing.

Kindergarten, Years 1 and 2 teachers have also been attending Best Start writing workshops.

Reading Recovery

Our Reading Recovery allocation was supplemented through PSP funding allowing us to have a full time staffing component. The program supported 18 students, with two teachers sharing the position to implement the program.

The majority of children for whom support was provided returned to their class programs with reading skills within or above grade expectations. The Reading Recovery program also assisted with the identification of a number of children who will require long term literacy support.

Future Directions

The Reading Recovery program will continue in 2010 with Mrs Voorwinde and Mrs Vanderstichel continuing as the teachers.

Identification of possible candidates for the 2010 program will begin at the end of 2009 by consultation with the Kindergarten teachers.

Student Welfare

The school continued to refine and improve its Student Welfare Policy. Behaviour monitoring and communication cards continue to be used to report student behaviour to parents on a weekly basis. Students achieving consistent behaviour ratings of 4, 5 and 6 are celebrated and rewarded with awards and end of term reward days.

The schools' positive behaviour recognition procedures were simplified making it possible for students to receive their Consistent Behaviour Award every term. Students now have the opportunity to receive four awards throughout the year. Students who do earn the four are then awarded with a special Principals Award.

The discussion room, planning room and chill out / games room continue to operate at lunchtime with the direct support and involvement of all school executive. The *UP* room was instituted to support students in learning appropriate behaviour and interaction skills. The concept of restorative justice is used in all areas of the school to assist students to understand the impact of their behaviour and to help make good choices.

Staff volunteered to do additional playground duties at lunch time so extra activities during the play breaks could be provided to engage students more productively. These included guitar, computers, soccer, basketball, chess, gardening, games areas, library, Aboriginal room and chill out / games room.

The school began implementing Positive Behaviour for Learning (PBL) processes. As a result a committee has been formed to gather data on student behaviour. The school rules were simplified after consultation with staff, students and the community. The new revised school rules are – Be Safe, Be Respectful and Be a Learner. These rules apply to everyone, everywhere in the school location.

Staff started training in the You Can Do It program which builds positive behaviour skills in students and supports students to be responsible for their own behaviour. It introduces students to the skills of social and emotional learning: confidence, organisation, persistence, getting along and resilience.

Future directions

The school will continue to work in partnership with the school community to improve and refine all aspects of student welfare.

Positive Behaviour For Learning (PBL) will be further implemented during 2010 and enhanced by the You Can Do It program.

Environmental Education

Gorokan Public School has been involved in a variety of environmental programs during 2009.

A water audit was conducted by the Stage 3 environment group. This audit provided the school with water saving strategies and targets.

A vegetable garden has been created by staff, students and the community. It produces vegetables and fruits that have been used for cooking within the classroom and by the canteen. The garden also houses chickens, whose eggs are sold to the community.

We use recycled water from our rainwater tanks when flushing toilets and watering gardens.

Our pollution patrol program continues.

We received a \$50 000 Solar Energy grant that will be used to install a 3kw solar energy collection panel on the roof to feed solar power back to our main grid. Sky lights will be installed in some rooms that do not receive much natural light.

The school was awarded first place in the Catchment Challenge in the Wyong Council Environmental Awards Competition. We received a worm farm and \$500 worth of Bunnings vouchers.

We are currently applying for a grant through the Climate Clever Energy Savers program. This grant will provide funding that supports student led initiatives in the area of energy education.

All classes have included environmental education into their Connected Outcomes Groups (COGs) units.

Progress on 2009 targets

Our school has a three-year strategic plan and a yearly management plan which helps us work out ahead of time how to do our best for every child. In consultation with the School Council and staff, we agreed on some improvement targets for the plans which we will work together to achieve. These targets will remain in place for the next two years as part of our three-year strategic plan.

This section of the report describes the progress made towards achieving the targets in 2009. The targets addressed improvements in literacy, numeracy, the acquisition of life skills and the provision of connected learning opportunities.

Target 1

To improve student achievement in literacy and numeracy as identified in NAPLAN and Kindergarten to Year 2 benchmarks.

