

# Gymea Bay Public School

## Annual Report



2016



2116

## Introduction

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

Ray Pooley

Principal

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## Message from the Principal

Gymea Bay Public School is an outstanding school with high expectations achieved for our motivated students through the strong partnership our school and teachers have with the parents and wider community. All stakeholders work collaboratively and harmoniously together ensuring the best possible outcomes for our students.

Students have continued to participate and excel in a wide range of learning programs, team and individual sports and curriculum enrichment activities. The school's reputation for academic performance and delivery of a broad curriculum has been sustained and enhanced. Opportunities for students to enjoy and experience triumphs in cultural, artistic, environmental and sporting areas are many, and this report highlights a number of these achievements.

The excellent academic achievement can be attributed to our dedicated and committed teaching staff. The teachers, in conjunction with a well-resourced learning environment, provide high quality teaching and learning for our students in a positive and enjoyable climate.

As we move toward 2017, we are ready to meet the challenges and changes occurring in the broader educational context. We live in exciting times and need to prepare our students with the 21st century fluencies to enable them to become respectful, responsible, innovative, creative and successful learners. I thank the staff for its commitment to the delivery of quality programs and experiences for young people and its embracing of development priorities over the course of 2016. The following key achievements were identified.

- All students in the school were able to access iPads and computers in their learning programs in addition to the Stage 3 BYOD program which saw all students using iPads as an integral part of the learning on a day to day basis.
- All teachers used iTunes U as a programming tool for the new History and Geography syllabus following extensive professional learning and collaborative meetings held for staff.
- All teachers participated in Quality Teaching professional learning programs with Associate professor James Ladwig from the University of Newcastle.
- All teachers worked as individual teachers and in grade groups to complete Mathematics Building Blocks program.
- A new Student Wellbeing policy was discussed, collaboratively devised and implemented in 2016.
- The school continued its involvement in the "Breaking the Silence Program" as part of the wider White Ribbon community program. Sixty students completed training as Gymea Guardians and were rostered on the playground each day to encourage respectful relationships amongst students. Students accompanied by staff took part in the White Ribbon Walk.
- Through extensive professional learning and the high achievement of technology across the school, Gymea Bay was awarded the title of Apple Distinguished school during 2016.
- In the National Assessment program for Literacy and Numeracy (NAPLAN) our school continued its reputation for gaining excellent results.. Most pleasing was the results from year 3 to year 5 which illustrated excellent

progression for all students in Literacy and Numeracy.

- A writing program to challenge our students in year 2 and 4 was implemented during terms 3 and 4 with excellent results.

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

Ray Pooley

Principal

## School background

### School vision statement

At Gymea Bay Public School quality teaching delivers exceptional learning in a safe, nurturing environment where all students are challenged and supported to reach their individual potential.

### School context

Gymea Bay Public School (enrolment 870) is a dynamic learning environment. There are currently 34 classes and an executive team consisting of; two deputy principals, four school – based assistant principals and an assistant principal leading the itinerant vision team.

The dedicated staff of New Scheme and experienced teachers, including many temporary staff is committed to improving quality teaching and 21st century learning, incorporating information and technology skills across the curriculum and providing effective student well-being programs. There is a strong emphasis on literacy and numeracy development as well as enrichment for gifted and talented students and support for students with learning needs.

A very active student welfare committee, learning support team (LST), Reading Recovery (RR) teacher, support teacher learning STL and school learning support officers (SLSOs) ensure early identification and relevant support for a large number of students. Through class based and small group support, the 10% of students from English as an additional dialect (EALD) are assisted by a specialist EALD teacher.

The school enjoys a proud tradition of sporting and performing arts programs and offers an extensive range of extra curricular activities. These programs are enthusiastically supported by the parent community which also provides additional funds to improve school facilities and purchase resources for classrooms.

## 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.

The excellent academic achievement can be attributed to our dedicated and committed teaching staff. The teachers, in conjunction with a well-resourced learning environment, provide high quality teaching and learning.

In the area of Learning the focus has been on the development of an innovative learning environment and the engagement of all students. Students in Stage2 actively participated in the 'Self Organised Learning Environment Program' (SOLE), an enquiry based approach to learning which allowed students to create their own questions in an environment of self-discovery and spontaneity. Students also utilised the Lego Robotics program to develop their technical and scientific skills and challenge their thinking through some complicated design tasks.

The continuation of BYOD program in Stage 3 and the use of iPads in all classes provided students with an opportunity to develop their creative thinking and writing skills using iBooks, iMovies and a wide variety of Apps. Students have demonstrated outstanding writing skills using iPad technology and there has been a noticeable increase in confidence and creativity in participation of literacy programs throughout the school.

Throughout the year students participated actively in a range of programs to encourage the development of respectful relationships. Peer Support lessons, White Ribbon Day activities and classroom based respect programs linked to the schools values program.

In the area of Teaching significant changes have been achieved in programming, goal setting and professional growth as a result of observation and feedback and the general implementation of the Department of Education's priorities. Documented, accredited and structured teacher professional learning programs have ensured teachers are meeting the professional standards in conjunction with the implementation of Performance and Development Plans. All teachers have had an opportunity to engage in formal feedback sessions with the support of Professor James Ladwig from the

University of Newcastle. A collaborative and supportive approach of teachers working in teams has led to the development of a culture of sharing best practice at Gymea Bay. Teachers are provided with regular opportunities to deliver presentations to school staff and colleagues from around the state at conferences and professional meetings. Gymea Bay in 2016 was awarded the title of an 'Apple Distinguished School' and the school enjoys a positive relationship with the Apple Education Team.

In the area of Leading our school has improved and streamlined practices and procedures which have contributed to a more collaborative working relationship with the P&C and the school community. A strong example of this is the communication strategy implemented to gain parent opinion throughout the year – such as the parent survey and focus groups strategies utilised in developing the Student Welfare Policy. All parents had an opportunity to have input into this policy and this process resulted in a relevant and workable document being ready for implementation at the end of 2016. The community was also engaged through focus group discussions regarding the school plan and specific targets for school improvement. Parent support for the White Ribbon, Breaking the Silence Program continued to strengthen with parents taking a lead role in developing White Ribbon Day activities and celebrations. The school leadership team has consistently and collaboratively worked with the school community to ensure the effective implementation of the three strategic directions and has put in place strategies to continually reflect on and evaluate progress towards goals.

