



# Gosford Public School Annual Report



2016



GOSFORD PUBLIC SCHOOL

2049

## Introduction

The Annual Report for 2016 is provided to the community of Gosford 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.

Mr John Anderson

Principal 2016

### School contact details

Gosford Public School

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### Message from the Principal

I am pleased to present the 2016 Annual Report detailing our work towards achieving our shared goals as outlined in our School Plan 2015–2017.

2016 was our third year at the Faunce St West site. The previous two years saw a great deal of hard work with the relocation of the school and the sesquicentenary celebrations. As a result, the school is now very much established within the West Gosford educational precinct. Importantly, the relationship between both Gosford Public School and Henry Kendall High School continues to develop. An increasing number of shared teacher professional learning opportunities and student programs have been organised.

Key initiatives and programs in each of the three Strategic Directions within the 2015–2017 School Plan were successfully delivered and evaluative processes indicate a positive start is underway. Students were well-supported as they effectively engaged in learning programs and further developed the social and emotional skills required to become resilient, positive and confident citizens. The 'You Can Do It' program has been the initiative promoting these skills and values.

Members of the school and wider community have a greater representation in the school's activities. The goodwill fostered as a result of the school's sesquicentenary celebrations was utilised as a platform to create the 'Little Sprouts' garden-to-plate program. The strong community support that this program has garnered will see it expand across Stage 2 and also to our Indigenous and multicultural community in 2017.

The teachers at Gosford Public School have demonstrated a strong commitment to professional learning. In 2016, specific training to ensure the effective implementation of new curriculum including the quality literacy training programs, Language, Learning and Literacy (L3) and Focus on Reading (FoR), has been a consistent focus. Teachers are to be commended for the high level of professionalism which has resulted in outstanding outcomes for students. I am immensely proud of their commitment to school improvement and the learning and well-being of our students.

As this is my final year as principal of Gosford Public School prior to retirement, it is timely to express my gratitude to staff and the school community for their support over the past three years. It has been a privilege to return to school where I completed my primary schooling and also worked as the Deputy Principal.

**Mr John Anderson**

**Principal 2016**

## School background

### School vision statement

Gosford Public School is committed to providing **quality education** in a **nurturing, innovative learning environment** so that all students can become **active, confident participants** within our **ever-changing, challenging** world.

### School context

Gosford Public School is an active member of the Gosford Learning Community (GLC). The staff provides a quality, nurturing, innovative learning environment ensuring excellent opportunities for every student. Our diverse school population of 525 students consists of 4% from Aboriginal heritage and 32% from non-English speaking backgrounds. Currently, our twenty-one classes are organised into Year groups including 4 multi-age classes and two Opportunity Classes. We maintain an executive team of 1 Principal, 1 non-teaching Deputy Principal and 4 Assistant Principals. In addition to these positions we have 24 classroom teaching staff (16 permanent), 1 Reading Recovery teacher, 2 Teacher Librarians, 1 Computer Technology Teacher, 3 School Learning Support Officers, 2 Learning and Support Teachers (1 Aboriginal Education), 1 Language Background other than English Teacher (part-time), 1 Counsellor and 1 Chaplain. Core literacy programs include Language, Literacy and Learning (L3), Best Start, PLAN and Focus on Reading (FoR). These programs reflect Quality Teaching and Learning and further enhance the skills of our teaching staff. Numeracy programs include Targeting Early Numeracy, Newman's Error Analysis and Mathletics. Gosford Public School staff undertake regular and rigorous Teacher Professional Learning with the current emphasis on implementation of the new NSW Syllabus for the Australian Curriculum. Historically data indicates that Gosford Public School has performed above NSW DoE state averages in NAPLAN.

## 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, 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. In 2016, our school undertook self-assessment using the elements of the School Excellence Framework.

Staff at Gosford Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated at Executive Meetings, as well as general Teacher Professional Learning Meetings, throughout 2016 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, as well as through the External Validation Process. This ensured all staff were familiar with our School Plan, the School Excellence Framework, the External Validation Process and their application at Gosford Public School.

In the domain of **Learning**, Gosford Public School has focused our efforts on curriculum, learning and well-being. The strong performance in NAPLAN results, classroom assessments, as well as student placements in Opportunity Classes and Selective High Schools, create a positive and productive learning culture amongst staff and students. Student Attainment results in the School Excellence Framework show approximately 51% of Gosford Public School students in Years 3 and 5, performing in the top two bands of NAPLAN. Further to this, 97% of students were at or above the National Minimum Standard in Reading and Numeracy. Approximately 29% of Year 6 students received an offer to attend a Selective High School in 2017.

The fundamental importance of well-being is providing an outstanding way to build trust, respect and valuing each other. With the consolidation of 'You Can Do It' (YCDI), students were consistently and explicitly being taught the values of resilience, persistence, organisation, confidence and getting along. The results have been evident in the continual decline of issues in the classroom and playground, as well as the consistent language being used to work through any issues that do arise. Students are more engaged in their learning as a result of the YCDI focus, coupled with meaningful teaching programs.

Attention to individual learning needs has been another component in our achievement. With the ongoing acquisition of the National Consistent Collection of Data (NCCD), staff were proactive in collecting data and using it to inform Personalised Learning Plans (PLPs) and Individual Education Plans (IEPs) across the school. As a result, students with high learning needs are being identified earlier and parents are becoming more involved in planning and supporting the

learning directions for their child. We have also successfully provided for the strong participation and contribution of our Aboriginal and multicultural communities in learning at the school. All staff were trained in the Aboriginal 8 Ways Pedagogy and these perspectives are being incorporated in classroom programs.

In the domain of **Teaching**, Gosford Public School has focused our efforts on Teacher Professional Learning (TPL) and collaborative practice for staff members. Throughout 2016, staff participated weekly in a range of TPL sessions covering everything from the new syllabi documents, DoE mandatory compliance, 'Focus on Reading' (FoR), 'Bring Your Own Device' (BYOD), YCDI principles and procedures, NCCD, the External Validation Process and the School Evaluation and Planning (SEaP) reviews. Staff met multiple times throughout the year in stage and year groups to collaborate on developing the school Scope and Sequence, units of work relating to the new syllabi documents and for Consistent Teacher Judgement (CTJ) sessions. This collaboration ensures that every student is receiving well-planned and holistic teaching and assessment programs.

The use of technology for teaching and learning was a further focus in 2016. The school implemented the BYOD program for all Stage 3 classes. The program has been highly successful in the Opportunity Classes and is continuing to be developed and expanded in the mainstream classes. This program will be reviewed annually to determine whether BYOD will be extended into the Stage 2 classes in future years. BYOD brings the world in to the classroom and students have access to up-to-date technology as opposed to dated computers and software.

