

Gwynneville Public School

Annual Report



2016



3826

Introduction

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

Mrs Patricia Payne

Principal

School contact details

Gwynneville Public School

10 Acacia St

Gwynneville, 2500

www.gwynneville-p.schools.nsw.edu.au

gwynneville-p.school@det.nsw.edu.au

4229 5728

Message from the Principal

Gwynneville Public School is an outstanding example of great public education, nurturing the different cultures, languages, and talents of our students, and providing opportunities and challenges to enable our students to grow and develop academically, socially, emotionally and creatively.

We have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do. All teachers have been involved in a rigorous professional learning process in teaching numeracy, literacy, social skills, physical education and technology. New resources have been purchased throughout the year so that teachers can plan and cater for multiple stages while accommodating all students.

Our students are a passionate and motivated group of young people who are keen to learn and participate in the range of educational opportunities provided for them at the school.

Our school enjoys tremendous support from our parent body and local community. We encourage parents and grandparents to be active participants in their child's learning. All community members are warmly welcomed to school assemblies and special events that occur through out the year. The P&C meets on the third Wednesday of each month.

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

Patricia Payne

Principal

School background

School vision statement

A school community in which all children are treated as equals regardless of gender or cultural background.

Where:

- contributions from all members of our school community are valued
- schooling promotes equity and excellence
- students become successful, confident and creative individuals.
- staff are committed to ongoing professional learning.

School context

Gwynneville Public School is located in the Wollongong area and services the learning and welfare needs of 249 students. Student enrolments continue to increase each year.

The school prides itself on providing an inclusive learning environment for students from at least 25 cultural backgrounds.

Our spacious, tree filled grounds offer space for students to play and develop positive friendships. We have received numerous awards for our progressive environmental programs.

The school offers support to meet the individual learning needs of all students. Currently this includes support teachers for ESL, Teacher Librarian, School Counsellor and the School Learning Support Teacher (SLST).

Resource Allocation Model (RAM) Funding is also utilised to employ extra support teachers to assist students with learning difficulties to improve learning outcomes.

Our school encourages parents to be active participants in their child's learning. All community members are warmly welcomed to school assemblies and special events that occur throughout the year. The P&C meets on the third Wednesday of each month.

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.

In the domain of Learning, our efforts have primarily focussed on wellbeing, curriculum and learning. Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners. The strong performance of the school in creating a positive and productive learning culture amongst staff and students has been a feature of our progress. The results have been evident in the way that students are relating to each other and, importantly, in the increased engagement of students in learning. Thus we experience very minimal behavioural issues. Our learning support team meets regularly to monitor individual student needs. Plans are formulated in consultation with the learning support team, teachers and parents. Having a high population of students from diverse backgrounds, programs always are multicultural and inclusive.

Our major focus in the domain of Teaching has been on the delivery of quality teaching programs. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Staff members have been involved in planning, teaching and growing as a team in each of our stages. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Staff value the importance of data analysis to inform decision making, the growing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs. Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.

In the domain of Leading, our priorities have been to distribute leadership and management practices giving all staff access to leadership roles. Staff have purposeful leadership roles based on professional expertise. The school has productive relationships with external agencies such as Universities, business, industry and community organisations to improve educational opportunities for students. Parents and community members have the opportunity to engage in a wide range of school-related activities. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

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

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

Teachers as Learners

Purpose

- To enhance a culture of reflective professional practice in the school.
- A culture where the staff members know what is expected of them. Also, a strong focus on the improvement of their practice through inquiry, with frequent useful feedback, structured professional planning and informed action and ongoing reflection.
- To promote an environment where staff are provided with opportunities to develop expertise in focus areas through collaboration, expectation of professional responsibility and strong support of teachers through professional learning.

Overall summary of progress

The continued implementation of the Performance Development Framework has led to staff engaging in a much deeper reflective process that is guiding the ongoing development of all staff, at an individual and collective level. Teachers worked closely with supervisors to collaboratively develop and articulate the professional goals and the strategies and support required to achieve those goals.

Professional Learning has focused on providing colleagues with effective feedback. Regular and effective monitoring and feedback processes are in place to discuss progress to support and plan for growth. Staff reflected on their progress during the year, making necessary adjustments as needed, to improve their teaching practice thus enhancing the learning outcomes for students.

Members of the school Executive team were involved in Growth Coaching Training. This has been effective in guiding staff to self-reflect and has provided Executive staff with the skills to support staff with the development of their professional learning goals.

Teachers have been trained in three important literacy and numeracy initiatives: Targeting Early Numeracy (TEN), Focus on Reading and Language, Literacy and Learning (L3). Additional initiatives included the facilitation of HOW2Learn, Kids Matter and Primary Connections Science units. These initiatives gave several staff members opportunities to take on leadership roles in order to facilitate these programs within the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Staff professional learning plans are developed and implemented.	Own teacher time QTSS \$18,893	All staff have a performance development plan based on the Department policy. Staff members are consolidating their understanding of how to best drive their own plans and to actively seek feedback and mentoring as an important part of their ongoing growth.
• 100% of staff share expertise and best practice across KLA's.	RFF Meetings and own time	All staff work collaboratively, both whole school and in stage groups to share expertise and plan and program units of work across the KLA's. A number of teachers have combined to team teach and build upon each others strengths.
• The successful implementation and ongoing maintenance of teachers' professional learning portfolios that will meet accreditation of the Australian Teaching Standards.	\$11,950	Staff members have been involved in ongoing leadership training in facilitation of important Literacy and Numeracy initiatives including L3, Focus on Reading and TEN, as well as 'KidsMatter' a mental health and mindfulness program and the Primary Connections Science Units. All staff completed the 'Bridges out of Poverty' course.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">100% of staff giving and receiving collaborative feedback and reflections to promote learning and innovation.	RFF Own time	All staff have been involved in quality professional learning opportunities. Two staff members achieved accreditation at Proficient Level and two are working towards accreditation as a Highly Accomplished Teacher.

