

Gwandalan Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Gwandalan Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mr Todd Osland

Principal

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Message from the Principal

Gwandalan Public School continues the strong tradition of provide high quality, holistic educational outcomes for the community it supports. It is my aim as the Principal of Gwandalan Public School to ensure that all students have the opportunities to reach their potential by establishing creative learning spaces, innovative teaching & learning practices that meet individual needs and inspire students to learn. We work together to ensure strong home– school partnerships that strengthen the success of our students. By working together we can achieve and make significant gains.

As Principal I have been incredibly fortunate to work with a group of highly talented, dedicated and compassionate teachers, school learning & support officers and school counsellor who work tirelessly to provide the best for their students. The teachers are supported by an experienced and dedicated executive team of whom I make special mention. The school office and support staff toils behind the scenes to ensure everything runs smoothly for the teachers, students and parents. All members of this great team have engaged in targeted professional learning linked to strengthening student learning opportunities whilst connecting with their own professional learning goals for future success.

2016 has been a year of opportunity as the school was able to engage in a range of initiatives to enrich school experiences for our students and community. We continued the positive partnerships between Point Wolstoncroft and the school to enhance our physical education outcomes. We established Positive Behaviour for Learning (PBL) as a wellbeing framework across the school to co–create the ideal that : *At Gwandalan Public School we are STARS–* We display Safety, We encourage Teamwork, We Aim–High, We show Respect to ourselves–each other & the environment, So that we can Succeed. We enhanced our student leadership team with additional minister roles that further enhanced student voice that actively enhance key initiatives and developed student mentoring systems that strengthened linked across year groups. We had school visits by experts in Creative Educational Learning Environments (Carl Jarvis)and Cultural Perspectives (Murri Matters) to strengthen our learning and the opportunities that we can create.

Great achievements are nurtured in a caring and inspiring learning environment and to this end we continue to strive hard to build on the strengths of the school whilst enhancing processes and experiences for our students as a priority.

Our students had many opportunities to participate in a range of extra–curricular activities including : Public Speaking, Debating, Chess, Charity support, School Band, Star–Struck, Art Clubs and Cultural celebrations. On the sporting field students represented the school at Zone, Regional and State levels with outstanding achievements achieved in Athletics, Touch Football and Rugby League. GPS Boys U/10 Rugby league team reaching the State finals in their division.

The school is most fortunate to have an active and supportive Parents and Citizens Association (P&C). The P&C has worked across the school to create special opportunities for our community, provided addition resources, had input into the decision making process of the school supported future initiatives across the school. I acknowledge and greatly

appreciate all their efforts in fostering the opportunities they provide for our students.

I certify that the information in this report is the result of a rigorous school self–evaluation process and review process undertaken with staff, parents and students and is a balanced and genuine account of the school's achievements and areas for development.

Todd Osland

Principal

Message from the students

It was a privilege to be one of the Gwandalan Public School Captains in 2016. As a school captain I had the opportunity to represent the school in a wide range of activities. Some of these I have reflected upon.

The leadership group laid a wreath and read a speech on behalf of the school at the local community ANZAC day service. The service was conducted at the Gwandalan scout hall and was well attended by the local community.

As a school captain we were responsible for setting up and conducting school presentations and assemblies. The CAPA presentation was the leadership team's first time speaking in front of parents and other students. Conducting these speeches really helped with my confidence and public speaking skills.

All the leaders attended the GRIP leadership day at the University of Newcastle. The speakers spoke to us about how to grow as a leader, how to be a leader and we spoke to other leaders from schools from the Hunter and Central Coast.

For me an important part of being school captain was making sure that all the tasks we were responsible for within the school daily routine were conducted. We were responsible for putting up the flags up, run the assemblies for primary and infants and help out the teachers and other students when required. I enjoyed making friends and helping my student buddy in Year 1 – to me that was one of my most important responsibilities.

During Term 3 and Term 4, students ran an indoor soccer competition for students in years 3–6 and they played on a Tuesday, Wednesday and Friday. There were over 100 students who participated. Mr Martin was an excellent support to the competition, he gave up 3 out of 5 lunchtimes a week for this.

Beanie for brain cancer day was an event that students spoke to Mr Osland about and organised. All the funds that were raised on the day went to The Mark Hughes Foundation 'Beanie for brain cancer'. It was an issue that we had seen in our community that inspired us to do this.

The Kindergarten parent information session, Alexis and I spoke about the different things that happened in the school and events within the school and community and welcomed the new kindergartens. This again allowed us to discuss the school and be strong role–models for our community.

On Remembrance Day Alexis and I went with Mrs Sanderson to the Scout hall for a ceremony of Remembrance for all the soldiers that have fought during the many wars for our country. I got a lot out of the ceremony at the War Memorial in Canberra also, Alexis and I laid a wreath which was very special to me as a representative of Gwandalan Public School.

The last presentation day of 2016 was the final day of being captain and last day of primary school. We handed our leadership over to the new team for 2017. It was a bittersweet day for me –sad to leave primary school and my role as captain, I enjoyed the responsibility, the challenge and the rapport I made with other students, the principal and teachers which I feel I wouldn't have had as much of an opportunity if I hadn't have been a part of the leadership team. I was able to get to know students on a different basis had I not have been voted in as captain. My year as captain was fantastic and I hope I did my teachers, peers, school and community proud.

The values I will take away from Gwandalan Public School are Respect, Responsibility and I will still follow the beliefs that we are all S.T.A.R.S.

School background

School vision statement

At Gwandalan Public School students learn in a supportive & inclusive learning environment which fosters individual success, personal responsibility, resilience and creativity.

Students feel happy, safe and successful in a school which values them as individuals whilst enhancing partnerships across the community.

At Gwandalan Public School, we are committed to supporting the cognitive, emotional, social and physical wellbeing of students to enable them to become confident and creative individuals who strive for success and excellence as citizens of the global community.

'Students will have success for today and be prepared for tomorrow.'

School context

Gwandalan Public School is situated at the northern end of the Central Coast and is located on a peninsula on Lake Macquarie. It services the growing communities of Gwandalan and Summerland Point where a number of land developments are currently being finalised. The school currently has an enrolment of 369 students (52% boys and 48% girls) across 15 classrooms of which 12% are of Aboriginal or Torres Strait Islander descent.

The school's motto, **Striving for Success** has been strengthened by a whole school approach to Positive Behaviour for Learning (PBL) – At Gwandalan PS **we are S.T.A.R.S.** We display Safety, encourage Teamwork, Aim High, show Respect to ourselves/others and the environment so that we can Succeed. These components underpin the quality education and flexible opportunities that the school offers within a high–expectation learning environment.

Gwandalan PS services a diverse community and is supported by equity funding, school contributions and community links. The school offers an innovative range of academic, creative, cultural and sporting opportunities that focuses on building the strengths and talents of students so that they can succeed. Gwandalan PS is committed towards maximising the potential of all students through a genuine connection to current educational research to drive classroom learning environments and processes. A holistic focus on student wellbeing and student engagement will continue to be key frameworks across the school.