In the domain of **Leading**, Gosford Public School's priorities have been to progress leadership and management processes across the school. Leadership development is central to the achievement of school excellence, and in 2016, opportunities were provided to numerous staff members to develop their own skills in a number of areas including relieving executive positions, coordination of curriculum, community and welfare areas. Further to this, opportunities were provided to several staff to initiate, coordinate and implement a casual teacher training program throughout the Gosford Learning Community. The leadership team has been successful in leading the initiatives outlined in this report and School Plan.

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

Quality, Inclusive Learning Environment

### Purpose

To prepare each student to be successful in an ever-changing, challenging world through innovative and quality teaching and learning.

### Overall summary of progress

The major initiatives of Strategic Direction 1 are well underway and proceeding according to our initial plan and the milestones.

**Staff have received comprehensive training in the new curriculum areas of Geography and History, as well as consolidated work on the English, Mathematics and Science and Technology syllabi. Staff have also worked collaboratively in stages to enhance and expand our whole school Scope and Sequence.** This training is ongoing and staff are continuing to refine and develop their understanding of the new syllabi documents. The school has also continued to refine our Scope and Sequence, which is reflected in all teaching programs. This ongoing reflection and evaluation assisted us with student and community needs. The next step is to develop a revised whole-school Assessment and Reporting Schedule, to reflect the new teaching content. This process has begun and will continue to be developed over the next two years, under the guidance of our new principal.

**All staff were trained in the 8 Ways Pedagogy and have continued to implement Aboriginal and multicultural perspectives in all teaching programs.** An understanding of Aboriginal and multicultural perspectives and history has been imbedded in units where it is appropriate, but we need to ensure this continues to develop.

**Staff have received intensive training in Phase 1 of the Focus on Reading (FoR) program.** FoR has been a priority in our Teaching and Learning program for 2016, with staff exposed to approximately twelve hours of training throughout the year. This training has been provided by two in-house trainers, ensuring ongoing support and guidance in the introduction and implementation of this vital literacy program.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
NAPLAN – higher number of students achieving above National Minimum Standards.	2016 Year 3 and Year 5 students (respectively) at or above National Minimum Standards: <ul style="list-style-type: none"> <li>• Reading 98% and 94%</li> <li>• Writing 95% and 97%</li> <li>• Spelling 97% and 95%</li> <li>• Grammar and Punctuation 100% and 94%</li> <li>• Numeracy 100% &amp; 97%</li> </ul>	\$9790 RAM Funding (Funding Support/ Integration) \$22905 RAM Funding (Integration Funding Support)
Increase the average scaled growth for Year 5 students in reading from 74.4 to 78.4 and numeracy from 86.9 to 88.8.	<ul style="list-style-type: none"> <li>• 2016 Reading 73.6 (within school match)</li> <li>• 2016 Numeracy 95.5 (within school match)</li> </ul>	\$9790 RAM Funding (Funding Support/ Integration) \$22905 RAM Funding (Integration Funding Support)
Individualised and differentiated programming for identified students.	<ul style="list-style-type: none"> <li>• ILPs for all students with significant learning needs.</li> <li>• PLPs for all Aboriginal students.</li> <li>• Differentiated activities throughout all curriculum areas to cater to student needs.</li> <li>• LaST support with specific programs to cater to student needs.</li> <li>• SLSO support with individual programs.</li> </ul>	\$9790 RAM Funding (Funding Support/ Integration) \$22905 RAM Funding (Integration Funding Support)
Individual growth in PLAN data.	<ul style="list-style-type: none"> <li>• K–2 staff continue to utilise PLAN data to guide their programming and assessing processes.</li> </ul>	\$9790 RAM Funding (Funding Support/ Integration)

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
	<ul style="list-style-type: none"> <li>• Students are continuing to progress through the clusters at an age-appropriate level.</li> </ul>	Integration) \$22905 RAM Funding (Integration Funding Support)
Improved outcomes for all Aboriginal students – NAPLAN and school-based assessments.	<ul style="list-style-type: none"> <li>• Aboriginal students work on individualised PLPs to cater to their individual learning needs.</li> <li>• LaST teachers provide one-on-one and small group tuition to all Aboriginal students who have not met National Minimum Standards.</li> <li>• Aboriginal students participated in all NAPLAN and school-based assessments and made appropriate educational gains.</li> </ul>	\$10826 RAM Funding (Equity Loading for Aboriginal Background) \$4000 TPL Funding \$2390 RAM Funding (Personalised Learning Support for Aboriginal Students in Years 4,6)
Aboriginal cultural perspectives and history embedded across all teaching and learning programs.	<ul style="list-style-type: none"> <li>• 8 Ways training received by all teaching staff.</li> <li>• 8 Ways pedagogies incorporated into teaching and learning programs.</li> <li>• Aboriginal and multicultural perspectives incorporated throughout teaching programs.</li> </ul>	\$10826 RAM Funding (Equity Loading for Aboriginal Background) \$2000 TPL Funding \$2390 RAM Funding (Personalised Learning Support for Aboriginal Students in Years 4,6)

## Next Steps

- Implementation of the Geography syllabus into all class programs in 2017.
- Develop further units of work to meet the needs of students more closely.
- Develop a whole-school Assessment and Reporting Schedule in line with the new policy to incorporate the new curriculum areas and include opportunities for student goal-setting and self-reflection.
- Train staff in Sista/Bro Speak activities.
- Whole school professional learning in Literacy –including Ongoing Literacy Learning, L3 and Focus on Reading (FoR).
- Update whole-school Scope and Sequence to reflect curriculum changes.
- Implement receptive and expressive language programs across Stage 1 in conjunction with a speech therapist.
- Staff and volunteers to receive training in 'Rip It Up' reading and implement across the school.

## Strategic Direction 2

Quality, Innovative T/L Practices

### Purpose

To ensure all students are responsible and resilient learners in a nurturing environment that values diversity.

### Overall summary of progress

**Student's general behaviour has improved.** This has been evidenced by a decrease in the number of major incidents in the playground and classroom. Students are starting to demonstrate stronger interpersonal skills when solving problems in the classroom and playground, reflecting the success of the ongoing YCDI program.

**There has been greater opportunities for leadership positions in the senior years.** We continue to develop and enhance our Senior leadership programs with 2 captains, 4 prefects, 8 sports captains and 8 sports vice captains. Leaders ran weekly assemblies, were responsible for coordinating and running fundraising initiatives and were confident representatives at community events. This included the opportunity to liaise and interact with Federal Member Ms Lucy Wicks and Deputy Leader Ms Julie Bishop. Parliament was also run regularly throughout 2016 which allowed students to have a greater voice at Gosford Public School.

**The Learning and Support Team (LaST) met weekly throughout the year.** This allowed classroom teachers access to a variety of learning and social supports. Appropriate strategies were provided and support offered where applicable through the School Counsellor, Chaplain, School Learning and Support Officers and Learning and Support Teachers. The LaST also liaised with external agencies to support students work with specified needs.

