

# GyMEA North Public School Annual Report



2016



4389

## Introduction

The Annual Report for 2016 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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## 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.

### 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 2016 –17 our particular focus will be programs designed to target pedagogy in the areas of Reading, Comprehension, Numeracy and Gifted and Talented Education.

# 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. 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.

This year, staff members at Gymea North Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated during Stage Meetings in Term 4 to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the school plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the School Excellence Framework. This ensured that 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 fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and valuing of each other. The results have been evident in the way that students are relating to each other and importantly, in the increased engagement of students in learning. 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 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 and are developing evidence based practice through their reflections and evaluations of collective work. . 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**, our priorities have been to progress leadership and management practices and processes. This approach recognises that leadership development is central to the achievement of school excellence. 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 to schools, is making a major 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 assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

## 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

Quality teaching, assessment and the use of effective feedback have been a key professional learning focus in 2016 to achieve this strategic direction, based on the research of John Hattie and Dylan Williams.

All teachers have been trained in and are implementing important literacy and numeracy initiatives including Targeting Early Numeracy (TEN), Taking Off With Numeracy (TOWN) and Formative Assessment practices. These initiatives are having a significant impact on student learning, particularly for equity groups in the early years of schooling. From Term 4 we began the planning and implementation of the 'Bump It Up Strategy'. This strategy focuses on the 'middle achievers' and moving those students into the top two bands in NAPLAN Reading and Numeracy. Professional learning was presented on the Six Super Comprehension strategies and "What Works Best" and teachers were teaching comprehension strategies explicitly in classrooms. Comprehension, both literal and inferential, was assessed in all grades as a starting point for appropriate teaching and intervention. The "Language of Maths" was and remains a focus during maths lessons.

Kindergarten students with communication difficulties were identified and targeted for support by their teachers within the classroom setting in collaboration with a Speech Pathologist from South Eastern Sydney Health District. Another Speech Pathologist comprehensively assessed selected Year 1–6 students on a one on one capacity and developed individualised management plans, suggested recommendations and referrals and collaborated with the students' classroom teachers to ensure students were appropriately supported to improve their speech and/or language development.

Evaluation methods utilised effectively measure student achievement in our focus areas and all students have personal learning goals for reading and mathematics.

Staff members continue to deepen their understanding of the new English, mathematics, science, history and geography syllabuses. Staff members from within the school and across our learning community have lead and supported others through an effective implementation strategy. Lesson observations based on new curriculum areas have noted teachers understanding and ability to teach new outcomes and content and all teachers include planning for new curriculum in their class programs. 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.

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 members have engaged with the new strategic planning process and are routinely monitoring, evaluating and reviewing milestone implementation and impact.

Growth coach training for members of the school executive team has led to more focused and strategic approaches for guiding professional learning and development of staff.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<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 software shows expected growth for 80% of students.</p> <p>Supervisors report improved programming, incorporating high expectations and differentiated teaching learning activities.</p> <p>80% of students achieving grade/stage appropriate expectations based on all syllabus documents, the literacy and numeracy continuum and general capabilities framework.</p>	<p>82.1% of students achieved 'sound' level / grade appropriate expectations in Literacy in their Semester 2 reports.</p> <p>92.1% of students achieved 'sound' level / grade appropriate expectations in Numeracy in their Semester 2 reports.</p> <p>NAPLAN Data showed improved growth from Year 3 to Year 5 in Reading (55.9% in 2015 –62.9% in 2016), Spelling (42.9% in 2015 – 60.0% in 2016), Grammar and Punctuation (51.4% in 2015 – 57.1% in 2016) and Numeracy (45.7% in 2015 – 61.8% in 2016).</p> <p>NAPLAN Data showed increased percentage of students achieving in the top 2 Bands. Students achieving in the top 2 bands decreased in the areas of Writing (Year 3 and 5) and Grammar and Punctuation (Year 5). See below.</p> <p>Year 3– 22% in Reading, –5% in Writing, 5% in Spelling, 13% in Grammar and Punctuation, 5% in Numeracy.</p> <p>Year 5– 17% in Reading, –2% in Writing, 7% in Spelling, –9% in Grammar and Punctuation, 7% in Numeracy.</p> <p>PLAN class analysis sheets show 85% improvement.</p> <p>All teaching and learning programs met requirements. Individual student needs were planned for with learning experiences differentiated appropriately.</p> <p>Teachers have high expectations and student goals reflect this. Student progress has been monitored closely and results of post tests and assessments were used to determine future teaching.</p> <p>81% of students achieved appropriate expectations.</p>	<p>Professional Learning Funds</p>

## Next Steps

As part of the 'Bump It Up" Strategy, our focus will continue to be on 'middle achieving' students to increase the number of students in the top 2 Reading and Numeracy NAPLAN Bands.

