

Gymea North Public School Annual Report



2018



4389

Introduction

The Annual Report for **2018** is provided to the community of Gymea North Public School as an account of the school's operations and achievements throughout the year.

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

Sandra Forman

Principal

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Message from the Principal

As a growing school community we have worked together to ensure that each and every student has been able to achieve success and growth in their learning. We have continued to provide a challenging and balanced curriculum, where students have opportunities to be involved a wide range of experiences.

Our students have worked hard, participated in many activities and had many achievements. Beyond the classroom we provided students the opportunity to participate in an extensive range of extra–curricular activities in: public speaking, debating, Tournament of Minds, ICAS competitions, dance, sporting in schools program, sport – tennis, swimming, T–ball, netball, football, cricket, softball, band, choir, gardening club and the Premier's Reading Challenge,

Importantly our parents support our school in many ways: in the canteen, on excursions, in classrooms, running the uniform shop, school banking, book club. The P&C work collaboratively with staff in making this a wonderful learning community.

Our excellent, hardworking staff care for each and every student and ensure that they provide a wide range of activities and experiences. I thank them for their ongoing support as well as their love and care of our students. It is a pleasure to work with such a dedicated, professional team.

This year was the first in our 3 year 2018–2020 school plan. Using community, teacher and student feedback, we have developed a 2019 plan that ensures that Gymea North Public School is an inclusive and supportive community of 21st century learners inspired to reach their full potential.

Gymea North Public School is a wonderful learning environment where our students are able to thrive and succeed. I am immensely proud of the achievements that we have made together this year. Well done and thank you everyone.

School background

School vision statement

As a community we will inspire students to develop a passion for learning, assist students to achieve personal success in all endeavours and enable them to become engaged citizens who act with integrity.

This will be achieved by:

- Nurturing and encouraging students to achieve their personal best and develop individual talents by being actively engaged in a wide range of academic, sporting and cultural pursuits.
- Operating in an inclusive atmosphere which is caring, cooperative and respectful, based on our “Mantra” – ‘We are Safe and Respectful Learners’.
- Ensuring that students have frequent access to experiences that develop the 21st Century learning skills of critical thinking, communication, creativity, collaboration, problem solving as well as Information Communication Technology skills.
- Promoting and maintaining high standards and expectations across the learning community.
- Engaging as a learning community in continuous evaluation to ensure the best practice of quality educational programs.
- Welcoming and supporting parent and community participation and collaboration to share the responsibility for student development. with an active and effective P&C, canteen and uniform shop.

School context

GyMEA North Public School, established in 1967, is situated in a well established residential area in the Sutherland Shire. The school is set in a leafy environment on expansive grounds and is known as 'the school among the trees'. There are currently 357 students and 14 classes. 20% of students come from a background other than English, 17 students are from an Indigenous background and 19 languages are represented by the student population. Teachers at GyMEA North are dedicated and engage in continuous professional learning. Our Learning Support Team, Learning and Support Teacher (LaST) and School Learning and Support Officers (SLSOs) ensure early identification and relevant support for a large number of students. Through class based and small group support the 20% of students from backgrounds other than English are assisted by the English as an Additional Language or Dialect (EAL/D) teacher.

Emphasis is placed on quality teaching and continuous improvement of learning outcomes for all students with learning support and Gifted and Talented programs and strategies in place. Our school is committed to providing rich programs to develop 21st century skills in critical thinking, problem solving, communication, collaboration and technology to enable all students to reach their full potential educationally, socially and emotionally.

GyMEA North Public School strives to create an inviting and engaging environment for all students with a strong focus on wellbeing. Our school library is newly equipped as a flexible learning space and there is a Before and After School and Vacation Care service onsite. We are continually building connections with quality preschools and high schools to ensure smooth transitions for students from preschool to Kindergarten and Year 6 to 7.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

Learning

GyMEA North Public School's commitment to strengthen and deliver on school learning priorities continues to determine and drive future directions. We have high expectations of students, teachers and parents as equal partners in rigorous and authentic learning experiences and a range of learning initiatives cater for gifted and talented students, for students with learning difficulties and students with English as an Additional Language/Dialect (EALD). We believe our systems identify, address and monitor student learning needs. Positive, respectful relationships have continued to be fostered among all stakeholders, promoting student wellbeing and to ensure optimal conditions for student learning. Our Learning Support Team, Kindergarten 'Stepping Stones' and school based Year 6–7 Transition Programs have fostered successful transitions for all students and those with additional needs from preschool to high school. We have continued to strengthen our Personalised Learning Plans and Individual Education Plans for Aboriginal students and for students with additional learning needs with increasing collaboration with parents to improve student learning outcomes.

The wellbeing of each student underpins the core business of the school. Students' cognitive, emotional, social, physical and spiritual wellbeing is addressed by the Learning Support Team (LST) and through Positive Behaviour for Learning (PBL). The whole school approach to wellbeing has clearly defined behavioural expectations and created a positive teaching and learning environment. The alignment of whole school Wellbeing systems and practices for both the LST and PBL is ensuring that each student has the opportunity to Connect, Succeed and Thrive, relevant to their stage of learning and development. Our school offers a wide range of creative extracurricular activities catering for students' diverse needs. These feature interschool sport, school sport, tennis, scootering, hockey, band, choir, dance, Coding, Tournament of Minds, Debating and Public Speaking, among others.

GyMEA North Public School has learning alliances with other local staff and schools. Collaboration across settings and contexts has fostered improved practice resulting in improved student outcomes. Curriculum programs and teaching strategies effectively develop the knowledge, understanding and skills of all students using evidence-based teaching practices in Formative Assessment, goal setting, the explicit teaching of comprehension and numeracy skills and our approach to student wellbeing. Early Career teachers are supported and mentored by more experienced teachers to ensure there is a consistent integrated approach to all learning programs.

GyMEA North Public School is continuing to develop explicit processes to collect, analyse and report on internal and external student and school performance data. Alignment of systems and processes for Assessment and Reporting is a focus in the current school plan. The school now has more consistent, school-wide practices for assessment and reporting which are used to monitor, plan and report on student learning across the curriculum. Our new student reports now contain detailed information about individual student learning achievement and areas for growth, which provide a basis for discussion with parents throughout the year. Assessment practices have been improved school-wide as teachers collaboratively develop and moderate stage-based assessment tasks. Positive feedback from parents validates the success of the additions to the reports.