Next Steps

- Continued ongoing Professional Learning in order to build staff capacity to achieve professional learning goals.
- Continuation of classroom observation visits ensuring improvement of quality teaching and learning.
- A focus on questioning and feedback with quality feedback training. Formally schedule times for feedback meetings amongst colleagues.
- Quality teaching practice that aligns with the Quality Teaching Model and Australian Teaching Standards.
- Continued ongoing training and implementation of HOW2Learn including a fortnightly focus on introducing the 20 Learning Habits.

Strategic Direction 2

Promote Quality Teaching and Learning

Purpose

- To ensure that students are engaged, reflective learners who are able to access the curriculum through planned explicit and systematic learning activities.
- To ensure learners are provided with opportunities for learners to be engaged through teaching that develops higher order thinking skills, deep knowledge and understanding resulting in self-regulated learners.

Overall summary of progress

Staff members continue to deepen their understanding of the Australian Curriculum through high quality training. Staff members from within the school and across our Community of Schools (CoS) are leading and supporting others through an effective implementation strategy. Multiple opportunities were created for our CoS stage teams to meet in order to plan, share and deliver high quality teaching and learning programs linked to the new curriculum including the development of whole school Scope and Sequences aligned to Australian curriculums.

Class teaching and learning activities were established to meet student learning needs, levels of readiness, interest, aspirations and motivations as well as being consistent with 21st century learning practices. Teachers have received quality training in monitoring and tracking student progress through the use of PLAN which has allowed teachers to clearly identify student individual needs and modify learning programs to target future learning. This has resulted in highly engaged, successful learners.

All children were involved in setting their own learning goals for the year, which are clearly displayed in line with our Visible Learning focus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Students demonstrate growth on continuums.	N/A	All teachers K–6 input data onto PLAN program once per term and use this to track and monitor success and plan future learning based on continuum clusters. Improved data collection and management and the development of an assessment timeline K–6.
• Delivery of highly engaging evidence based learning programs.	\$5000 (Literacy Budget) \$4600 (Numeracy Budget)	100 % of classes in K–2 have had ongoing implementation of L3 and TEN occurring in their classrooms. Resources have been developed and shared across the team with teachers being involved in follow up reflection discussions. 100% of classes in 3–6 have had ongoing implementation of Focus on Reading.
• Students achieving benchmarks in literacy and numeracy as indicated in NAPLAN results and school based assessments.	N/A	90% of Year 5 students achieved benchmarks. 94% of Year 3 students achieved benchmarks.

Next Steps

- Professional Learning for 2017 will focus on “Focus on Reading – 3–6” for Stages 2–3 and the maintenance of and training for new teachers in L3 and TEN for ES1 and S1.
- Continued implementation of the Higher Order Ways To Learn (HOW2Learn) and Kids Matter (Mental Health and Well Being Program) whole school strategies in 2017 to enable students to become more effective learners.
- Professional development will also focus on how to give effective feedback to students and also improve the of quality questioning strategies.
- The implementation of Formative Assessment to improve student achievement and raise teacher quality. This will involve teachers and students working together to focus on student learning goals and devising plans to achieve these goals.

Strategic Direction 3

Strong Community Partnerships

Purpose

- Strong community partnerships are encompassed through a shared vision where the school and community work in collaboration to provide students with quality educational experiences.
- Effective communication and processes will underpin our school's directions as we work in partnership with our community to achieve our goals and challenge our students to be successful 21st Century learners.

Overall summary of progress

Staff have been collaborating within our CoS group through ongoing meetings which has seen the sharing of units of work and many resources were developed.

The continued use of "Skool Bag", an App designed has provided an easy way to tell parents/carers everything they need to know, and has provided parents with the most convenient way to receive school information. With high frequencies of parents accessing the App daily, communication has been improved and very effective.

Access to a website called "Parenting Ideas" was also purchased with all families having access to this site. The schools website was updated to allow easier access to school information regarding classes, policies and any upcoming events.

In 2016, the school celebrated its multiculturalism through events such as Harmony Day, International Food Festival and Doing Things Together days. All of which had a very high attendance rate from our extended community. Additionally, our welcome barbeque held at the beginning of the year had a positive response from parents and the wider community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Increased percentage of parents accessing school social media sites.	\$330 Skoolbag	The school website has had approx. 2637 views since the start of term 1. The 'Skoolbag' app has approx. 313 downloads per day. The Facebook Page has approx. 216 Friends.
• Increased parent attendance at school functions including fortnightly Assemblies and P&C meetings.		There has been a dramatic increase in family attendance at school activities including fortnightly Assemblies, Harmony Day, Picnic Days, Grandparents Day and Cultural Diversity activities. The formation of a Multi-cultural cooking group and compilation of a Multi-cultural cookbook. Our P&C consists of 12 parents who regularly attend meetings and run fundraisers/events within the school including very successful movie nights, discos, Mother's/Father's day stalls.
• Increased student participation in extra curricular and school based activities.	\$2300	High levels of students from K-6 have been involved in numerous extra curricular and school based activities including The Archibull Prize, Chess Club, Gardening Group, The Choral Festival and various sporting activities.