Develop a deeper understanding of evidence relating to the impact of initiatives in the school plan. Stage and grade teams will use data/evidence that shows impact to drive teaching and learning programs. Formative assessment practices will be embedded in all classroom teaching and learning programs to allow for more timely feedback to students about their progress towards achieving intended learning. Collaborative learning space to be set up in the school library.

## 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

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.

Our schedule for the writing of professional goals, lesson observations, class program reviews, planning days, professional learning and data/evidence collection was continued. Teachers were involved in lesson observations based on their professional goals and school focus areas and systematic staff performance and development reviews were conducted mid and end of year. Team teaching and observation of teaching practice K–6 provided staff with feedback, increased expertise and enhanced pedagogy.

Succession planning and shadowing of key school roles is in place. In 2016 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.

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.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>100% of staff will have completed professional development plans (PDPs) which reflect National Standards (AITSL) and align with the priorities of the School Plan.</p> <p>An increased number of teachers accredited by the Board of Studies Teaching and Educational Standards (Bostes) at Proficient and higher levels.</p> <p>100% of Teachers demonstrate that they meet The Australian Professional Standards for Teachers.</p> <p>Teacher feedback indicates work satisfaction and increased levels of support to achieve personal professional learning goals.</p>	<p>At the end of 2016 all Gymea North Public School staff had a performance development plan based on Departmental policy. Staff members 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.</p> <p>Two beginning teachers (1 permanent and 1 temporary teacher) prepared for their Accreditation at Proficient Level in Term 4 and will submit their application in Term 1, 2017.</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>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 formative assessment, comprehension strategies and problem solving.</p>	<p>Beginning Teacher Funds \$17,458.62</p> <p>Professional Learning Funds</p>

## Next Steps

Following the positive feedback from peer lesson observations, teachers will have more opportunities to visit other classes to improve their understanding of reading groups, number lessons and formative assessment practices.

Continue to engage the whole staff in data collection and tracking systems to enhance our focus on impact and to better plan ongoing student learning growth.

Increase Growth Coaching for all staff members to promote outstanding collaboration, observation and professional sharing of evidence based teaching focussed on impact and growth.

## 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. 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. The development of deeper understandings and valuing of Aboriginal culture has been achieved through a range of cultural activities and teaching initiatives.

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. The development of deeper understandings and valuing of Aboriginal culture has been achieved through a range of cultural activities and teaching initiatives. The School Chaplaincy program has continued

The majority of K–6 students participated in Crunch and Sip each day. All teachers did not implement Fundamental Movement Skills with their classes as planned due to timetabling constraints and variations to routine. Some skills were not assessed as a result.

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

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School ESR data will reflect a reduction in the incidents of inappropriate student behaviour in classroom and non-classroom settings.	The comparison of 2015 and 2016 ESR data shows a reduction in negative behaviour documented in both classroom and playground settings.	School Chaplaincy Program
Parent feedback during Forums indicates an increase in understanding of new English and Mathematics curriculums.	20% less behaviour referrals. Warnings and detentions have significantly decreased.	Government Funds \$10,000
Parent surveys show an increase in an ability to support their child's learning at home.	Increasing numbers of parents are attending our Friday Forums twice a term. The average number of parents attending is 12.	School Funds \$6000
	Parents are using suggested resources, apps and strategies to assist their children with learning, particularly in Reading, comprehension and mathematics.	P&C Funds \$5000

#### Next Steps

Continue to build on the improved learning and support team processes and strengthen the support for gifted and talented students.

Build on the 'We are Safe and Respectful Learners' approach in classrooms and move towards use of school values and displays in all classrooms.

Fundamental Movement Skills Scope and Sequence implemented K–6 and lessons planned to commence Term 1 2017.

Parent information sessions on: "How to Support Your Child's Learning at Home"

Parent and community participation will continue to be encouraged and monitored.

