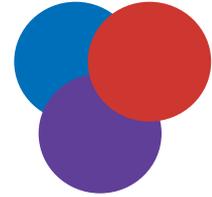


# GYMEA NORTH PUBLIC SCHOOL

## Annual Report



**2015**



**4389**

## Introduction

The Annual Report for 2015 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.

The Annual report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>



Sandra Forman  
Principal

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## Message from the Principal

GyMEA North Public School is a fine example of the achievement and success made possible with a strong and effective partnership between school and community. It is a school where all stakeholders work harmoniously and collaboratively to achieve the best possible outcomes for all students. I am proud of the efforts of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences. Activities undertaken by the school are underpinned by a strong set of values and educational targets.

Our teachers are highly dedicated and are to be congratulated for their professionalism and their commitment to providing high quality learning opportunities for every student in their care. They continually strive to ensure that the academic, social and emotional needs of all students are met within a varied and stimulating school environment. Dedicated support from a strong and enthusiastic community body is deeply valued and appreciated. Thank you to our Parents and Citizens Association and its subcommittees for the continuous support that has been given throughout the year. In particular, I would like to thank the many volunteers who have assisted with reading, excursions, banking, the uniform shop, Mothers' and Fathers' Day stalls, carnivals, discos and of course all those who volunteer in our canteen.

At our annual self-assessment and annual milestone monitoring meetings, evidence was analysed by staff and identified the following key features of our achievements for GyMEA North Public School in 2015: In 2015, our Years 3 and 5 students sat for the NAPLAN. 98% of our students were above the National Minimum Standard in Reading and Numeracy and above average growth was achieved in Writing with 71.40% of students achieving greater than or equal to expected growth. This indicates that our strategies to improve student learning in literacy and numeracy in the early years are having a positive impact.

- ❖ All staff participated in professional learning to support the implementation of the Australian Curriculum and quality teaching strategies in the classroom.
- ❖ GyMEA North Public School staff continued our collaboration with the Speech Pathologist from Caringbah Community Health to improve the language and writing skills of Year 1 students. This program was highly successful with pre and post-test data showing a highly significant improvement in oral communication skills and in the planning, understanding and writing of expositions. This approach to writing has also been demonstrated and implemented in Kindergarten, Year 2 and Year 3 classrooms by the Learning and Support Teacher.
- ❖ The Positive Behaviour for Learning (PBL) program was further developed to improve school-wide processes for student wellbeing and quality learning in all classrooms. This promoted student enthusiasm in the program and encouraged a vibrant school learning culture.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Sandra Forman  
Principal

## 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 21<sup>st</sup> 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.

### School context

GyMEA North Public School, established in 1967, is situated in a well-established residential area in the Sutherland Shire. There are currently 343 students and 14 classes. 15% of students come from a background other than English and 19 languages are represented by the student population. There are 12 students from an Indigenous background. Teachers at GyMEA North are experienced and the majority have been teaching more than 20 years. A strong feature of the school is the overall support given to teachers and staff by the parent community.

Emphasis is placed on quality teaching and continuous improvement of learning outcomes for all students. Our school aims to develop each student academically, socially and emotionally and is committed to providing rich programs in critical thinking, problem solving, communication, collaboration and technology.

GyMEA North Public School strives to create an inviting and engaging environment for all students and continues to invest in 21st century technology including an iPad purchasing program and wireless connection throughout the school.

The new Resource Allocation Model (RAM) Funding has allowed the school to buy more support time in Literacy and Numeracy. In 2015 -16 our particular focus will be programs designed to target pedagogy in the areas of Oral Language and Writing skills, Number, New Curriculum and Fundamental Movement Skills.

## Self-assessment and school achievements

### Self-assessment using the School Excellence Framework

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

Our staff used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. We thoroughly examined the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of **Learning**, our efforts have primarily focused on learning, curriculum and wellbeing. The strong performance of the school in creating a positive and productive learning culture among students and staff has been a feature of our progress. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. A more focused approach to individual learning needs has been a component of our progress throughout the year. Students with high learning needs are being identified early and their parents/carers are increasingly involved in planning and supporting their learning directions. Teachers differentiate curriculum delivery to meet the needs of individual students and curriculum provision is also enhanced by learning alliances with other schools and organisations including The Principal's Book Club (across 6 schools) and Caringbah Community Health. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings including classrooms, playground, canteen and assemblies.

Our major focus in the domain of **Teaching** has been on collaborative practice for staff members. Opportunities, including planning days and fortnightly stage meetings, have been provided to staff in relation to planning, teaching and growing as a team. The use of technology for learning, the importance of data analysis to inform decision-making, the growing of teaching practice through classroom observations, reflections and feedback and the development of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that aims to move student learning to a new level. Teachers are focussing on providing more explicit, specific and timely formative feedback to students on how to improve. Teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. Teachers provide and receive constructive feedback from their peers and school leaders to improve teaching practice. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers work beyond their classrooms to contribute to broader school programs.

In the domain of **Leading**, the consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture. The school has productive relationships with external agencies such as community organisations to improve educational opportunities for students. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan. There are opportunities for students and the community to provide constructive feedback on school practices and procedures.

The new approach to school planning, supported by the new funding model, is making a significant difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

## Strategic Direction 1

### Student Learning

High Expectations and Quality Student Learning

### Purpose

To empower students with the essential skills and attributes in order to maximise their potential as learners, leaders and productive citizens.

To ensure every student is engaged in quality, meaningful and future focused learning experiences.

To develop and/or enhance teacher practice to implement differentiated teaching and learning programs that incorporate high expectations and meet individual student needs.

### Overall summary of progress

An increased percentage of students are achieving a “Sound” grade in English and Mathematics across the school. There is a consistent approach to teaching and assessing Writing K-6 with a focus on oral preparation and explicit modelling and analysis of NAPLAN data shows improved growth from Year 3 to Year 5 in Writing.

Teachers have been trained in important literacy and numeracy initiatives – CISP (an approach to teaching Writing focussing on oral language skills), Targeting Early Numeracy (TEN), Taking Off With Numeracy (TOWN) and Formative Assessment. These initiatives are having a significant impact on student learning, particularly for equity groups in the early years of schooling.

Teachers continue to deepen their understanding of the new English, Mathematics, Science and History syllabuses. Staff members from within the school and across our learning community are leading and supporting others through an effective implementation strategy. 100% of school teaching and learning programs meet NSW syllabus requirements. Teachers regularly engage in structured professional dialogue in order to accurately plot student progress on PLAN each term and planning, monitoring and assessing is based on syllabus outcomes and content in conjunction with the Literacy and Numeracy Continuums.

Goal setting and goal reflection time has been trialled in 2015 in every classroom and Stage 2 and 3 students routinely use self-assessment rubrics to measure their performance against set criteria. Students also plot their progress in Number on maths data walls as part of our formative assessment practices. We have formed Stage based ability Maths groups 3-6 to ensure differentiation for learning in Number. The effective use of technology is embedded in all teaching and learning with iPads and desktop computers purchased for classrooms/our lab.