Next Steps

- Continued sharing and collaboration across CoS group.
- Regular morning teas and a welcome barbecue for parents and community members.
- Continued employment of teaching and non– teaching staff from different cultural groups.
- Students' well-being and developing a strong sense of community will be a major focus in 2017 with the continuation of the "KidsMatter" program. This is an Australian mental health and well-being initiative developed by mental health professionals and education and childcare staff.
- Continued celebrations of cultural diversity.
- Family – centred focus in programs and school activities.
- Construction of adventure playground

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	N/A	<p>Teachers met with aboriginal families to discuss PLP's and were released to write PLP's with School Learning Support Teacher.</p> <p>Students are making progress across the literacy and numeracy continuums and continue to demonstrate improvement in NAPLAN results.</p> <p>Harmony Day activities were once again a huge success with many parents and grandparents attending the day.</p>
English language proficiency	\$20,194.16	<p>Learning Support Officers were timetabled to support student programs.</p> <p>Target support for refugee students.</p> <p>EAL/D progress evaluation and monitoring of learning progressions.</p>
Low level adjustment for disability	\$17,844	<p>Identify students requiring learning adjustments.</p> <p>Engage SLSO to support students.</p> <p>Support timetabled.</p> <p>All students requiring adjustments and learning support are catered for within class programs and by the learning support teacher. In 2016, 23 students were referred to the SLSO teacher to receive learning support.</p> <p>Learning support team met twice per term to monitor student progress.</p>
Quality Teaching, Successful Students (QTSS)	\$18,893	<p>Executive staff release time for mentoring, lesson observation and whole school planning.</p>
Socio-economic background	\$12,618	<p>Additional SLSO time to support teachers and targeted students (timetabled)</p> <p>Identification of students with learning difficulties</p>
Support for beginning teachers	QTSS funds \$2000	<p>Planning days with supervisor.</p> <p>Professional Learning Plan completed.</p> <p>Mentoring sessions ongoing with supervisor.</p> <p>Ongoing attendance at beginning teacher conferences.</p> <p>Weekly release for classroom observation visits.</p> <p>Mentoring sessions ongoing with supervisor.</p>
Targeted student support for refugees and new arrivals	\$10,204	<p>A teacher was employed to support the new arrival EAL/D students. Students were provided with in class and also withdrawal</p>

Targeted student support for refugees and new arrivals	\$10,204	<p>support.</p> <p>A Bilingual School Learning Support Officer was employed to assist new arrival refugee students and to provide a communication link between school and home.</p>
---	----------	---

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	122	137	122	125
Girls	101	100	109	114

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.7	94.7	94.7	88.9
1	94.9	96	94.9	88.6
2	95.6	96.3	95.7	93.1
3	96.7	95.4	96.6	95.5
4	95.6	96.2	96.2	93.8
5	97.8	99.1	94	92.8
6	93.5	95.5	95.6	92.2
All Years	95.7	96	95.2	91.9
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 levels have decreased slightly due to our high number of international students returning home for personal reasons no longer classified as exempt. Non-international/travelling student attendance remains sound.

Class sizes

Class	Total
KL	21
KB	19
K/1E	21
1MP	19
2M	23
2A	23
3K	25
3/4J	26
4/5B	28
6E	33

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.82
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher of ESL	0.6
School Administration & Support Staff	2.37
Other Positions	0.09

*Full Time Equivalent

In 2016 the school had one Aboriginal teacher and one Aboriginal School Learning and Support Officer.

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	6

Professional learning and teacher accreditation

Throughout 2016 all staff were involved in professional learning. Early career teachers were mentored and supported in their teacher accreditation process to gain accreditation at proficient level. Staff in their maintenance phase had many professional development opportunities. Aspiring leaders and executive staff had access to lead training, supporting future accreditation as a Highly Accomplished Teacher.

The school's professional learning plan reflected the needs and directions outlined in the school's Strategic Plan as well as individual, school, regional and state priorities. Staff Development Days focused on professional learning activities using data to inform teaching practice, assessment for learning, planning and implementation, stage planning, child protection updates, mandatory training updates and ongoing sessions delivering Focus on Reading (3–6), Kids Matter and HOW2Learn, of which staff received professional readings and in-between tasks to complete.

All staff participated in anaphylaxis, child protection, first aid and asthma training. Staff were also involved in professional learning in the following:

- Targeted Early Numeracy (TEN)
- Child Protection update
- Anaphylaxis Training
- Asthma training
- CPR/Emergency care
- ESL/Refugee
- TELL – Teaching English Language Learners.
- Primary Connections Science
- Visible Learning
- Advancing the new School Plan
- Bridges Out of Poverty
- L3 Literacy
- Focus on Reading
- 'Kids Matter' training
- Positive Schools Conference
- Assistant Principal Conferences

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

Financial information

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

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

The school raised \$3,500 through voluntary contributions. This money was used to purchase reading resources to support the L3 program.

Through hire of facilities the school raised \$4,100. This money was used to purchase to subsidise Primary Connections Science Kits.

Income	\$
Balance brought forward	90 463.41
Global funds	171 082.70
Tied funds	189 472.83
School & community sources	46 104.89
Interest	2 095.46
Trust receipts	1 575.80
Canteen	0.00
Total income	500 795.09
Expenditure	
Teaching & learning	
Key learning areas	13 888.16
Excursions	17 344.04
Extracurricular dissections	24 405.82
Library	2 414.36
Training & development	924.04
Tied funds	152 684.59
Short term relief	40 869.51
Administration & office	41 943.58
School-operated canteen	0.00
Utilities	14 020.92
Maintenance	18 221.29
Trust accounts	1 740.80
Capital programs	0.00
Total expenditure	328 457.11
Balance carried forward	172 337.98

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	198 700.76
(2a) Appropriation	176 056.74
(2b) Sale of Goods and Services	631.09
(2c) Grants and Contributions	21 888.70
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	124.23
Expenses	-83 564.00
Recurrent Expenses	-83 564.00
(3a) Employee Related	-41 614.12
(3b) Operating Expenses	-41 949.88
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	115 136.76
Balance Carried Forward	115 136.76

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 budget is carefully monitored by the Finance Committee on a weekly basis.