Links with local high schools will also strengthen through linkages programs in curriculum areas. School decision making will include community stakeholders and data from community feedback.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	All Aboriginal students have an individual learning plan (ILP) and are making progress across the literacy and numeracy continuums. Students were supported by School Learning Support Officers 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>\$6106</b>
<b>English language proficiency</b>	40% of Kindergarten parents accessed Speech Pathology for their children on the Speech Pathologist's recommendation. The collaboration between Community Health and our school was very successful in identifying and developing students' communication skills. 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>\$26,774</b>
<b>Low level adjustment for disability</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 was employed an extra day per week and 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>\$78,311</b>
<b>Quality Teaching, Successful Students (QTSS)</b>	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.	Staffing Allocation 0.255
<b>Socio-economic background</b>	School Learning Support Officer (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>\$15,379</b>
<b>Support for beginning teachers</b>	In 2016 there were 2 permanent beginning teachers employed at Gynea North Public School. One teacher in her first year of permanency was released from class for an extra 2 hours per week and worked closely	<b>\$17,458.62</b> Beginning Teacher Funds

<p><b>Support for beginning teachers</b></p>	<p>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. The other teacher, in her second year of teaching was released from class for an extra hour per week.</p>	<p><b>\$17,458.62</b> Beginning Teacher Funds</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	157	165	172	173
Girls	176	162	171	165

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

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	97	97.4	95	96.7
1	95.6	96.9	95.2	94.5
2	93.5	96.3	94.8	95.6
3	94.3	93.7	94.6	96.4
4	94.3	95.9	94	94.1
5	95.8	95.2	92.1	94.3
6	92.2	95.1	92.8	95.3
All Years	94.8	95.9	94.2	95.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Attendance rates have remained consistent over a period of time. Gymea North Public School has an attendance policy in line with Department Of Education regulations. The relationship between regular attendance at school and successful learning is emphasised in communications with families and student biannual reports contain data on each child's attendance and punctuality. Records of all absences, both partial and whole day, are kept and checked for patterns of low attendance. When these patterns are

identified, the school works with families to improve attendance and if low attendance continues, the case is referred to the Home School Liaison Officer.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.19
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration & Support Staff	2.82
Other Positions	0.12

\*Full Time Equivalent

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

The Australian Education Regulation, 2013 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.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	88
Postgraduate degree	12

### Professional learning and teacher accreditation

The school receives funds from the Department of Education to provide for teacher release from class and course fees. Professional learning is related to areas identified in the School Plan and Department of Education mandatory training. New English, mathematics, science, history and geography curriculum were the major focus areas in 2016 along with Reading, Formative Assessment and Fundamental Movement Skills.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting from 1 November to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	398 827.36
(2a) Appropriation	339 709.33
(2b) Sale of Goods and Services	1 809.77
(2c) Grants and Contributions	56 999.50
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	308.76
<b>Expenses</b>	-178 611.96
Recurrent Expenses	-178 611.96
(3a) Employee Related	-114 157.19
(3b) Operating Expenses	-64 454.77
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	220 215.40
<b>Balance Carried Forward</b>	220 215.40

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

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 and Numeracy.

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

All teaching staff participated in Staff Development Days at the commencement of Terms 1, 2 and 3 and during four half day sessions in lieu of the two end of Term 4 Staff Development Days.

Teachers attended mandatory training in Child Protection, Anaphylaxis, Emergency Care ,CPR and the Code of Conduct. Our School Development Days focused on school planning and milestones, formative assessment, the School Excellence Framework, LMBR, 'Tell Them From Me' Survey results, Positive Behaviour for Learning (PBL) and new curriculum.

The Learning and Support (LaST) and the English as an Additional Language or Dialect (EAL/D) teachers attended Network and ESLIN meetings.

## Financial summary equity funding

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

	2016 Actual (\$)
<b>Base Total</b>	2 269 835.87
Base Per Capita	18 530.53
Base Location	0.00
Other Base	2 251 305.35
<b>Equity Total</b>	126 570.46
Equity Aboriginal	6 106.24
Equity Socio economic	15 379.30
Equity Language	26 774.39
Equity Disability	78 310.53
<b>Targeted Total</b>	40 510.01
<b>Other Total</b>	55 158.28
<b>Grand Total</b>	2 492 074.61

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.