Our NAPLAN performance compared to 2008 school data and the regional targets for 2009 was:

Area	Compared to 2008 School results		Compared to Regional targets	
	All students	Aboriginal students	PSP schools	Aboriginal students
Year 3 reading Band 2 and above	3% better	9% better	4% better	11.8% better
Year 3 reading Bands 5 and 6	4% better	same	8.9% better	8.2% better
Year 3 numeracy Band 2 and above	same	3% better	3.6% better	8.6% better
Year 3 numeracy Bands 5 and 6	10% better	20% lower	19.9% better	6.5% lower
Year 3 writing Band 2 and above	3% lower	7% lower	2% lower	3% lower
Year 3 writing Bands 5 and 6	4% lower	22% lower	2.5% better	12% lower
Year 5 reading Band 4 and above	5% better	2% better	4.5% better	4.8% better
Year 5 reading Bands 7 and 8	4% better	14% lower	7.1% better	5.6% lower
Year 5 numeracy Band 4 and above	6% better	2% better	6.6% better	3.2% better
Year 5 numeracy Bands 7 and 8	9% better	5% better	7.1% better	6.1% better
Year 5 writing Band 4 and above	9% better	5% better	4.8% better	3% better
Year 5 writing Bands 7 and 8	2% better	14% lower	0.8% better	15% lower

In the Reading Recovery text level audit, 70.7% of Kindergarten students achieved level 6 or higher, 45.8% of Year 1 students achieved level 16 or higher and 58.9% of Year 2 students achieved level 26 or higher. Years 1 and 2 results were lower than last year. Our results were below regional targets.

Target 2

To foster the acquisition of life skills

Our achievements include:

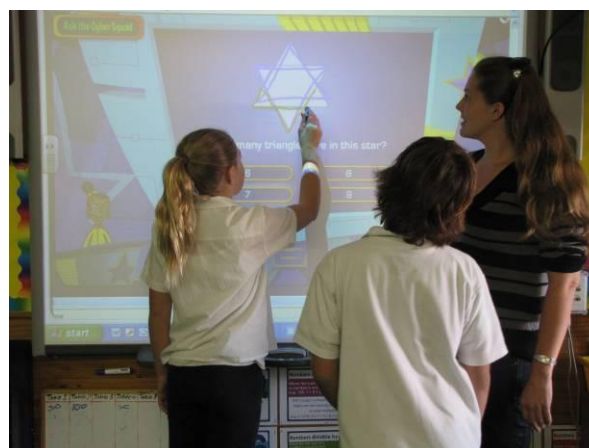
- You Can Do It and PBL training and work commenced.
- New school rules were put in place.
- Almost 83% of the students received a weekly behaviour rating of 4, 5 or 6.
- Suspensions for all students were reduced by 10.3% with Aboriginal student suspensions being reduced by 11.7%
- An improvement in student attendance which was higher than the state and region.

Target 3

To provide connected learning opportunities

Our achievements include:

- All permanent classrooms will have an interactive whiteboard by mid Term 1, 2010;
- All students have profiles entered onto the SENTRAL system and the system is being used to track students learning and welfare.
- Teachers have regularly attended interactive whiteboard support and user groups.
- The technology scope and sequence was revised and an interactive whiteboard scope and sequence was developed.
- Workshops for parents demonstrated interactive whiteboards and how they increase student's engagement in the learning process.
- The school's website was updated.



Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of teaching and literacy / reading.

Educational and management practice

Teaching

Sixty-six parents and caregivers, 96 Year 3 and 4 students and 23 teachers responded to a School Map survey about teaching.

Eighty-eight percent of students felt that what they are asked to learn was important; 80% felt that their teacher plans interesting lessons that help them learn; 82% felt that their teacher knows what they can do and what they need to learn and 75 % felt they understood how their learning would be assessed, whilst 25% only sometimes or rarely understood this.

Ninety-four percent of parents surveyed felt that what their children were asked to learn was important; 35% were concerned that the teacher doesn't talk to the students about what they are learning and why; 80% understood how students learning would be assessed; with 91% recognising that teachers keep records of the students learning. Eighty-six percent of parents felt that the information provided through the school's reporting process provided clear information about student's achievement.

All teachers believed that their students are provided with a relevant curriculum, and that their programs respond to students' interests, needs and abilities. Eighty-three percent of teachers believed that their assessment strategies are understood by students and parents and 96% believed that they used assessment and tracking of students to evaluate, develop and refine teaching programs.

Future directions

The implementation of Accelerated Literacy will mean that all students will know what and why they are learning what is being taught.