Gwandalan Public School works collaboratively with Murui Bulbi AECG, our local Lion's Club, our P&C members, our student /parents /community leaders and our local management group (Lake Munmorah HS & PS and Mannering Park PS) to ensure a shared commitment to strengthen the community around us. Teachers, support staff, learning support interventionists and clerical staff are all integrated in delivering quality educational experiences for our students, so that they can have success today and be prepared for tomorrow.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated the staff at Gwandalan Public School have discussed the School Excellence

Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated throughout the year to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the Framework. This provided an important overview to ensure our improvement efforts aligned with these high level expectations.

In the domain of Learning, Gwandalan Public School's on-balance judgement for Student Performance Measures, is Delivering. The school achieves value-added results. Students are at or above national minimum standards on external performance measures and are showing higher than expected growth on internal school performance measures. The on-balance judgement for Learning Culture, Wellbeing, and Assessment and Reporting is Sustaining and Growing. With regards to Learning Culture, there is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed and current policies, programs and processes identify, address and monitor student learning needs. In relation to Wellbeing, the school consistently implements a whole-school approach to wellbeing (PBL) that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident in learning environments, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. In the area of Assessment and Reporting, the school has developing explicit processes to collect, analyse and report internal and external student and school performance data. Student reports contain detailed information about individual student learning achievement. Further development linked to discussion with parents on where to next continues to be a focus. Students use assessment and reporting processes to reflect on their learning. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. .

In the domain of Teaching, Gwandalan Public School's on-balance judgement for Effective Classroom Practice, Data Skills and Use, and Learning and Development is Delivering. In the aspect of Effective Classroom Practice, teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers are beginning to provide explicit, specific and timely formative feedback to students on how to improve. With regards to Data Skills and Use, teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. The school leadership team engages the school community in reflecting on student performance data. In relation to Learning and Development, teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance. Gwandalan Public School is Sustaining and Growing in Collaborative Practice and Professional Standards. Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. The school has initiated and embedded support systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. School-wide and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all staff. The teaching staff of the school demonstrate and share expertise.

In the domain of Leading, Gwandalan Public School's on-balance judgement for Leadership and School Resources is sustaining and Growing. Staff have purposeful leadership roles based on professional expertise. The school community is committed to the school's strategic directions and practices to achieve educational priorities. The school is acknowledge and celebrated for it links between the local community such as parents, families, local media and business organisations. The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes. The school plan that delivers ongoing improvements in student outcomes. The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans. The school uses collaborative feedback and reflection to promote and generate learning and innovation. Succession planning, leadership development and workforce planning are designed to drive whole-school improvement. Longer-term financial planning is integrated with school planning and implementation processes. The use of school facilities is optimised within the local community, to best meet the needs of students and the local community. Practices and processes are responsive to school community feedback. Administrative practices provide explicit information about the school's functioning to promote ongoing improvement.

Our self-assessment and the external validation 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

Creative and Engaged Learners

Purpose

To provide every student with quality learning and teaching experiences that are embedded in holistic curriculum design, assessment and reporting best practice. To ensure that learning is personalised and differentiated for every student. To deliver learning experiences that give our students the knowledge, skills and expertise to achieve their personal goals and lead successful lives in the 21st Century with a specific focus on increasing the proportion of students achieving NAPLAN proficiency (the top two bands) in Reading, Writing & Numeracy, in Years 3 and 5.

Overall summary of progress

Strategic use of resources, the implementation of specific, targeted learning programs and strengthened Learning Support Team practices and processes have ensured support is directed to greatest area of need.

Evaluation of milestones indicated that the majority of targets were met. However, the focus has still been on moving the students who have greatest need in literacy and numeracy. Our focus on the individual child and the rigorous examination of performance data, identified students needing additional support through quality classroom pedagogy and targeted intervention including Reading Recovery and targeted literacy and numeracy working groups, with all students participating in these targeted teaching initiatives showing growth in key learning outcomes. This was also strengthened through deep analysis of NAPLAN data that led to the development of teaching strategies that responded to identified areas of need.

The development of a whole school approaches to Wellbeing with a focus on academic success and quality learning environments. Further professional learning on key Literacy initiatives (Focus on Reading, L3, Positive Behaviour for Learning –PBL and innovative learning spaces) has strengthen students learning outcomes, the tracking of student performance against the Literacy and Numeracy continuums and support our goal of all teachers successfully and consistently tracking students to enable individual growth. The focus on explicit, individualised, small group instruction has enhanced the professional practice of teaching and is having an impact on student learning. The development of deeper understanding and valuing of Aboriginal culture and ways of learning has been achieved through a range of cultural activities and teaching initiatives. This contributes to a stronger sense of belonging for all Aboriginal students and their families. Staff members continue to deepen their understanding of quality teaching explicit teaching processes that support whole class differentiation, target group work and individualise learning plans. Leaders and aspiring leaders are supporting teachers through an effective implementation process that includes individualised professional support.

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">• Rigorous and comprehensive assessment of student progress reflecting outcomes and continuum measures as plotted against individual performance benchmarks.• PLAN data will show majority of students working at expected levels in Reading, Writing, Comprehension and Early Arithmetical Strategies K–6. PLAN data to show all Aboriginal students working at expected levels.• To increase the number of students achieving in the top three bands for literacy and numeracy by 10% overall and specifically increase the number of students in the top bands by	<ul style="list-style-type: none">• Staff and student feedback and analysis of school mentoring, programming and professional learning initiatives indicated a greater understanding towards the use of data to inform practice and the effective use of classroom learning spaces to support student engagement. Further developments were noted regarding the use of effective feedback and differentiation across whole school wellbeing initiatives.• Whole School PLAN Data analysis indicated that 79% of students were at expected levels in Reading, Writing and Comprehension.• 90% of students achieved expected level in Early Years Arithmetical Strategies• NAPLAN Literacy and Numeracy data for Year 3 and 5 showed no overall increase percentage in the top three bands.• NAPLAN expected growth in Year 5 Reading and Numeracy was above State Average.	<p>Executive and Mentor Release</p> <ul style="list-style-type: none">• Socio-economic background (\$61000)• Quality Teaching, Successful Students (QTSS) –Staffing Allocation• Socio-economic background (Early Years Intervention) (\$40000)• Strategic Direction – Resource Allocation (\$10000)• Aboriginal background loading– Targeted Support & Intervention (\$13000)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>6%. NAPLAN data will show an increase in expected growth in Reading, Writing and Numeracy when measured against the average.</p> <ul style="list-style-type: none"> • RAM Equity and QTSS funding used to release stage mentors and interventionist to support staff in quality classroom practice, innovative syllabus implementation, creative learning environments, accreditation, coaching and differentiated teaching. 	<ul style="list-style-type: none"> • Staff and student feedback and analysis of school mentoring, programming and professional learning initiatives indicated a greater understanding towards the use of data to inform practice and the effective use of classroom learning spaces to support student engagement. Further developments were noted regarding the use of effective feedback and differentiation across whole school wellbeing initiatives. • Whole School PLAN Data analysis indicated that 79% of students were at expected levels in Reading, Writing and Comprehension. • 90% of students achieved expected level in Early Years Arithmetical Strategies • NAPLAN Literacy and Numeracy data for Year 3 and 5 showed no overall increase percentage in the top three bands. • NAPLAN expected growth in Year 5 Reading and Numeracy was above State Average. 	