#### Literacy NAPLAN Data

##### There has been improvement in all areas

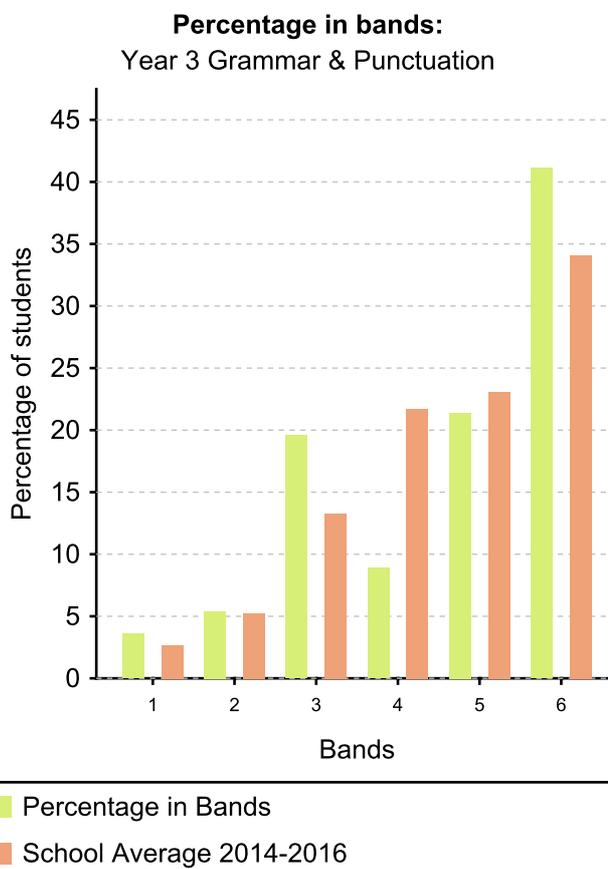
57.1% of Year 3 students were in the top 2 bands (Bands 5 and 6) for Spelling as compared to 51.8% in 2015.

62.5% of Year 3 students were in the top 2 bands for Grammar and Punctuation as compared to 40.0% in 2015.

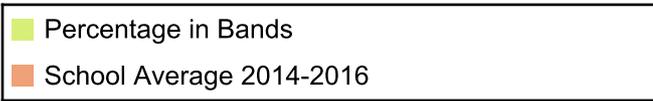
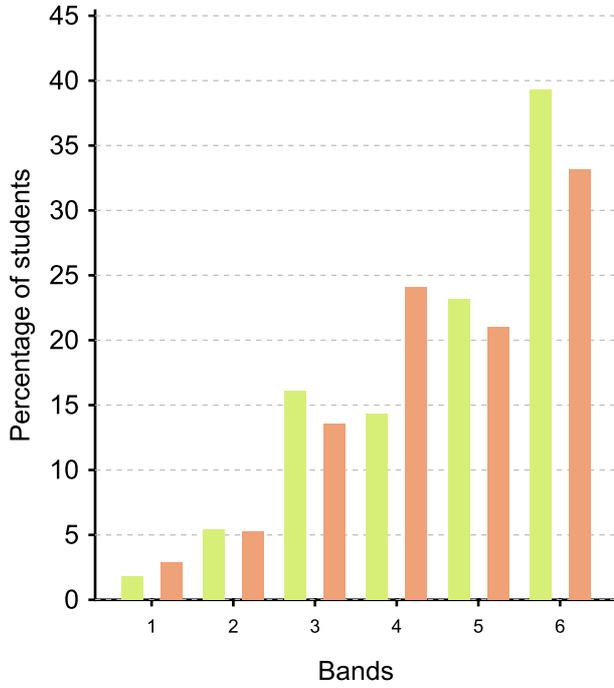
35.1% of Year 5 students were in the top 2 bands (Bands 7 and 8) for Spelling as compared to 28.2% in 2015.

18.9% of Year 5 students were in the top band for Grammar and Punctuation as compared to 5.1% in 2015.