The funds available balance is made up of \$44,000 South Coast Dance Festival funds and savings towards replacement of a photocopier and ride on mower.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	1 675 582.14
Base Per Capita	12 610.68
Base Location	0.00
Other Base	1 662 971.47
Equity Total	160 014.75
Equity Aboriginal	4 064.70
Equity Socio economic	12 618.91
Equity Language	81 406.69
Equity Disability	61 924.44
Targeted Total	22 696.25
Other Total	10 538.88
Grand Total	1 868 832.02

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.

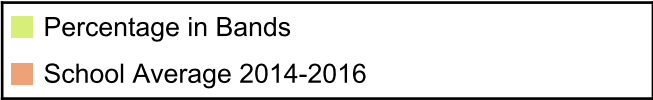
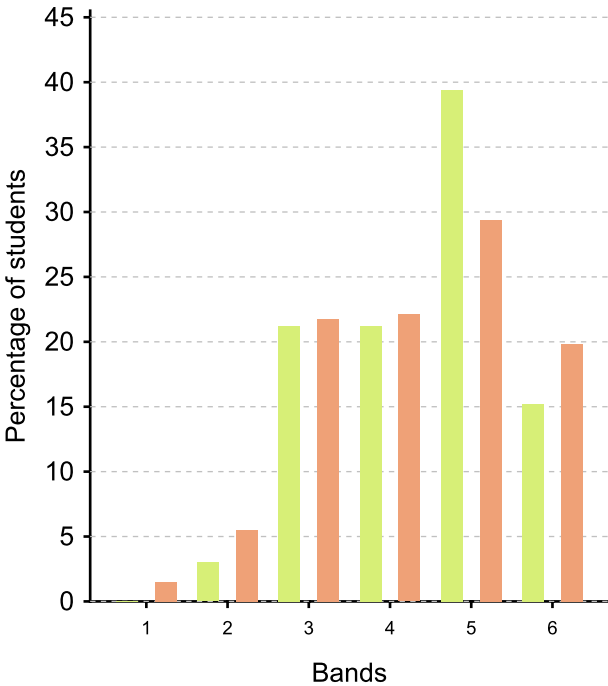
In 2016 33 students in Year 3 and 18 students in Year 5 sat the NAPLAN Test. Results indicated there was an upward trend in Reading in Years 3 and 5 with both grades achieving above State average. In Numeracy, Year 3 results indicated an upward trend of 73 points above State average. Year 5 results weren't as strong, particularly when applying their mathematical knowledge to problem solving questions.

As a result of school NAPLAN analysis, Stage 2 and 3 Numeracy will be a focus area for 2017.

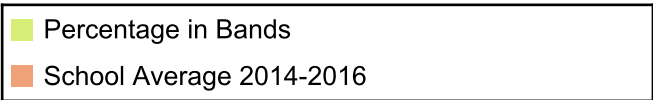
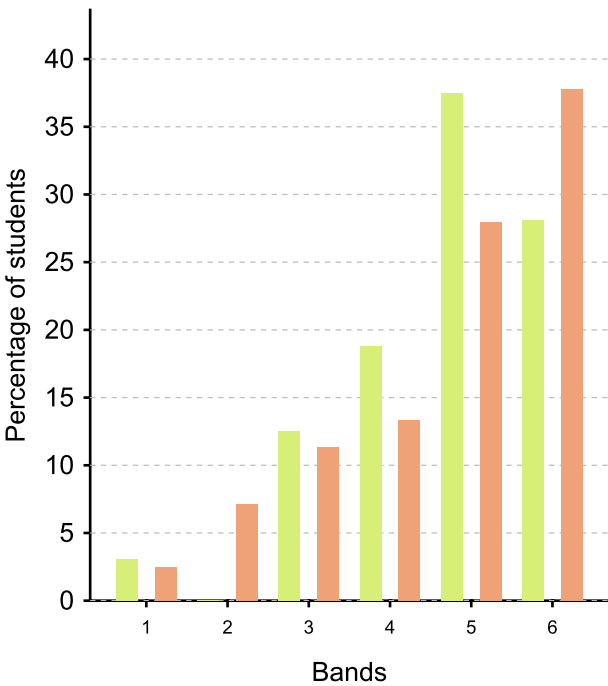
Literacy

- **Year 3 Writing**– 73% of students in Bands 5 and 6 and no students in bands 1 and 2. 93% of students in the top 3 Bands.
- **Year 3 Spelling**– 10% more than in 2015 in top 2 Bands. 65% of students in top 2 bands
- **Year 3 Grammar and Punctuation**– 49% in top 2 bands 71% of students in top 3 Bands
- **Year 5 Writing**– No students in Bands 3 and 4. 88% of students in Bands 5 and 6.
- **Year 5 Spelling**– 55% of students in top 2 Bands which is 22% above the state average.
- **Year 5 Grammar and Punctuation**– 33% of students in Band 7 which is 13% above the state average.