**Student attendance rates were down by 1% from 2015.** This trend was consistently monitored by our attendance officer and concerns were referred to our local Home School Liaison Officer. According the School Excellence Framework tools, our results were comparable to schools of similar size.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved student behaviour and emotional and social well-being.	<ul style="list-style-type: none"><li>• A greater number of students making self-referrals to our school chaplain, enhancing student's social well-being.</li><li>• Families utilising our school counsellor and chaplain, resulting in improved student well-being.</li><li>• School chaplain hours increased.</li></ul>	\$5000 (YCDI – school based funds)
100% of students receive praise-based incentives associated with the YCDI Program.	<ul style="list-style-type: none"><li>• YCDI program and incentives used in all classes K-6.</li><li>• A greater number of students attaining 'Lorikeet Legend' status by the end of Semester 2.</li><li>• A greater number of students attaining 'Gold' level and receiving exclusive incentives.</li></ul>	\$5000 (YCDI – school based funds)
Improved relationships in the classroom and playground.	<ul style="list-style-type: none"><li>• Consistent use of YCDI language from staff and students, aiding in improved relationships.</li><li>• Consistent use of YCDI language used to de-escalate volatile students and situations when they arose.</li></ul>	\$5000 (YCDI – school based funds)
Aboriginal students are encouraged to take on leadership roles.	<p>First Aboriginal school captain voted in for 2016 which provided a role model for other students to aspire to.</p> <ul style="list-style-type: none"><li>• 17% of the leadership positions were made up of Aboriginal students.</li><li>• Aboriginal students given opportunity to take on Sports Captains roles, Parliament Representatives roles, Library monitors, environmental monitors, in addition to classroom responsibilities.</li></ul>	N/A

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased engagement between the school, community and parents in supporting regular attendance for all students.	<ul style="list-style-type: none"> <li>• Attendance closely monitored by attendance coordinator.</li> <li>• Weekly attendance report given at LaST meetings.</li> <li>• Regular liaison with HSLO.</li> <li>• Classroom teachers regularly interacting with parents to attain explanations for student absences.</li> <li>• Continued use of Skoolbag App for parents to explain student absences.</li> <li>• 100% use by classroom teachers of Remind and/ or Class Dojo.</li> </ul>	N/A
Increased student independence and resilience.	<ul style="list-style-type: none"> <li>• Students from K–6 showing greater independence and resilience in classroom and playground situations.</li> <li>• Students using the YCDI language when solving issues in the classroom and/ or playground.</li> </ul>	\$5000 (YCDI – school based funds)

## Next Steps

- Continue to develop and refine 'You Can Do It' (YCDI) processes throughout the school.
- Continue staff professional learning on YCDI principles and procedures.
- Staff continue to consistently and explicitly teach the YCDI principles.
- Student Parliament to adhere to a more structured and regular timetable.
- Investigate Positive Behaviour for Learning processes.
- Review of behaviour management system.
- Pursue leadership opportunities for our Aboriginal students through the GLC.
- Ongoing professional learning for staff in NCCD guidelines and ILPs.
- Implement strategic playground activities to build positive relationships, as well as social and emotional well-being.



## Strategic Direction 3

Positive, Proactive Community Partnerships

### Purpose

To embed a system of values that builds positive partnerships, shared responsibilities and a culture of success.

### Overall summary of progress

**Staff were provided with professional learning in the use of technologically-based channels of communication.** During 2016 we commenced a trial of 'Remind' as a communication tool. Staff received professional learning in communicating effectively with parents, with the focus on keeping parents informed and engaged in the school community.

**Parents and carers were provided with opportunities to engage in the life of the school through information sessions, parent-tutoring program, open days, Performing Arts Night (PAN), Grandparents Day, Mothers' and Fathers' Day Breakfasts, as well as weekly assemblies.** These opportunities resulted in an increase in parent and community involvement and presence within the school. There have been a number of events with high rate of parent attendance.

**The introduction of a GLC initiative for Education Week.** Led by a Gosford Public School executive member, the GLC schools put on an art display at The Imperial Centre in Gosford. There was a display of a variety of Visual Art pieces, as well as a timetable of dance and music performances. This initiative was highly regarded by the school representatives, The Imperial Centre Management and the local community. Plans are underway to make this an annual event.

**Ongoing and effective communication with parents through class and school newsletters and a variety of social media platforms (e.g. website, Facebook).** These means of communication have created positive feedback in regard to the effectiveness of the School App, Facebook page and School Website.

**Significant cultural events are celebrated in partnership with Aboriginal and EAL/D students and their families.** These events included:

- Involvement of the Aboriginal community at assemblies
- 8 Ways of Learning pedagogy training

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased parental engagement and involvement in school activities.	<ul style="list-style-type: none"> <li>• Increased attendance at Mother's and Father's Day breakfasts.</li> <li>• Strong turnout for Grandparents Day – approximately 400 attendees.</li> <li>• 85% increase in parents completing online surveys.</li> </ul>	\$1500 (school based funds)
Authentic partnerships and engagement between the school, local community and the Coinda Local AECG.	<ul style="list-style-type: none"> <li>• At least two staff representatives at every Coinda Local AECG meeting.</li> <li>• Staff representative at GLC Aboriginal Group activities.</li> <li>• 100% of staff trained in 8 Ways Pedagogy.</li> <li>• Aboriginal traditions and recognition incorporated in weekly assemblies.</li> <li>• Aboriginal activities throughout NAIDOC and Reconciliation Week.</li> <li>• Increase in parent attendance at PLP meetings.</li> </ul>	\$10826 RAM Funding (Equity Loading for Aboriginal Background) \$2000 TPL Funding \$2390 RAM Funding (Personalised Learning Support for Aboriginal Students in Years 4,6)
Aboriginal traditions and cultural events are acknowledged and recognised with student and	<ul style="list-style-type: none"> <li>• Aboriginal traditions and recognition incorporated in weekly assemblies.</li> <li>• Aboriginal activities throughout NAIDOC and</li> </ul>	N/A

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
family participation.	Reconciliation Week.	
Improved communication with the wider community.	<ul style="list-style-type: none"> <li>• Consistent use of 'Remind' from all classes K–6.</li> <li>• Regular formal reporting processes adhered to.</li> <li>• Regular informal reporting to parents.</li> <li>• Newsletter available every Wednesday through a number of formats to meet community needs.</li> <li>• Electronic signs at either end of school constantly displaying upcoming events.</li> </ul>	N/A
Improved student learning outcomes and engagement.	<ul style="list-style-type: none"> <li>• Regular and relevant TPL activities to enhance teacher practices., including ongoing FoR and L3 training.</li> <li>• Scope and Sequence regularly reviewed and updated, reflecting BoSTES requirements and student needs.</li> <li>• Units of work differentiated to meet individual and class needs.</li> </ul>	\$24894 (TPL Funds)
Improved cultural connectedness for all EAD/L students.	<ul style="list-style-type: none"> <li>• Multicultural perspectives incorporated in teaching programs.</li> <li>• Participation in Harmony Day activities.</li> </ul>	N/A