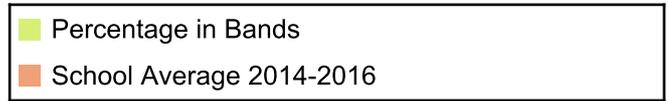
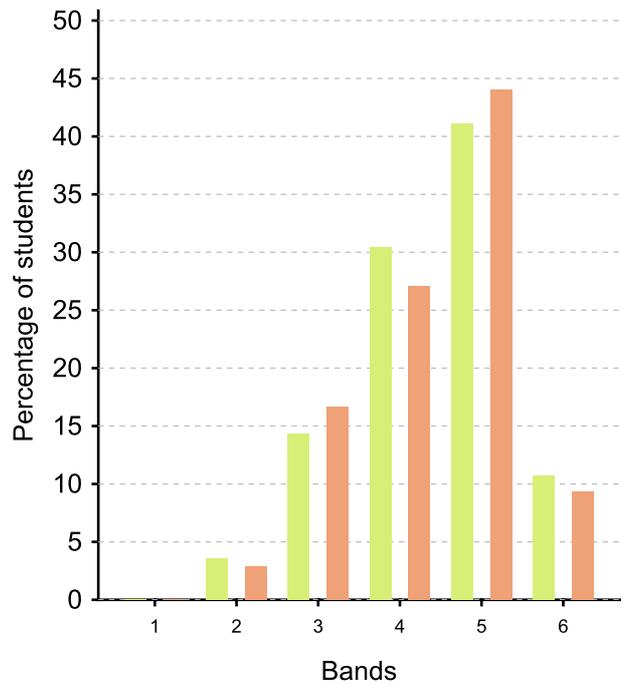
NAPLAN Data showed improved growth from Year 3 to Year 5 in Reading (55.9% in 2015 –62.9% in 2016), Spelling (42.9% in 2015 – 60.0% in 2016) and Grammar and Punctuation (51.4% in 2015 – 57.1% in 2016).



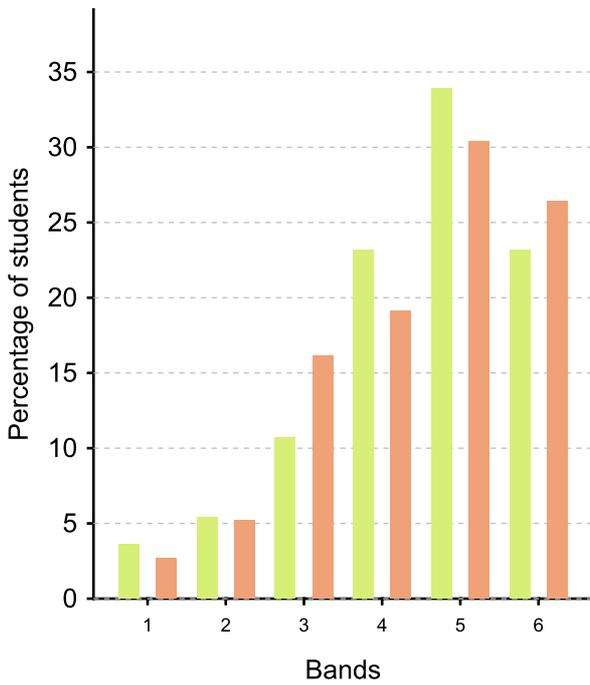
**Percentage in bands:**  
Year 3 Reading



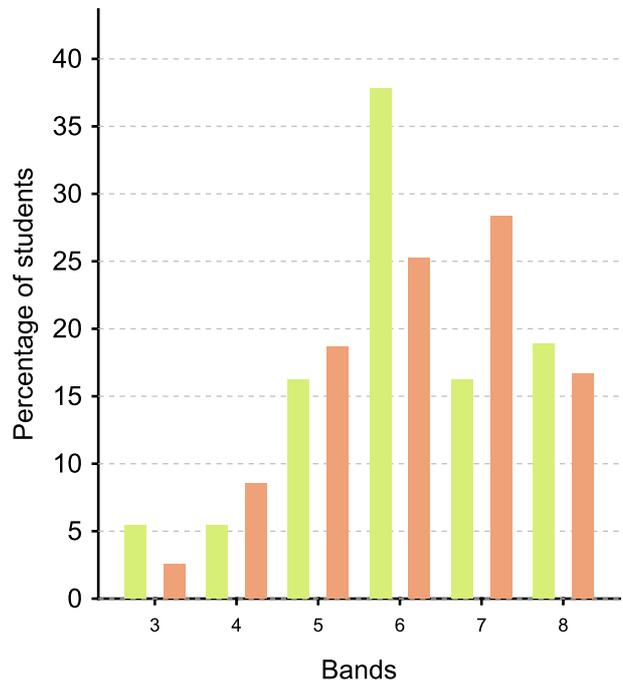
**Percentage in bands:**  
Year 3 Writing