Triangulation of data and the analysis of growth informs planning. Students presently have begun to use feedback and feed forward to inform their learning. Teachers are setting transparent criteria for student assessment and have in place principles of consistent assessment and moderation. The professional development of staff in formative assessment has enabled teachers to explicitly assess and then target identified areas of student need. Teachers utilise this information and incorporate data analysis to inform their reporting and parents are regularly updated on the progress of their children.

Our school performance measures reflect our students consistently improving literacy and numeracy results. The Premier's Priorities, to increase the proportion of NSW students in the top two NAPLAN bands by 8% by 2019, remains integral to our planning and milestones. Literacy and Numeracy will remain a focus as identified areas for growth.

GyMEA North Public School has been identified as a 'Bump it Up' school through the department's focus on high expectations for all learners. Implementation of explicit teaching and learning programs as well as quality assessment tasks aim to help the school boost the number of students in the top two bands in Reading by 8% by 2019. Data from internal performance measures has seen K–2 students meet or exceed expected targets. On external performance measures the school has made good progress towards this goal in the area of numeracy where many students are showing higher than expected growth. Learning Support structures foster strong partnerships between the school, home and outside agencies to improve student outcomes.

Teaching

GyMEA North Public School teachers collaboratively plan, program and evaluate using student data to inform their teaching practices. Teachers, using the current research of Hattie and Wiliam, are beginning to provide explicit, specific and timely feedback to students. Success criteria is established and learning intentions identified. The growth of each child is monitored using analysis of data. There is a particular focus on improved teaching practice in literacy and numeracy, with professional learning focused on building teachers' understandings of effective teaching strategies in these areas. High expectations for positive learning behaviours and consistent management of classrooms promotes optimal learning conditions for students.

Our teachers incorporate data analysis in their planning for learning. We use diagnostic, formative and summative

assessments to triangulate student data and to identify skill gaps for improvement. Results indicated that the top 2 bands in numeracy remain a focus for targeted growth. Analysis of 'a years' worth of growth for a year's worth of learning' has been pivotal in the school's planning with all teachers now incorporating data analysis in their teaching practice. Consistency of assessment systems across the school has been prioritised. The school leadership team engages the school community in reflecting on student performance data as evidenced in the Tell Them from Me Survey and student, staff and parent feedback through surveys and forums.

There is collaboration across stages to ensure consistent pedagogical practice K–6. Weekly stage and grade meetings, timetabled collegial observations and peer feedback have been prioritised to improve teacher practice. Teachers provide and receive constructive feedback from peers and executive. The allocation of an off class executive staff member to release teachers to observe their colleagues teaching has been well received.

Whole school and stage–based collaboration has improved consistency of teacher judgement and aligned student assessment more effectively with the reporting to parents process. Consistent procedures for teacher planning, observation and feedback have been developed through the Professional Development Framework.

GyMEA North Public School plans professional learning to address and align with identified areas of the school plan. Professional learning is both school based and targeted with teachers encouraged to actively plan their own professional development as identified in their Performance Development Plans. Staff have the opportunity to share their learning within school and across Communities of Practice. Staff indicated that school based professional learning should be focused on improving teaching methods and on building teachers' understanding of effective teaching strategies in the area of Formative Assessment. Evaluation of professional learning has also indicated that future professional learning activities should be differentiated according to teacher need.

Professional learning is clearly aligned with the school plan and is evidenced by a positive impact on teaching and learning. Teachers draw on and implement evidence–based research to improve their performance and development. As the school rises to the challenge of 'Bump it Up' targets, there is a particular focus on literacy and numeracy with school–based professional learning focused on building teachers' understandings of effective teaching strategies in these areas. The school provides ongoing strategic provision of quality support to beginning and early career teachers.

GyMEA North Public School teachers demonstrate responsibility and professionalism in maintaining and seeking accreditation. Four teachers have been accredited and all staff are now maintaining accreditation. All staff maintained individual Performance and Development Plans.

Our teaching staff demonstrate and share expertise, demonstrate high levels of contemporary content knowledge and teaching practices and rely on evidence–based teaching strategies. All teachers' PDPs contain goals aligned with the school plan, a stage–based goal and a personal goal, demonstrating personal responsibility and commitment in their ongoing professional development. A healthy number of beginning and early career teachers are thriving under strategic and effective support strategies developed by the school.

Leading

GyMEA North Public School promotes and supports the development of leadership skills in staff and students. Distributed leadership has provided opportunities for several staff to take on leadership roles in a relieving capacity. The school encourages parent and community members engaging in school related activities. Links with other schools, both locally and state wide, have been fostered and supported.

The GyMEA North Public School Plan is aligned to local and system priorities and is focused on achieving identified improvements. The strategic directions for the 2018 – 2020 school plan have been determined by ongoing evaluation and progress of milestones to date. Milestones are tracked by school staff in Week 5 and 10 of each term. Staff members are committed to and can articulate the purpose of projects connected to each strategic direction in the school plan.

The staff have had active involvement in our School Excellence Framework journey with rigorous interrogation of our in school placement against the 14 components. The school plan and accompanying milestone document allows GNPS to reflect on and evaluate our performance in order

to plan for and enact improvement. We undertake self–assessment that results in verifiable judgments about student achievement. We have developed clear guidelines for teachers that require engagement with targeted documents like the SEF, School Plan and classroom practice continuum. The School Report provides the community with information about school performance. It gives parents and other members of the community a clear sense of how students in the school are progressing and what is being done to maximise student achievement.

GyMEA North Public School maximises the use of resources by strategic physical and financial management. Equitable access to resources including technology and flexible learning spaces, including our new library, supports student learning and improved student outcomes. Workforce planning has continued to support curriculum provision with a classroom teacher employed in the school created Assistant Principal position, supervising Stage 3 and the recruitment

of high quality staff with the employment of specialist teachers in Choir, Dance and Band. Longer-term financial planning is integrated with school planning and implementation processes such as our playground improvements and ongoing replacement of traditional classroom furnishings with more future focused and flexible configurations. School Community funds are boosted by fundraising from our supportive P&C team, its school canteen and the hire of facilities to Tom Thumb Long Day Care Centre, OOSH and other community users.