Gymea Bay is committed to providing a learning environment in which students and teachers take on new opportunities in a culture where innovation is the norm and risk taking is encouraged. All teachers are leaders and are encouraged to take on roles which enrich their learning and ultimately improve outcomes for our students.

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.

## Strategic Direction 1

To develop 21st century learners

### Purpose

The purpose of developing students as 21st century learners is to create an environment at GBPS that provides every student with relevant opportunities to develop a wide range of skills. These skills will allow students to make informed decisions and enable them to be productive, responsible citizens.

### Overall summary of progress

Our focus has been to develop programs which have enabled us to achieve significant, observable change in teaching practices and in the learning of the students.

The goal of quality teaching and learning in our classrooms is at the centre of pedagogical innovation. This is shared by staff and is evidenced by their willingness to learn, share and observe others thus gaining the skills necessary to improve student outcomes.

Student learning is unequivocally linked to quality teaching. Teachers have participated in a series of deliberate and voluntary professional learning programs linked directly to the delivery of quality teaching. Quality teaching equals an environment of learning.

All teachers engaged in iTunesU professional learning with this platform now forming the basis for teachers when planning quality teaching and learning sequences for students.

With students working in a 1:1 iPad environment it permits them to engage with their work electronically and to their peers and teachers. Students receive feedback digitally which takes several forms including voice record.

Individual staff and stage teams have helped to create a culture of master learners which are an integral part of the shared learning culture.

### 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>• 100% of class programs and written observations show that highly trained and confident teachers are providing appropriate, differentiated learning opportunities for all students</li></ul>	<p>Whole staff attend up to 32 hours of Professional Learning experiences on educational apps at Apple.</p> <p>The Tech girls are placed second in the state for their development of an App at Microsoft headquarters.</p> <p>Observations of practice occur in all classrooms. Teachers discussed observations. Staff visit schools out of area and in other systems for different KLA's</p> <p>Science, Technology, Engineering and Mathematics (STEM) is implemented through Robotics, 3D printing, flexible groupings, responsibilities and problem solving.</p> <p>Professional Learning on students developing 21st Century learning skills: collaboration, critical thinking, creativity is presented by staff over two of the three staff development days.</p>	<p>Staff</p> <p>Apple Staff nil cost</p> <p>Parent mentor for Tech girls and teacher release \$5000.00</p> <p>Nil cost</p> <p>Professional Development session internal presentation by staff.</p> <p>Lego Robotics in the classroom course \$500.00</p>
<ul style="list-style-type: none"><li>• Increased percentage of students achieving sound or above in reports in Mathematics. Staff and student interview data</li></ul>	<p>Stage 2 teachers participated in professional learning in the area of mathematics.</p> <p>This was the University of Technology Mathematics</p>	<p>\$2160.00 to cover teacher release</p> <p>Nil cost.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>indicates an increased level of student engagement.</p>	<p>Project for stage 2 teachers with UTS Mathematics Advisor Ms Anne Poole. This project concentrated on improving pedagogy and consistency in teaching Mathematics.</p> <p>After completing 22 hours of Professional Learning on the Building Blocks for Numeracy program, staff evaluated the program. Staff revisited their Professional Learning goals which were set to reflect achievement or areas of improvement.</p> <p>Both mathematics projects have enabled the teachers to achieve significant, observable change in teaching practice and in the results and engagement of students.</p> <p>Students and staff were surveyed on their opinions of their ability in different strands of Mathematics.</p>	<p>Nil cost.</p> <p>Survey of students 4,5,6</p> <p>Survey of staff</p> <p>Nil cost.</p>
<ul style="list-style-type: none"> <li>• 80% of teacher observations show Quality Teaching strategies occur in class through coding against QT framework.</li> </ul>	<p>92% of staff have engaged in lesson observations with James Ladwig and Executive staff. The schools ongoing relationships with the University of Newcastle and Associate Professor James Ladwig has covered teachers being observed in their classroom and feedback given directly following the observation.</p> <p>A minimum of three observation cycles were completed in 2016.</p> <p>The clear goal of these observations is to improve classroom pedagogical methodologies and quality teaching.</p> <p>A feedback classroom observation sheet was developed in consultation with Associate Professor James Ladwig where the ATSIL teaching standards are overlayed with the NSW Quality Teaching Framework.</p> <p>Executive staff were released to attend Professional Learning on observation techniques and to use these to assist James Ladwig in his observations and feedback sessions.</p>	<p>\$14 850 James Ladwig over three cycles. 84% of staff surveyed indicated observation of their work improved their teaching.</p> <p>\$13 500 spent to cover casuals to release executive staff during observation cycles.</p>

## Next Steps

- New staff on stage 2 trained in the principles of Self Organised Learning Environment (SOLE). SOLE is an exciting 21st Century inquiry based learning project which is to become a key part of whole school professional learning in 2017.
- Staff are to assess the iTunesU courses in both History and Geography that were developed throughout 2016. After grade assessments are completed staff will be released to make necessary changes to improve content and assessment.
- Continue to invest in partnerships with Apple, University of Technology, University of Newcastle and University of Wollongong for both professional leadership and for research into best practice.
- Continual refinement of assessment techniques and strategies in all Key Learning Areas.
- Collection of ongoing qualitative and quantise data.
- Whole staff training on Science, Technology, Engineering and Mathematics. (STEM) and its applications in classroom programs.

## Strategic Direction 2

### Quality teaching and Leadership

#### Purpose

The purpose of quality teaching and leadership development is for staff to be reflective on their practice and expectations of themselves and their students.

Focussing on continual improved outcomes for all students. Staff will share practice and expertise in an environment of professional respect and cooperation.

#### Overall summary of progress

Our focus has been on providing all staff professional learning programs that are documented, accredited and structured. This has led to significant observable changes in the programs delivered by teachers in their classrooms particularly through the use of ICT.

Instructional observations and feedback have led to a significant deeper understanding amongst all staff on the benefits of reflective feedback for both themselves and their students. There is evidence of a change in school culture around the benefits and improvements gained through the lesson observation and feedback process. The implementation of the Performance and Development Framework has led staff to 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.

The development of professional learning goals by all staff based on the Professional Standards and linked to the school plan have resulted in a school culture that is focused on building learning excellence.