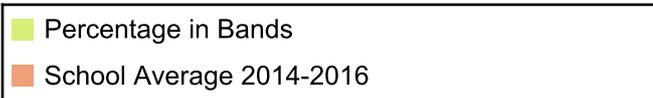
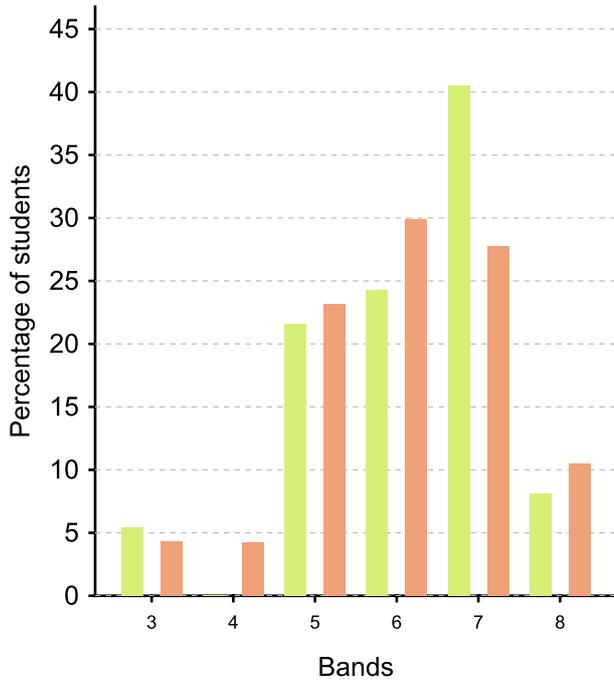
**Percentage in bands:**  
Year 3 Spelling



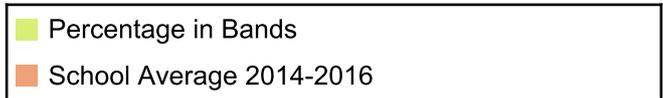
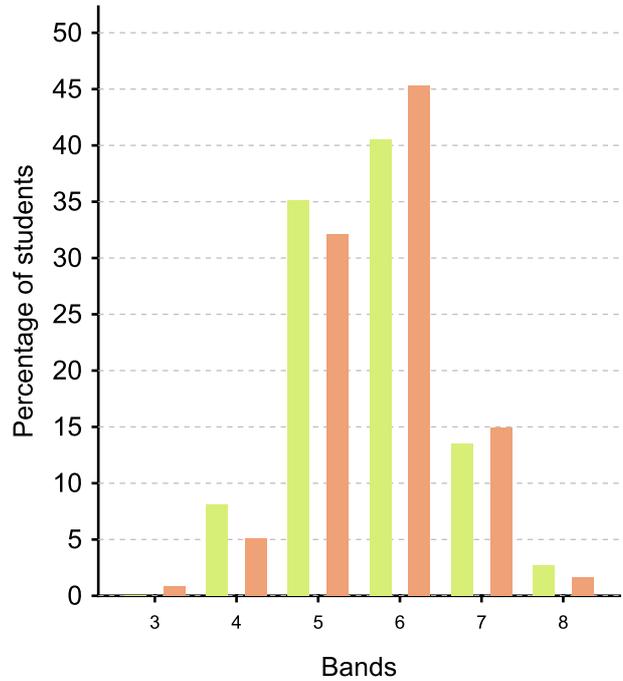
**Percentage in bands:**  
Year 5 Grammar & Punctuation



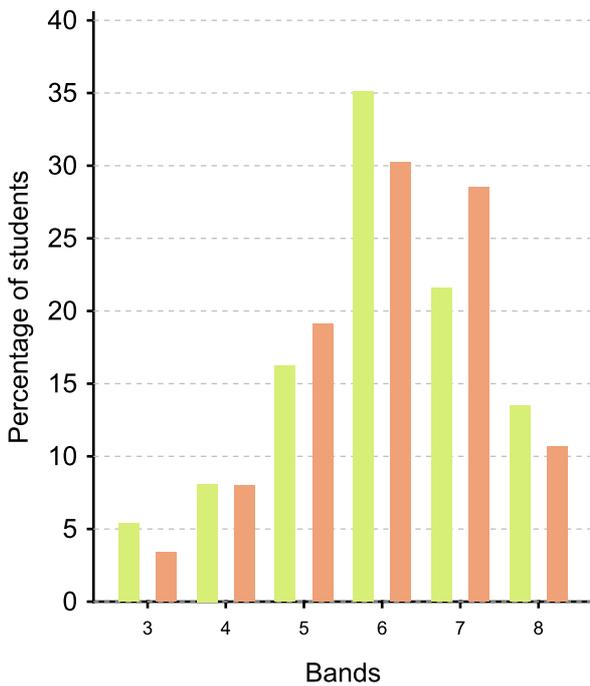
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Spelling



**Numeracy NAPLAN Data**

NAPLAN Data showed improved growth from Year 3 to Year 5 in Numeracy (45.7% in 2015 – 61.8% in 2016).