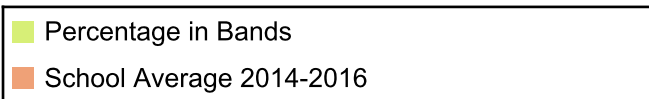
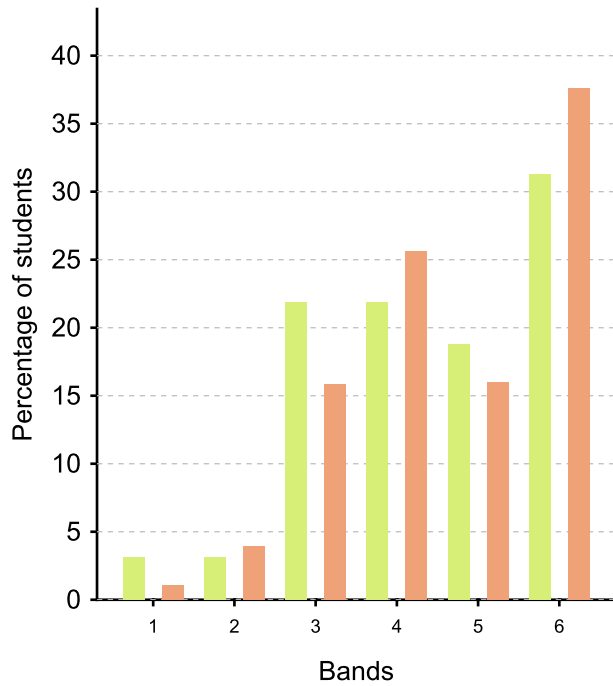
Percentage in bands:
Year 3 Reading



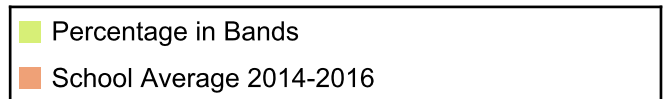
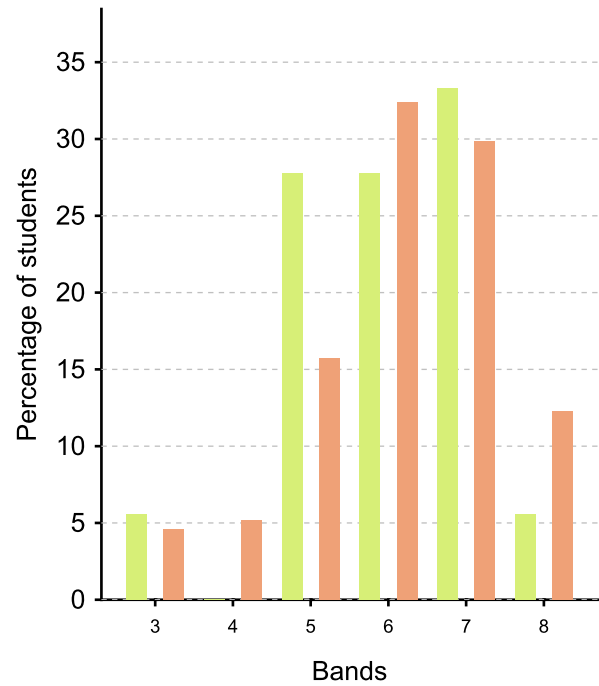
Percentage in bands:
Year 3 Spelling



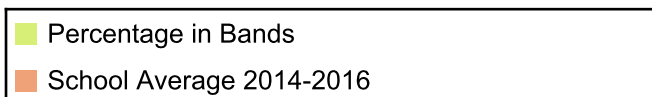
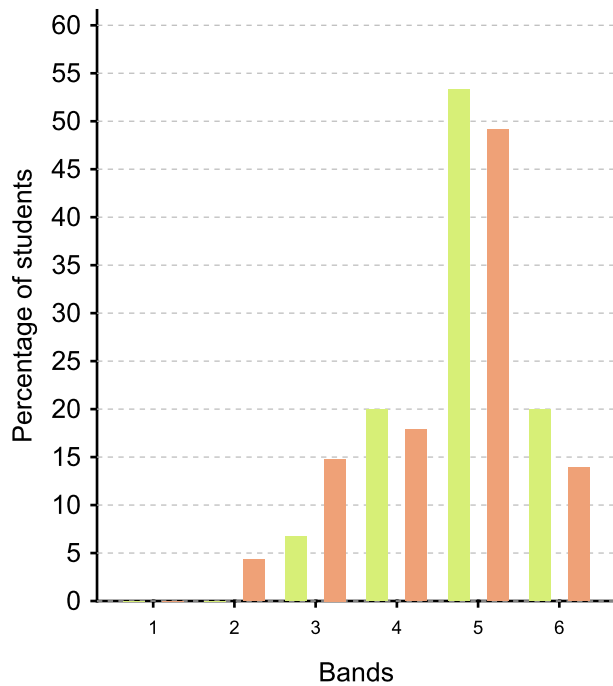
Percentage in bands:
Year 3 Grammar & Punctuation



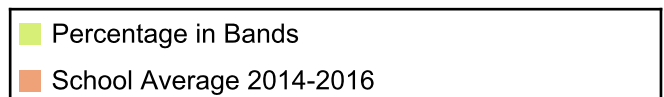
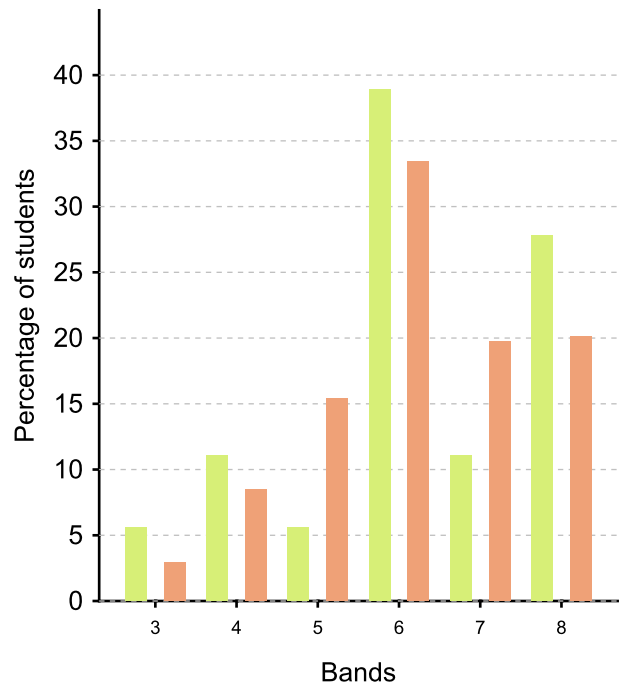
Percentage in bands:
Year 5 Grammar & Punctuation