Our Computer Coordinator/Technology teacher and a colleague were involved in team teaching lessons and integrated Technology, Science and Library (Information Skills) curriculum. This collaboration and approach has ensured achievement of expected student outcomes in these areas. The Technology teacher also worked with other teachers to upskill them in the use of technology, including computers and iPads for learning.

Staff have engaged with the new strategic planning process and are routinely monitoring, evaluating and reviewing milestone implementation and impact. The engagement of the school community more generally in this process is ensuring a strong, positive and strategic approach to the progress of the school.

| Progress towards achieving improvement measures   |   | Resources  |
|---|---|--|
| Improvement measure<br>(to be achieved over 3 years)  | Progress achieved this year   | (annual)   |
| <p>Increased % of students to achieve “Sound” or above over 3 years.</p> <p>*Analysis of NAPLAN data shows improved growth from Year 3 to Year 5 in all aspects and shows increased percentage of students achieving in the top 2 bands.</p> <p>* PLAN data/software shows expected growth for 80% of students.</p> <p>*Positive ‘Tell Them From Me’ Survey results.</p> <p>*Supervisors report improved programming, incorporating high expectations, problem solving and differentiated teaching learning activities.</p> | <p>The average percentage of students achieving at Sound level or above in overall English is 91.35%. This was an improvement compared with 89.11% in 2014. 93.6% of students achieved at Sound level or above in overall Mathematics in 2015 compared with 91.08% in 2014.</p> <p>NAPLAN data showed improved growth from Year 3 to Year 5 in Writing with 71.40% of students achieving greater than or equal to expected growth. Year 3 NAPLAN Writing results showed an increase in students achieving Bands 4 and 5 with 80.4% of students in those bands. In Year 3 Spelling, 30.4% of students are in the top band (Band 6), in Grammar and Punctuation 85.7% are in Bands 4, 5 and 6 and in Numeracy there was an increase in students achieving Bands 4, 5 and 6. Year 5 NAPLAN results show 92.2% of students performing in Bands 5, 6 and 7 in Writing. In Grammar and Punctuation there was an increase in the number of students in Band 7, from 30.4% in 2014 to 38.5% in 2015 and in Numeracy there was an increase of students achieving in the top band (Band 8) from 4.4% in 2014 to 7.7% in 2015. NAPLAN results in Year 3 and 5 Reading indicate that this is a focus area for improvement in 2016-2017.</p> <p>At the end of 2015, 75% of students showed anticipated growth on continuums in the areas of Writing and Numeracy. All class teachers reported to parents/carers using the continuum and the PLAN report at Term 1 parent teacher interviews.</p> <p>Positive Tell Them From Me Survey results were received from students, teachers and parents. These surveys have provided feedback about how our school is progressing and viewed by all stakeholders. Information gathered and analysed from these surveys will be used to inform future directions and focus areas.</p> <p>Class programs include learning experiences catering for individual student and group needs. Clear criteria for success is communicated to students and number lessons incorporate modeling and demonstration and guided and independent practice. TEN and TOWN strategies and groupings are evident in K-2 and 3-6 Mathematics programs and during lesson observations. Teachers begin Number lessons with whole class problem solving and expected achievement is based on syllabus outcomes and content and the Literacy and Numeracy continuum clusters.</p> | <p>Equity Funds<br/>CISP Project<br/>\$4227.00</p> <p>Teacher Professional Learning:<br/>*TOWN Project<br/>*TEN Project<br/>*Other PL<br/>*Planning Days<br/>\$15,243.40</p> <p>*Technology Teacher (0.6 PTT Allocation)<br/>*Computer Coordinator (1 day per week)<br/>\$16,374.54</p> <p>Australian Curriculum Implementation<br/>* Professional Learning<br/>*Planning Days<br/>*Resources<br/>\$15,01.75</p> |

## Next steps

- Ensure successful implementation of the new History curriculum by extending the successful approach being used for the introduction of other syllabuses in recent years.
- Engage the whole staff in data collection and tracking systems to enhance our focus on impact and to better plan ongoing student learning growth.
- Collaborative learning space set up in the school library based on research.

## Strategic Direction 2

### Leadership and Staff Learning

Strong Culture of Professional Practice and Leadership

### Purpose

To build a dynamic performance and development culture of innovation and best practice through quality professional learning and collegiality. Teachers and support staff will be responsive to students' needs and be facilitators of learning in an inclusive setting. Leaders and teachers will have high expectations of themselves and their students in order to foster sustained school improvement.

### Overall summary of progress

Students, staff and community actively contribute to the school planning process. Gymea North Public School has a strong collegial culture where all staff take responsibility for changes in practice required to achieve school targets and regularly monitor the effectiveness of their own efforts to meet those targets. School leaders place a high priority on the ongoing professional learning of all staff and lead and participate in professional learning alongside teachers.

The implementation of the new Performance Development Framework has led to staff engaging in a much deeper reflective process that is guiding the ongoing development of all staff, at an individual and collective level. Regular and effective monitoring and feedback processes are in place to discuss progress, support and to plan for growth.

A timeline for the writing of professional goals, lesson observations, class program reviews, planning days, professional learning and data/evidence collection has been developed. Teachers were involved in Lesson Study as part of the TOWN project and systematic staff performance and development reviews are conducted mid and end of year.

Succession planning and shadowing of key school roles is in place. In 2015 there was 1 permanent beginning teacher employed at Gymea North Public School. The teacher was released from class for an extra 2 hours per week and worked closely with her supervisor/mentor to improve class practice, programming and develop curriculum knowledge. The teacher was involved in lesson observations, collegial planning and discussions and attended Beginning Teacher workshops.

| Progress towards achieving improvement measures  |  | Resources (annual)                       |
|--|--|--|
| <b>Improvement measure</b><br>(to be achieved over 3 years)  | <b>Progress achieved this year</b>   |  |
| *All staff aligned to the goals within the school plan and actively supporting the successful implementation of the plan.<br><br>*100% of staff will have completed professional development plans (PDPs) which reflect National Standards (AITSL) and align with the priorities of the School Plan. | All staff are contributing to school planning and actively participating in milestone meetings. To further this we will work on reporting on impact to students, staff and community.<br><br>At the end of 2015 all Gymea North Public School teachers had a performance development plan based on the new Department policy. Staff are developing an understanding of how to best drive their own plans and to actively seek feedback and mentoring as an important part of their ongoing growth. | Beginning Teacher Funding<br>\$13,127.38 |

|  |  |  |
|--|--|--|
| <p>*An increased number of teachers accredited by the Board of Studies and Teacher Education Standards (BOSTES) at Proficient and higher levels.</p> <p>*100% of Teachers demonstrate that they meet The Australian Professional Standards for Teachers.</p> <p>*School teams will use <i>The Learning Bar</i> evaluation data to guide school planning and decision making.</p> <p>*Teacher surveys indicate work satisfaction and increased levels of support to achieve personal professional learning goals.</p> | <p>*Our beginning teachers are preparing for Accreditation. They will begin the process in 2016 when they have met the requirements in order to apply to be accredited.</p> <p>All teachers formulated and achieved goals based on the Australian Professional Standards for Teachers. Teachers chose goals relevant to their level of experience, expertise and professional learning needs.</p> <p>“Tell Them From Me” survey results were shared and analysed at designated staff meetings. Information gathered and analysed from these surveys will be used to inform future directions and focus areas.</p> <p>Teacher feedback indicated growing knowledge and increasing confidence in planning, teaching and assessing new curriculum. The majority of teachers have indicated that they would like further professional learning in new curriculum in order to consolidate their knowledge and understanding. Survey results were very positive about the support of teachers by school leaders.</p> | <p>QTSS 0.12 allocation– Assistant Principal in Data Analysis Role</p> |
|--|--|--|

## Next steps

- Explore the implications of the new Curriculum Assessment and Reporting Policy for all strategic directions at Gynea North Public School.
- Develop a deeper understanding of evidence relating to the impact of initiatives in the school plan.