GyMEA North Public School's participation in the 'Tell Them From Me' survey enables critical reflection on systems and practices. Results have indicated that the school community is satisfied with the management systems and teaching and learning practices. Opportunities for the students and community to provide feedback on school practice and procedures are encouraged.

In the domain of Leading, we have continued our links with existing communities of schools to support the school's programs. We are continuing to develop a culture of distributed leadership to enhance management practices and processes. These practices and processes are responsive to community feedback and there are opportunities for students and the community to provide constructive feedback on school practices and procedures. This is evidenced through regular data collection from parents, teachers and students, discussions at Leadership and P&C meetings. Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement, evidenced through platforms such as the school newsletter, our skoolbag app, Friday Forums and our school website.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Excellence in TEACHING and LEARNING

Purpose

To improve student learning outcomes in Literacy and Numeracy through an integrated approach to quality teaching, curriculum planning, delivery and assessment.

To create a stimulating and engaging learning environment underpinned by high expectations, explicit and systematic teaching and differentiation to meet the diverse needs of our students.

Overall summary of progress

Staff Professional learning on Formative Assessment has led to practices embedded in classrooms including developing individual student goals in reading and numeracy and programs containing learning intentions and success criteria.

School reports were adjusted based on feedback from parents. A line was added to provide more information about where a student sits within an achievement level. Feedback from parents indicated that they found the adjustment provided more information about their child's learning.

NAPLAN data shows an increase in the percentage of students in the top 2 bands for both Numeracy and Reading in years 3 and 5, compared with 2017.

School based tracking of data continued to provide a means for evaluating student growth, highlighting areas of success and targeting areas of weakness.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of students in top 2 NAPLAN Bands in Literacy (Reading) and Numeracy. Analysis of NAPLAN data shows improved growth from Year 3 to Year 5 in all aspects.	Planning Days Budget Professional Learning CARS Assessment \$87,644 (using equity funding)	Data collected from NAPLAN indicates an increase in the average % of results in the top 2 bands from 39.29 in 2017 to 51.67 in 2018. This result represents an increase in the percentage of students in the top 2 bands for both Numeracy and Reading in years 3 and 5. NAPLAN results also indicated improved growth for year 5 students in all domains from 2017 to 2018.
Increased percentage of students reaching grade based expectations, eg. guided reading levels, comprehension, SENA and Number post-tests.	\$9,911 (using Aboriginal background Funding) \$20,000 Extra Teacher (using EAL/D funding)	Formative assessment is evident in all classrooms and is practised by all teachers. Lesson observations and program checks conducted by supervisors have ensured that learning intentions, success criteria and goal setting are consistently practised across the school. Staff have undertaken professional learning in feedback practices. Future directions include further exploring the area of feedback and continued sharing of Formative Assessment practices K-6.
100% of teachers implement formative assessment practices in classrooms.	\$60,177 (QTSS funding) \$14,000 Literacy and Numeracy Support Teacher	
'Tell Them From Me' parent survey results indicate satisfaction with the new reporting format.	Comprehension Boxes \$5500 Teachers trained in MiniLit and MacqLit	Parent surveys indicate that 91% of respondents felt the sliding scale provided them with more information about their child's achievement (see attached results).

Next Steps

Focus on:

- *Improving K–6 Writing skills. The CISP approach to be embedded in K–2 programs with the LaST demonstrating lessons. Year 1 teacher Team Teaching with Speech Pathologist in Term 3.
- *Providing quality feedback – teacher to student and student to student.
- *Modifying student report language to assist parent understanding. Change Parent Teacher interviews to mid year. Continue with Consistent Teacher Judgement and moderation of student work samples.
- *Numeracy – Number Sense to be explored with the support of Department consultants.
- *Extending the implementation of MacqLit for Stages 2–3 and introduce MiniLit for Stage 1 and Early Stage 1.
- * The Introduction of coding sessions K–6.
- * Introduction of Sentral to improve access to student data.
- * Reviewing Positive Behaviour for Learning (PBL) procedures and a member from the PBL team to undertake refresher training and provide this professional learning to all staff.

Strategic Direction 2

Excellence in STAFF LEARNING and LEADING

Purpose

To build staff capacity through focussed professional learning that creates a school culture where every staff member is engaged in ongoing, relevant and evidenced-based learning and practice at an individual and collective level.

Overall summary of progress

All staff have written quality professional SMART goals for their PDPs. PDP's contain a personal, stage and school level goal.

Stages have undertaken projects based on their common goal among classes. Teachers have worked collaboratively to improve teaching and learning.

New scheme teachers have had access to mentoring and support to complete the accreditation process; five teachers moving to proficient level accreditation.

The leadership team engaged with PL in Coaching as part of the BETA Community of School alliance.

AP (QTSS) provided opportunities for teachers to observe and reflect on teaching practices across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff plan, implement and review their Personal Development Plan (PDP). 100% of staff achieve accreditation at appropriate levels. Increasing staff involvement in leadership roles Aspiring leaders build their leadership capacity through coaching and mentoring.	\$ (Professional Learning Funding) \$4,164 (Beginning Teacher Funding) Stage Planning Days \$1600 AP Coaching Training as part of the BETA alliance QTSS funds for lesson observations and completion of external validation.	Teachers have been involved in working on a common PDP goal as part of Stage based projects throughout the year. The lesson observation process has been re-vamped based on feedback from the 2017 TTFM teacher surveys. A mid-year reflection survey for teachers on the upgraded lesson observation process showed that teachers were happy with the requirements and felt the format should continue. All teachers have undertaken two lesson observations which have been used to provide feedback and opportunities for reflection on goals from the PDPs. AP (QTSS) provided opportunities for some teachers to visit and observe in other classrooms for professional learning. This initiative needs to be more widely used in 2019, particularly by APs and beginning teachers. Beginning teacher were given 2 days per term off class with a mentor. External Validation was undertaken by the school. As part of this in-depth self assessment process the leadership team was able to analyse and evaluate school practices and processes in relation to excellence in staff leading and learning. This was a valuable opportunity to highlight strengths and identify focus areas for the 2019 milestones.

Next Steps

*Devise and implement a quality induction program for new and beginning teachers.