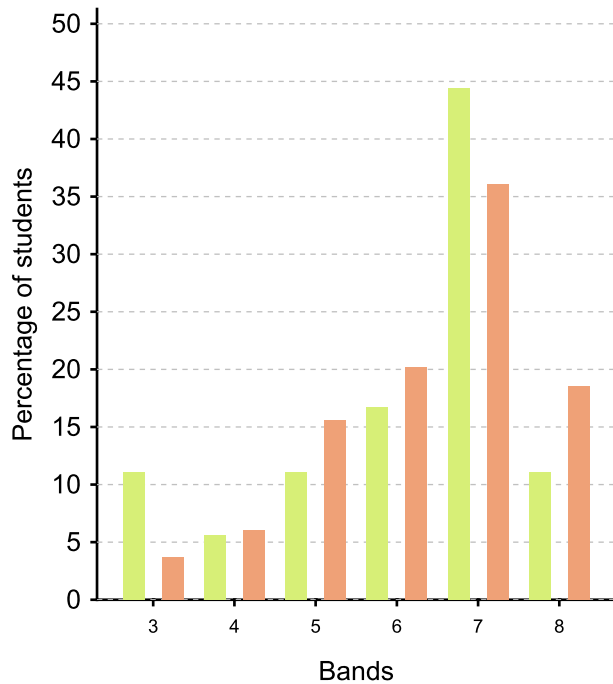
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading

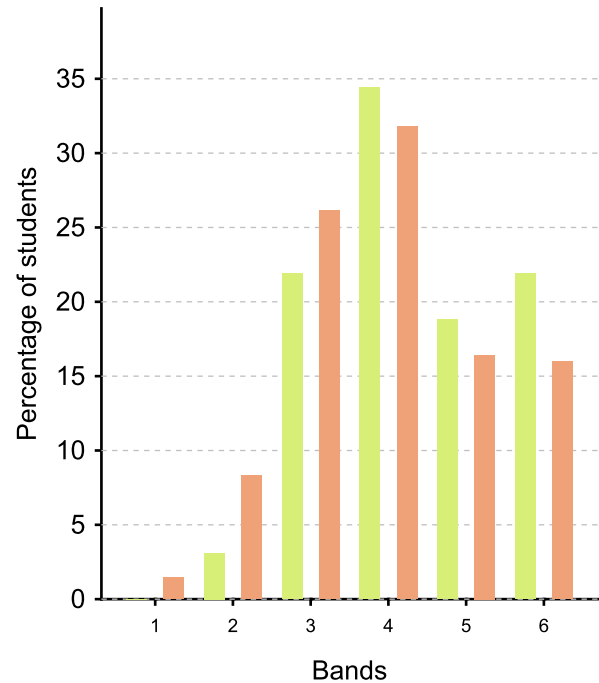


Percentage in bands:
Year 5 Spelling

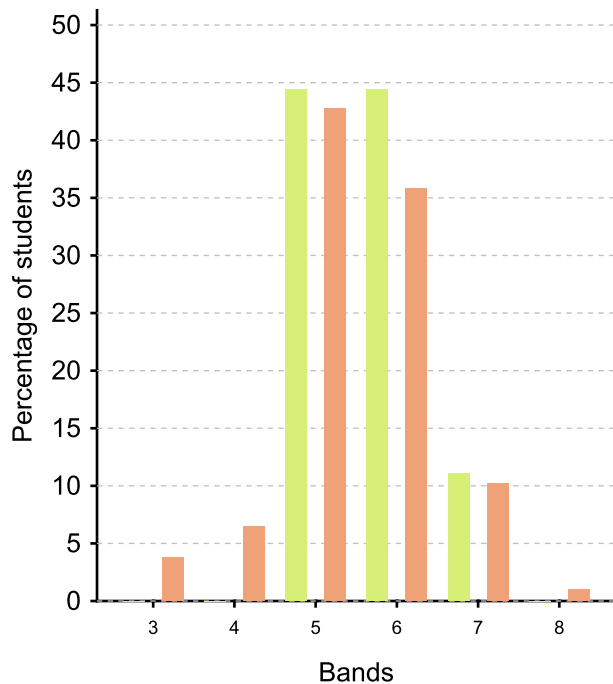


- **Year 3 Number ,Patterns and Algebra**– 75% in top 3 Bands and below state average in bottom 2 Bands
- **Year 5 Numeracy**– No students in bottom 2 Bands.