#### 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>Increased number of staff applying for leadership roles within and external to the school.</li></ul>	<p>All executive staff complete mentoring program to lead and assist staff in preparation for setting (PDPs). This included whole school professional learning on goal setting.</p> <p>In 2016 all new scheme teachers who submitted their portfolios of work were granted NSW Education Standards Staff Accreditation. Executive staff assisted new scheme teachers in their development.</p> <p>Classroom teachers apply to participate in the Connected Communities Program where they visit an aboriginal community in far western NSW for a week assisting in professional development and or release for teachers to attend professional learning sessions. In 2016 2 staff attended schools in the Moree area.</p> <p>Annual PEN Conference for executive staff and those aspiring to be executives was attended by leadership team and grade supervisors.</p> <p>Classroom teachers are taking on leadership roles across the school and also at a state level with one Assistant Principal working at DOE State Office in the area of Mathematics.</p>	<p>Support for beginning teacher release and mentoring course costs. \$26 772.67</p> <p>Teacher release and expenses to Moree. \$4470.00</p> <p>PEN conference \$709.00</p> <p>Nil</p>
<ul style="list-style-type: none"><li>100% staff participation in quality teaching professional learning activities. Staff are able</li></ul>	100% of staff submit professional development plans (PDPs) to supervisors and principal. These are aligned to the Professional Teaching Standards	Literacy Advisor Wendy Bean \$2160.00

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>to demonstrate progress towards personal professional learning goals.</p>	<p>and the Strategic Directions of GyMEA Bay Public School Plan. This is preparing all teaching staff for the accreditation processes which are to commence in the 2018.</p> <p>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>Premiers Priority program for writing addressed improvements in writing. A term long course was held for selected students in year 2 and 4. The program was managed by Literacy advisor Wendy Beam and children were facilitated by two staff members.</p> <p>The 'Inspire and Innovate' Conference was attended by 7 staff. Release was provided and two staff delivered an address on the use of iPads in the classroom.</p> <p>Learning and Support Teacher (LAST) attained a Certificate V in training and assessment, language learning and numeracy.</p> <p>Partnership with Wollongong University in writing development. An early start research program into the impacts of digital technologies in early years writing was lead by Associate Professor of Language and Literacy, Dr Lisa Kervin. As a result of this program one teachers research paper titled "Using visuals representations of the school environment as a stimulus for a story" was published in Practical Literacy– the early and primary years publication for ALEA(Australian Literacy Educators Association).</p> <p>Geography iTunesU research writing used the second half funding from the NSW Department of Environment and Heritage grant awarded in 2015. One teacher lead whole school professional learning in Geography following her research.</p> <p>Vision team has been assisting staff in developing quality teaching and learning resources for a vision impaired child at the school.</p> <p>The Vision Team has delivered materials in Braille for a number of totally blind students, as well as maps, diagrams, graphs and picturebooks in a tactile format, which the team prepares on site, to enable equivalent access for these students to all materials provided to their sighted peers. The Vision Team has also provided Professional Development and consultation to staff at both GyMEA Bay PS and schools throughout the Region to build teacher knowledge of appropriate strategies and resources to support their students.</p>	<p>Teacher release and course \$2230.00</p> <p>\$1750.00</p> <p>Nil cost</p> <p>\$2500.00</p>
<p>• Survey data from staff, parents and students regarding the culture of learning at the school.</p>	<p>In 2016 numerous surveys were conducted across the school covering all participants in the school community.</p>	<p>Nil cost</p>

## 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>Survey data from staff, parents and students regarding the culture of learning at the school.</li></ul>	<p>As mathematics was a key initiative of 2016, surveys for both teachers and students dealt with their opinions on the quality and extent of their knowledge and application in mathematics.</p> <p>To establish possible areas of school improvement and success on how the school community felt regarding the learning culture of our school both parents, teachers and students were asked to complete an online survey and comment on various aspects of the school. Responses were very positive across a broad section of the school community.</p>	

## Next Steps

- Development of documentation used in feedback to teachers after instructional observations
- Strong culture of professional learning for teachers continues to be developed throughout the school which encourages staff to seek accreditation at higher levels
- Continue to provide more avenues within the school for teacher leadership.
- Strong culture of staff working collaboratively to improve the quality of teaching and learning across all KLA's
- Provide staff with the time to work both individually, as a grade, or stage and collegiately with others on specific projects to personalise professional development and goal setting.
- Analyse the teacher professional development data to better understand the needs of teaching staff to achieve their personal and professional goals.
- Develop additional partnerships which will further enhance teaching, learning and student outcomes from K–6.
- Continue the partnerships already made and develop further research activities to strengthen the schools learning culture.

### Strategic Direction 3

Excellence and setting high expectations.

#### Purpose

The purpose of developing a high performing school is to set a clear and shared whole school focus. This focus is based on high standards and expectations for students, effective school leadership, curriculum and instruction. Professional development and on-going monitoring of learning and teaching is set within a supportive learning environment with active family and community involvement.

#### Overall summary of progress

In 2016 the school utilized the communication strategies of; Staff teams working across K–6, focus groups at P&C meetings, and online surveys to obtain opinions from parents about Student Wellbeing. The data obtained from these strategies led to the development of a new Student Wellbeing policy which was implemented in 2016. The policy was overwhelmingly supported by the school community. The policy has been uploaded to the schools website and provided to each family in a coloured booklet.

Parents joined the staff White Ribbon team to plan a whole school activity to raise further awareness of the importance of encouraging respectful relationships. This led to all classes developing a 'respect' wall in their room and at the White Ribbon Day assembly student representatives from all classes spoke about their respect wall and what it meant to them.

A year 5 teacher was asked to be an Ambassador for White Ribbon and visited other schools to speak on the organisation's behalf. Students and staff from the school attended the Walk for White Ribbon on the day.

The school news project was a huge success this year. Each month current school events were uploaded to the school's website in the form of a news program. Parents and community members were able to view the school news regularly and the large number of hits on the website indicated that this very creative project was a very popular event.