*Introduce Sentral to improve the record keeping of data. All teachers trained in the efficient use of Sentral

* New teachers trained in Targeted Early Numeracy (TEN).

Provide professional learning in:

* Giving quality feedback to students to promote effective learning.

* Learning intentions and success criteria.

*Differentiated and personalised professional learning

* Student Wellbeing.

* Science and Technology

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Strategic Direction 3

Excellence in ENGAGEMENT and WELLBEING

Purpose

To have a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development, success and wellbeing. This will result in sustained and measureable whole school improvement.

Overall summary of progress

TTFM data indicates that 17% of parents are involved in school committees. Parents scored an average of 6.1 in the 'support learning at home' area which is below NSW Government norms and 52% responded 'never' for 'assisting the teachers or school in some other way'. The score for 'parents are informed' (5.8) was below NSW Government norm (6.6). School newsletters and emails were identified as the most useful types of communication that the school offers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Percentage of students achieving positive behaviour levels.</p> <p>Improved levels of wellbeing by decreasing instances of negative behaviour on EBS OnTrack/ Student Management.</p> <p>Increased percentage of parents engaging in supporting their child's education.</p> <p>'Tell Them From Me' survey results show increased parental satisfaction.</p> <p>Percentage of students who feel better prepared for transition to High School. (Survey)</p> <p>Percentage of parents who feel they/their child have been supported in their transition to school (Kindergarten). (Survey)</p>	<p>\$7,000 Chaplaincy Funds</p> <p>Friendly Schools resources</p> <p>\$906 Rock and Water training/resources</p> <p>Inter-relate Program</p> <p>Casual days for Transition to High School program, Orientation Day and Stepping stones program.</p>	<p>All students were on positive behaviour levels at the end of 2018. The vast majority of students reached silver or gold levels.</p> <p>Data from 'ebs', student tracking, indicates decreasing instances of negative behaviour resulting in detention. Data also allows for analyses of students who may require intervention. Targeted Year 4 students took part in 'Wise guys' program with school Chaplain.</p> <p>100% of eligible year 5 students attended PHHS Year 7 Student for a Day program and provided positive feedback.</p> <p>A range of positive behaviour measures implemented across the school including "Friendly School' Program and lunchtime library activities such as coding.</p> <p>TTFM data indicates that 17% of parents are involved in school committees. Parents scored an average of 6.1 in the 'support learning at home' area which is below NSW Government norms and 52% responded 'never' for 'assisting the teachers or school in some other way'. The score for 'parents are informed' (5.8) was below NSW Government norm (6.6). School newsletters and emails were identified as the most useful types of communication that the school offers.</p>

Next Steps

*Continue to develop our communication systems such as Skoolbag App and School Interviews with parents and promote the use of these to new families.

*Introduction of SeeSaw and ClassDojo to promote communication between teachers and parents.

*Update school website.

*Continuation of Kindergarten
Engagement Program/ Kindergarten Connections Program.

*Implement a Peer Support Program across the school..

*Provide parent information sessions (topics requested by parents)

*Chaplain to implement the Rock and Water program in classrooms.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9,911	Funding was used to support the development and monitoring of Personalised Learning Pathways for Aboriginal students. Funding supported student learning in classrooms to achieve goals set in identified areas of weakness. MiniLit and MacqLit resources were purchased and teachers trained to support Aboriginal students in reading and writing. Assistance was provided for associated school costs including excursions and camps so that all students could access the curriculum.
English language proficiency	\$26,682	The EAL/D teacher provided specific and targeted support for students who were identified as ESL. Writing and Mathematics were a particular focus with the teacher working with small groups of students and also team teaching with class teachers, allowing for more individualised support.
Low level adjustment for disability	\$87,644	All students requiring adjustments and accommodations continued to be catered for within the school and were monitored by the Learning and Support Team. The Learning and Support Teacher (LaST) was employed an extra day per week to support individualised student learning programs in the school and also implemented lessons in the Phonemic Instruction Program (LIP), a reading/spelling program for K–2 students. This was a team teaching approach with classroom teachers to improve student word recognition, spelling, reading and comprehension. Funds were also allocated to employ School Learning Support Officers to assist with the delivery of differentiated programs within the classroom and social skills in the playground.
Quality Teaching, Successful Students (QTSS)	\$60,177	The Data Analyst Role for an Assistant Principal continued. The role involves supporting teachers in collecting data and evidence that shows impact, extracting relevant data from our welfare and attendance system and analysing NAPLAN and school data for improvement and areas for particular focus. The role also encompassed facilitating lesson observations across the school. Teachers were given opportunities to reflect on and build quality teaching practices through lesson discussion/evaluation, resource sharing and observation and discussion of teaching with colleagues.
Socio–economic background	\$23,663	School Learning Support Officers (SLSOs) were employed to assist with implementation of the MultiLit and Kindergarten Reading Tutor Programs. They also supported students with additional needs who did not have targeted funding to attain individual learning goals as set out in IEPs..
Support for beginning teachers	\$4,164 • Support for beginning	Three identified staff members in their beginning years of teaching were eligible for

<p>Support for beginning teachers</p>	<p>teachers (\$ 0.00)</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$0.00) 	<p>support through this funding in 2018 and were aligned with a mentor. Additional planning time and mentoring relationships were established and opportunities to observe more experienced teachers were provided.</p> <p>Five teachers were supported with their accreditation requirements in 2018 with five completing their accreditation at Proficient Level.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	172	173	174	188
Girls	171	165	164	159

Student enrolment remains steady with boys outnumbering girls.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95	96.7	95.3	94.6
1	95.2	94.5	93.3	93.6
2	94.8	95.6	95.2	94.8
3	94.6	96.4	94.8	94.4
4	94	94.1	94.7	94.9
5	92.1	94.3	93.3	93.8
6	92.8	95.3	94.6	91.1
All Years	94.2	95.3	94.4	93.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Our school is proactive in managing student non-attendance. Together with the Home School Liaison Officer (HSLO) and the Aboriginal School Liaison Officer (ASLO), students whose attendance is of concern are identified. These students are monitored through consistent communication with parents, meetings with the class teacher and stringent adherence to HSLO procedures.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.77
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*Full Time Equivalent

There are no teachers who identify as Aboriginal at Gymea North Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	1