## Strategic Direction 3

### School Learning and Wellbeing

Inclusive and Collaborative Learning Community

### Purpose

To increase community support of our students through a school-wide focus on student equity, well-being and welfare programs. To work together in partnership as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st century.

### Overall summary of progress

Our continued school-wide focus on Positive Behaviour for Learning (PBL) has enabled us to achieve significant progress in this strategic direction through a successful approach to student wellbeing and learning culture. PBL has ensured the use of a consistent approach to teaching and learning of appropriate behaviours in the various school contexts. There have been significant observable changes in behaviour featuring more positive and respectful relationships throughout the school community. Students are using enhanced social skills and demonstrate improved resilience and emotional intelligence, in turn, reducing negative incidents recorded on ESR (our electronic welfare system).

Learning and support team processes have been enhanced to monitor and plan student progress in literacy and numeracy. This has enabled us to improve early identification and intervention to provide stronger, more focused support to individual students in partnership with their parents. Increased parental satisfaction has been evident across the school. Student feedback indicates improved engagement as a result of increased parent involvement.

Teachers attended training for the Live Life Well at School Program and an action plan was developed which included a Fundamental Movement Skills Scope and Sequence document. Crunch and Sip was also implemented in all K-6 classrooms.

Cultural perspectives and strategies are reflected in class content, units of work and in Personalised Learning Plans (PLPs) and adjustments for learning are embedded in 100% of teaching and learning programs. Quality and inclusive programs ensure successful transitions for students from Preschool-Kindergarten, Years 2-3 and Years 6-7.

| Progress towards achieving improvement measures  |   | Resources (annual)  |
|--|---|---|
| Improvement measure<br>(to be achieved over 3 years)   | Progress achieved this year   |   |
| School engagement data from the "Tell them from Me" survey will equal or exceed state norms. | School engagement data from the "Tell Them From Me" surveys showed that 8.8 out of 10 teachers think that students become fully engaged in class activities and 9 out of 10 set high expectations for student learning. 7.7 out of 10 parents agree that their child is encouraged to do his/her best work and 8 out of 10 think that teachers expect homework to be done on time. 98% of students value school outcomes and the NSW DoE norm for these years is 96%.<br><br>Data collected was generally equal to or exceeded state norms. | QTSS 0.12 allocation– Assistant Principal in Data Analysis Role<br><br>Live Life Well Professional Learning and Resources \$1625.77 |

|   |   |  |
|---|---|--|
| <p>*School ESR data will reflect a reduction in the incidents of inappropriate student behaviour in classroom and non-classroom settings.</p> | <p>The comparison of 2014 and 2015 ESR data shows a reduction in negative behaviour documented in both classroom and playground settings. There was a 15% reduction in playground incidents and a 37% reduction in classroom referrals.</p>   | <p>PBL School Signage<br/>\$9000.00</p>                                |
| <p>*Parent surveys show an increase in an ability to support their child's learning at home.</p>  | <p>The "Tell Them From Me" Parent Survey responses included the following information about parents supporting learning at home:</p> <ul style="list-style-type: none"> <li>• 5.3 out of 10 parents discuss how well their child is doing in his or her class</li> <li>• 5.6 out of 10 parents talk about how important schoolwork is with their child</li> <li>• 6.1 out of 10 parents ask their child about any challenges he/she might have at school</li> <li>• 7.2 out of 10 parents encourage their child to do well at school</li> <li>• 7.1 out of 10 parents take an interest in their child's school assignments</li> </ul>   | <p>LaST employed and extra day for student support<br/>\$16,126.40</p> |
| <p>*Parent, staff and student surveys indicate an increased positive school culture of inclusion and respect.</p>                             | <p>7.9 out of 10 parents surveyed feel welcome and 8.8 believe that the school administration staff are helpful. 7.5 out of 10 parents think teachers help students develop positive friendships and 7 out of 10 say the school helps prevent bullying. 7.8 out of 10 teachers make sure that students with special learning needs receive meaningful feedback on their work and 9 out of 10 make an effort to include students with special learning needs in class activities. 8.5 out of 10 teachers create opportunities for success for students who are learning at a slower pace. Positive Teacher-Student Relations were rated 8.5 out of 10 by students and the NSW DoE norm for these years is 8.4.</p> |  |

## Next steps

- Continue to build on the improved Learning and Support processes and strengthen the support for Gifted and Talented students.
- Lining up Award to be introduced as part of our PBL approach.
- Fundamental Movement Skills Scope and Sequence implemented K-6 and lessons planned to commence Term 3 2016.
- Parent information sessions on "How to Support Your Child's Learning at Home".

## Key initiatives and other school focus areas

| Key initiatives (annual)                                       | Impact achieved this year   | Resources (annual)  |
|--|---|---|
| <b>Aboriginal background funding</b>                           | All Aboriginal students have an individual learning plan (ILP) and are making progress across the literacy and numeracy continuums. Students were supported by SLSOs in classrooms to achieve the goals set in individual learning plans and in areas of weakness. All Aboriginal students were able to access the curriculum and participate in excursions and extra-curricular activities. Assistance was also provided to some families to purchase school uniforms.   | <b>\$6,314</b><br><b>Strategic Direction 1</b><br>*Student Learning Support Officer (SLSO) salaries<br><br><b>Strategic Direction 3</b><br>*Learning and Support Teacher (LaST) Salary (0.2) (Part Payment)<br><br><b>Strategic Direction 3</b><br>*Student Assistance  |
| <b>English language proficiency funding</b>                    | The collaboration between Community Health and our school was very successful in developing the oral language and writing skills of Year 1 students in the targeted class. Teachers were released from class to observe lessons and this approach to teaching writing. The EAL/D teacher worked with identified students to improve their writing and during Stage 3 Maths groups. There were only 10 students in the Maths group which allowed for more individualised support. Students had access to iPads for learning during Reading and Maths group work rotations. | <b>\$24,394</b><br><b>Strategic Direction 1</b><br>*Oral Language /Writing Project - Collaboration between GNPS and Community Health (CISP)<br><br><b>Strategic Direction 2</b><br>*Teacher Release to participate in CISP<br><br><b>Strategic Direction 3</b><br>*Learning and Support Teacher (LaST) Salary (0.2) (Part Payment)<br><br><b>Strategic Direction 1</b><br>*iPads and covers purchased |
| <b>Targeted students support for refugees and new arrivals</b> | No funding received in 2015   |   |
| <b>Socio-economic funding</b>                                  | SLSO support for students was targeted and specific to individual learning needs. SLSOs implemented speech and OT programs (initiated by a Speech Pathologist and Occupational Therapist) with some students and progress was evident in their reading, writing and fine motor skill development. Students used iPads and specific apps and programs to improve their Literacy and Numeracy skills.   | <b>\$13,920</b><br><b>Strategic Direction 1</b><br>*Student Learning Support Officer (SLSO) salaries<br><br><b>Strategic Direction 3</b><br>*Learning and Support Teacher (LaST) Salary (0.2) (Part Payment)<br><br><b>Strategic Direction 1</b><br>*iPads and covers<br><br><b>Strategic Direction 3</b><br>*Student Assistance  |