At the beginning of 2010 all students will have an individual learning profile stored on the SENTRAL system. This profile will be reviewed and refined at interviews with teachers, parents and students.

Every child will set themselves a learning goal in conjunction with their teacher and will work towards achieving it, reviewing their progress regularly.

More opportunities will be planned in 2010 for parents to come up to the school and see what

their child has been doing in class with grade interaction days.

Many assessment tasks will have a rubrics attached and students will know exactly what is being assessed, why and what they have to do to achieve certain grades.

Interactive whiteboards and connected learning will make learning more fun, interactive and meaningful for students.

Curriculum - Literacy / Reading

As part of the school self-evaluation process for the National Partnership for Literacy and Numeracy, 268 Year 3 to 6 students and 32 teachers completed an online survey.

At the Dad's Breakfast and at the Father's Day stall, parents were surveyed regarding the teaching of reading in the school. Eighty-four surveys covering 107 students were returned.

NAPLAN, Best Start, Step Up and Kindergarten to Year 2 text level data were also examined.

Findings

There is a need to:

- Ensure that all teachers understand and effectively use the NSW English K-6 syllabus and that assessment drives teaching and learning programs;
- Revisit Quality Teaching as part of a whole school literacy program;
- Ensure that all teachers are aware of the schools performance on NAPLAN and recognise the value of NAPLAN growth measures of student performance;
- Ensure that all teachers understand and use the SMART package as a basis to inform teaching practice;
- Ensure student engagement is heightened by embedding significance in student learning;
- Continue the Reading Recovery program;
- Closely monitor reading progress of all students in Kindergarten to Year 2.

Future directions

Gorokan Public School will be part of the National Partnership for Literacy and Numeracy focusing on Reading for 2009 – 2011.

Specific targets and strategies will be set to assist us to reach the stated goals of the Partnership. These will be reflected in Target 1 of our Strategic and Management Plan each year.

See Targets for 2010 – Target 1 on Page 18.

Parent, student, and teacher satisfaction

The school sought the opinions of parents of children in Kindergarten to Year 2, students in Years 5 and 6 and teachers about the school.

Findings

Seventy-nine parents and caregivers, 152 student and 27 teacher surveys were returned.

Amongst the things respondents liked about the school were:

- Friendly, dedicated teachers;
- Friendly atmosphere;
- The variety of programs on offer to students;
- Introduction of Smartboards;
- Support for groups of children such as special needs children, Aboriginal students, students needing extra learning support;
- The sense of community.

Suggestions for improvement included:

- Keep improving the grounds;
- Air conditioning in the classrooms;
- Improve the toilets;
- Parents to be invited to more assemblies;
- Smartboards for every classroom;
- Strive for more consistency when implementing the student welfare policy;
- More support for parents and volunteers helping in the classrooms.

Eighty percent of parents said that they would recommend the school to their friends, 11% said that they maybe would recommend the school.

Future directions

After the building program is complete in 2011, further improvements to the grounds will be made.

The building program should include a power upgrade to the school so fund raising activities can commence to purchase and install more air conditioners in classrooms.

New metal liquid soap and toilet paper holders have been installed in all toilets.

A new infant's toilet block is being built.

Transfield cleaning services will be paying more attention to the cleaning of the toilets.

There will be a greater emphasis on ensuring the school is kept clean and neat.

Parent interaction days for all grades are being planned for next year.

By mid Term 1, 2010, all permanent classrooms should have an interactive whiteboard installed.

The student welfare policy, including strategies for dealing with bullies, needs to be more widely publicised.

Positive Behaviour for Learning and the You Can Do It program will explicitly teach social skills and appropriate behaviour.

The Community Liaison Officer will organise more parent and volunteer support programs in 2010.

Professional learning

The school received \$19,549 for Teacher Professional Learning (TPL). This amount was supplemented from global funds and other tied grants. An average of \$1,032 was expended per teacher on professional learning.

All teachers trained in:

- Accelerated Literacy;
- You Can Do It;
- Cardio Pulmonary Resuscitation.

Teams of teachers trained in:

- Best Start Kindergarten Assessment (Kindergarten, Years 1 and 2 teachers);
- National Partnerships and Team Leadership (Principal, executives and self-evaluation committee); and
- Positive Behaviour for Learning (PBL team).