Professional learning and teacher accreditation

Five beginning teachers completed their accreditation at Proficient Level in 2018 and five teachers are collecting evidence for accreditation in 2019, one at Highly Accomplished Level. Staff at Gymea North Public School completed extensive professional learning during 2018. Fortnightly professional learning/stage meetings, planning meetings, external courses, guest speakers, conferences and mandatory training all contributed to improved teaching /learning outcomes for teachers and students. Our professional learning included; NAPLAN and PAT test analysis, classroom observations, an introduction to the Science syllabus, Formative Assessment and understanding our school plan and strategic directions. Mandatory training for all staff included Anaphylaxis, CPR and Emergency Care, Asthma, Code of Conduct for teachers and Child Protection.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	246,635
Revenue	3,233,657
Appropriation	2,924,666
Sale of Goods and Services	1,773
Grants and Contributions	302,170
Gain and Loss	0
Other Revenue	100
Investment Income	4,948
Expenses	-3,062,085
Recurrent Expenses	-3,062,085
Employee Related	-2,746,817
Operating Expenses	-315,269
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	171,571
Balance Carried Forward	418,206

Gynea North Public School received funding from the NSW government, allocated by the NSW Department of Education. The school also received funding from community sources, including school fundraising and the Parents & Citizens Association (P&C). The school managed its finances and budget with due diligence and appropriate financial responsibility.

The Principal and School Administrative Manager (SAM) continued to ensure that budget accrual and spending was managed in line with NSW Department of Education policies and procedures and supported the implementation of our School Plan. Accrual financial accounting was monitored and reviewed during budget meetings.

Annual funding was committed against RAM loadings as determined for our school by the NSW government and always spent in keeping with these priorities.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	2,414,772
Base Per Capita	65,359
Base Location	0
Other Base	2,349,413
Equity Total	147,901
Equity Aboriginal	9,911
Equity Socio economic	23,663
Equity Language	26,682
Equity Disability	87,644
Targeted Total	188,928
Other Total	103,972
Grand Total	2,855,572

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

68% of Year 3 students were in the top 2 Bands for Writing as compared with the state result of %.

61% of Year 3 students were in the top 2 Bands for Spelling as compared with the state result of % and there were no students in Band 1 (lowest band).

64% of Year 3 students were in the top Band for Grammar and Punctuation and as compared with the state result of %.

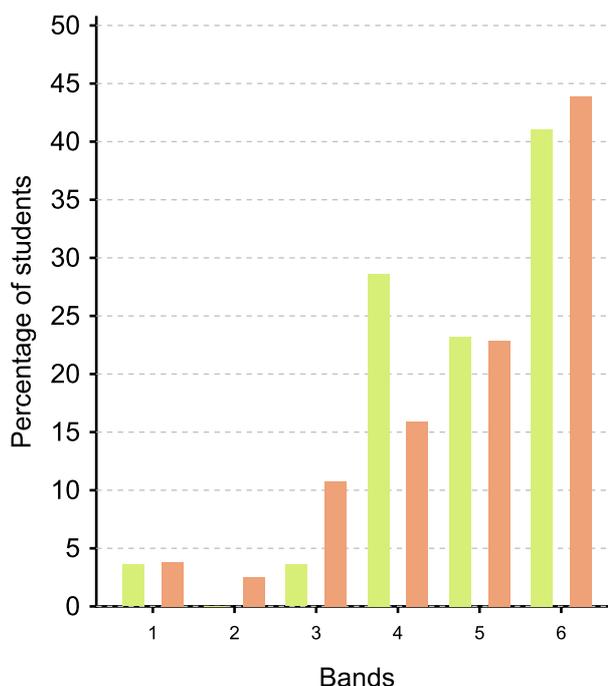
10% of Year 5 students were in the top 2 Bands for Writing as compared with the state result of %.

42% of Year 5 students were in the top 2 Bands for Spelling compared with **31%** in 2017.

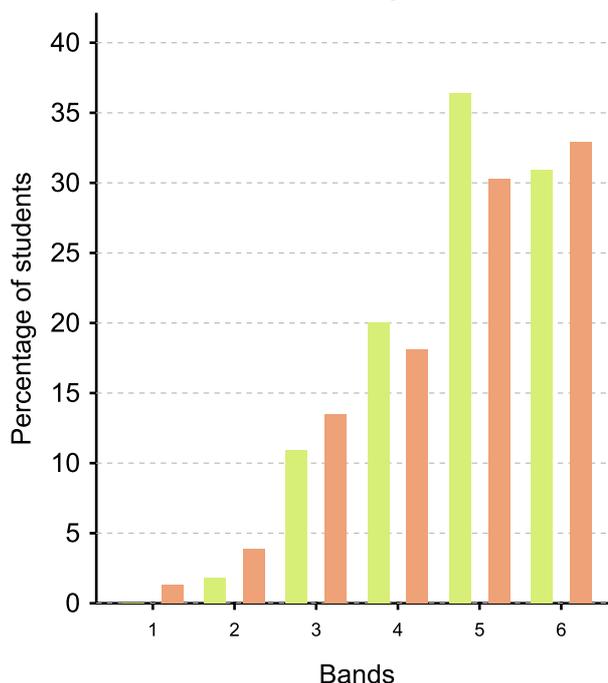
36% of Year 5 students were in the top Band for Grammar and Punctuation and as compared with the state result of %.

NAPLAN Data showed growth from Year 3 to Year 5 in Reading. **70.0%** of students had greater than or equal to expected growth in 2018.