The impact of the above, mentioned programs this year has been significant. Parents have been actively involved in a range of activities at the school and their opinions have been utilized to support the implementation of a number of initiatives. Community involvement is recognized by all the staff of Gymea Bay as an important part of the functioning of the school

#### 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>• 100% of teaching programs and observations show that professional development has changed classroom practice and increased levels of student engagement.</li></ul>	<p>Five staff members attended the 'What's Next? Eight Elements of Success' workshop held at UTS. This three day workshop examines what are the foundations for successfully creating technology-rich learning environments. The eight elements represent what Apple has learned from over 30 years of working with education leaders to envision, plan, implement, and evaluate environments that meet the needs and aspirations of Gymea Bay PS. This was organised by Apple specifically for Apple Distinguished schools such as GBPS. This has resulted in a whole school approach to technology.</p> <p>Over the 2016 period it was evident that through professional development staff were using new technologies and searching out other ways to incorporate 21st Century Learning into classroom projects.</p> <p>Teachers looked for special events where students could take part and expand their knowledge and engagement such as Lego League, Robotics and Illawarra Coal Science Fair.</p>	<p>Recognised in March 2016 as one of only 400 schools worldwide as an Apple Distinguished Program School. The Apple Distinguished School designation is reserved for programs that meet rigorous criteria for innovation, leadership, and educational excellence, while also demonstrating Apple's vision of exemplary learning environments.</p> <p>\$1500 casual relief</p> <p>All Staff at GBPS.</p>

## 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>Survey data on the opinions of community, parents, and students are utilised in the planning processes.</li> </ul>	<p>From the surveys held throughout the year 2015 and 2016 those particularly referring to student well being, goal setting and reflections, mental health issues and the BYOD program assisted the school in its planning and implementation of projects during 2016.</p> <p>The BYOD program was extended into stage 2 for 2017. Preparation for this change began in 2016 with meetings held with parents of students in year 2 and 3 in 2016.</p> <p>Well-being policy planning was commenced early 2016.</p>	<p>Nil</p>
<ul style="list-style-type: none"> <li>A range of Wellbeing activities are incorporated into school programs 2016–2017.</li> </ul>	<p>A Wellbeing Policy project team is established headed by a classroom teacher. Policy is reviewed and written. This staff member was released to project manage and write the policy.</p> <p>After consultation, on numerous occasions with the staff and community, the Wellbeing Policy is presented at a professional development session to the teaching staff.</p> <p>The next stage sees the production and printing of the Wellbeing Policy which is distributed to all families.</p> <p>GBPS White Ribbon Ambassador spoke on the White Ribbon program visiting other schools and speaking at a special breakfast. White Ribbon assembly was held and attended by community leaders and the school community.</p> <p>Gymea Guardians and White Ribbon ambassadors accompanied by staff took part in the walk for white ribbon held locally finishing in Cronulla.</p> <p>'Kids Hope' activity sessions continue throughout 2016. Volunteers working with 14 children suffering from trauma, learning difficulties or mental health issues. Activities include cooking, playing games, technology and reading. All volunteers are screened before commencing in the program.</p>	<p>Cost of production of policy \$5000</p> <p>Teacher release \$2500</p> <p>Nil</p> <p>Kids Hope Volunteers.</p>
<ul style="list-style-type: none"> <li>Increased positive interactions and community support due to improved and effective communication of quality teaching programs and school procedures.</li> </ul>	<p>Parents and the community continue to support the school programs which is evidenced in survey responses.</p> <p>The School Facebook page has 778 followers and 797 likes. This has become a very popular use of communication with our parents along with the GBPS app.</p> <p>Through the school app parents receive notes, Bay News, diary adjustments for class and school activities and the weekly newsletter.</p> <p>8500 'likes' have been recorded on the Facebook page for viewing a single entry of the 'Robotics Rubics cube' made by a year 5 student as part of the Robotics/ Science fair.</p>	<p>Equipment purchased to assist in the production of online 'Bay News'</p> <p>Web Administrator</p> <p>Computer Coordinator</p> <p>\$5660.00.</p>

## 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>Increased positive interactions and community support due to improved and effective communication of quality teaching programs and school procedures.</li></ul>	<p>Facebook pages were established in 2016 for Wakakiri and School Spectacular. This was a very good means of communicating to a select group of parents and was constantly changed so information was up to date. This communication change meant fewer inquiries to the school office and teachers involved during school time.</p> <p>As an Apple Distinguished School, Apple offered to our parent body exclusive 'Professional Learning for Parents' to enable parents to learn and expand their knowledge in best practice for home learning and safety restrictions relating to iPads.</p>	

## Next Steps

- The White Ribbon Program will be continued with a student White Ribbon leadership team to be included in the overall school leadership program. The White Ribbon student leadership team will work with the school leadership team to extend the program in 2017.
- Opportunities for parents to learn skills to assist in their child's learning will be provided in 2017. In particular in Technology, Literacy and Numeracy. Further opportunities for parents learning in partnership with Apple to be explored.
- LMBR project was implemented from Term 3 2016 with the training of SASS staff and the principal – involving new financial, administrative and student welfare systems. In 2017 there will be many sessions held for teachers in regard to roll marking, purchasing equipment and recording student information.
- The school' Bay News' project will be continued with a revised format.
- BYOD stage 2 expansion will proceed with staff, students and parents working together so this is a success for all students.
- Tracking of school policies and progress in line with the School Excellence Framework and documenting evidence.
- Teachers align Professional Development Plans to the school priorities.
- Further opportunities for children to engage in activities or fairs to extend knowledge in technology and science will be investigated.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Students and staff have a much better understanding of Aboriginal history and Culture. Students of Aboriginal background have been assisted with programs particularly in literacy. Two students one from Aboriginal background, an Aboriginal Elder and support teachers journeyed up a local river to view Aboriginal handprints and caves. This experience was shared with stage 3 and enhanced their learning experiences.	Learning support teacher, release time given to teachers for planning, Aboriginal Elders Col Hardy and Les Burrell. • Aboriginal background loading (\$4 580.70)
<b>English language proficiency</b>	This program is invaluable for our students who require support in the areas of learning and consolidating work in language. Experienced staff guide the students through all areas of the curriculum to achieve and monitor progress.	EAL/D staff 0.4 days. • English language proficiency (\$29 722.00)
<b>Low level adjustment for disability</b>	Many students have increased their engagement in the classroom. Some students will require further support in 2017. Students moving onto high school were assisted in the transition process. Over the year the number of students requiring support changed which affected funding amounts and staffing.	Learning Support Officer (LASO) Learning and support teachers (LaSTS) • Low level adjustment for disability (\$42 395.00)
<b>Socio-economic background</b>	Ongoing monitoring and assessment has revealed significant improvement for students engaged in these programs. Additional teacher time allowed these students to access curriculum and progress on the continuum of learning.	Supplementary staff Teacher release • Socio-economic background (\$21 393.00)
<b>Support for beginning teachers</b>	In 2016 GBPS had 3 staff receiving support as a beginning teacher. Each teacher was given 4 hours release per week to allow them to attend to their professional development plan, visit and observe classrooms/ teaching styles. A writing program was developed specifically for Kindergarten by a beginning teacher in collaboration with the UOW. Her work has been published.	teacher release staff, Executive and grade supervisors. • Support for beginning teachers (\$26 772.67)
<b>Integration Funding Support</b>	Funding has been utilised in the following ways: Additional aide time in the case of one student this was full time aide assistance whilst at school including breaks. Assistance will eating and toileting. Teacher training for staff with students with disabilities Teacher release time to attend meetings in reference to the students learning program and integration in the school program. Programs held during 2016 assisted students with varying degrees of funding to fulfil their educational and social interactions whilst at school.	Class teacher Teachers Aide Learning support staff • Integration Funding Support (\$54 940.00)
<b>Professional Learning</b>	Using self –reflection and feedback from peers teachers were able to improve their practice. 100% of teachers are engaged in professional learning projects with James	James Ladwig University of Newcastle. Executive staff Grade supervisors Apple staff