Individual staff members attended a variety of courses or programs such as: Reading Recovery, Smartboard training, Year 6 to 7 transition and Autism. The information gained was brought back and shared with other staff members.

On School Development Days, staff worked on:

Term 1: Child Protection; how to enter behaviour referrals and student attendance on the SENTRAL student tracking system and how to use this data; and stage planning meetings;

Term 2: Accelerated Literacy (over two full days);

Term 3: Cardio-Pulmonary Resuscitation; and understanding how to enter and use student assessment data on the SENTRAL system;

Term 4: A seminar on The Resilient Educator; and stages developed the You Can Do It scope and sequence.

Future Directions

In 2010, our efforts will be concentrated in meeting the National Partnership for Literacy and Numeracy requirements. Continued training and support for staff in the implementation of

Accelerated Literacy will be a priority, as will NAPLAN and SMART package training.

The school will continue its involvement in the Positive Behaviour for Learning and You Can Do It programs. Professional development will involve all staff members.

Staff teams and individuals will continue to receive professional development in targeted areas such as Best Start, interactive whiteboard usage, connected learning, as well as student welfare.

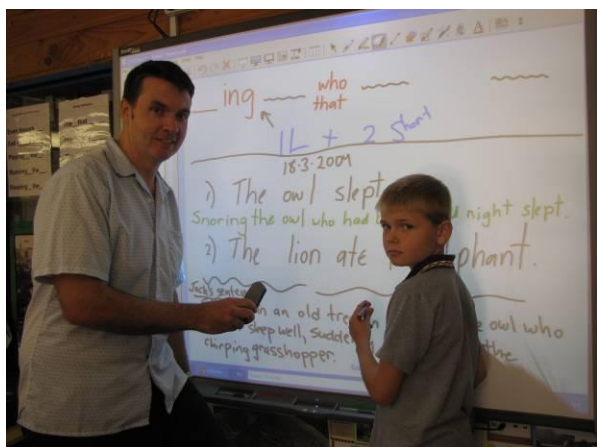
The Term 1, 2010 School Development Day will focus on up-skilling teachers on the use of interactive whiteboards.

School development 2009 – 2011

On Monday, 20 October, 2008 Gorokan Public School hosted a community forum.

The following targets were formulated as a result of data gathered from the forum, surveys returned by parents and caregivers, teachers, Years 5 and 6 students and community agencies.

Gorokan Public School is now part of the National Partnership for Literacy and Numeracy for 2009 – 2011, focusing on Reading. The partnership outcomes are reflected in Target 1.



Targets for 2010

Target 1

To improve student achievement in literacy and numeracy as identified in NAPLAN and Kindergarten to Year 2 benchmarks.

Strategies to achieve this target include:

- All staff will receive continued training in Accelerated Literacy and will implement Accelerated Literacy pedagogy each day;
- Teachers in Years 3 to 6 will explicitly program and teach the English syllabus using the Accelerated Literacy pedagogy;
- Teachers will explicitly program and teach the Mathematics syllabus utilising hands-on materials to increase understanding;
- Support from consultancy teams will provide professional learning on NAPLAN and Accelerated Literacy;
- The SMART package teaching strategies will be utilised to address problems identified across the school in literacy and numeracy;
- Staff will use MULTILIT to support identified students not meeting the National benchmarks in Reading in Years 2 to 6;
- Teams of teachers will meet to collegially program and support each other in the implementation of Accelerated Literacy;
- An identified Classroom Teaching and Learning Teacher will support teachers;
- Executive will make classroom observations and give suggestions to teachers on the implementation of Accelerated Literacy;
- Resources needed for the implementation of Accelerated Literacy and MULTILIT will be purchased and appropriately organised;
- Early Stage 1 and Stage 1 teachers will continue to receive professional development on the Best Start continuum and will continue to implement it in their classrooms;
- Identified Year 1 children will be supported by Reading Recovery;
- Literacy and numeracy will be integrated through the implementation of COGs;
- Individual, class, grade and school data will be collected and analysed regularly using a variety of methods including NAPLAN, Step Up, text level audits and Best Start to focus on the identification of individuals having problems and to correct problem trends;
- All Aboriginal students in Kindergarten to Year 6 will have personalised learning plans.