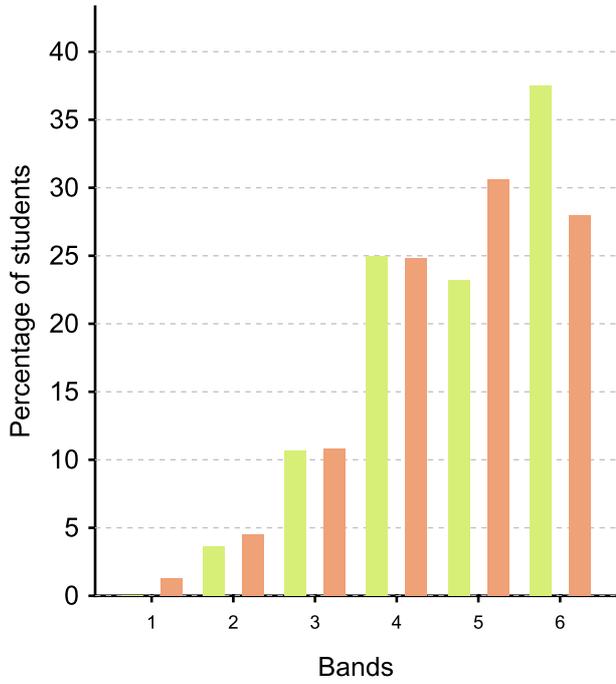
Percentage in bands:
Year 3 Grammar & Punctuation



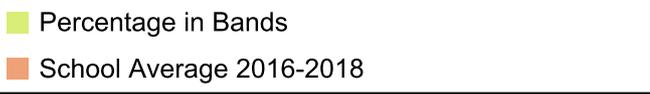
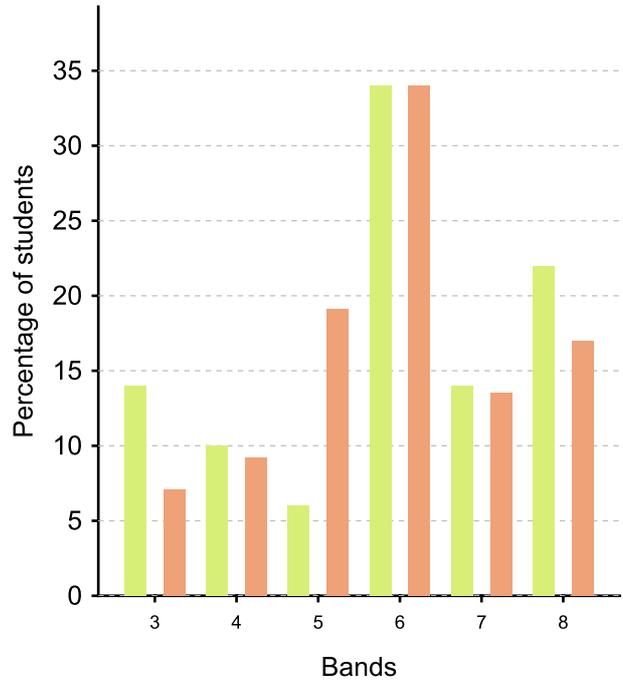
Percentage in bands:
Year 3 Reading



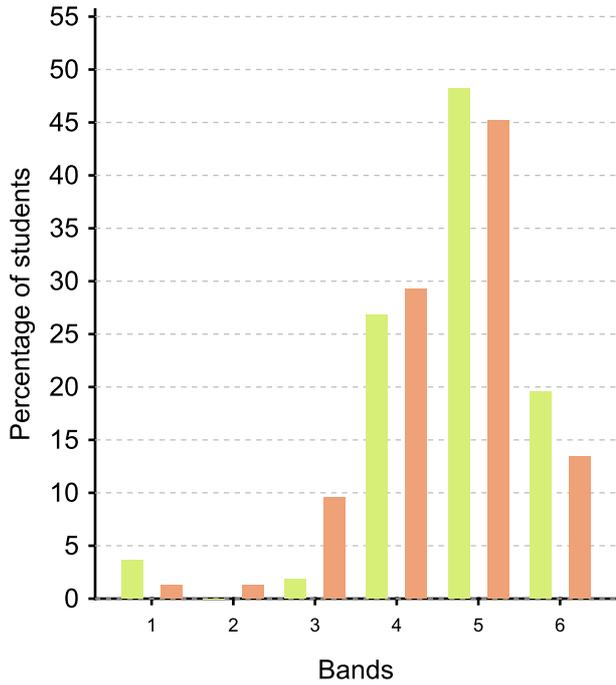
Percentage in bands:
Year 3 Spelling



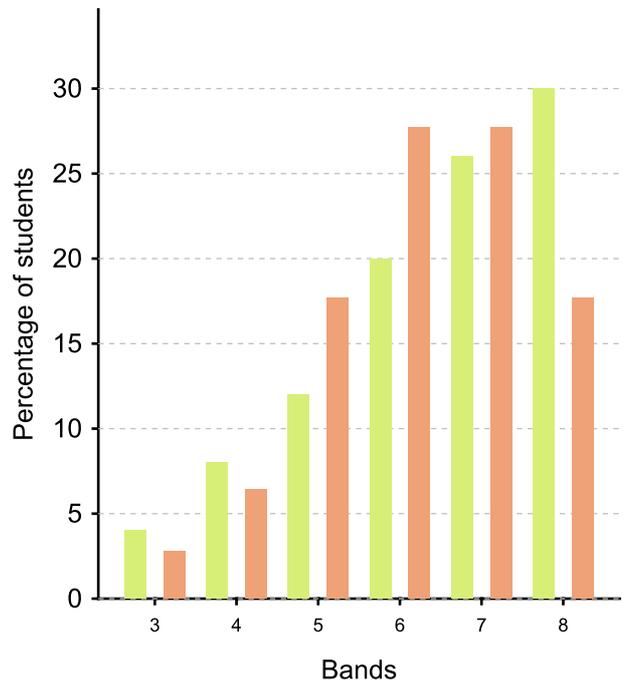
Percentage in bands:
Year 5 Grammar & Punctuation



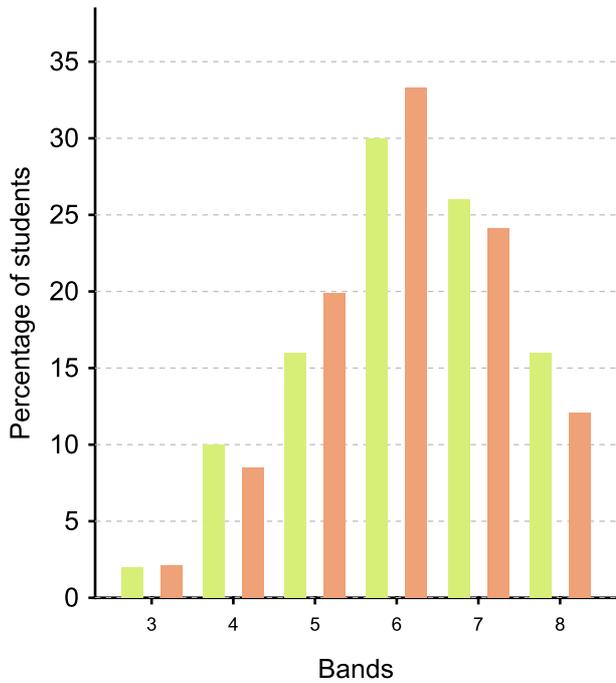
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading

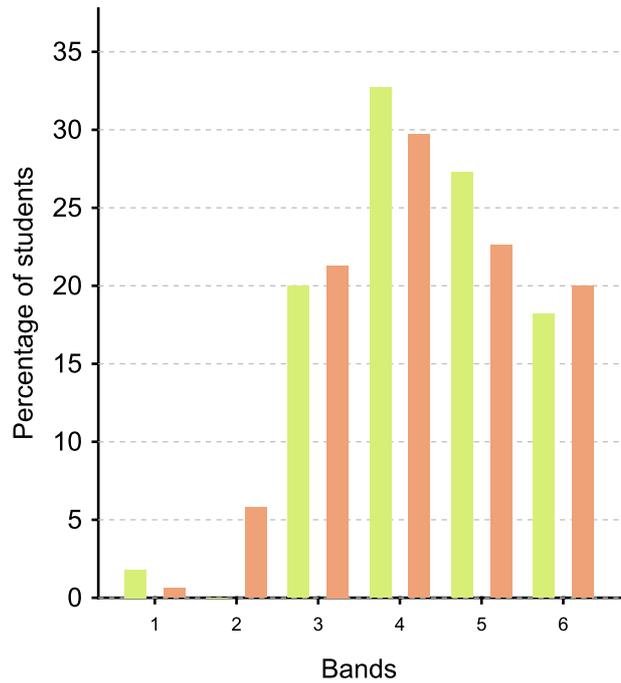


Percentage in bands:
Year 5 Spelling

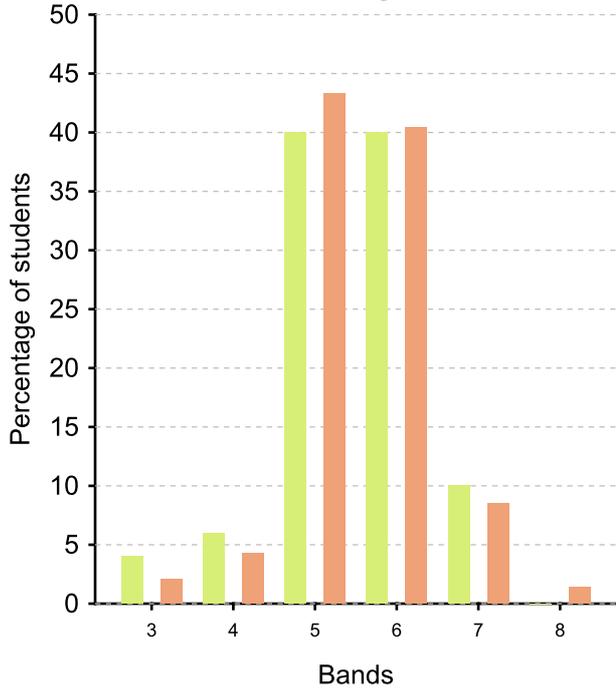


No Year 5 students were in Band 3 (Lowest Band) for Numeracy in 2018 and there was a 9% increase of students in Band 8 (Highest Band).

Percentage in bands:
Year 3 Numeracy



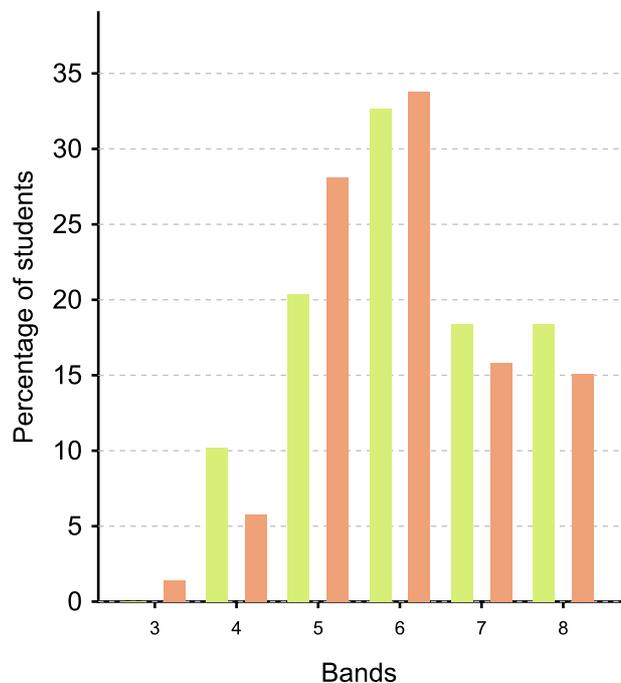
Percentage in bands:
Year 5 Writing



NAPLAN Data showed growth from Year 3 to Year 5 in Numeracy. **63.3%** of students had greater than or equal to expected growth in 2018 compared with **56.9%** in 2017.

There were less Year 3 students in the lowest 2 bands for Numeracy – a decrease from 7% to 2%.

Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school

data.

67% of Year 3 students were in the top 2 bands (Bands 5 and 6) for Reading, as compared to **59.1%** in 2017.

56% of Year 5 students were in the top 2 bands (Bands 7 and 8) for Reading, as compared to **33.4%** in 2017.

45% of Year 3 students were in the top 2 bands (Bands 5 and 6) for Numeracy as compared to **41%** in 2017.

36% of Year 5 students were in the top 2 bands (Bands 7 and 8) for Numeracy as compared to **27.8%** in 2017.

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me Parent Survey was completed by ? families, an increase in participation from the previous parent survey which had 88 respondents. The survey is based on a framework for fostering positive relations between the school and the community. It also provides feedback to our school about the extent to which our parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

TTFM student surveys indicate the school is below NSW Government norms for some of the Drivers of Student Outcomes including 'Rigour' and 'Effective learning time'. This finding in the student TTFM surveys is not consistent with achievement results and may be linked with low 'interest and motivation' scores which continue to be a focus of discussion for the Leadership team.