Next Steps

An Instructional Leader will be employed through the Early Action for Success Self-funding program to work with teachers in our Kindergarten to Year 3 classrooms and to allocate resources such as LaST and SLSOs in response to identified need. Professional learning will target teachers in developing a deeper understanding of using assessment as evidence to plot and track students on the current continuums and replacement learning progressions being developed by ACARA. Additional staff teaching Kindergarten to Year 2 will be trained in L3 and TEN and a speed mathematics program will be developed and implemented to target automaticity and recall in students from Years 3 to 6. Staff teaching on Years 3 to 6 will assess students to identify targeted teaching areas and differentiate learning. Additional professional learning will take place in supporting students to verbalise strategies used to solve problems and identify and respond to students experiencing difficulty with the language of mathematics and problem solving. A data wall will be created to track and monitor students not achieving expected growth from Kindergarten to Year 3 and individual, stage, executive, team, LST and whole school meetings will incorporate 5 to 10 weekly discussions on student achievement to respond to performance and areas of need. Student Learning Support Officers and Early Years Interventionist will target students in K–2 who require additional reading and writing support. Students and teachers in Years 3 to 6 will be supported by through targeted data reflection and reading for understanding interventionist.

Strategic Direction 2

Innovative , Evidence-based Educators

Purpose

To promote, build and sustain learning for all stakeholders, by creating a culture for teachers, students and other school leaders to learn from each other for continual development. This allows for alignment of policies, research and processes that enhances teacher, leader and school capacity; whilst embedding evaluation & feedback processes on current performances in order to enhance the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Overall summary of progress

Evaluation of milestones indicated that targets achieved across most areas with particular focus on Peer Mentoring, Curriculum and PLAN utilisation and 21st Century Learning research.

Professional Learning on School leadership, the consolidation of the Aboriginal Education Team and involvement in regular whole school Teacher Professional Learning afternoons has strengthened staff knowledge of, and application to, use of syllabuses across all Key Learning Areas whilst enhancing professional dialogue.

The establishment of consistent induction processes supported new staff to the school. Staff engaged in reflection through the Performance and Development Plan (PDP) process. Regular and effective feedback sessions were put in place to support professional growth. The 'Essential Information' was reviewed and refined and regular communication on departmental priorities and reforms occurred. Staff have engaged with the strategic planning, monitoring, evaluating and reviewing process through strategic and priority teams. The engagement of the school community through ongoing surveys and forums ensured a positive, strategic and inclusive approach to the growth of the school. The Learning Management and Business Reform (LMBR) was implemented. The executive team and aspiring leaders were trained in coaching and mentoring to promote collaboration on quality, effective, evidenced based teaching. Professional learning was provided to develop a deeper understanding of the relationship between evidence and school growth through ongoing and rigorous analysis of impact as identified in the school plan and the School Excellence Framework.

The school executive team consolidated knowledge on the NSW Board of Studies Teaching and Educational standards on accreditation procedures, including higher levels of accreditation.

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">• All staff members develop a PDP in line with the teacher performance and development process.• 100% of staff feel supported in their professional development and career aspirations and have reflected and improved in their identified goals as a result of being involved in the PDP process.• Staff meetings reflect collaborative practices, target professional learning and collegial support.	<ul style="list-style-type: none">• Professional Learning on aspects of school-evaluation and planning involved all staff.• Staff feedback indicated that the PDP process supported both school directions and self-evaluated professional targets• All staff indicated that they were strongly supported by executive, mentoring or collegial networks• Staff meetings supported focus areas, Departmental priorities and reforms which gave staff opportunities to collaborate and share expertise.• Staff feedback on targeted Teacher Professional Learning (TPL) indicated a strong link to improved classroom practices.	<ul style="list-style-type: none">• Aboriginal background loading – Targeted Professional Learning(\$10000.00)• Socio-economic background (\$5000.00) –<i>Shared Resources with Strategic Direction 1</i>

Next Steps

Continue to collaborate with school leadership to ensure K–6 teachers have on–going access to professional learning targeting individual literacy and numeracy needs. Provide tiered interventions to students identified as being below expectations of learning in literacy and numeracy. Develop capacity of all staff to identify learning needs of students identified in NAPLAN and ensure all students achieve growth. Ensure assessment and reporting schedule involving ongoing data collection is consistent K–6 in PLAN. Provide strategic advice, training and support to all teachers assisting them to meet their PDP goals in professional learning. Develop greater capacity of school leadership team to support teachers seek accreditation for the Australian Professional Standards. An instructional leader will be employed to build teacher capacity and support beginning teachers and teachers going for and maintaining higher levels of accreditation. The programming and PDP support document will be further refined. Information processes will be developed to support visiting teachers in the management and teaching of students. School planning, milestone development and the School Excellence Framework self assessment processes will be better linked to evidence of impact through the development of a school self assessment team and through the data collection processes introduced by the Instructional Leader and Early Action for Success practices and requirements.

Strategic Direction 3

Valuing & Enhancing Community Connections

Purpose

To promote a positive school culture that strengthens effective partnerships with all key stakeholders, so that we can work together as a learning community to enhance our students knowledge, skills and experiences to achieve their personal goals and lead successful lives within a 21st century learning environment, whilst fostering an individual sense of identity and civic responsibility.

Overall summary of progress

An evaluation of milestones indicated completion of many targets in all three areas – Communication, Collaborative Practice and Promotions. Partnerships established and committed to sharing expertise and resources for the benefit of all students and stakeholders. We have continued with our strong focus on wellbeing initiatives. Positive Behaviour for Learning (PBL) will support and ensured the use of a consistent approach to teaching and learning of appropriate behaviours in various school contexts and communicated across our community. Additional lunchtime activities are impacting positively on lunchtime behaviour. There have been continued significant observable changes in behaviours featuring more positive and respectful relationships throughout the school community. Learning and support team procedures and processes have been improved to ensure students with high learning needs are being identified early and their parents are increasingly involved in planning and supporting the learning directions for them. The development of deeper understandings and valuing of Aboriginal culture has been achieved through a range of cultural activities, leadership opportunities and teaching initiatives. This continues to have a positive impact on the culture of the school, as well as contributing to stronger involvement with the AECG. Staff members continue to develop their understanding of 21stCentury pedagogy through Information Communication Skills and STEM (Science, Technology, Engineering & Maths) challenges which involve critical thinking and problem solving skills. New classroom furniture has been purchased that caters for different learning styles and allows for a collaborative approach to learning..