## Next Steps

- Continued staff use of the 'Remind' tool.
- Engage parents in 'Remind' as a form of communication.
- Continue to develop our social media presence.
- Maintain accurate records on parent engagement from Facebook, App and Website.
- Embed data collection processes in all areas of community engagement.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p><i>Strategic Direction 1</i></p> <ul style="list-style-type: none"> <li>Personalised Learning Plans (PLPs) established in consultation with students, teachers and parents for all Aboriginal students, ensuring all students received a relevant learning program targeted to their needs.</li> </ul> <p>All staff incorporate 8–Ways teaching strategies into unit development which has resulted in greater engagement in learning through more flexible learning options.</p> <p><i>Strategic Direction 2</i></p> <ul style="list-style-type: none"> <li>Improved leadership opportunities for all Aboriginal students, ensuring a fair representation of all students in leadership positions. Our School Captain was an Aboriginal Student who benefitted greatly from the personal growth afforded by this role. Because of this, other Aboriginal students aspire to similar leadership roles. Collaborative partnerships with the Coinda Local AECG and Aboriginal families are strengthened through the PLP process, ensuring Gosford Public School and their stakeholders are represented in these forums.</li> </ul> <p><i>Strategic Direction 3</i></p> <ul style="list-style-type: none"> <li>Significant cultural events are celebrated in partnership with Aboriginal and EAL/D students and their families, ensuring inclusivity for all students. Collaborative partnerships with the Coinda Local AECG and other community groups to enhance learning opportunities for all Aboriginal and EAL/D students, ensuring inclusivity and opportunities for all students.</li> </ul>	<p>\$10827</p> <p>\$2390</p>
<b>English language proficiency</b>	<p><i>Strategic Direction 3</i></p> <ul style="list-style-type: none"> <li>Significant cultural events are celebrated in partnership with Aboriginal and EAL/D students and their families, ensuring inclusivity and understanding for all students. Staff realise the importance of making links with EAL/D students and their families to develop their cultural connectedness and recognise how this partnership will improve student learning outcomes, ensuring a deep understanding of a variety of cultures from Gosford Public School.</li> </ul>	<p>\$21164</p>
<b>Low level adjustment for disability</b>	<p><i>Strategic Direction 1</i></p> <ul style="list-style-type: none"> <li>Personalised Learning Plans (PLPs) established in consultation with students, teachers and parents for all Aboriginal students and for all students identified by the school LaST and monitored using NCCD and PLASST.</li> </ul> <p>Teaching and learning programs were</p>	<p>\$35185</p>

<b>Low level adjustment for disability</b>	differentiated for individual student learning needs to ensure students were confidently and successfully meeting appropriate outcomes matched to their learning potential. i.e. equitable access to the curriculum.	\$35185
<b>Quality Teaching, Successful Students (QTSS)</b>	Strategic Direction 1 <ul style="list-style-type: none"> <li>• School leaders recognise the significance of providing strong and effective leadership to support the professional development of staff as they aim to improve teacher quality and teacher learning outcomes.</li> </ul> <p>Staff felt supported in developing strategies within classrooms and across stages to address the learning needs of all students. This additional support, allowed students to respond with greater engagement in literacy and numeracy activities</p>	\$9000
<b>Socio-economic background</b>	Strategic Direction 3 <ul style="list-style-type: none"> <li>• Improved student outcomes and engagement in extra-curricular activities as measured by student participation rates and reported in Semester 1 and 2.</li> <li>• Community partnerships strengthened and enriched with an increase in the number of parents responding to school surveys by a minimum of 15%.</li> </ul> <p>In 2016, we saw an 85% increase in the participation rate in the Tell Them From Me Survey.</p> <p>As a result, community partnerships are strengthened through a variety of measures including Mother's and Father's Day breakfasts, 'Little Sprouts' garden-to-plate program and Grandparents Day. Community members were also provided appropriate technology in order to contribute to Gosford Public School online surveys at these events.</p> <p>Student engagement in classroom lessons and extra-curricula activities were improved through specific Teacher Professional Learning.</p> <p>By enhancing our community relations, families felt more comfortable seeking financial support from the school. Support included: supplementing student excursions, uniforms and ongoing school costs.</p>	\$26815
<b>Support for beginning teachers</b>	<i>Strategic Direction 1</i> <ul style="list-style-type: none"> <li>• All staff provided with ongoing professional learning in quality teaching pedagogies as outlined in Great Teaching Inspired Learning (GTIL) and School Excellence Framework.</li> <li>• School Leaders provide ongoing support to staff through the accreditation process and the Australian Professional Standards for Teachers.</li> <li>• All staff provided with ongoing professional learning to support new syllabus implementation through the collection of teaching and learning programs in line with the Performance &amp; Development Process.</li> <li>• Establish a scope and sequence within the GCLC through the Community of Schools</li> </ul>	\$12242

<p><b>Support for beginning teachers</b></p>	<p>Program 'Building Transition Communities in History, Stages 3 &amp; 4.'</p> <ul style="list-style-type: none"> <li>• All staff provided with ongoing professional learning in data analysis through the use of SMART data and PLAN to accurately and systematically track student performance. All staff explicitly and systematically teaching from the new syllabus.</li> </ul> <p>Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the literacy and numeracy continuum.</p> <p>All staff better equipped with a deeper understanding of Aboriginal culture, histories and languages and embeds these perspectives in teaching and learning programs in line with new syllabi.</p> <p>As a result, all 3 beginning teachers were provided with thorough professional learning, allowing them to take on their full time roles with confidence and skills necessary to perform their duties.</p>	<p>\$12242</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p><i>Strategic Direction 3</i></p> <ul style="list-style-type: none"> <li>• Significant cultural events are celebrated in partnership with Aboriginal and EAL/D students and their families, ensuring inclusivity for all students. Staff realise the importance of making links with EAL/D students and their families to develop their cultural connectedness and how this partnership will improve student learning outcomes, ensuring all students receive a deep and meaningful education.</li> </ul>	<p>\$9000</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	248	258	272	273
Girls	266	264	270	252

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.2	94.6	94.1	93.3
1	94.9	93.9	94.5	94.2
2	95.8	94.3	94.3	94.5
3	96.5	95.4	94.7	94.4
4	95.5	95	94.5	93.1
5	96	95.7	96.2	94.1
6	94.7	94.2	95.6	94.1
All Years	95.5	94.8	95	94
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

Gosford Public School remains above State DoE attendance rates.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.64
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher of ESL	0.8
School Administration & Support Staff	3.96
Other Positions	0

\*Full Time Equivalent

Gosford Public School has 8.6% of teachers who identify as being of Aboriginal descent.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	
Postgraduate degree	11

### Professional learning and teacher accreditation

2016 Teacher Professional Learning (TPL) has continued to focus on the implementation of the new national curriculum. We have continued to develop scope and sequences, as well as quality units of work, relating to the new English, Mathematics, Science, Geography and History syllabus documents.