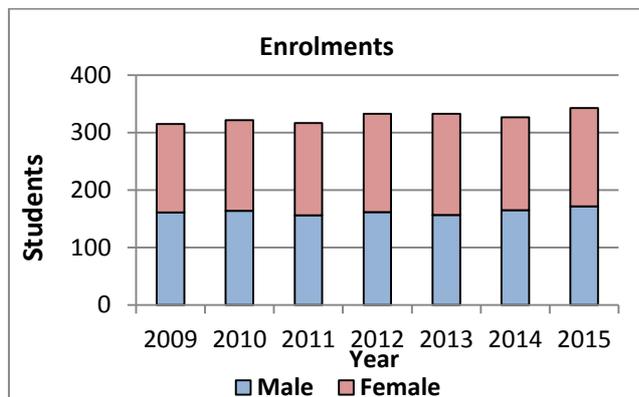
| Key initiatives (annual)                                    | Impact achieved this year  | Resources (annual)   |
|---|--|--|
| <b>Low level adjustment for disability funding</b>          | All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. Over 40 students were referred for learning support. The LaST implemented the Lessons in Phonemic Instruction Program (LIPI), 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 understanding.               | <b>\$16,909</b><br><b>Strategic Direction 1</b><br>*Student Learning Support Officer (SLSO) salaries<br><br><b>Strategic Direction 3</b><br>*Learning and Support Teacher (LaST) Salary (0.2) (Part Payment)   |
| <b>Support for beginning teachers</b>                       | In 2015 there was 1 permanent beginning teacher employed at Gynea North Public School. The teacher was released from class for an extra 2 hours per week and worked closely with her supervisor/mentor to improve class practice, programming and develop curriculum knowledge. The teacher was involved in lesson observations, collegial planning and discussions and attended Beginning Teacher workshops and other relevant professional learning courses. | <b>\$13,127.38</b><br><b>Strategic Direction 2</b><br>*Beginning Teacher (BT) release from class (2 hours per week)<br><br>*Supervisor/mentor release from class to support BT<br><br>*Beginning Teacher Courses<br><br>*Other Professional Learning |
| Other school focus areas                                    | Impact achieved this year  | Resources (annual)   |
| <b>Quality Teaching, Successful Students Funding (QTSS)</b> | Funding received from Term 3, 2015<br><br>The role of 'Data Analyst' was created for an Assistant Principal. This role involves supporting teachers in collecting data/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.  | <b>0.12 Allocation</b><br><b>Strategic Direction 2 1/2</b>   |



## Student information

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

### Student enrolment profile



### Student attendance profile

|           |              | Year | 2010        | 2011        | 2012        | 2013        | 2014        | 2015        |
|-----------|--------------|------|-------------|-------------|-------------|-------------|-------------|-------------|
| School    | K            |      | 97.0        | 97.3        | 96.4        | 97.0        | 97.4        | 95.0        |
|           | 1            |      | 94.3        | 94.9        | 93.6        | 95.6        | 96.9        | 95.2        |
|           | 2            |      | 96.4        | 95.7        | 95.9        | 93.5        | 96.3        | 94.8        |
|           | 3            |      | 96.1        | 96.4        | 94.3        | 94.3        | 93.7        | 94.6        |
|           | 4            |      | 95.5        | 94.4        | 95.7        | 94.3        | 95.9        | 94.0        |
|           | 5            |      | 94.8        | 94.5        | 96.1        | 95.8        | 95.2        | 92.1        |
|           | 6            |      | 96.2        | 93.1        | 96.8        | 92.2        | 95.1        | 92.8        |
|           | <b>Total</b> |      | <b>95.7</b> | <b>95.1</b> | <b>95.7</b> | <b>94.8</b> | <b>95.9</b> | <b>94.2</b> |
| State DoE | K            |      | 94.7        | 94.7        | 94.3        | 95.0        | 95.2        | 94.4        |
|           | 1            |      | 94.2        | 94.2        | 93.9        | 94.5        | 94.7        | 93.8        |
|           | 2            |      | 94.4        | 94.2        | 94.2        | 94.7        | 94.9        | 94.0        |
|           | 3            |      | 94.5        | 94.4        | 94.4        | 94.8        | 95.0        | 94.1        |
|           | 4            |      | 94.5        | 94.3        | 94.3        | 94.7        | 94.9        | 94.0        |
|           | 5            |      | 94.4        | 94.2        | 94.2        | 94.5        | 94.8        | 94.0        |
|           | 6            |      | 94          | 93.8        | 93.8        | 94.1        | 94.2        | 93.5        |
|           | <b>Total</b> |      | <b>94.4</b> | <b>94.3</b> | <b>94.2</b> | <b>94.7</b> | <b>94.8</b> | <b>94.0</b> |

### Class sizes

| Roll class | Year | Total in class | Total per year |
|------------|------|----------------|----------------|
| KA         | K    | 18             | 18             |
| KT         | K    | 19             | 19             |
| KW         | K    | 19             | 19             |
| 1B         | 1    | 24             | 24             |
| 1D         | 1    | 23             | 23             |
| 2A         | 2    | 29             | 29             |
| 2K         | 2    | 28             | 28             |
| 3B         | 3    | 28             | 28             |
| 3F         | 3    | 28             | 28             |
| 4CR        | 4    | 26             | 26             |
| 4/5H       | 4    | 13             | 25             |
|            | 5    | 12             | 25             |
| 5/6B       | 5    | 12             | 25             |
|            | 6    | 13             | 25             |
| 5/6C       | 5    | 10             | 25             |
|            | 6    | 15             | 25             |
| 5/6K       | 5    | 7              | 25             |
|            | 6    | 18             | 25             |

## Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

| Position                              | Number        |
|---------------------------------------|---------------|
| Principal                             | 1.0           |
| Deputy Principal(s)                   | 0             |
| Assistant Principal(s)                | 3.0           |
| Head Teacher(s)                       | 0             |
| Classroom Teacher(s)                  | 11.00         |
| Teacher of Reading Recovery           | 0.42          |
| Learning and Support Teacher(s)       | 0.6           |
| Teacher Librarian                     | 0.8           |
| Teacher of ESL                        | 0             |
| School Counsellor                     | 1.2           |
| School Administrative & Support Staff | 2.822         |
| Other positions - QTSS                | 0.12          |
| <b>Total</b>                          | <b>20.962</b> |

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

There are currently no indigenous staff members employed at GyMEA North Public School.