Percentage in bands:
Year 3 Numeracy

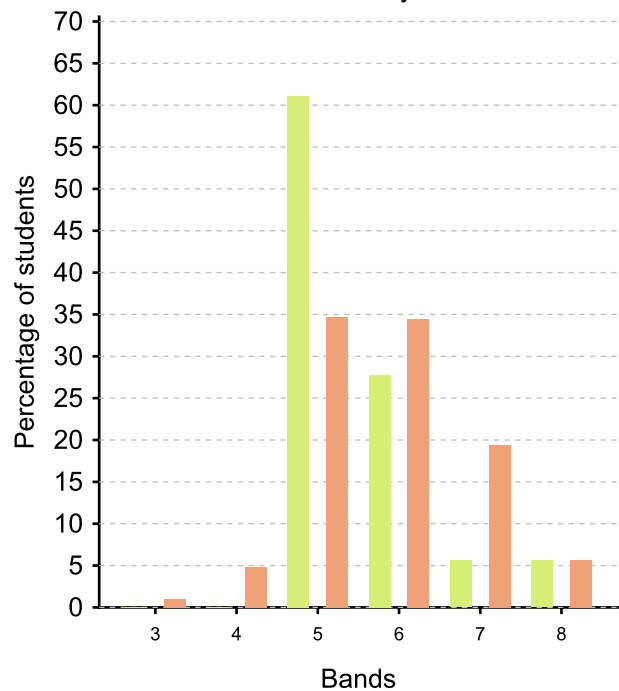


Percentage in bands:
Year 5 Writing



- Percentage in Bands
- School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Numeracy

- **Year 3 Numeracy**– Above state average in Band 6 (21.9%) with 74% in top 3 Bands and no students in Band 1
- **Year 3 Data, Measurement, Space and Geometry**– Above state average in top 2 Bands (47%) with 78% of students in top 3 Bands and no students in Band 1

- 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.

Parent/caregiver, student, teacher satisfaction

- Parents indicated a high level of satisfaction with the school.
- Staff are appreciated and held in high regard.
- Parents appreciate that we live up to our Motto—“A Caring School”.
- Parents place value and importance on the broad range of programs and experiences that are offered at our school.
- Minimal behaviour and suspension rates indicate a happy and supported student body.
- There is a low leave rate amongst staff, indicating a high level of morale and job satisfaction.
- The staff has a high level of commitment to professional learning and openly embraces new programs.
- 83% of students in this school had a high rate of Participation in Sports. The NSW Government norm for these years is 83%.
- 73% of the girls and 50% of the boys in this school had a high rate of Participation in Extracurricular activities. The NSW Government norm for girls is 66% and for boys is 44%.
- 92% of students in this school had a high sense of belonging. The NSW Government norm for these years is 81%.
- 100% of the girls and 91% of the boys in this school had positive relationships. The NSW Government norm for girls is 88% and for boys is 83%.
- 94% of the girls and 94% of the boys in this school with positive student behaviour at school. The NSW Government norm for girls is 91% and for boys is 75%.

Policy requirements

Aboriginal education

The specialist EAL/D teacher provides support to EAL/D students and classroom teachers across the school, Kindergarten to Year 6. This support has been given within small group settings to enable all students to reach their full potential. Gwynneville Public School continues its programs to enhance the learning outcomes of our 8 Aboriginal students. This has been achieved through the continuation of the development of the Personal Learning Plans (PLPs). These PLPs continue to support the teachers, parents and students in the further development of a strong commitment to learning and increased performance and achievement of outcomes.

Personal Learning Plans were designed for each Aboriginal student with specific learning goals. Each

PLP aimed to target individual academic, social and behavioural needs.

A School Learning Support Teacher was employed to work with the students to improve their literacy skills. Gwynneville Public School continues to focus on the teaching of Aboriginal Education across the curriculum.

Each year a “Doing Things Together Day” is held during Naidoc Week. The children are placed in groups across K–6 and rotate through interesting and fun cultural activities.

The NSW Department of Education and Communities including schools, TAFE NSW and community education settings (The Department), is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.

It is the goal of the Department that, Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.

The Department is committed to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia.

The Department will provide Aboriginal cultural education for all staff and education about Aboriginal Australia for all students, as it is everybody’s business.

The strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are respected, valued and promoted.

The Department is committed to collaborative decision making with Aboriginal Peoples, parents, caregivers, families and their communities.

The Department recognises the NSW Aboriginal Education Consultative Group Incorporated (NSW AECG Inc.) as the peak Community advisory body to the Department on Aboriginal education and training at all levels and in all stages of planning and decision making.

These commitments affirm the inherent right of Aboriginal students to fair, equitable, culturally inclusive and significant educational opportunities so that all students obtain a high quality education as a platform for enriching their life chances and achieving their full potential.

Multicultural and anti-racism education

Gwynneville Public School continues to reflect Australia’s diverse multicultural society. EAL/D students (English as an Additional Language or Dialect) account for 56.4% of the total student population.

The school continues to have a transient population due to its close proximity to the University of Wollongong. Visiting academics and university students

coming from overseas on temporary resident visas, enrol their children for periods ranging from a few months to several years. Several other EAL/D students have come to Australia on refugee visas and require substantial support with their language development and their cultural acclimatization.

Cultural events are celebrated throughout the year. In 2016 GPS held Multicultural days that embraced our diverse cultures within the school. Parents and grandparents attended the days. 2016 also saw the initiation of the 'Multicultural Cooking Group' involving parents from different cultures coming together to cook traditional dishes for the school community.

The NSW Anti-Discrimination Act (1977) along with the Commonwealth Racial Discrimination Act (1975) makes racial discrimination and vilification illegal in New South Wales. These Acts provide the legislative context and foundation for the Anti-Racism Policy of the department.

GPS has 1 trained Anti-Racism Officer (ARCO) to whom any complaints regarding expressions of direct or indirect Racism is referred to.