A range of processes to connect learning between home and school include school website, Skoolbag App, newsletter, noticeboard and a range of promotional materials. These initiatives provide timely and effective communication to the school community and highlighted student achievement. Increased attendance at school events and feedback through Tell Them From Me and Parent focus groups highlighted the school was valued and positively held in high regard.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased school attendance at community events. Increased links between learning at home and school through a variety of platforms—including P&C Facebook posts, Schoolbag app, school website and other feedback networks and personalised check-ins. Greater than 75% of parents feel their opportunity to contribute to school life has increased and they feel heard and valued for their contributions.	All stakeholder's (Students, teachers & parents) feedback indicated an increased number of people attending the variety of events (special occasions) across the school. This supported school-based figures that indicated a 20% increase to such events. Further developments in community links to learning across various platforms will continue to be a focus with the website, newsletter and app being the only platform used. Feedback from parents indicated that 65% regularly use the app and find it helpful. 25% suggest that it does not always work and the information is not linked to their child. 10% indicated that did not use the app. 90% of parents surveyed indicated that they feel that the school is a great school and that they feel the school is doing go things for their children. 50% of parents suggested improved techniques for communication may need to be considered to support changing means of communication	<ul style="list-style-type: none">• Aboriginal background loading—Community Links to Learning (\$2500.00)• Socio-economic background – Communication, events, feedback & promotions (\$5000.00)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased school attendance at community events. Increased links between learning at home and school through a variety of platforms—including P&C Facebook posts, Schoolbag app, school website and other feedback networks and personalised check-ins. Greater than 75% of parents feel their opportunity to contribute to school life has increased and they feel heard and valued for their contributions.	(Facebook–Twitter)	

Next Steps

Continue to build on our improved School-based team procedures and processes and strengthen our systems linked to quality worthwhile relationships to support and enhance community links across the school. Continue to introduce additional opportunities and activities linked to learning and classroom practice where parents can feel valued and connected to the school. PBL values will be explicitly taught across the school and promoted to the broader community through targeted promotion and student award systems. The school will continue to monitor daily attendance, suspension and detention data and strengthen support for students who are regularly causing concern. Broaden and strengthen school's online presence from the website to parental portals, social media links, mobile applications and digital signage. Generating local media interest and promoting the school through increased use of Departmental media units.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All students have an individual learning plan (ILP) (–updated design linked to Learning Pathway) created with a conversational focus between the Classroom teacher, the student and parent. This reflects students areas of interest and needs and is revised at regular intervals throughout the year. Cultural significance is included in all ILPs. 100% of parents indicated that this process greatly supported the academic and emotional needs of their children.</p> <p>Personalised Learning Support for Aboriginal Students funding was used to employ SLSO's to support & mentor during class and playground sessions.</p> <p>Aboriginal Educational funding was used to provide whole staff training in the Engoori Aboriginal Perspectives of Learning and AECG run Connecting to Country. These teaching pedagogy trains staff to effectively apply best practice for our Aboriginal students whilst challenging personalised beliefs and perceptions.</p> <p>NAIDOC week was a celebration of Aboriginal cultural with cross stage groupings. All students were provided opportunities to try bush tucker, observe & participate in dancing performances, engage in creating Aboriginal artworks, view traditional artefacts, connect and participate in traditional active games and work with parents and friends. Students indicated in the TTFM Student Survey 100% agreed &/or strongly agreed that they felt good about their culture at school.</p> <p>Staff, student and community members completed an art submission/ competitions at local Central Coast Art gallery. This highlighted our school's interest in Aboriginal Education and promoted the outstanding talents that are regularly displayed.</p>	<p>Aboriginal Flexible Funding</p> <p>PLP's \$5000 (staff release)</p> <p>Support Intervention extra SLSO's \$20000</p> <p>Cultural Community Connections –\$2000</p> <p>Targeted Professional Learning – \$11000</p> <p>Personalised Learning Support for Aboriginal Students – \$4781</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$25 231.00) • Personalised Learning Support for Aboriginal Students (\$4 781.00) • Support for beginning teachers (\$1 000.00)
English language proficiency	<p>A specialist teacher and the Learning & Support teacher analysed student English proficiency against language scales and supported teachers to plan and implement programs for EALD students. Communication with parents allowed for collaborative intervention strategies to be applied.</p> <p>Resources were also purchased to support the learning needs of these students.</p>	<p>English language proficiency – \$456 Low Level Adjustment for additional student support–\$2000</p> <ul style="list-style-type: none"> • English language proficiency (\$456.00) • Low level adjustment for disability (\$2 000.00)
Low level adjustment for disability	<p>Additional Learning Support Team (LST) release time to provide timely interventions and staff up–skilling.</p> <p>Additional School Learning Support Officers (SLSOs) were employed to directly support students in classrooms. SLSOs provided instruction in explicit programs devised by class teachers to support learning and social needs of students.</p> <p>Staff released to complete IEP's this resulted in an increased in student engagement as evident by work samples, classroom behavioural data and parent feedback.</p>	<p>Low level adjustment for disability</p> <ul style="list-style-type: none"> – Extra SLSO's Intervention– \$25000 – LST release to support intervention– \$2168 <p>Socio–economic background– to provide additional Professional learning, support & mentoring– \$5000</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$27 168.00)

Low level adjustment for disability	LST Meetings held on a regular weekly basis and evaluations & reviews through Executive and Staff meetings.	<ul style="list-style-type: none"> • Socio–economic background (\$5 000.00)
Quality Teaching, Successful Students (QTSS)	The school received a teacher for one day per fortnight throughout semester 2 to provide additional support for implementing our high quality programs. This was used for providing support to teachers in curriculum delivery and student wellbeing.	Quality Teaching, Successful Students – Staffing Allocation <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$0.00)
Socio–economic background	The school employed teachers and support staff to implement curriculum delivery. Funds were used to improve learning facilities with a particular focus on creative collaborative learning spaces, targeted support and mentoring, quality teaching and whole school wellbeing frameworks . School funds subsidised extracurricular activities to provide equitable opportunities for all students. Our learning environments supported key links to 21st century learning capability ideals	Socio–economic background – \$103666 <ul style="list-style-type: none"> • Socio–economic background (\$103 666.00)
Support for beginning teachers	3 teachers met the criterion for this support. Funds were used to provide time to give the teachers additional mentoring and release time and professional development opportunities working towards achieving teacher accreditation.	Support for beginning teachers – Additional release / Mentoring–\$9000 –Targeted Professional Learning –\$5000 –Key initiative resources–\$1323 <ul style="list-style-type: none"> • Support for beginning teachers (\$15 323.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	191	178	174	180
Girls	160	158	148	159

In 2016, the communities of Gwandalan and Summerland Point have seen a number of land releases which is now starting to change the enrolment profile of the school. It is likely to see a dramatic increase in enrolment numbers in the coming years

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.5	94.2	93.8	94.4
1	94.8	94.4	92.7	93.3
2	94.1	94.5	92.3	93.6
3	95.2	95	93.1	92.9
4	94.1	95.6	92.7	92.7
5	96.1	94.8	93.6	92.8
6	95.6	96	91.6	93.9
All Years	95	95	92.9	93.4
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

Gwandalan Public School's 2016 attendance data has improved when compared to 2015, however it remains slightly under the State DoE average.

Class sizes

Class	Total
KW	17
KS	17
KA	17
K/1D	19
1I	20
1J	21
2W	24
2A	23
3/4E	30
3/4V	29
3/4S	30
5/6W	29
5/6T	30
5/6S	29

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.19
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration & Support Staff	3.02
Other Positions	0.12

*Full Time Equivalent

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

Three staff members identified as Aboriginal.

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	40

Professional learning and teacher accreditation

During 2016 staff engaged in a number of professional learning opportunities to further support & enhance student learning outcomes and system to enhance how schools operate and function

Improving the quality of teaching practices in literacy and numeracy was significant focus of professional learning in 2016 in order to support the implementation key initiatives at the school. All teachers were provided with targeted professional learning that supported the implementation of the school's strategic plan and had the opportunity to partake in professional learning that would assist them in achieving their personal professional goals. Many forms of professional learning were experienced, including a focus on lesson observation and feedback in order to support the implementation of Performance Development Framework reform.