### Teacher qualifications

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

| Qualifications                  | Number of staff |
|---------------------------------|-----------------|
| Undergraduate degree or diploma | 18              |
| Postgraduate degree             | 3               |

### Professional learning and teacher accreditation

The school receives funds from the DoE to provide for teacher release from class and course fees. Professional learning is related to areas identified in the School Plan and DoE mandatory training. New English, Mathematics, Science and History curriculum were the major focus areas in 2015 along with Writing, Formative Assessment and Fundamental Movement Skills.

All staff participated in fortnightly stage and whole school professional learning meetings. Teacher professional learning meetings were facilitated by executive, team leaders, committee members and visiting professionals with a focus on developing teacher expertise in a range of areas as identified in the 2015 – 2017 School Plan. Teachers also attended a range of conferences and workshops in Literacy, Numeracy, and Fundamental Movement Skills.

In addition to this they completed a variety of online courses related to personal professional learning needs and school and DoE based requirements.

All teaching staff participated in Staff Development Days at the commencement of Terms 1, 2 and 3 and on the last 2 days of Term 4.

Teachers attended mandatory training in Child Protection, Anaphylaxis, Emergency Care, CPR and Code of Conduct. Our School Development Days focused on TEN, TOWN, school planning and milestones and using SLSOs effectively in the classroom.

The Learning and Support (LaST) and the English as an Additional Language or Dialect (EAL/D) teachers attended Network and ESLIN meetings. School Learning Support Officers (SLSOs) were trained in Health Care Procedures.

## Financial information

### Financial summary

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

A full copy of the school's 2015 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.

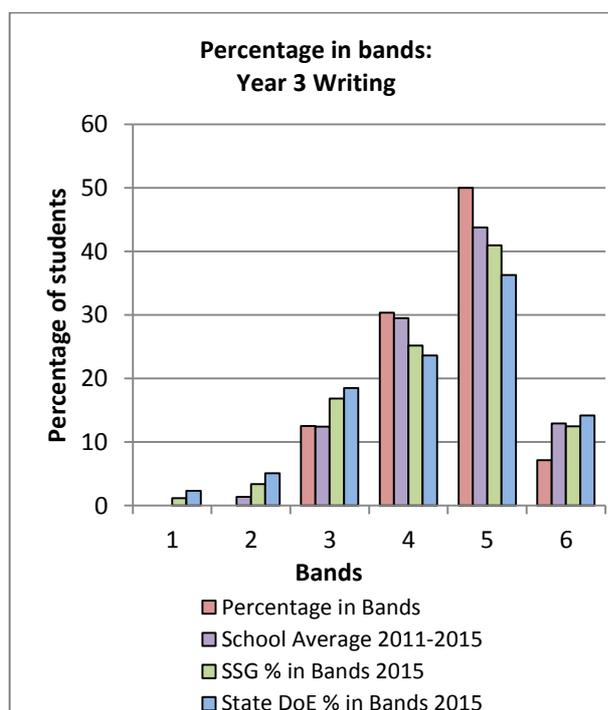
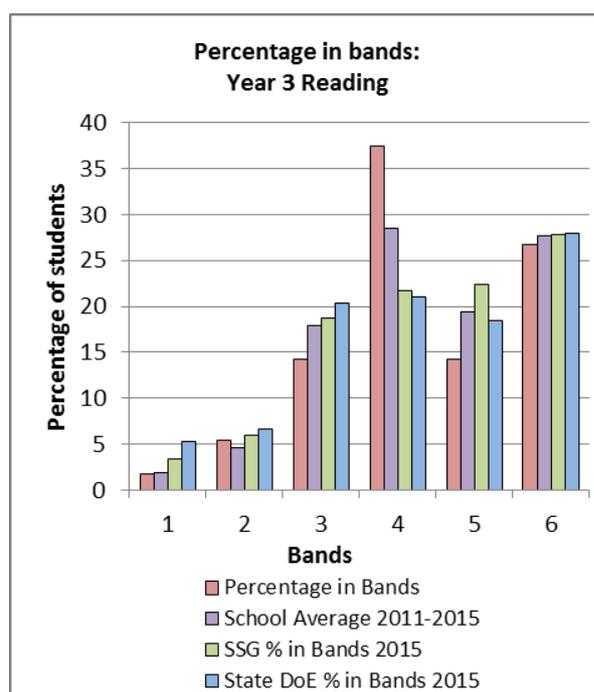
|                                |                   |
|--------------------------------|-------------------|
| Date of financial summary      | 30/11/2015        |
| <b>Income</b>                  | \$                |
| Balance brought forward        | 254817.66         |
| Global funds                   | 205879.53         |
| Tied funds                     | 179176.46         |
| School & community sources     | 268990.44         |
| Interest                       | 7292.79           |
| Trust receipts                 | 4386.90           |
| Canteen                        | 0.00              |
| <b>Total income</b>            | <b>920543.78.</b> |
| <b>Expenditure</b>             |                   |
| Teaching & learning            |                   |
| Key learning areas             | 56296.91          |
| Excursions                     | 31500.55          |
| Extracurricular dissections    | 66188.04          |
| Library                        | 7186.25           |
| Training & development         | 18688.38          |
| Tied funds                     | 187668.27         |
| Casual relief teachers         | 73030.20          |
| Administration & office        | 85281.08          |
| School-operated canteen        | 0.00              |
| Utilities                      | 46188.90          |
| Maintenance                    | 22500.19          |
| Trust accounts                 | 4386.90           |
| Capital programs               | 49368.17          |
| <b>Total expenditure</b>       | <b>648283.84</b>  |
| <b>Balance carried forward</b> | <b>272259.94</b>  |