Our success will be measured by:

Minimum percentage of Gorokan Public School students achieving in the NAPLAN		
	All students	Aboriginal Students
Year 3 reading Band 3 and above	83.5%	68.5%
Year 3 reading Bands 5 and 6	38.5%	34.5%
Year 3 numeracy Band 3 and above	89.5%	80.5%
Year 3 numeracy Bands 5 and 6	42.5%	12.5%
Year 3 writing Band 3 and above	89.5%	91.5%
Year 3 writing Bands 5 and 6	41.5%	23.5%
Year 5 reading Band 5 and above	69.5%	33.5%
Year 5 reading Bands 7 and 8	28.5%	16.5%
Year 5 numeracy Band 5 and above	84.5%	71.5%
Year 5 numeracy Bands 7 and 8	20.5%	16.5%
Year 5 writing Band 5 and above	87.5%	86.5%
Year 5 writing Bands 7 and 8	21.5%	1.5%

N.B. Regional targets are set for students at or above minimum standard. National Partnership targets are set for students above minimum standard. Our targets for 2010 are in line with the National Partnership targets.

In the Reading Recovery text level audit, more than 73% of Kindergarten students will achieve text level 6, more than 48% of Year 1 students will achieve text level 16 and more than 61% of Year 2 students will achieve text level 26.

Target 2

To foster the acquisition of life skills

Strategies to achieve this target include:

- professional learning to identify successful and engaging activities using the quality teaching framework and the You Can Do It social and emotional learning curriculum;
- support from regional consultancy to professionally develop staff and assist in implementation of You Can Do It and Positive Behaviour For Learning (PBL);
- explicitly teaching the foundation skills of the You Can Do It program to ensure students are self-regulating their behaviour;
- teaching safe and protective practices and strategies – personal safety, stranger danger, bike safety, road safety, drug education, first aid, swimming, water safety;

- teaching healthy life style habits – active lifestyle, sport, personal hygiene, healthy eating and providing breakfast through the Red Cross Breakfast program.

Our success will be measured by:

- a reduction in the number of suspensions for all students and Aboriginal students by 2.5% compared to 2009 data;
- eighty-five percent of the students will have a weekly behaviour rating of 4, 5 or 6;
- an improvement in social and emotional wellbeing and skills for life for every student measured by survey;
- a reduced number of student whole day, partial and unexplained absences.

Target 3

To provide connected learning opportunities

Strategies to achieve this target include:

- developing teacher capacity in the use of information communication technologies to improve teaching and learning;
- conducting a skills audit for staff and provide training were needed;
- mentoring by staff and demonstrating the use of information communication technologies in classrooms to other staff members;
- using interactive whiteboards to enhance teaching;
- integrating technology through all key learning areas;
- implementing the new technology and interactive whiteboard scope and sequences;
- upgrading present technology as new technologies emerge;
- Using SENTRAL to track student welfare and achievement across the school.

Our success will be measured through:

- surveys, lesson observations and Teacher Assessment and Review Schedule meetings indicating that the teaching of lessons has been enhanced and students are more engaged through the use of interactive whiteboards;
- teacher evaluations identifying enhanced skills and knowledge;
- new technology scope and sequence for skills developed in 2009 being implemented;
- SENTRAL being used as an integral part of the school's data gathering and reporting.

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.

School self-evaluation committee

Alanna Bell	Principal
Noelene McManus	Relieving Deputy Principal
Cindy Sadler	Assistant Principal
Jason Clenton	Assistant Principal
Alicia Duke	Year 5 Co-ordinator
Kylie Bates and Judith James	Learning Support Teachers
Kerrie Thomas	Intensive Support Teacher
Erica Voorwinde and Vicki Vanderstichl	Reading Recovery Teachers
Lyn Duncan	Aboriginal Education Officer
Dale Edwards	Year 1 Co-ordinator
Gail Farrell	Teacher, Sport Co-ordinator, President P&C
Natalie Fullagar	Teacher
Belynda Gruden	Acting Assistant Principal
Kim Lansdowne	Kindergarten co-ordinator, Anti-Racism Contact Officer
Lisa Monaghan	Teacher
Ron Tyrrell	Teacher, AECG representative
Julie Salmon	Secretary, School Council
Kim Twyford	Community Liaison Officer
Jenny Ehlers	School Administration Manager
Shanice Holman and Patrick Kelly	School Captains and SRC Presidents

School contact information

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>



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