The impact of ongoing quality professional learning for all staff upon student learning outcomes is significant and the school values and encourages active participation in professional learning. To this end, significant funds totalling \$16552 were spent in this area. All staff participated in professional learning activities during the year. Whilst regular professional learning occurred in school time (executive meetings, whole staff meetings, stage meetings, stage planning days) a significant amount occurred after school hours and on school development days.

Staff had many opportunities to engage in professional learning in 2016. Target areas included leadership development, teaching and learning, Work Health and Safety and student wellbeing. In addition to mandatory training requirements of child protection, anaphylaxis and cardiopulmonary resuscitation, staff training included Focus On Reading training for all staff, TENS training for targeted S1 teachers, PBL training for team leaders, Creating Spaces for Real learning (Carl Jarvis), PLAN software, Teacher Accreditation, the effective use of school resources, Aboriginal Education– Engoori in schools, technology, consistent teacher judgment in monitoring student progress, SMART Data analysis and education reforms including Performance Development Framework.

All staff completed WHS units linked to Preparing and responding to bush fires as the school is located in a high risk fire location.

Professional learning was linked to the school's strategic directions and staff Professional Development Plans with substantial funds from the Teacher Professional Learning budget and the school's learning budget use to support targeted initiatives in School

Wellbeing and Syllabus implementation.

Administrative staff were also involved in professional learning activities related to their work.

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

Financial information

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

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

Income	\$
Balance brought forward	148 995.52
Global funds	116 762.32
Tied funds	152 949.56
School & community sources	43 509.36
Interest	1 705.66
Trust receipts	1 343.90
Canteen	14 008.45
Total income	479 274.77
Expenditure	
Teaching & learning	
Key learning areas	3 236.92
Excursions	1 954.02
Extracurricular dissections	25 830.38
Library	7 677.71
Training & development	90.00
Tied funds	153 165.80
Short term relief	42 517.97
Administration & office	26 968.43
School-operated canteen	17 699.03
Utilities	17 334.01
Maintenance	21 400.34
Trust accounts	2 795.96
Capital programs	0.00
Total expenditure	320 670.57
Balance carried forward	158 604.20

The information provided in the financial summary includes reporting from 12 May to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	569 267.95
(2a) Appropriation	455 308.10
(2b) Sale of Goods and Services	30 713.47
(2c) Grants and Contributions	82 349.08
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	897.30
Expenses	-513 410.62
Recurrent Expenses	-513 410.62
(3a) Employee Related	-277 054.22
(3b) Operating Expenses	-236 356.40
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	55 857.33
Balance Carried Forward	55 857.33

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.

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	2 291 973.33
Base Per Capita	17 351.56
Base Location	0.00
Other Base	2 274 621.77
Equity Total	265 323.09
Equity Aboriginal	30 011.56
Equity Socio economic	103 666.44
Equity Language	456.22
Equity Disability	131 188.88
Targeted Total	64 730.01
Other Total	61 773.28
Grand Total	2 683 799.70

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

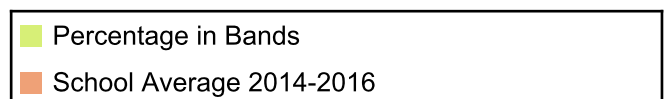
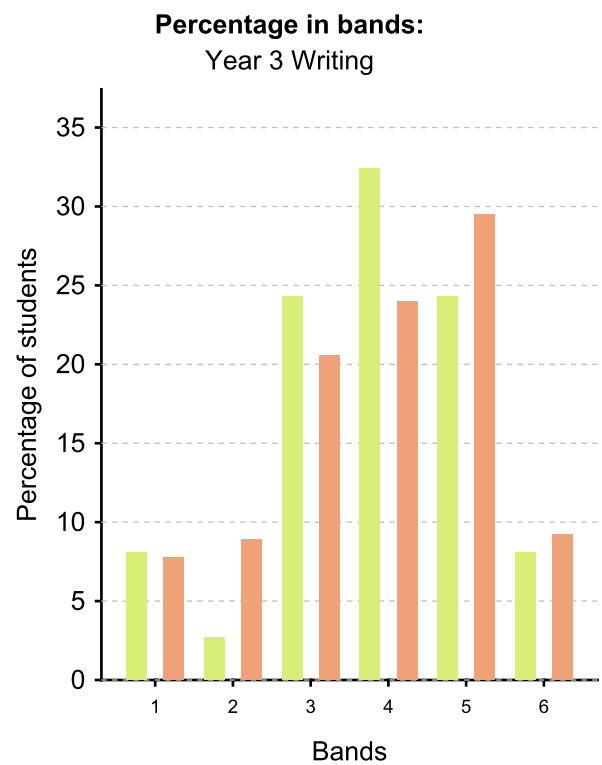
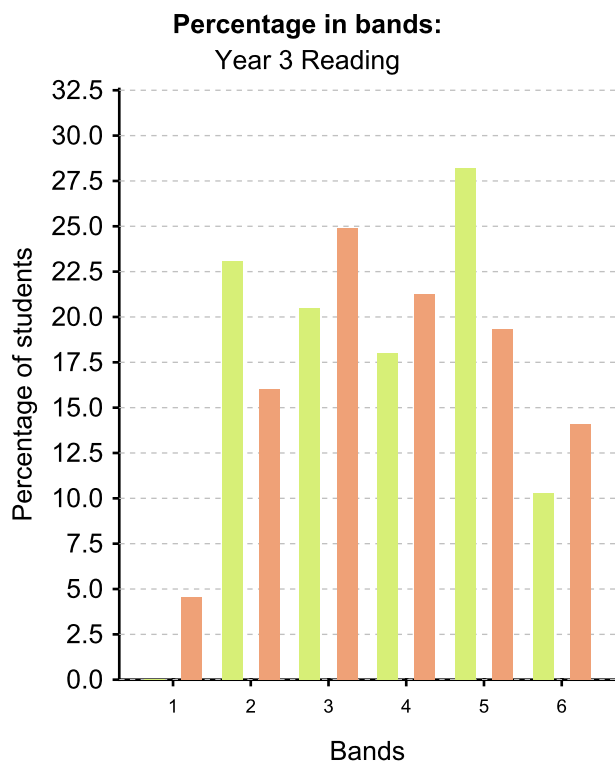
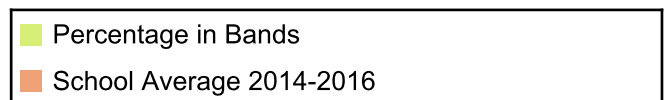
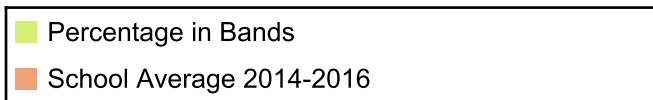
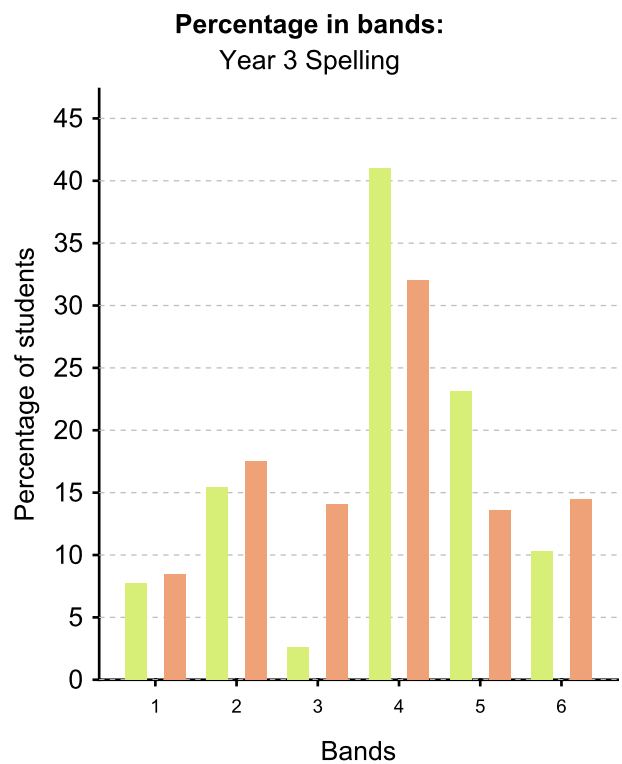
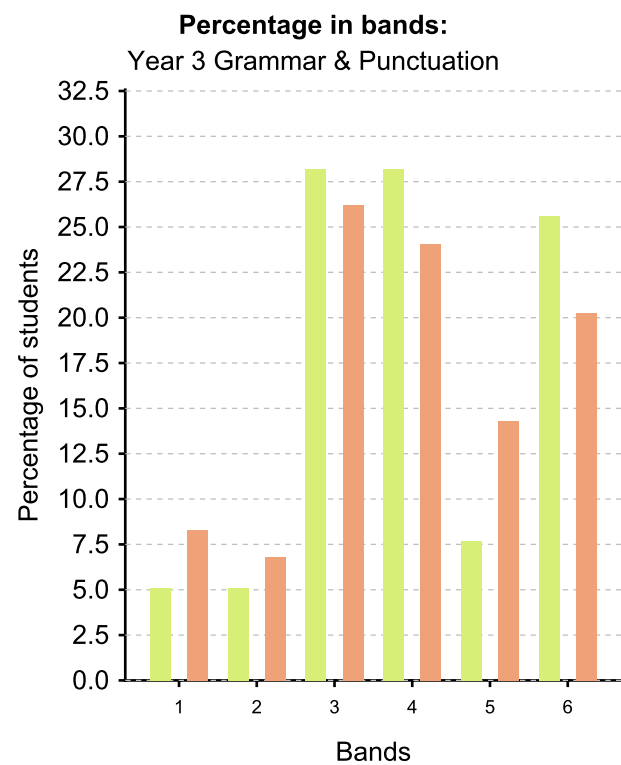
Literacy and Numeracy data analysis indicated Year 3 and 5 had displayed similar percentages of students in the Top 3 bands in all aspects of NAPLAN when compared to the 3 year average :