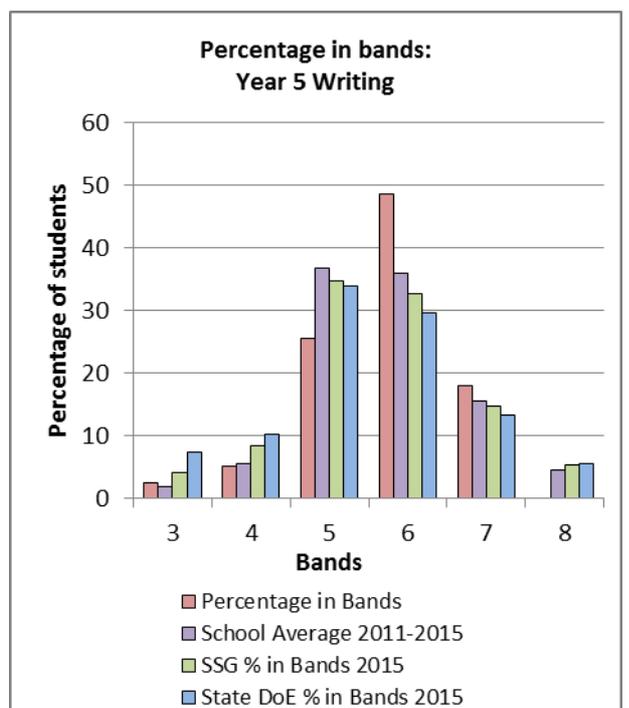
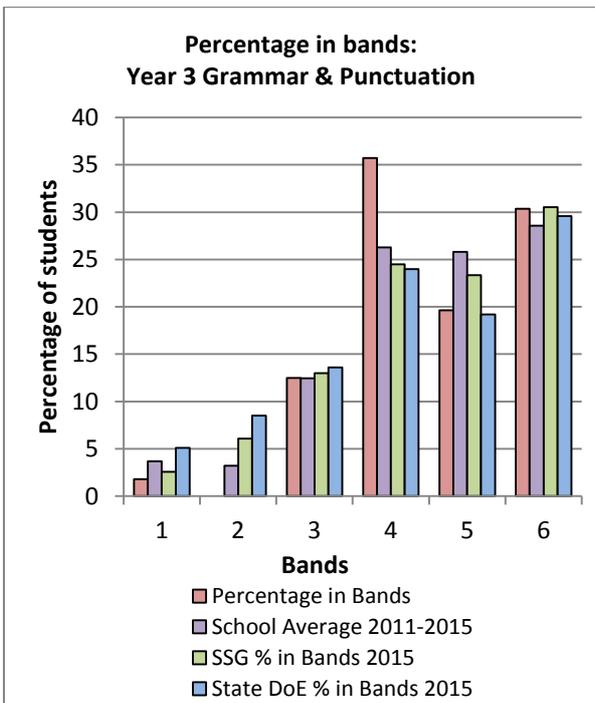
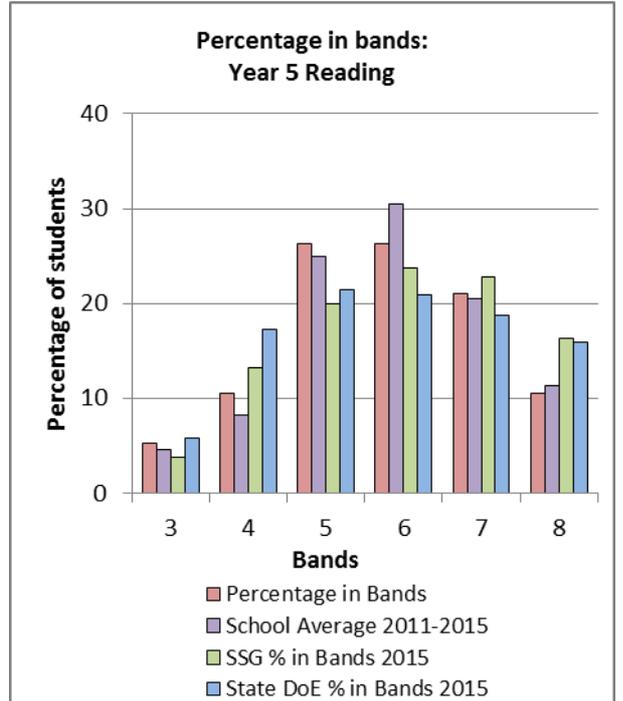
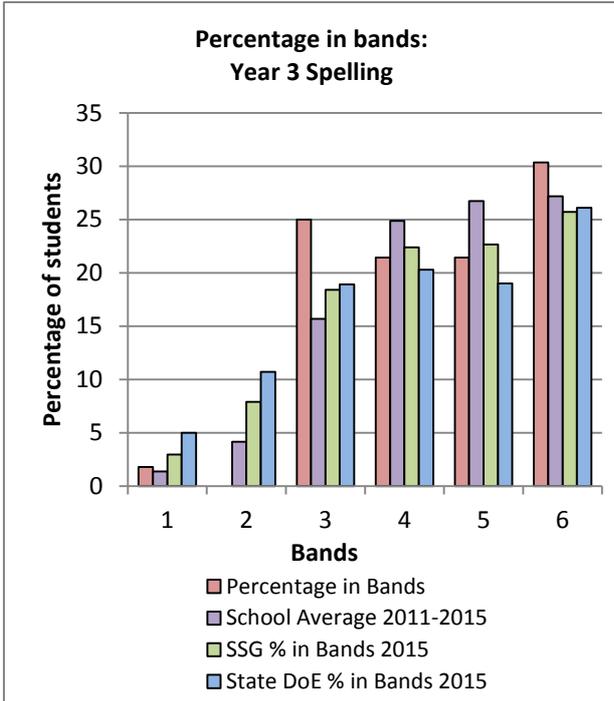
## School performance

### NAPLAN

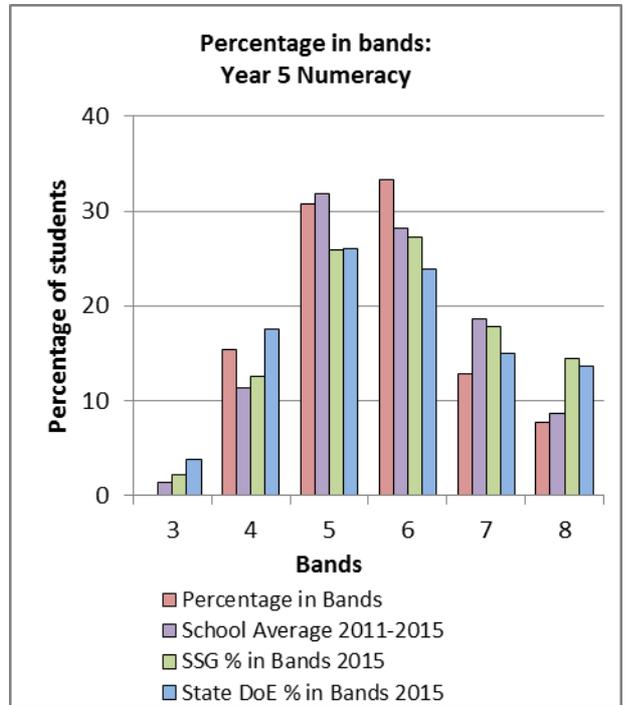
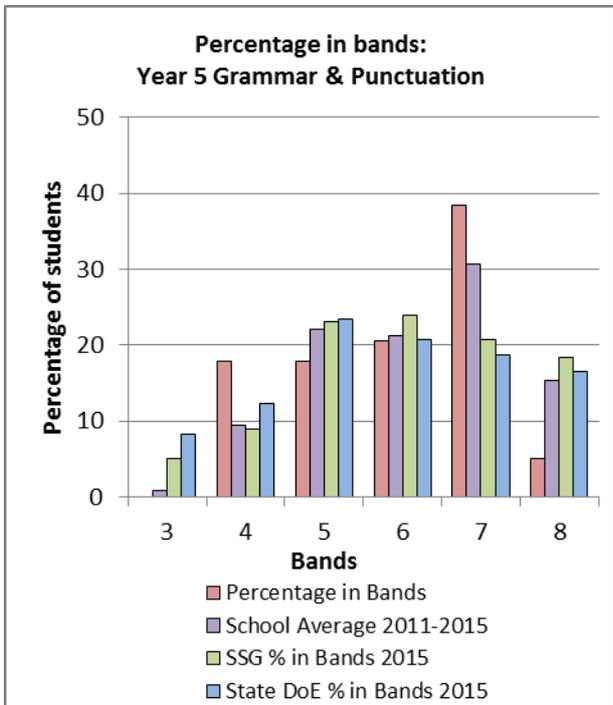
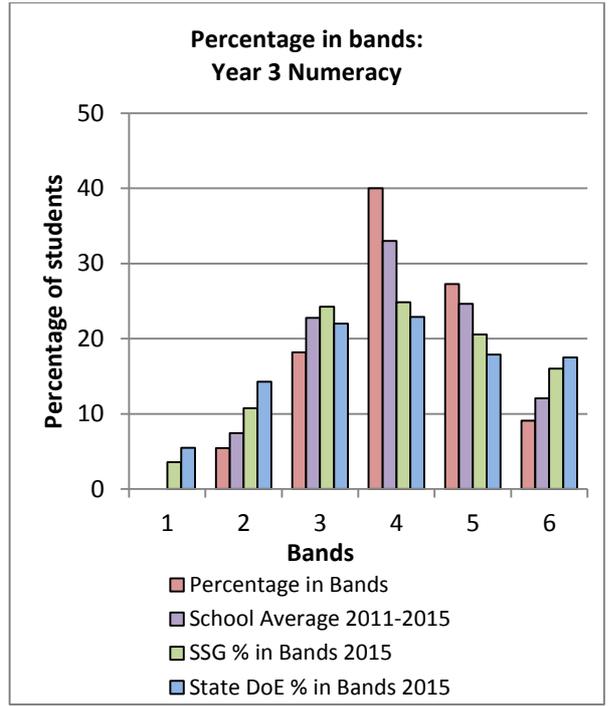
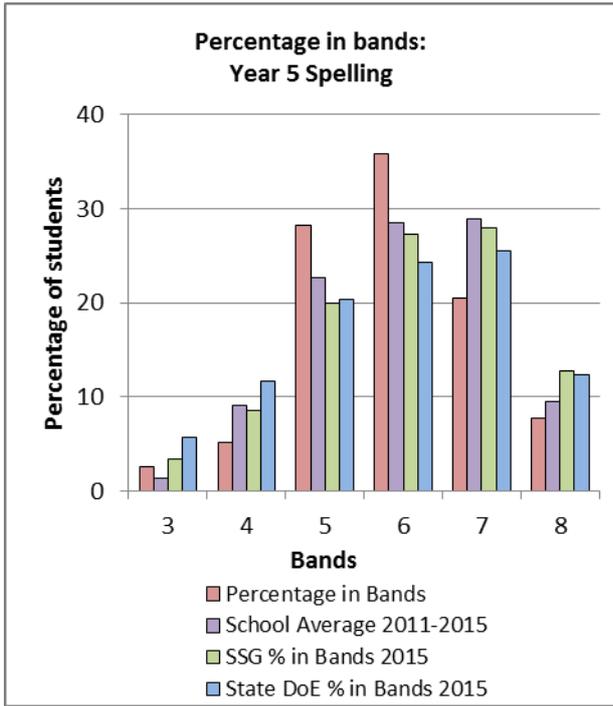
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

### NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)





**NAPLAN - Numeracy**



**Parent/caregiver, student, teacher satisfaction**

Each year schools are required to seek the opinions of parents, students and teachers about the school. Students, teachers and parents completed the 'Tell Them from Me' Surveys in 2015. Some of their responses are presented below.

### Parents:

- 7 out of 10 parents feel they are informed and 7.5 believe that concerns are reported to parents about their child's behaviour
- 8.9 out of 10 parents feel their child is clear about the rules for school behaviour and 8.4 say their child feels safe going to and from school
- 7 out of 10 parents agree that teachers help students who need extra support

### Lowest scores:

- 6.7- the school schedules activities when I can attend
- 6.5 - I'm informed about my child's social development
- 6.7 - Teachers devote their time to extra curricula activities

Average scores on all measures in the parent survey were above the state average. 81 parents took part.

### Teachers:

Teachers were surveyed about eight drivers of student learning including Leadership, Collaboration, Learning Culture, Data Informing Practice, Teaching Practice, Technology, Inclusive School and Parent Involvement. Under each of these areas were 8 statements which were rated from 1-10.

### *The following areas scored 9 out of 10 or higher –*

- I work with school leaders to create a safe and orderly school environment.
- School leaders have supported me during stressful times
- I talk with other teachers about strategies that increase student engagement
- I discuss learning problems of particular students with other teachers
- I set high expectations for student learning
- I monitor the progress of individual students
- I establish clear expectations for classroom behaviour
- I make an effort to include students with special learning needs in class activities

### *The following areas scored between 5 and 6 out of 10*

- Students use computers or other interactive technology to track progress towards their goals
- I use computers or other interactive technology to give students immediate feedback on their learning

### Students:

- 7 out of 10 students feel they have someone at school who consistently provides encouragement and can be turned to for advice. The NSW DoE norm for these years is 6.5.
- 8.3 out of 10 students find classroom instruction well organised, with a clear purpose and with immediate and appropriate feedback that helps them learn. The NSW DoE norm for these years is 8.2.



## Policy requirements

### Aboriginal education

Gynea North Public School received Aboriginal Background funding in 2015.

Funding was used to employ School Learning Support Officers (SLSOs) who supported students with writing and TEN and TOWN initiatives across the school. Funds were also used for student assistance to ensure all Aboriginal students could access the curriculum and be involved in extra-curricular school activities and to partly fund our Learning and Support Teacher (LaST) to work an extra day per week to increase face to face support for students.

All Aboriginal students' progress in Years 3-6 was monitored using the Literacy and Numeracy outcomes and continuums and all Aboriginal students achieved at least average growth of one cluster on the continuums per semester.

Gynea North Public School implements the Department's Aboriginal Education Policy by meeting the individual needs of all Aboriginal students through the collaborative planning and implementation of Personalised Learning Plans (PLPs). These plans differentiate the curriculum to engage students and achieve the best outcomes possible. The Learning Support Team works with teachers and parents to develop plans with appropriate and challenging learning goals to

improve Aboriginal students' outcomes in social, academic and extra-curricular areas.

Funds were used to provide teacher release to plan individual learning plans and for student support in literacy and numeracy.

### **Multicultural Education and Anti-racism**

In line with the School plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded for all students. Further to this, our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. Students from Language Backgrounds Other Than English (LBOTE) make up approximately 15% of the total school population.

There are 19 languages represented consisting of mainly 2<sup>nd</sup> and 3<sup>rd</sup> phase learners. Students are catered for in the EAL/D program with a combination of small group withdrawal and team teaching situations.

An experienced teacher, Mrs Kim Baldwin, is our Anti-Racism Contact Officer (ARCO) and has been fully trained in the procedures to handle complaints of a racist nature. The ARCO follows the DoE Anti-Racism Policy.

### **Other school programs**

#### **▪ Achievements in the Arts**

The Gymea North Public School community values participation in the arts and in 2015 our school continued to provide excellent opportunities for students to develop and enhance their skills in dance, music, band, choir and visual arts. The school provided a specialist music teacher, a band master and tutors, dance training and a foyer where students' artwork was framed and exhibited.

Students from the school's Junior and Senior Choirs performed at school functions and at the Sutherland Shire Music Festival where a staff member conducted a mass choir of 300. The Senior Choir sang at the school's ANZAC Day ceremony, Presentation Day assemblies and the Gymea North Public School Performing Arts Christmas Concert.

This year, 17 students participated in the Performing Band and 12 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 Showcase Concert. The Performance Band competed at Bandfest where they received a bronze trophy.