Our major TPL focus in 2016 has been the introduction of Focus on Reading (FoR). In 2015, two staff members were trained as FoR trainers and they have been guiding all teaching staff through Phase 1 of FoR. Staff have been utilising the principles throughout teaching programs and ensuring consistent language, strategies and methods are being implemented from K–6.

Another focus of our school's TPL has been on our School Evaluation and Planning (SEaP) process for

2015 –2017. Staff have been reviewing the process and plan to make any necessary adjustments and to prepare for the next plan. This is an ongoing process that will continue over the next three–year period, to ensure we are meeting the needs of Gosford Public School’s learning community. Staff also completed mandatory compliance training in the areas of CPR, anaphylaxis, E–emergency, child protection and code of conduct.

In 2017 and beyond, the school plans to continue training in all mandatory compliance areas, Focus on Reading, as well as focusing on the new curriculum implementation, with Personal Development Health and Physical Education and Creative Arts documents soon to be introduced.

Staff at Gosford Public School are committed to participating in all TPL opportunities available, to enhance students’ learning.

- 100% of teaching staff participated throughout the year in afternoon TPL sessions (weekly), Staff Development Days (once a term), and stage meetings (weekly). Sessions covered included child protection and code of conduct updates, anaphylaxis training, CPR accreditation, curriculum implementation, SEaP processes, and stage appropriate activities.

- The average expenditure per teacher on TPL was \$711.

- The total expenditure for TPL in 2016 was \$24894.

### Teacher Accreditation

In 2016:

- 47% of teaching staff identified as being a New Scheme Teacher with the Board of Studies Teaching and Education Standards (BoSTES).

- 31% of the BoSTES teachers, were working towards attaining their accreditation.

- 69% of the BoSTES teachers, were maintaining their accreditation at Proficient.

- None of the BoSTES teachers, were seeking or maintaining accreditation at one of the voluntary stages of Highly Accomplished.

### Beginning Teachers

In 2016, beginning teacher funds were used to support 3 teachers. This funding supported our beginning teachers through a number of means, including the ability to attend courses pertaining to their professional goals, as well as additional release time throughout the year to work on specific tasks related to classroom practise and teacher professional learning.

## 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.

Income	\$
<b>Balance brought forward</b>	<b>160 412.19</b>
Global funds	168 131.73
Tied funds	102 120.89
School & community sources	142 648.36
Interest	2 036.28
Trust receipts	10 631.00
Canteen	0.00
Total income	0.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	26 838.49
Excursions	60 709.05
Extracurricular dissections	69 069.65
Library	9 056.49
Training & development	180.00
Tied funds	102 297.66
Short term relief	41 405.58
Administration & office	36 130.61
School-operated canteen	0.00
Utilities	36 512.88
Maintenance	10 195.69
Trust accounts	9 959.91
Capital programs	0.00
Total expenditure	0.00
<b>Balance carried forward</b>	<b>0.00</b>

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

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	688 307.25
(2a) Appropriation	507 688.97
(2b) Sale of Goods and Services	2 577.23
(2c) Grants and Contributions	176 529.27
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 511.78
<b>Expenses</b>	-539 271.84
Recurrent Expenses	-539 271.84
(3a) Employee Related	-313 019.76
(3b) Operating Expenses	-226 252.08
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	149 035.41
<b>Balance Carried Forward</b>	149 035.41

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.

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. In 2016, Gosford Public School used two financial systems (OASIS & SAP) as we were transitioned over to LMBR and SAP as of May 2016. A full copy of the school's 2016 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.

### Financial summary equity funding

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

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	3 350 143.63
Base Per Capita	28 791.26
Base Location	0.00
Other Base	3 321 352.37
<b>Equity Total</b>	269 816.88
Equity Aboriginal	13 217.31
Equity Socio economic	26 815.19
Equity Language	102 780.58
Equity Disability	127 003.79
<b>Targeted Total</b>	19 579.99
<b>Other Total</b>	70 863.15
<b>Grand Total</b>	3 710 403.65

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.

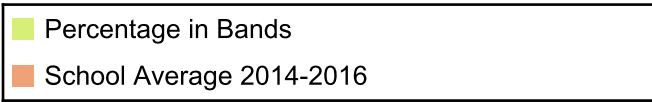
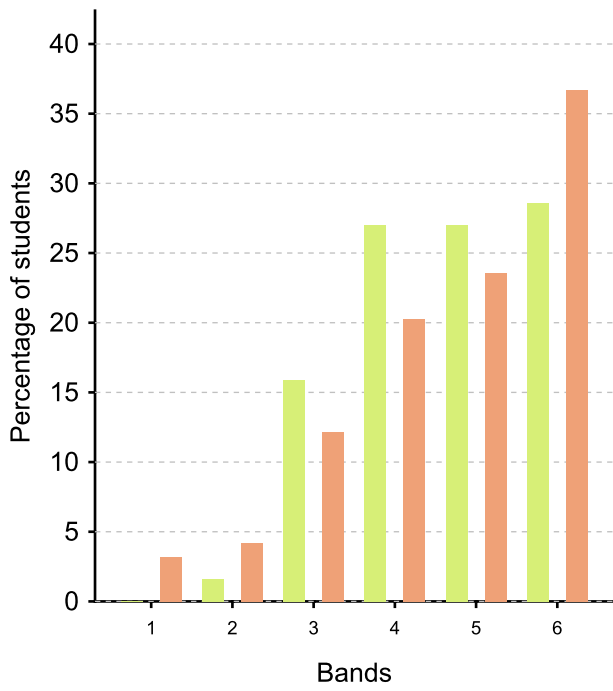
## School performance

### NAPLAN

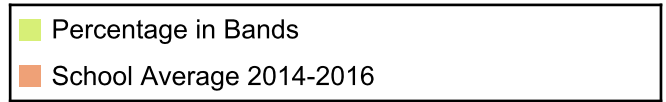
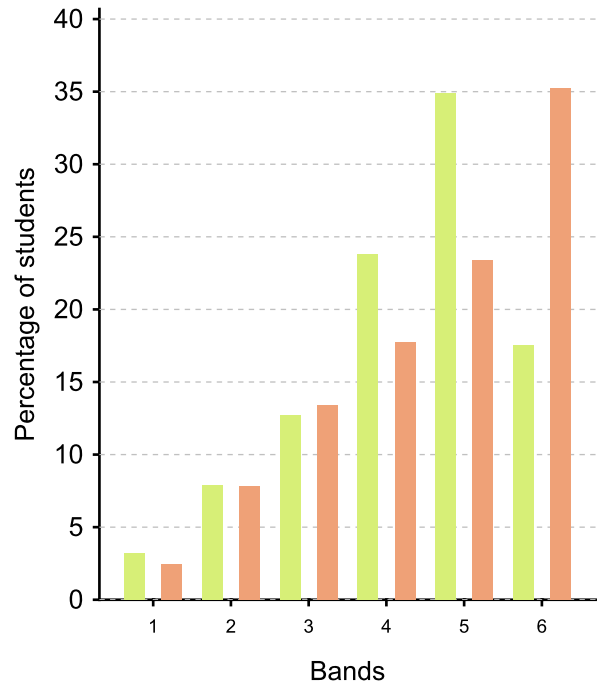
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