<b>Professional Learning</b>	<p>Ladwig. All staff are engaged in structured professional learning practices related to personal professional goals. All teaching staff complete Mathematics Building Blocks professional development. Apple award the status of Apple Distinguished School to GBPS.</p>	<ul style="list-style-type: none"> <li>• Professional Learning Allocation (\$39 883.00)</li> </ul>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	443	466	452	452
Girls	422	407	415	418

Student enrolments have been consistent over the years recorded and displayed.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	97	97	95.7	95.9
1	96.1	96.5	96.2	96.5
2	95.5	96.3	95.7	94.6
3	96.6	96	95.4	96.1
4	95.9	96	94.9	94.7
5	95.8	95.6	95.7	94.8
6	95.3	95	95.3	95
All Years	96.1	96.1	95.6	95.4
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

Student attendance continues to be above the State DoE schools. The school is rigorous in reporting unexplained absences and reminding parents of their obligation to explain absence. Being punctual and attending school unless unwell is a school and community expectation.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	32.25
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
School Counsellor	1
School Administration & Support Staff	5.17
Other Positions	3

\*Full Time Equivalent

In 2016 there was no staff at Gynea Bay from Indigenous cultures.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	15

### Professional learning and teacher accreditation

Throughout 2016 professional learning funds have been utilised to support our school targets of numeracy, literacy, history and ICT. This process ensured the implementation of quality programs and effective teaching and learning activities.

Funds made available for professional learning of \$39,883.00 were allocated to provide high quality teacher professional learning external and school based initiatives. All staff attended School development days on the first day of terms 1, 2 and 3, the last two days of term 4 and Professional Learning meetings held before school or after school.

In 2016 Professional Learning was focussed on the following key initiatives:

- Continuation of the teaching staffs' work with Associate Professor James Ladwig and the Quality Teaching Framework
- Advisors Wendy Bean (Literacy) and Anne Poole (Mathematics)
- Kindergarten development of Writing program with UOW
- Stage 3 teachers receiving training in STEM
- Further development of iTunes U in geography and history
- Apple workshops at Apple store
- LMBR moving from Oasis to LMBR
- mathematics Building Blocks

In 2016 the staff workforce included four beginning teachers. All teachers were involved in a mentoring and appraisal program. This involved meetings between the teachers and his/her mentor, class visits to observe each other and experienced teachers, provide feedback on goals and standards, the production of a portfolio of evidence that professional standards are being addressed and attending meetings with the Principal to discuss their 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.

- voluntary school contributions totalled for 2016 \$43477.00
- variation in income from sport less \$20000.00 due to less use of outside sport providers.
- Canteen no longer run by the P&C but now leased to an outside provider
- retained income to be used for: electronic key system
- building of a multipurpose learning centre.

Income	\$
<b>Balance brought forward</b>	<b>245 031.31</b>
Global funds	507 127.24
Tied funds	368 846.41
School & community sources	631 706.73
Interest	5 528.94
Trust receipts	8 652.71
Canteen	0.00
Total income	0.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	64 615.56
Excursions	65 883.74
Extracurricular dissections	289 186.16
Library	3 696.30
Training & development	0.00
Tied funds	274 977.65
Short term relief	121 278.05
Administration & office	108 356.96
School-operated canteen	0.00
Utilities	55 274.21
Maintenance	137 815.95
Trust accounts	11 274.36
Capital programs	75 491.15
Total expenditure	0.00
<b>Balance carried forward</b>	<b>0.00</b>

The information provided in the financial summary includes reporting from 1st December 2015 to 14th October 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	655 862.80
(2a) Appropriation	572 421.25
(2b) Sale of Goods and Services	14 368.36
(2c) Grants and Contributions	68 769.06
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	304.13
<b>Expenses</b>	-388 942.06
Recurrent Expenses	-388 942.06
(3a) Employee Related	-151 260.26
(3b) Operating Expenses	-237 681.80
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	266 920.74
<b>Balance Carried Forward</b>	266 920.74

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.

- the school, as part of its educational management plan, is saving to acquire resources which cannot be funded within a financial year. Proposed longer term asset acquisitions include:
- Multi –Purpose Learning Centre and the Electronic Key System. This was due to be completed in 2015 but due to staffing changes and cost valuations changing from D of E assets this has not yet been achieved.

### 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>	5 295 244.23
Base Per Capita	46 407.81
Base Location	0.00
Other Base	5 248 836.42
<b>Equity Total</b>	169 506.02
Equity Aboriginal	4 580.70
Equity Socio economic	21 393.00
Equity Language	29 722.71
Equity Disability	113 809.62
<b>Targeted Total</b>	78 990.00
<b>Other Total</b>	588 292.42
<b>Grand Total</b>	6 132 032.67

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.

- Day to day financial management is the responsibility of the Principal supported by the Schools Administrative manager. Proper accounting records are maintained.
- All documentation is prepared in accordance with the directions issued by the Department of Education and Training.
- The Finance Committee consists of the Principal, two Deputy Principals, School Administrative Manager and P&C representatives. The Committee meets once a term.
- In 2016 the Canteen was leased and remains under those leasing agreements.
- P&C donated funds were used to support our Creative Arts/Music program, Learning Support program and assist with the building cost for the Multi –Purpose Learning Centre.