The Fife Group, involving 8 children trained by a music teacher also performed at our Open Day assembly and the Performing Arts Christmas Concert.

All Year One students participated in the Junior Dance Group and performed at the Open Day assembly. They danced with distinction at the Sutherland Shire Music Festival and at the school's Performing Arts Christmas Concert.

The school continued with its Years 3-6 Primary Dance Program. This year the Ettingshausens Dance Academy was employed to teach the Primary Girl's Dance Group and the Primary Boy's Dance Group. The Boy's Dance Group performed at the Sutherland Shire Music Festival and the Girl's Dance Group performed at the Dance Extravaganza. Both groups have also performed during Open Day and the end of year Performing Arts Christmas Concert.

One of our Year 6 female dancers auditioned and was successful in gaining a place in the State Dance Ensemble which was a great achievement.

Nine students were selected to represent our school in the "Create South" workshops for Gifted and Talented students in the areas of singing, dance, technology, art and band. One teacher from Gymea North was also involved in the production.

The school continued its outstanding successes in Visual Arts. Many children had artwork displayed at the Sutherland Shire Music Festival Art Exhibition. Year 1 had 3 collaborated pieces of art exhibited at the 'Not Just a Brush' Art Exhibition at Hazelhurst Galleries.

#### **▪ Achievements in Sport**

Gymea North Public School provides a variety of opportunities that encourage students to develop skills as they participate in sports and fitness activities. Students K-6 participated in a range of fitness and fundamental skill development programs during 2015.

The aim of the school sport program was to develop weekly activities focusing on the development of skills based around the following sports: Oztag, netball, Newcombe ball, minkey hockey, AFL, cricket

and tee ball. These sports were highly successful and enjoyed by all students.

The Kindergarten sporting program, which is designed around a planned series of skills activities, continued to be highly successful and involved many Stage 3 students on a weekly basis.

Weekly tennis lessons were again offered at Gymea North with approximately thirty-five students participating each term.

During Terms 3 and 4, 35 students attended Sylvania Hockey Centre to develop their hockey skills and understanding of the game.

Teams entered into the first season of PSSA included two boys' AFL teams and four girls' 7-a-side Soccer. These sports were not recorded as competitive. In winter PSSA, netball was represented by two junior and two senior teams. Soccer was also represented by two junior teams and two senior teams. To finish the year, two cricket teams and two tee ball teams represented the school. Both of the Junior Netball teams won the final, as did both Junior and Senior T-ball teams and were presented with premiers certificates.

In addition to weekly school sports programs, students participated in individual events at Zone swimming, cross country and athletics carnivals with a number of students participating in Regional and State carnivals in 2015. Two students participated at the Sydney East Regional Swimming Carnival with one going on to the State Carnival. Three students were selected for Regional Athletics representation at the State Carnival. One student represented the Zone and Sydney East Region in Cross Country.

A number of students were selected in team sports. One student was selected to represent Cronulla Zone in basketball. Two students represented Cronulla Zone and one student progressed to Sydney East in rugby league. Two students represented Cronulla Zone in Touch Football and one student represented Sydney East in hockey. One student was selected to represent Cronulla Zone and Sydney East at the State Cricket Carnival.

2015 saw the continuation and extension of the whole school gymnastics program outsourced to the Sport-It gymnastics team. Trained gymnastics coaches developed students' skills over a period of 8 weeks. The School Swimming Program for Stage One

students also continued at Sutherland Leisure Centre in Term 1.

Four primary teams were entered into the 'After-School Hockey' summer competition during Term 4. Two senior teams won their divisions and the two junior teams made it to the semi-finals.

The very successful peer-mentoring program with Gymea Technology High School was continued in the organisation and running of the cross country and athletic carnivals. The school Cross Country carnival was held on the grounds of Gymea Technology High School with Year 9 students officiating. The school Athletics Carnival, held at Sylvania Waters Track, had 30 Gymea High students from Years 9 and 10 officiating.



### **Learning and Support**

The Learning Support Team guides the Learning Support program. The Learning Support Team consists of the school Principal, the Coordinator, the Learning and Support Teacher (LaST), the school Counsellor and the school Chaplain who meet once a week to discuss individual students with additional needs as identified by class teachers and/or parents or carers. The team collaborates to guide the type of additional support that is given and assists in the development of Personalised Learning Plans (PLPs). Over 40 students have received additional support as a result of these consultations and provisions.

Also in 2015, the school was provided with targeted funding to support students with a disability and/or adjustments for learning. This funding was well utilised to employ Student Learning Support Officers (SLSOs) to meet the needs of students requiring additional support to access the curriculum. Standardised test results, assessments, NAPLAN and Best Start data and teacher recommendation are used to determine which students receive intervention. Identified students may be assessed by the counsellor or support teacher and relevant support structures and strategies are put in place for

each child also through collaboration and consultation with the Learning Support Team (LST).

The Learning and Support Teacher (LaST) works with the LST to provide direct specialist assistance to students with additional learning and support needs and their teachers. The LaST identifies specific learning needs, assesses for learning, plans, implements, monitors and evaluates programs and support. A variety of interventions are employed by the LaST and the SLSOs in consultation with the class teachers including small group or individual support programs in the classroom, small group or individual withdrawal programs, team teaching (eg LIPI - a whole class Phonemic Awareness program), parent tutor programs such as the Kindergarten Reading Program implemented in Terms 2 and 3 and supplementing Occupational Therapy and Speech Therapy for those children who receive these therapies from specialists within the school setting.

The National Consistent Collection of Data for students with a disability was mandatory for all schools in 2015. Teachers are required to use their professional, informed judgement to determine which of their students should be provided with a reasonable adjustment because of disability (as defined in the Disability Discrimination Act 1992 and the Disability Standards for Education 2005), the level of adjustment that students with a disability are being provided with, in both classroom and whole of school contexts and the broad category of disability under which each student best fits. This national initiative provides Australian schools, parents, education authorities and the community with information about the number of students with a disability in schools, where they are located and the adjustments they receive. It has also provided the school with a dedicated mechanism upon which to build an evidence-based approach to the collation of data in this area.

### **Collaboration in Schools Project (CISP)**

During Terms 2 and 3, the school again funded the Collaboration in Schools Project (CISP) which was implemented in a Year 1 classroom. This collaboration allowed a Speech Pathologist from South Eastern Sydney Health District to work in a team teaching capacity for 8 weeks with the Classroom Teacher and the Learning and Support Teacher (LaST) to improve student oral communication and writing skills of the Exposition text type. To maximise the value of this highly successful program, all teachers K-6 had the opportunity to observe a CISP lesson and the LaST provided all teachers with a folder of the lesson plans,

strategies and resources for this program. The LaST also implemented the program in a team teaching format with other Stage 1 classes. Pre and post-test data of these students and those initially involved in the program showed a highly significant improvement in oral communication skills and in the planning, understanding and writing of expositions. The CISP narrative writing program from 2013 and the recount writing program from 2014 have been implemented once again this year. The teachers have deemed these programs very successful in promoting both oral and written language skills and have seen a marked improvement in all students' writing skills. The strategies and resources are now used by teachers and embedded into the Stage 1 and Stage 2 Literacy Programs.