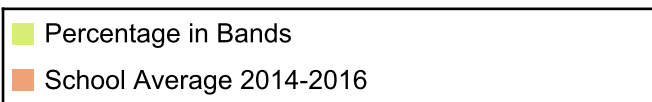
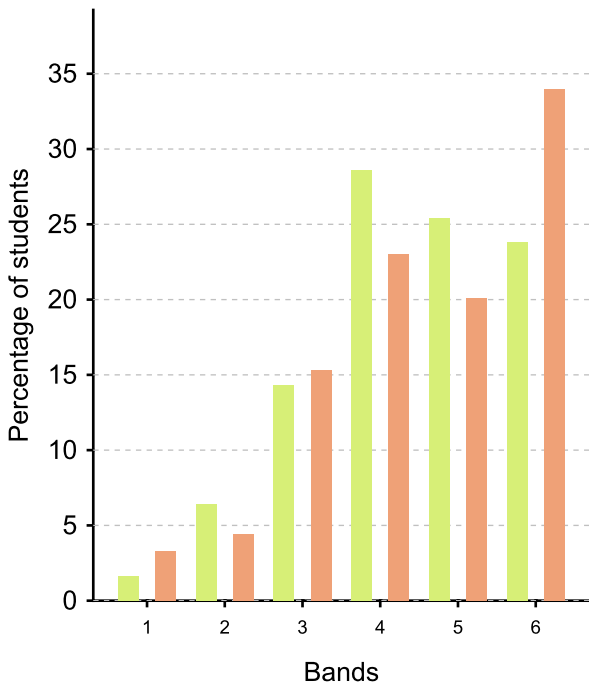
**Percentage in bands:**  
Year 3 Grammar & Punctuation



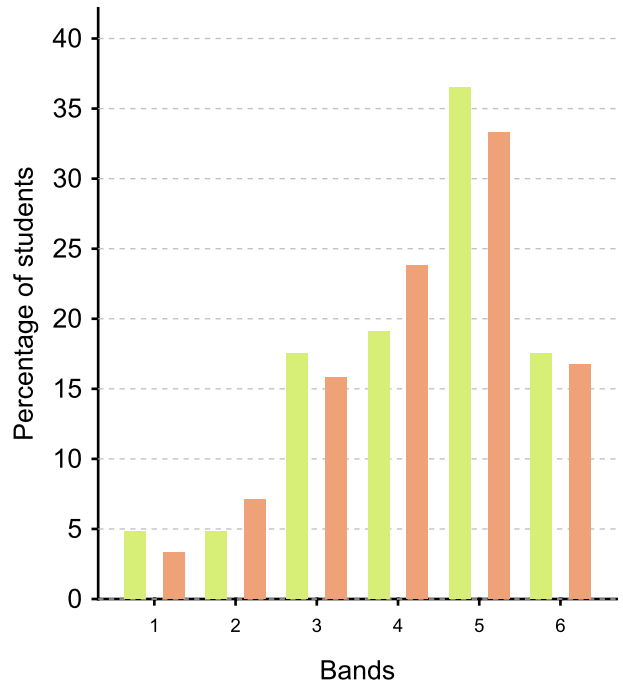
**Percentage in bands:**  
Year 3 Spelling



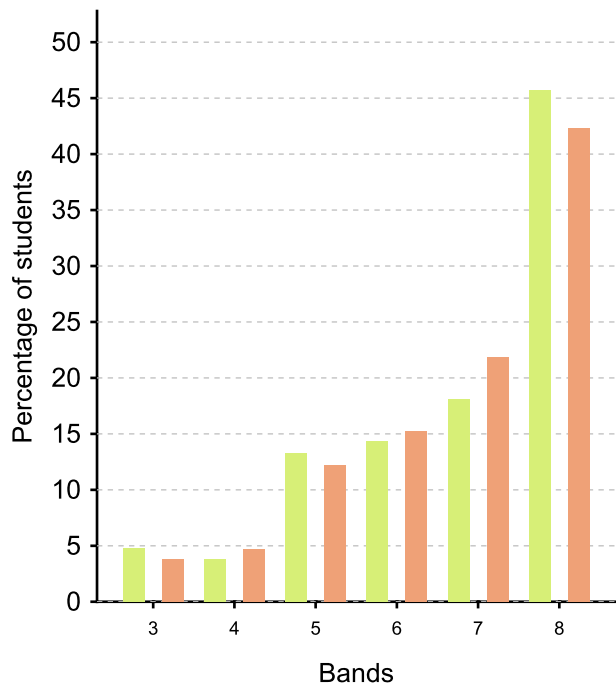
**Percentage in bands:**  
Year 3 Reading



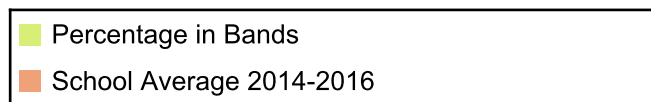
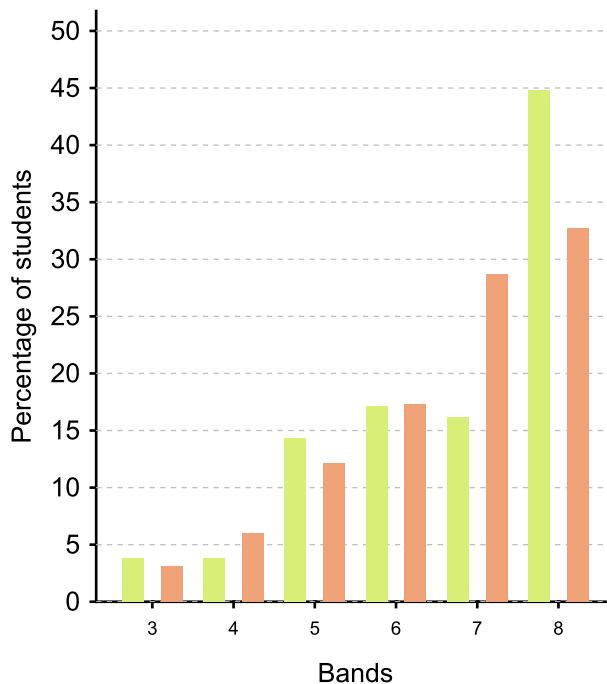
**Percentage in bands:**  
Year 3 Writing