The Multicultural NSW Act (2000), the NSW Government Plan for Aboriginal affairs, education, employment and accountability: OCHRE (2013), the National Framework For Values Education In Australian Schools (2005) as well as the Department's Aboriginal Education and Training Policy, Code of Conduct Policy, Multicultural Education Policy, Student Welfare Policy and the Values in NSW Public Schools Policy provide related requirements that complement the implementation of this policy.

The Complaints Handling Policy Guidelines establish the standard approach to resolving complaints about racism that must be used in all learning and working environments.

Other school programs

Student Representative Council

Each semester two students from each class in years 2–6 are elected to form the SRC, which includes School Captains, Vice Captains and Sport House Captains.

This group meets regularly and represents the entire student body and are responsible for leading various activities within the school including, school Assemblies, Doing Things Together groups and distributing equipment for use in the playground.

Sport and Wellbeing

Students at Gwynneville Public School continued to be involved in a range of Personal Development, Health and Physical Education Programs aimed at positive student welfare, developing skills and promoting healthy lifestyles.

At Gwynneville Public School we promote and encourage participation, sportsmanship and a 'Have-a-go' attitude among all students. Gwynneville Public School had a successful 2016 on the sporting field. The school introduced the Dragons Diary to support PD lessons.

Primary Sports Association

Gwynneville Public School continues to be an active member of the Central Wollongong PSSA.

During Terms 2 and 3, students participated in the 'Try Rugby' Program.

We also participated in the Swimming, Cross Country and Athletics Carnivals in which our students performed well.

In-School Sport Years K–6

Students participate in a weekly Friday sport program with a focus on skills development through games and activities. Students K–2 improved their fundamental movement skills and game skills. Students 3–6 developed a number of sport specific skills to play AFL, netball, t-ball, dragon tag, soccer and rugby.

The K–2 Fundamental Movement skills program focused on improving running, catching, and throwing skills through explicit teaching activities and game situations.

We have also implemented a daily fitness program for all grades

Highlights of the sporting year include the following:

- State representatives for cross country and athletics
- South Coast Region representatives in swimming, cross country and athletics.
- District representative in soccer, basketball and rugby league.
- Entered a girls and boys soccer teams and a boys cricket team in The State Knockout Carnivals.
- Staff participated in The Premier's Sporting Challenge.
- Years 2, 4 and 6 took part in Surf Awareness lessons.
- Gwynneville Public provided staff for the roles of Treasurer of Central Wollongong PSSA, Rugby League convenor, Touch convenor and managers for swimming, athletics and cross country carnivals.
- As a part of the Sporting Program in Term 2 Years 3–6 participated in a Hockey program and in Term 3 Year 3–6 participated in Tennis.
- During Term 1 K–6 participated in a 4 week AFL program.
- The Dragons Blitz in Term 1 included a whole school visit promoting their school diaries which also included a Stage 3 clinic.

Band

The children worked hard throughout the year collaborating in small instrumental and vocal focus workshops, as well as full band rehearsals. The students developed their ability to be creative and expressive during both practice and performance.

The band performed at numerous assemblies and the Annual Talent Show. The children exhibited great musicianship and poise during their performance.

School Swimming Scheme

Two weeks each year are dedicated to a Department of Education program aimed at improving the swimming skills of our students.

The School Swimming Scheme is a “learn to swim” program that helps children develop water confidence and promotes water safety and survival skills.

Children in Year 2 and above have the opportunity to learn to swim or improve their stroke with the assistance of highly trained instructors. This scheme is run at minimal cost to the participants.

Stephanie Alexander Kitchen Garden Program

Once again this year, students in Stage 3 participated in our Kitchen Garden Program, During Terms 2, 3 and 4. We focused on life skills in growing, preparing and sharing our food.

We grew all of our own fruit and vegetables from seedlings and used the produce in our cooking. All students had the opportunity to work in the garden for 5 weeks, then the kitchen for 5 weeks.

Archibull Prize

In 2016 Gwynneville Public School competed in the Art 4 Agriculture nationwide competition the Archibull Prize. We studied the primary industry Cotton. Students needed to keep an updated blog, a multimedia piece and a piece of art which was a decorated calf.

Our school entry was one of the finalist that competed at the final judging at Homebush. We were voted overall Primary winners.

Focus on Reading

2016 has seen the 3–6 Gwynneville Public School teaching staff embark on their Focus on Reading journey. Through the implementation of Phase 1, teachers have been unpacking the comprehension process and exploring the strategies that it encompasses.

The framework is comprised of teaching, learning and teaching & learning modules. These modules provide current research data, professional readings, case studies, planning rubrics, assessment information and

many useful resources. The six main comprehension strategies that embody Focus on Reading are making connections, visualising, questioning, monitoring, predicting and summarising. Inferring is another more complex strategy that is touched on throughout the program.

With regular training workshops the 3–6 staff have become more familiar with the program and have been able to further enhance the teaching of comprehension in the classroom.

The teaching staff is looking forward to consolidating their learning and teaching based on the Phase 1 component. Phase 2, Focus on Reading, will have a stronger emphasis on fluency. This chapter of our Focus on Reading journey will commence in 2018/2019.

'Kidsmatter'

During Term 1 and 3 staff attended Kidsmatter training which is to be one of our focus areas for 2016/2017. Kidsmatter is an Australian initiative for primary schools that provides a framework, resources and support to identify and implement strategies to improve the mental health and wellbeing of students. As a whole school we will continue this program in 2017.

Illawarra Choral Festival

Our years 3–6 choir once again participated in the Illawarra Choral Festival. Sixty students rehearsed regularly in the preceding months and performed at the Wollongong Town Hall along with five other schools. It was a wonderful evening where our children were able to showcase the considerable talent among our students.