35.7% of Year 3 students were in the top 2 bands (Bands 5 and 6) for Data, Measurement, Space and Geometry, as compared to 47.3% in 2015.

27.7% of Year 5 students were in the top 2 bands (Bands 7 and 8) for Data, Measurement, Space and Geometry, as compared to 20.6% in 2015.

**Premier's Priorities**

62.5% of Year 3 students were in the top 2 bands (Bands 5 and 6) for Reading, as compared to 41.1% in 2015.

48.6% of Year 5 students were in the top 2 bands (Bands 7 and 8) for Reading, as compared to 31.6% in 2015.

41.1% of Year 3 students were in the top 2 bands (Bands 5 and 6) for Numeracy as compared to 36.4% in 2015.

28.7% of Year 5 students were in the top 2 bands (Bands 7 and 8) for Numeracy as compared to 20.5% in 2015.

## Parent/caregiver, student, teacher satisfaction

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

In 2016, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

- The majority of parents see the Positive Behaviour for Learning values of kindness, safety, pride and being supportive as characterising the type of environment they would like their child to experience at Gymea North Public School.
- Parents hope their child will become confident, resilient and well educated while at Gymea North Public School.
- They support continuous acknowledgement of all achievements, academic or otherwise.
- They would like staff to continue to focus on behaviour support where needed.

## Policy requirements

### Aboriginal education

Gymea 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.

Throughout 2016, all teachers continued to ensure that cross curriculum priorities encompassing Aboriginal and Torres Strait Islander histories and cultures were embedded into teaching and learning programs, with particular emphasis in the learning areas of History, Geography and Literacy. These perspectives were taught in line with the NSW Syllabus for the Australian Curriculum.

Gymea North Public School continues to include the "Acknowledgement to Country" at all assemblies and formal occasions as well as the Dharawal verse when singing the National Anthem.

A highlight of the year was the awarding of a "Deadly Kids Doing Well Award" to a Year 6 student for his consistent effort and hard work at school. This was a proud moment for the student, his family and our school community.

### Multicultural and anti-racism education

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. Further to this, our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. Teachers included strategies for embedding multicultural and anti-racism education into their teaching and learning programs.

Students from Language Backgrounds Other Than English (LBOTE) make up approximately 14% of the total school population. There are 19 languages represented consisting of mainly developing and emerging phase learners. Students are catered for in the EAL/D program with a combination of small group withdrawal and team teaching situations. With collaboration between a classroom teacher and the EAL/D teacher, a New Arrivals Program was developed and implemented. The program supported confidence building, English language development and worked well with the Kindergarten program.

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

### Other school programs

#### Achievements in the Arts

The Gymea North Public School community values participation in the arts and in 2016 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, 14 students participated in the Performing Band and 8 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 gave a wonderful performance at the annual Bandfest competition at which they were awarded a silver 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. 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 Senior Girls, Junior Girls and Boys Dance Groups. The Boys Dance Group and the Junior Girls Dance Group performed at the Dance Extravaganza. The Senior Girls and Junior Girls dance groups performed at the Kurrunulla Festival where the junior girls were awarded gold and the senior girls were awarded silver.

All dance groups performed during Open Day and the end of year Performing Arts Christmas Concert.

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.

### **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 2016.

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.

Weekly tennis lessons were again offered at Gymea North with approximately twenty two students participating each term.

During Terms 3 and 4, 36 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. Finals for winter PSSA were washed out, so joint premiers were awarded to both junior soccer teams. Both of the Junior Netball teams, Junior and Senior T–Ball teams 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 2016. Six students were selected for Regional Athletics representation and three competed at the State Carnival. Two students 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. One student represented Cronulla Zone in rugby league. Two students represented Cronulla Zone in Touch Football.

2016 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. Evaluation of the 2016 school swimming carnival highlighted the need to improve students' swimming ability and resulted in swimming lessons being introduced for Years 2 and 3 during Term 4.

Four primary teams and one Kindergarten team were entered into the 'Tradies After–School Hockey' summer competition during Term 4. Three primary teams made the finals of the competition and all players greatly improved their hockey skills.

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 The Ridge, had 30 Gymea High students from Years 9 and 10 officiating.

### **Speech Pathology**

“Good communication skills lead to successful speaking, thinking, reading, writing and learning.”