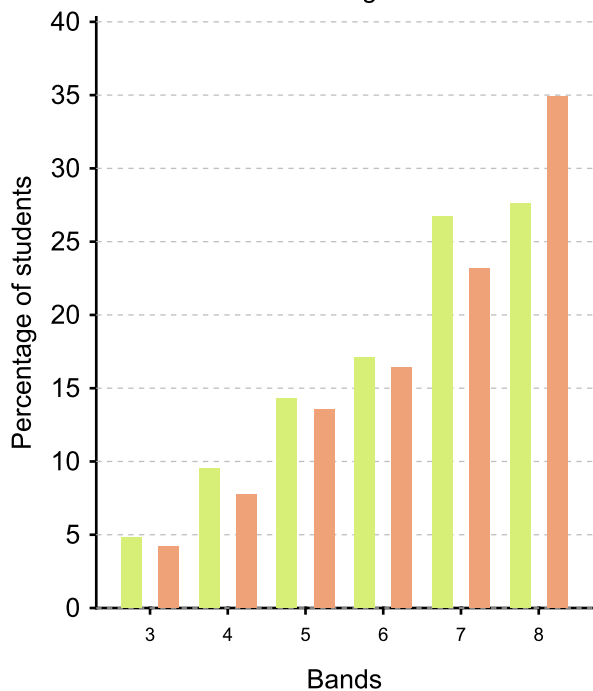
**Percentage in bands:**  
Year 5 Grammar & Punctuation



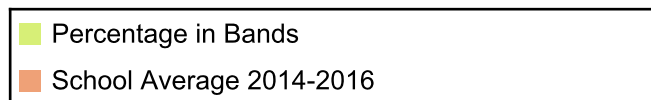
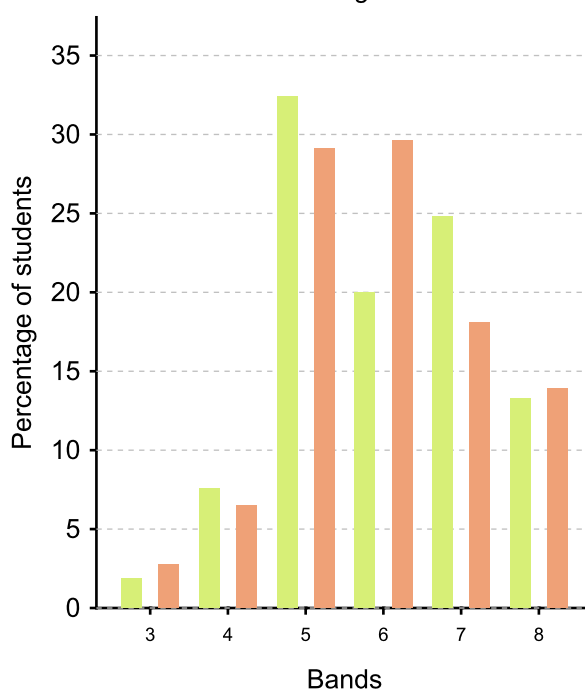
**Percentage in bands:**  
Year 5 Spelling



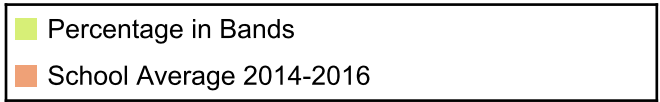
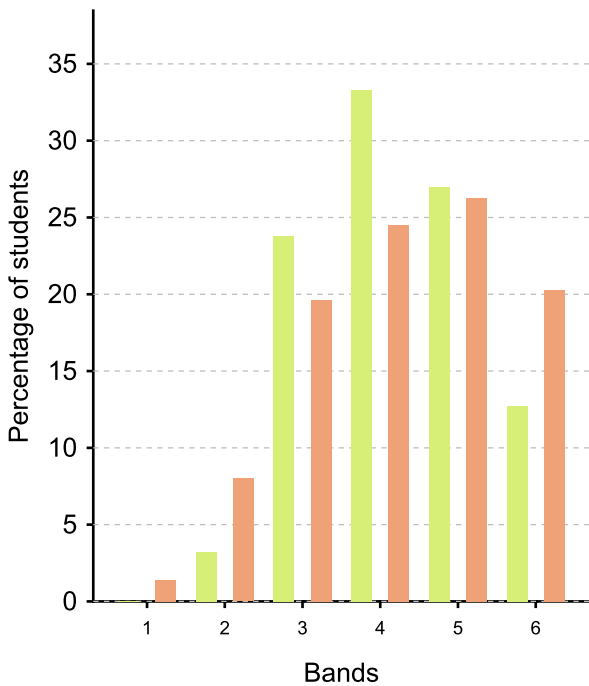
**Percentage in bands:**  
Year 5 Reading



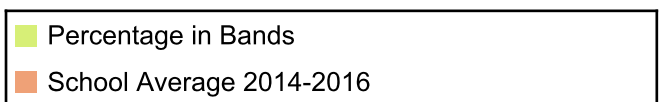
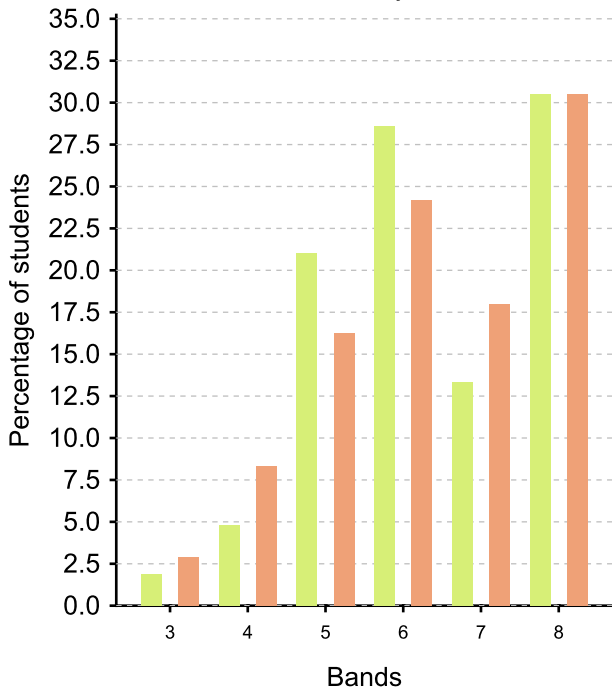
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



In accordance with the **Premier's Priorities: Improving education results**, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. 49.2% of Year 3 students achieved in the top 2 Bands for reading compared to 51.8% of the state. 38.5% of Year 5 students (within school match) achieved in the top 2 Bands for reading compared to 38.6% of the state.

39.7% of Year 3 students achieved in the top 2 Bands for numeracy compared to 38.7% of the state. 30.5% of Year 5 students (within school match) achieved in the top 2 Bands for numeracy compared to 29.7% of the state.

## Parent/caregiver, student, teacher satisfaction

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

Their responses are presented below.

The school community was surveyed regarding a number of issues including school reception, communication, parent participation, support, homework and safety.

Some of the key findings from student surveys (Years 4–6) were:

- 72% of students had a high sense of belonging (accepted and valued by their peers).
- 87% of students felt they had positive peer relationships.
- 91% of students valued their education and School Outcomes.
- 56% of students had positive homework behaviours.
- 98% of students felt they had positive behaviour (do not get in trouble for disruptive or inappropriate behaviour).
- 70% of students felt interested and motivated in their learning.
- 89% of students tried hard to succeed.
- 84% of students felt they had positive Teacher–Student Relations.
- 70% of students felt they had not been victims of physical, social or verbal bullying.