- Yr 3 Writing 65% , Yr 3 Reading 56% and 54 % in top 3 bands– with Numeracy displaying an upward trend
- Yr 5 Writing 28%, Yr 5 Reading 40% and 37% in the Top 3 bands

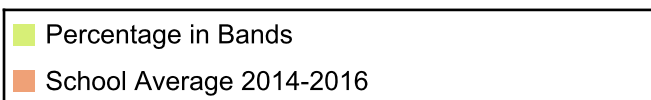
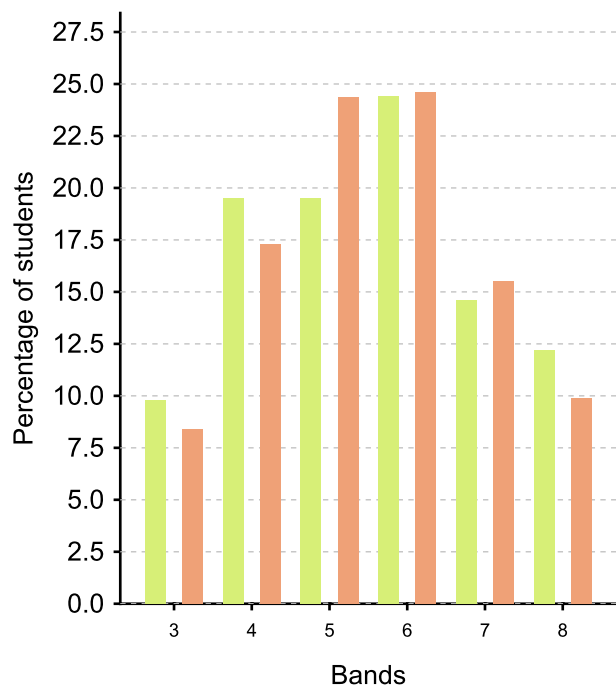
In 2016 Year 5 and 7 students displayed average growth scores greater than State in Reading and Numeracy.

School targets linked to Writing aspects have been identified as apart of the improvement process.

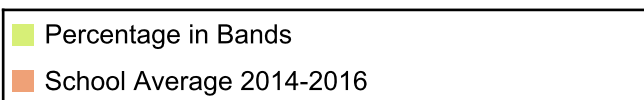
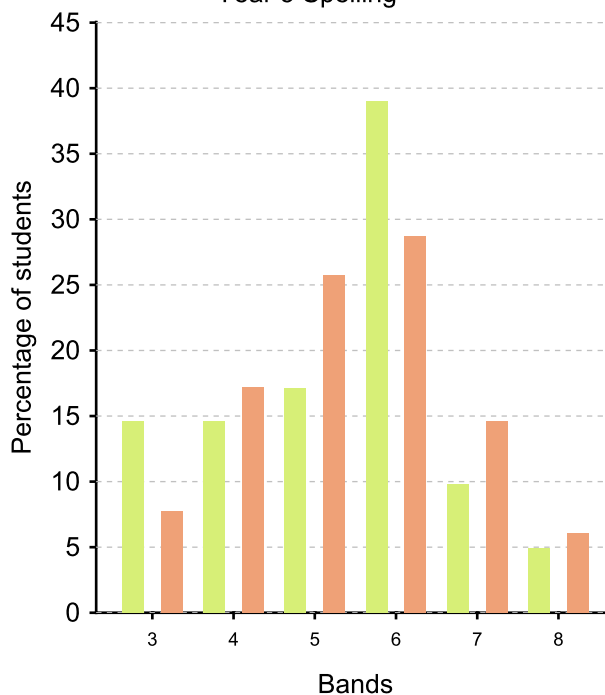
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>