Teachers and parents from Gymea North Public School worked with Jessica Vaughan, speech pathologist from 'Talk the Talk' Speech Pathology throughout the year. Communication difficulties adversely affect school–aged children's educational performance so Jessica's role was diverse and planning for the execution of her services was strategic. Jessica comprehensively assessed selected students on a one on one capacity, evaluated results, wrote summary reports, developed individualised management plans, suggested recommendations and referrals, collected service data, collaborated with the students' classroom teachers and conducted feedback sessions with parents via face to face meetings, email and telephone.

### **CISP Kindergarten Screening Project**

During Term 1, the school introduced the 'Collaboration In Schools' project (CISP) Kindergarten Screening

Project. This initiative allowed a Speech Pathologist from South Eastern Sydney Health District to work collaboratively with the Kindergarten teachers within the classroom setting to identify students with communication difficulties. Parents of students who were identified were then invited to an information session presented by the speech pathologist. This information session gave insight into the different areas of communication, how difficulty in communication impacts on learning and the community resources available.

## Community Forums

During 2016, Gymea North Public School introduced Community Forums over a number of Fridays throughout Term 3 and Term 4. The aim of these forums is to continue to build strong links and partnerships between parents and our school. The Community Forums have provided an opportunity for short presentations followed by a question time and morning tea.

Topics which have been covered during our forums include:

- Educational Apps
- Understanding early literacy strategies
- Gymea North Awards
- Positive Behaviour
- Packing a healthy lunchbox
- Mathematics strategies

The number of parents has steadily increased and participant feedback has been very positive. This initiative will continue into 2017.

## Chaplaincy Report

Beginning in 2012, the Chaplaincy program continued into the fifth year at Gymea North Public School in 2016. In 2016 the school received 5 hours per week of funding under The National School Chaplaincy Programme (Federal Government) and the school and P&C contributed to another 5 hours per week. These 10 hours per week were spread over 2 days.

During 2016, a number of programs were run in classes with teachers and included Friends for Life (anxiety) and Friendly Schools (friendships and bullying). The passive play area at lunch time has been expanded to include games, colouring in, loombands and French knitting.

During 2016 students have been supported through various issues by our school chaplain including; anxiety, friendship, bullying, family breakdown, loss and grief. Referrals have been made to resources both internal and external to the school to support students and their families.

## Public Speaking

As a major component of the Speaking and Listening strand of the K–6 English Syllabus, students were required to present a prepared and impromptu speech to their class. The written and spoken language features of an exposition and discussion were studied in preparation for the students' speeches. Our school's annual Public Speaking Competition extended the speaking skills and confidence of all students from Years 1 – 6.

The winners of each stage from the school's competition advanced to compete in the Sutherland Shire's Northern Zone Public Speaking Competition and our Stage 2 finalist then competed in the Port Hacking Final.

## Reading Recovery

This year, nine children from Year 1 participated in the Reading Recovery program. Seven students discontinued from the program, while two were referred to the Learning Support Team. Students who participated in the program generally did not read with phrasing and fluency, had a range of speech and OT issues and had a low word reading and writing vocabulary.

Students, who discontinued from the program and started at the beginning of the year, stayed on the program for the full 20 weeks. These students started from a very low level of learning and needed more time to reach discontinuing reading level 16. Those students that started later in the year came with a larger bank of vocabulary and a higher reading level, thus needing less time on the program to reach a reading level for discontinuation.

Students who were referred from Reading Recovery did not reach the discontinuing reading level 16. However, each made exceptional gains despite needing an extra level of support and improved 8 and 11 levels of reading respectively. Two students in particular needed extra help in the classroom, for whom places were unavailable in the Reading Recovery program this year.

Ongoing half yearly and yearly monitoring is completed for past Reading Recovery students in Years 2 and 3. Students who do not reach a minimum level of reading and spelling at these times are flagged with the classroom teacher. Discussions are held as to how we may better support these students moving forward. Year 1 students who discontinued from the program in 2016 received ongoing monitoring throughout the year. Students who are not meeting expected outcomes are quickly targeted for ongoing support and discussions are held between colleagues and parents with the aim to ensure Reading Recovery students continue to succeed with their learning.

As seen in NAPLAN results this year, students reading and writing levels meet and even better the state average. Students who move through the program often succeed in becoming independent learners through a self-extending system of learning. Those who will struggle are identified through the program and referred onto the Learning Support Team for further

assessment and support. The Reading Recovery program will continue in 2017, targeting students in Year 1 who need accelerated one-on-one learning with reading and writing.