Some of the key findings from parent surveys were:

- 75% of parents feel welcome at Gosford Public School.
- 68% of parents feel they are informed about their child's academic, social and emotional development.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert 'Gosford Public School' in the Find a school and select GO to access the school data.

- 18% of parents indicated involvement in school committees.
- 75% of parents feel their child is supported in their learning at Gosford Public School.
- 80% of parents feel their child is encouraged to do their best work.
- 88% of parents feel their child has a clear understanding of the school rules.
- 78% of parents feel their child feels safe at school, as well as going to and from school.
- 68% of parents feel that Gosford Public School is an inclusive school.

Some anecdotal comments from parent surveys:

- 'The office staff are warm and welcoming and happy to answer any queries'.
- 'Teachers are professional, school activities are generally well-organised'.
- 'Gosford Public School is a diverse community where every child is accepted and respected and children are expected to treat other children that way too. The school has wonderful opportunities...'
- 'I am grateful to Gosford PS for showing my daughter she will be rewarded for working hard, and for exposing her to a world she never knew existed. She now describes school as "the best part of my life."'

Some of the key findings from staff surveys were;

- 88% of staff collaborate with colleagues on increasing student engagement.
- 80% of staff feel they provide opportunities for students to use computers or other interactive technology to research, analyse, organize and present subject matter.
- 93% of staff establish clear expectations for classroom behaviour.

## Policy requirements

### Aboriginal education

Gosford Public School continues to implement the *Aboriginal Education and Training Policy* and the *Aboriginal and Torres Strait Islander Education Action Plan (2010–2014)* and the Partnership Agreement between the Department and the Aboriginal Education Consultative Group Incorporated. School programs support our goal of Aboriginal equity in opportunities and achievements. This has been demonstrated by:

- Aboriginal perspectives and strategies being embedded within the regular teaching and learning programs of classroom teachers and these programs complement the Quality Teaching

model.

- The development of cultural competencies for staff, students and families was supported throughout 2016 with the employment of a School Learning and Support Teacher for 3 hours each week.

At Gosford Public School we have a small number of students who identify as being Aboriginal.

***We have aimed to improve Aboriginal students learning potential. This is demonstrated by:***

- All Aboriginal students in Term 1 receiving a hearing test conducted by the Eleanor Duncan Health Centre. Students who needed additional support were referred to agencies.
- All Aboriginal students having a PLP prepared by their class teacher and 3 way interviews held throughout Term 1.
- We inform Aboriginal families via the newsletter, face book and flyers about specific programs and events.
- All teachers were trained in 8 Ways Pedagogy.
- Two teachers and school principal attend the local AECG meetings to support the community.
- Recognition of Aboriginal achievement at the new Awards Afternoon.

***We have targeted the literacy development of our Aboriginal students through our teaching and learning programs and resources. This is demonstrated by:***

- The development of English and History teaching units (K–6), which identify components of Aboriginal education which can be investigated by our students. This is in line with national curriculum requirements and the Indigenous Education and Training Policy (2009).
- Aboriginal students who are identified as needing adjustments to the class program in literacy and numeracy are supported by the Learning and Support team (LasT). Inclusive literacy groups are strategically supported by the 'YARNING STRONG' Aboriginal resource.
- Stage 3 students were given leadership opportunities and literacy development by participating in GLC inaugural public speaking program.

### Engagement and Connection

***We have organised programs designed to educate students about Aboriginal culture, perspectives and current Aboriginal Australia. This has been demonstrated by:***

- Acknowledgement to country is presented at each assembly by our Aboriginal students.
- All Aboriginal students, with the help of their parents, created an art piece, 'Knowing Me, Knowing Us' to be entered in the 2016 Reconciliation art competition at Gosford Regional Gallery. Students were asked to recognise their mob and totem, research their significance and create earthenware pottery

cylinders. This unique display won the school indigenous K–6 category in the art competition, and will be displayed in the Gosford Public School's gardens for many years to come.

- Recognition of Sorry Day and Reconciliation Week through a whole school assembly. Aboriginal student leaders explained the meaning of Sorry Day and recognition awards were presented.
- During NAIDOC Week Gosford Public School's Aboriginal students and their class buddies attended cultural activities held at Henry Kendall High School .
- Flags were made reflecting Indigenous culture and these are regularly on display at the front of the school.
- Gosford Public School held the transition to school program “Young, Black and Ready”.

### **NAPLAN**

- Due to the small number of Aboriginal students at Gosford Public School sitting the NAPLAN tests in 2016, we are unable to report on their performance.
- Aboriginal students who did not meet the minimal standards in some aspects of the 2014 NAPLAN testing received additional help with RAM funding.

### **Attendance**

- Aboriginal students at Gosford Public School had an attendance percentage of over 90% which was an improvement from 2015.

In 2017 Gosford Public School will continue to provide and expand programs that will help to improve student outcomes and forge links with our local Aboriginal community, for example, through creative and practical arts.

## **Multicultural and anti-racism education**

Our school maintains a focus on multicultural education by providing perspectives in curriculum areas that develop the knowledge, skills and attitudes for a culturally diverse society. The school has a trained anti-racism officer (ARCO) who deals with any incidents of racism or discrimination.

All school policies and practices are inclusive and are underpinned by the Department's Multicultural and Anti-Racism Policies. All staff are familiar with these policies and the implications they have upon teaching and learning practices. Class programs and school activities actively uphold these principles. Students study units of work about different cultures and celebrate cultural milestones and traditions as new units of work and scope and sequences were aligned to the NSW BOSTES syllabus documents for the Australian Curriculum. These inclusive and inquiry-based learning practices have provided all students with the opportunity to develop the knowledge, skills and values for participation as active citizens within a democratic multicultural society. Our school actively promotes acceptance and diversity as a measure to counter racism and vilification within the school community.

All students are educated to overcome racism and prejudice through the school's 'You Can Do It' focus – organisation, resilience, confidence, persistence and getting along. These core values highlight and promote the school's commitment to fostering a learning culture where all students are treated equally so that they may become engaged, respectful, responsible and reflective learners who, in a culture of high expectations, achieve their personal best.

In 2016, approximately one third of the students at Gosford Public School had a language background other than English. These students had backgrounds from forty countries. There were forty one first languages represented. Approximately half of the EALD (English as an Additional Language or Dialect) students received support. Students were supported in the classroom and some received individual support. The specific outcome was to enable all these students to be able to use English to access the curriculum in their classrooms.

Additional support was provided for parents and carers through the Multicultural Homework Support Group. After an initial morning tea meeting, class teachers were able to meet with this group and work through ways in which parents could help students at home. Members of this group also became involved in other activities in the school. There was an EAL/D teacher allocation of 0.8 with an additional allocation of 0.1 for students on a New Arrival Program.