# School performance

## NAPLAN

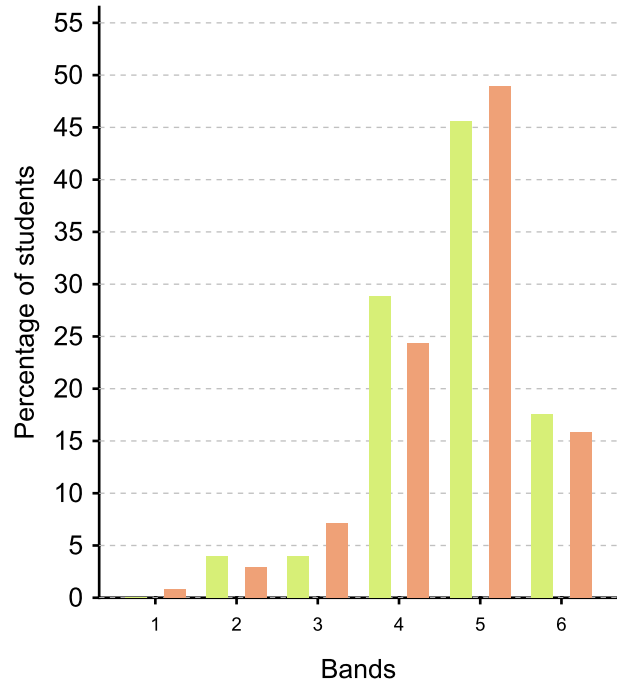
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

For GBPS results are shown in years 3 and 5.

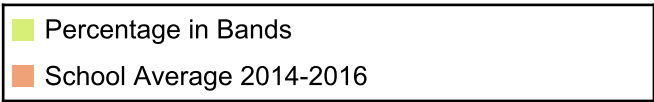
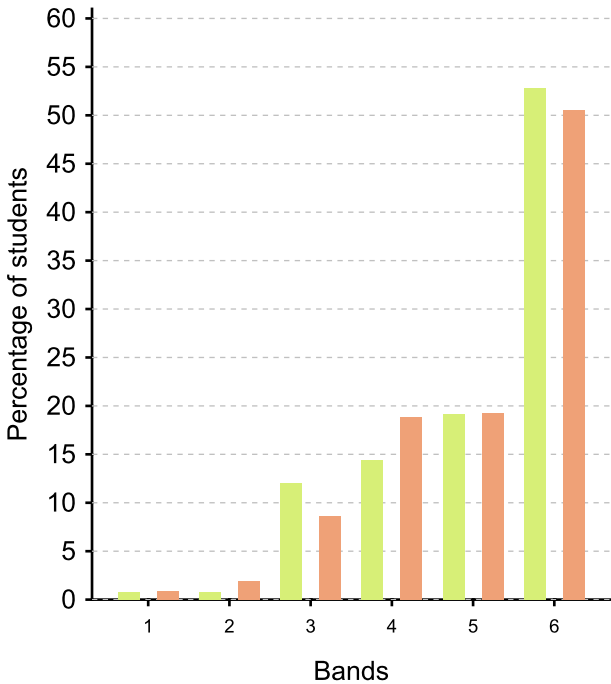
Year 3: from Band 1 (lowest) to Band 6 (highest for year3)

Year5: from Band 3 (lowest) to Band 8 (highest for year 5).

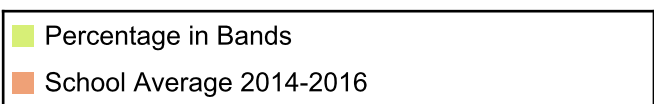
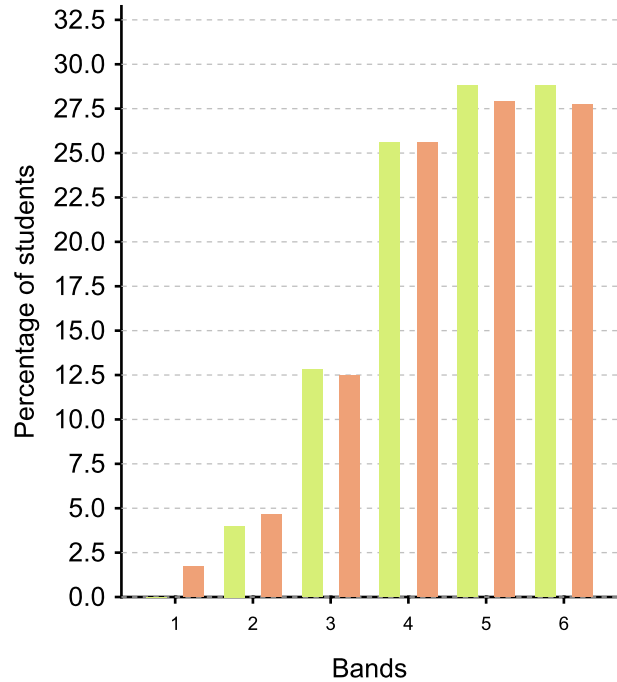
Percentage in bands:  
Year 3 Writing



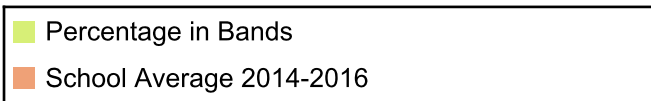
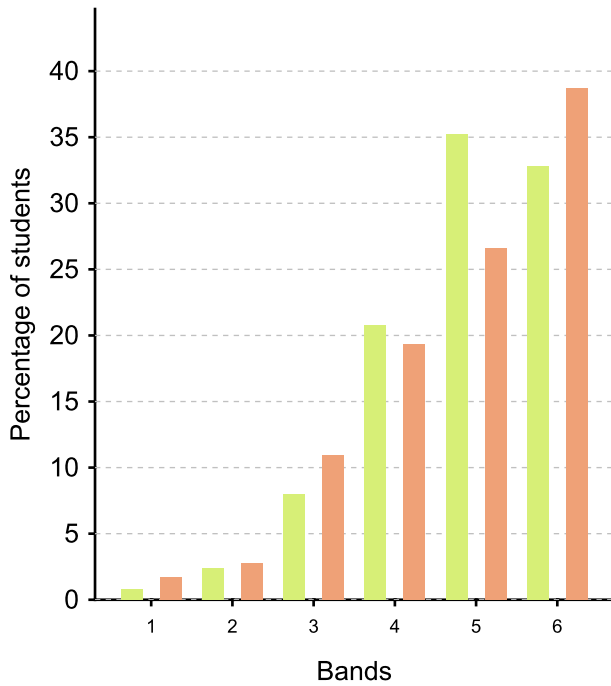
Percentage in bands:  
Year 3 Grammar & Punctuation