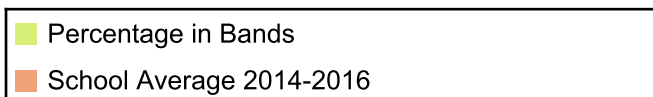
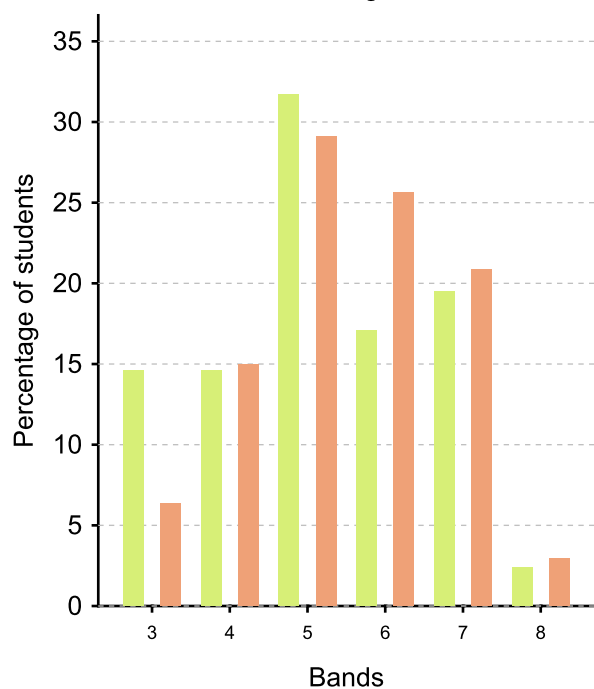
Percentage in bands:
Year 5 Grammar & Punctuation



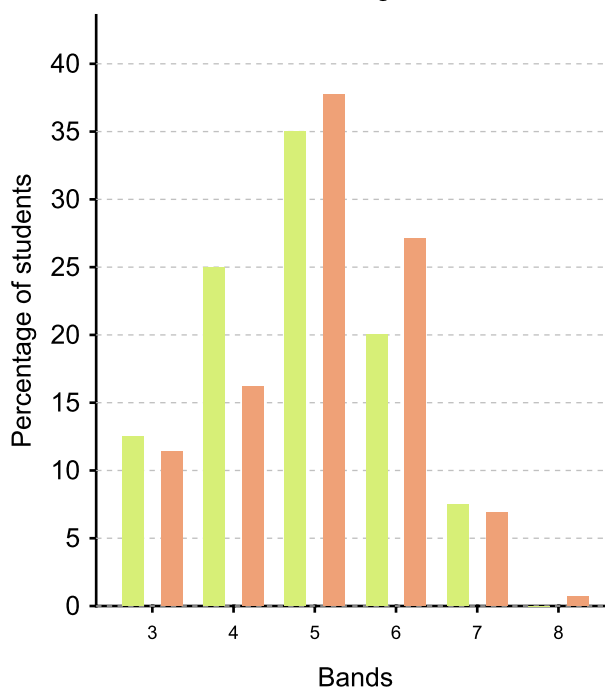
Percentage in bands:
Year 5 Spelling



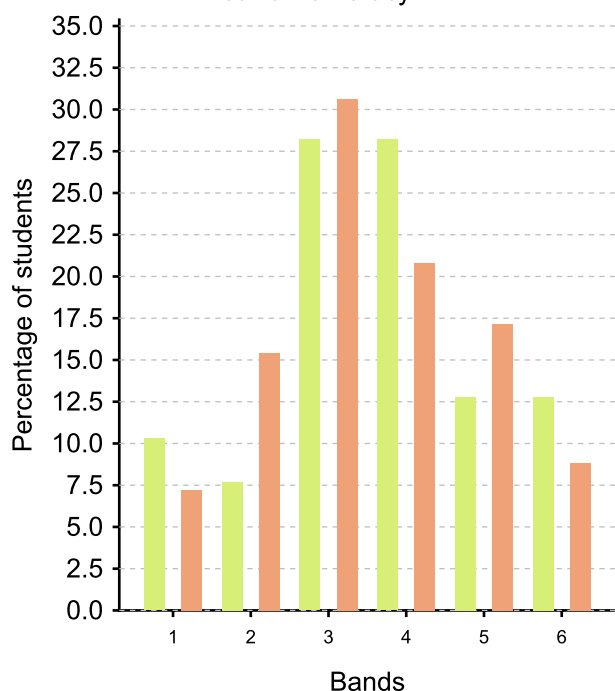
Percentage in bands:
Year 5 Reading



Percentage in Bands:
Year 5 Writing

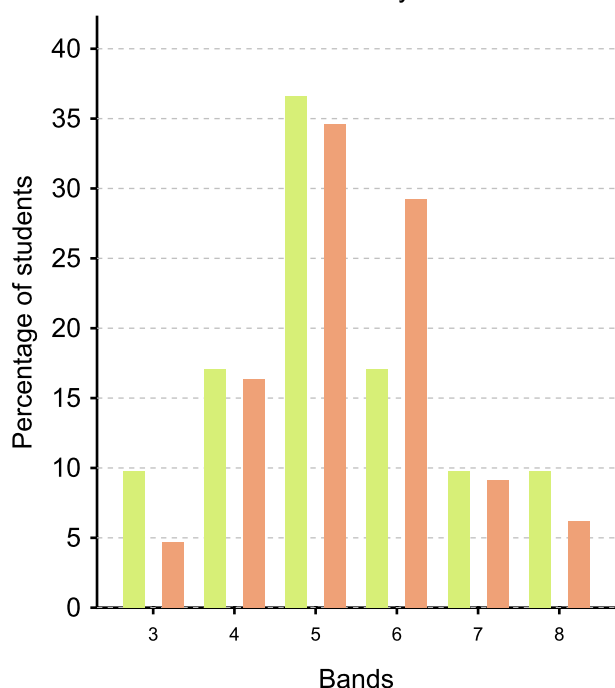


Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Another reporting requirement from the state priorities: Better Services – Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two bands.

Due to the limited number of Aboriginal students in Year 3 the data was used to inform future targeted classroom practice and intervention. No Aboriginal student was identified in the top two bands in 2016 in Year 3 Literacy and Numeracy. 33% of Aboriginal students in Year 5 achieved in the top two bands across the Literacy and Numeracy aspects. No Aboriginal student was identified below minimum standards.

Parent/caregiver, student, teacher satisfaction

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

Their responses are presented below.

The school, again, used the Tell Them From Me survey students as well as focus group conversations, parent information sessions and informal communications (Yarn Ups). Our topic conversations were opened ended, allowing for comments and elaboration of thoughts about the school and suggestions on how we can further improve the quality of school life for our students.

Parents/Caregivers, students and teachers were asked the question "Would you recommend Gwandalan Public School to others? Why?"

The collective responses gained from the teachers who were surveyed explaining why they would recommend Gwandalan Public School are summarised as follows:

- Teachers identified that the school caters for the whole child, academically, physically and emotionally;
- Teachers stated that stage teams go above and beyond to provide opportunities for their children to succeed in a range of fields;
- Teachers recognised the solid leadership, curriculum development and support which increases educational outcomes for students;
- Teachers acknowledge the positive and friendly environment within the school;
- Teachers valued the resources available to assist teaching and learning;
- Teachers recognised that student wellbeing is at the forefront of learning;

Teachers commented on the differentiated learning opportunities, technology and many extra-curricular activities available to the students;

Teachers acknowledged the success of Targeted Initiative and improving community perceptions linked to student learning opportunities;

Teachers acknowledge the positive communication between staff and community and willingness to

listen/follow up issues.