Policy requirements

Aboriginal education

In 2018, Gymea North Public School has continued to maintain a commitment to supporting Aboriginal students and embedding Indigenous perspectives across the curriculum. The aim is to educate all students about Aboriginal histories, cultures and perspectives as well as current issues impacting Aboriginal Australia. We recognise our Aboriginal heritage and people at all assemblies and special events. Students deliver an Acknowledgement of Country and the community sings our National Anthem which includes a verse in the Dharawal language to show respect for the original custodians of the land. Through Aboriginal perspectives, staff provide all students with experiences in class to develop a deep understanding and appreciation of the Indigenous culture and history. Students participate and are engaged in a variety of programs which improve the outcomes of all students. Each student had a Personalised Learning Pathway developed in collaboration with the classroom teacher, the student and their parents. This plan was reviewed in Semester 2 and ongoing monitoring occurred. Students participated in NAIDOC

Day celebrations. All students had the opportunity to involve themselves in Aboriginal and Torres Strait Islander dance, stories, artefacts and art.

Multicultural and anti-racism education

Gymea North Public School promotes a highly inclusive learning environment where students and their families from all cultural, religious and language backgrounds are positively supported and encouraged to participate in all areas of the school environment. Approximately 20% of our students come from a Language Background Other Than English (LBOTE). The EAL/D teacher works closely with teachers to support class programs by team-teaching or withdrawing students with additional needs. Writing has again been a priority and support provided has proven to be successful with a considerable change in students' attitude and application to writing as well as student achievement of outcomes in this area. Teachers in the school have programmed for and assessed student learning using the English curriculum, with units that focus on cross curriculum priorities and general capabilities that encompass intercultural understanding. The EAL/D teacher has worked alongside classroom teachers to plot student growth on the K-6 Literacy Continuum through consistency of teacher judgement and analysis of writing samples. Our school has an anti-racism policy supported by a trained anti-racism officer. We celebrated Harmony Day earlier in the year through activities to develop our understanding of our diverse cultural, religious and language backgrounds.

Other school programs

Band

This year, 12 students participated in the Performing Band and 17 students participated in the Training Band. The bands have performed throughout the year at various school events including assemblies, Open Day during Education Week and at the end of year Performing Arts Concert. They have also taken part in the inter-school events 'Bandtastic' and 'Bandfest'.

MiniLit

MiniLit is an early literacy intervention program delivered through small group instruction 3 days a week. 2018 saw one group of four Year 2 students and another of Year 1 students engage and participate in the program. All Year 2 students successfully completed the program while three Year 1 students also successfully completed the program. All graduates of the program demonstrated improvement in their literacy learning both within the program and in the classroom. MiniLit will continue with new students in 2019.

Kindergarten Reading Program

The Kindergarten Reading Program operates during term 3 and 4 of the school year. It is tutored by volunteer parents and carers of students at Gynea North Public School and is overseen by the Learning and Support Teacher. Four students each term engage in multiple literacy activities for a half hour every day to support their phonics, phonemic awareness and reading skills. 2018 saw eight students successfully complete the program, which would not have been achieved if not for the dedication and support of the Gynea North Public School Parent and Carer community.

Lessons in Phonics Instruction (LIPI)

The LIPI Program is taught to Stage 1 students and focusses on improving their phonics knowledge through explicit instruction and manipulation of phonemes, digraphs, blends and diphthongs. Students engage in a thirty minute lesson, often team taught with the classroom teacher and the Learning and Support teacher, four times during the week focussing on reinforcing four sounds and their written representation. Students manipulate the sounds verbally and through writing a variety of words that contain the sound. Students are pre and post tested at regular intervals throughout the teaching and learning cycle in order to track progress and ensure students are applying their phonic knowledge.

Collaboration (CISP)

The CISP program was created in conjunction with speech pathologists from Area Health and focusses on teaching students various text types. The Learning and Support Teacher team teaches with the classroom teacher to deliver structured lessons that build on prior knowledge of an individual text type each term. 2018 saw recount, persuasive and narrative text types taught through the program to Year 1 students. The lessons progress from verbal discussion and engagement to whole class construction, guided small group creation and finally to independent writing of each text type. Students are pre and post tested on their knowledge of particular text types to show growth over the course of teaching the program. 2018 has again demonstrated the value of this program as student improvement in writing skills seen in NAPLAN results speak to the strong foundation for learning that this program provides during early literacy learning.

Year 6–7 In–School Transition Program

Our In–School Years 6–7 Transition Program is implemented each year in Term 4, one day per week, across 4 weeks. All Stage 3 students participate in this program.

The typical day in a high school is replicated. Students are given a timetable for the day including 40 minute periods and subjects such as woodwork, languages, history, drama, film making, cooking, PE and sewing. To begin the day students attend their 'home room' for roll call. They are provided with a map of the school with subject rooms highlighted and when dismissed they must locate their allocated room for the first period

and subsequent classes. At the end of the day students return to their home room to complete homework and

Chaplaincy Report

Have you ever come to the end of the year and wondered where all the time has gone? Because I have found that is what I am experiencing now that the end of another year is upon us. Without trying to sound too cheesy, I guess it is true what they say; "Time flies when you're having fun." It has been a great year in the world of Chaplaincy and it has been a truly enjoyable time.

We ran a program called "Wise Guys" for the first time, which was for a small group of boys in years 4 & 5. The purpose of the program was to focus on character growth by developing resilience, encouraging healthy social interactions and being a positive influencer. It has been good to see how the boys took to the challenges presented to them and begin to understand the importance of working together as a team. We constantly said that "No one is an island," meaning that we can't live life alone, that we need to be a good friend and have good friends to help us through school and beyond.

We also continued our mentoring program for students who need extra support. From helping with classwork, to assisting with social skills, to being a safe person that the students can talk to about any issues that they may be facing, the program can cover a range of needs. We have seen benefits both academically and socially in students who have participated. I still continue to make myself a presence in classrooms and in the playground, joining in class activities, games of soccer and of course being Mr. Loomband (those parents lucky enough to receive a new loomband bracelet or necklace every Monday I'm sure know the excitement that they bring.)

This is a brief snapshot of Chaplaincy in 2018 and it has been an amazing year. Next year is shaping up to be even more exciting as we look toward what the future will hold for the role and beginning new programs that will support the wellbeing of our students.