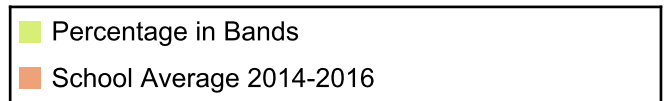
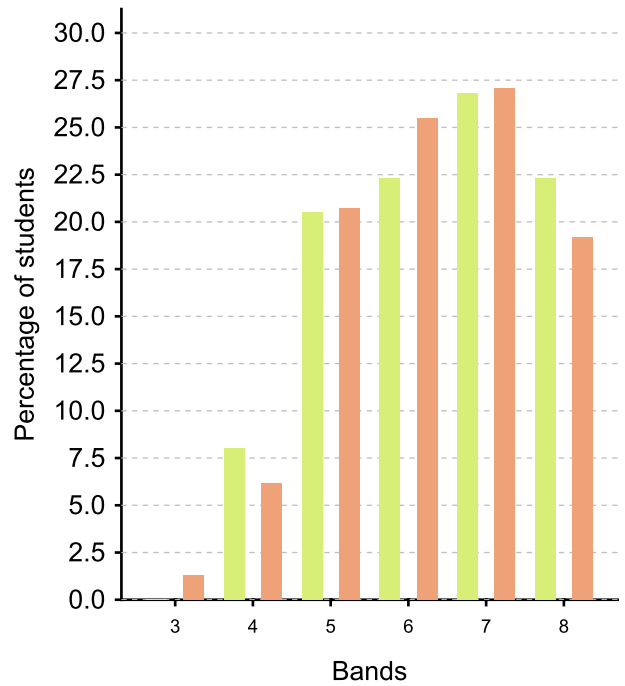
Percentage in bands:  
Year 3 Spelling



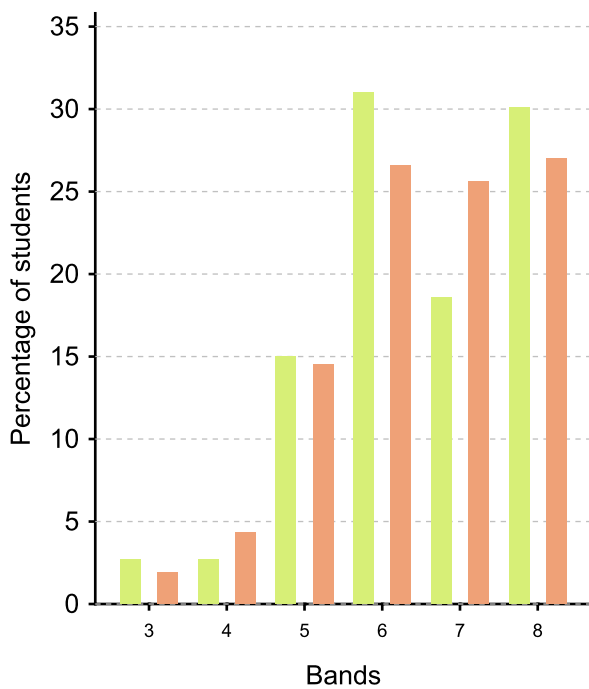
**Percentage in bands:**  
Year 3 Reading



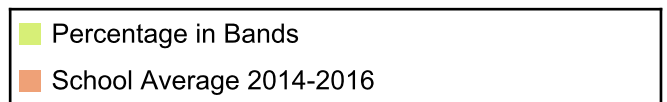
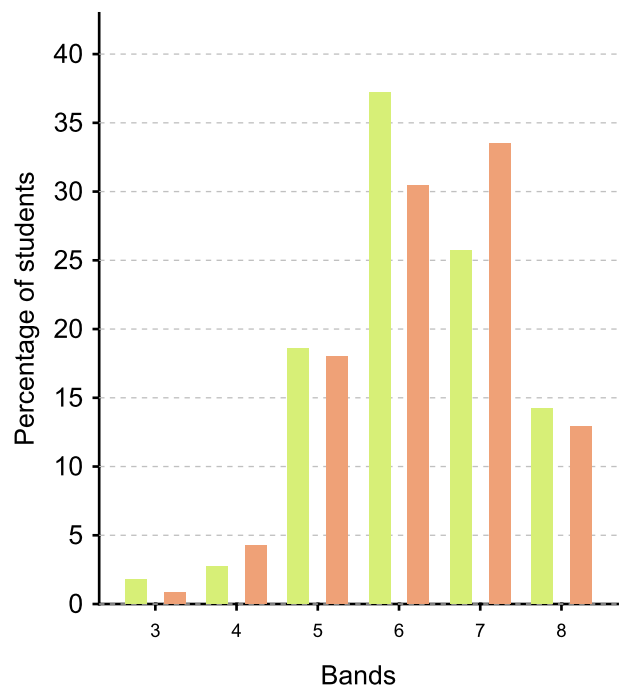
**Percentage in bands:**  
Year 5 Reading



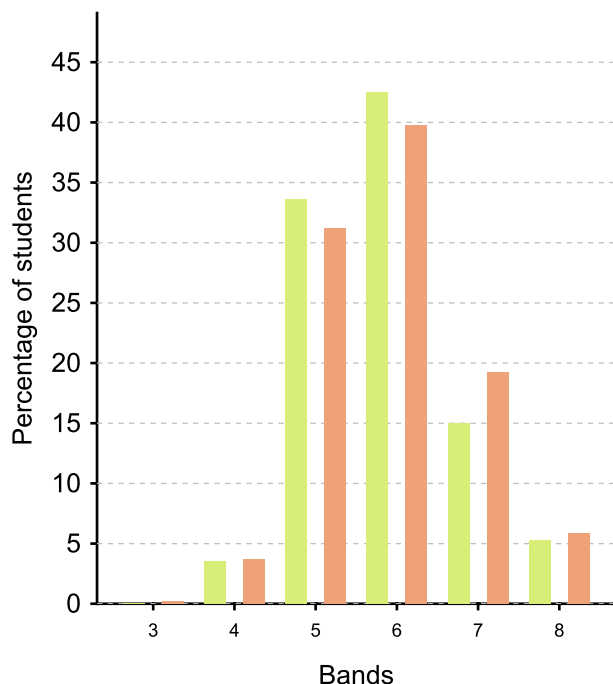
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling

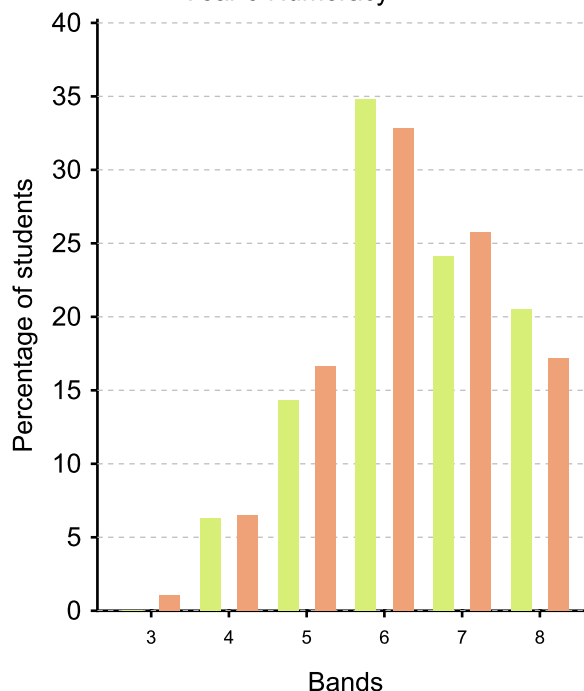


**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2014-2016

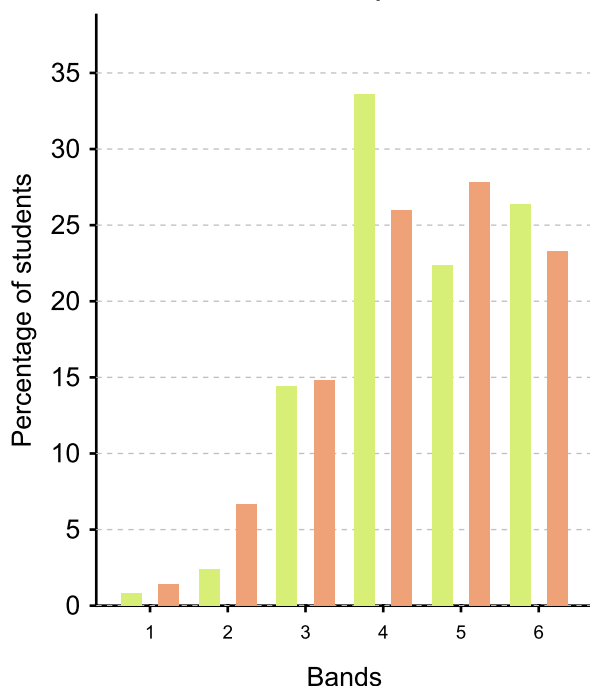
**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

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 the school name in the Find a school and select GO to access the school data.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

## Parent/caregiver, student, teacher satisfaction

At GBPS throughout 2016 school year numerous surveys were conducted across the school covering all participants in the school community.

Mathematics was a key initiative in our 2016 school plan and milestones.

Staff were asked to complete a survey dealing with Mathematics and were asked to consider the following: How confident they were as a student in Mathematics?

How confident they are when teaching mathematics to various stages?

How confident do they feel in providing differentiation during mathematics lessons.?

Teachers were also asked to indicate their level of confidence to teach working mathematically, teacher Number and Algebra, teach measurement and Geometry, teach Statistics and Probability and the confidence they have in using the syllabus to plan for student learning.

If we analyse the results teachers felt that over 90% of students were either very engaged or engaged.

Teachers were confident about the teaching of Mathematics and their abilities to teach all grades K–6 across all strands of mathematics.

Students in years 3–5 were asked their opinions about their school. Most responses came from year 4. 96% of students either agreed or mostly agreed that school was a place they like to go each day. 0% of students disagreed.

Less than 2% of students felt lonely or unhappy. 90% of students thought learning was fun.

Parents/ caregivers were surveyed in the Partners in Learning Parent survey in November 2016.

Question 1 was asking for responses about the school. Examples are:

The school is continually looking at ways to improve its performance.

The staff at the school are valued and supported.

I feel that the Deputy principal and principal are approachable and I could speak to either if needed.

Of the sixteen questions asked in this section the majority of responses were 'Always' with the remainder being 'Usually'.

In all the survey covered 10 questions in regard to the school and in general the responses were very positive. Other areas covered included communication, home learning, support in school for learning and behaviour, involvement in the school, use of technology and the curriculum.

## Policy requirements

### Aboriginal education

Aboriginal Education at Gymea Bay School continued to gain momentum in 2016. There remains a strong commitment across the stages to the incorporation of Aboriginal themes into teaching programs through activities, stimulus material, authentic sources and texts. Teacher interest and engagement with Aboriginal issues is at a significantly high level across the school.

In 2016, the school had 14 students from Aboriginal and Torres Strait Islander backgrounds.

Studies about Aboriginal culture and heritage are embedded into several units of works across all grades, especially in the key learning areas of English, History and Geography.

Acknowledgment of Country is delivered each week by a Leader of the student body at weekly assembly, whole school morning assembly and at all major school events such as Anzac Day, Presentation Day, Education Day and White Ribbon Assembly.

Aboriginal elders escorted a small party of students,

including one of our student leaders who was from an indigenous background, to search for some special caves frequented by the Aborigines along the Port Hacking river. This was an amazing experience and one that brings the Aboriginal culture into a closeness with our students and their learning.

For all Aboriginal students Gymea Bay Public School is committed to continually improving the educational outcomes.

### Multicultural and anti-racism education

In the 2016 school year the EAL/D allocation was 0.4 days per week.

There are 45 students in the EAL/D program with 23 languages represented at GBPS.

Mandarin, Cantonese, Japanese, Swedish, Arabic, French, Danish, Estonian, Russian, Dutch, Irish, Italian, Croatian, Macedonian, Portuguese, Indonesian, Gujarati, Greek, Spanish, Czech, German, Maori, and Polish.

Teaching time was used to either withdraw students in groups from K–6 or provide in– class support across two days during literacy teaching time.

5 students are at Beginning Literacy level, 17 students are Emerging, 13 are Developing and 10 are consolidating the EALD levels.

Harmony Day is recognised each year with representations made at the full school assembly and in grade assemblies. Children from various cultures shared with the school community dance, songs and stories.