60 students from across the school from Kindergarten to Year 6 were surveyed. 97% of students surveyed said that they would recommend Gwandalan Public School. Their main reasons for recommending Gwandalan Public School are summarised as follows:

Students identified quality teachers who care about the students in their school;

Students commented on the great opportunities across the school (special mention linked to sport, dance & interest groups);

Students acknowledge the input from the wider community and suggested that community members would enjoy coming into the school because of the friendly teachers, impressive playground and equipment and many opportunities that are available.

50 parents who had their children enrolled at the school in 2016 were contacted. These parents were randomly selected to ensure an unbiased response. 90% of parents surveyed said that they would recommend the school. Their main reasons for recommending Gwandalan Public School are summarised as follows:

Parents supported the vision of the school, the Wellbeing initiatives implemented across the school and the extra-curricular opportunities available to the students;

Parents reported that issues are dealt with swiftly, fairly and effectively by classroom teachers and leadership teams;

Parents recognised the welcoming, positive and friendly community environment;

Parents acknowledged the support for children with special needs and appreciated that the wellbeing of the students is a main priority for the staff;

Parents commented on the students being happy and settled in their learning environment.

Gwandalan Public School is always striving to enhance communications between home and school. Providing parents with the knowledge of all school activities and programs helps to unite our community, which will benefit all of our students.

Parents commented on areas Gwandalan Public School doesn't do well. Comments included that they would like:

To celebrate achievements in other areas other than sport & creative arts, e.g., more recognition for Mathematics, Reading and Writing or just being a great student of the school.

Earlier notification of events, for example if their child is running the assembly or receiving a fortnightly award.

More open and recognisable academic programs for Gifted and Talented students.

Additional information about their child's behaviour and success linked to school reports.

Parent suggested ways we can improve our school by:

Improving parking and drop off zones around the school.

The school continuing doing what it is doing as it is working.

Being kept informed and provided with better feedback of their child's achievement.

Supplying additional equipment and additional sports equipment during break times or structured team play (supported by a staff member) during lunch. Planning room understanding and effectiveness needed to be reviewed and improved upon

Aboriginal Families

The same questions were asked to our Aboriginal families at Gwandalan Public School. With conversation occurring with 90% of parents suggesting:

They feel their children are accepted and appreciate them being able to explore and participate in activities that celebrate Aboriginal culture.

The school provides support and insight into Aboriginal culture across the school which connects with families and the greater community.

The Teachers identified the following areas for improvement.

Improved communication across the school, update our Sentral database to keep staff informed of students, upcoming events, Professional Learning and data timelines.

Streamline office procedures and the working relationship with staff improved for example e.g., the availability of resources and accessing them and a professional working relationship with both staff and community, with student wellbeing the focus.

Policy requirements

Aboriginal education

Aboriginal education at Gwandalan PS has had a strong and successful year with staff embracing Aboriginal perspectives across the curriculum development areas. Staff were provided with release, funded through RAM, to work collaboratively with families to develop, implement and review Personal Learning Plans each semester, resulting in individualised learning and cultural activities being

embedded in the school culture.

Processes and events to address Aboriginal culture and learning included whole school professional learning linked to the ENGOORI leadership model, AECG Connecting to Country, NAIDOC and Harmony Day celebrations and Learning Environments/Spaces which had a strong focus on local AECG initiatives and community learning opportunities. The introduction of cultural groups including dance, didgeridoo and yarnning circles were highly successful, resulting in an increased awareness and respect for Aboriginal culture and learning by all stakeholders.

Leah Ingram, Di Jones and Hannah Johnston organised our Aboriginal Cultural activity for NAIDOC Day. All students were placed into groups and rotated through a series of activities related to Aboriginal and Torres Strait Islander culture. All staff strongly supported these events as reflected in their participation and active involvement. The day proved popular with students and staff.

As part of Reconciliation Week, two art exhibits were entered into the competition. The entry completed by Aboriginal and Non Indigenous students won first prize and a cheque for \$200.

Other related activities include:

- The continuation of an Aboriginal Dance group. The students formed part of a troupe of fifty students from the Central Coast and Newcastle that performed before an audience of 12,000 at Star Struck. The dance group also performed at our school fete, the Bilby Bash and various school assemblies.
- Students in Year 3 to 6 attended the Bilby Bash at Budgewoi School. Students participated in a variety of cultural activities.
- Students in Years 5 and 6 attended Gibalee Day at Mannering Park.
- The library purchased \$1000 of Indigenous readers to further embed across school literacy initiatives.
- All Year 5 students benefited from the Norta Norta program. The funding from this program was used to employ a local Aboriginal School Support Officer to deliver a specialist program targeting Literacy and Numeracy on an individual and small group basis.
- The Eleanor Duncan Aboriginal Medical Centre visited the school to test all Aboriginal students to identify students with hearing problems.
- All students participated in painting rocks for our School Office front Mural

These Aboriginal initiatives have provided all students the opportunity to learn about and be involved in Aboriginal culture. Staff attend Aboriginal Education Consultancy Group (AECG) meetings and developed connections across our area. Three staff members attended the three day Connecting to Country program where they were involved in site visits, art, cultural perceptions /protocols and links across the community—those who attended said it had a significant impact on their thinking and was very inspirational.

Multicultural and anti-racism education

Gwandalan Public School's implementation of the Multicultural Education and Anti-racism Policies have included:

- Classroom that promote intercultural understanding and respect for diversity.
- Teachers providing a differentiated curriculum to support students from diverse backgrounds
- English as an Additional Language or Dialect student support provided across the school
- A whole school commitment to Supported Students, Successful Students and the Wellbeing Framework
- Trained Anti Racism Contact Officer available to all
- range of strategies have been incorporated in the school's communication with parents/carers and community members from culturally diverse backgrounds.

In June, Harmony Day was celebrated throughout the school. Coinciding with the United Nations International Day for the Elimination of Racial Discrimination, a variety of activities were enjoyed across the school to encourage students to understand how all Australians from diverse backgrounds equally belong to and enrich our nation.

Other school programs

Early Years Initiatives

An additional teacher with early years and instructional leadership experience was employed to support staff and students with literacy and numeracy intervention K–2. Staff accessed intensive professional learning surrounding the K–10 Literacy and Numeracy Continuum, Targeted Early Numeracy (TEN), 21st Century pedagogy, consistent teacher judgement, A–E reporting and L3 (Language Learning and Literacy). Student Learning Support Officers also received targeted professional learning to provide individualised and small group support to students underachieving in the areas of Reading, Writing, Vocabulary, Comprehension and Early Arithmetic Strategies. This targeted intervention saw substantive growth in all areas of Literacy and Numeracy.

Key Achievements:

- 100% of students accessing TEN in Kindergarten and Year 1 achieved program outcomes for the *Early Arithmetic Strategies (EAS)* strand of the Numeracy continuum.
- 67% of Year 1 students achieved outcomes one year or more above expected *EAS* outcomes.
- 72% of Kindergarten students achieved outcomes one year or more above expected *EAS* outcomes.
- 94% of Year 1 and 84% of Kindergarten students are on track or above expected end of year outcomes for forward number counting.

- 96% of Year 1 students are on track of above expected end of year outcomes for backwards number counting.
- 90% of Year 1 and 95% of Kindergarten students have met end of year outcomes for *Pattern and Number Structure*, 52% of these students are one year ahead of expected outcomes.
- 100% of Year 1 and Kindergarten students have achieved end of year outcome for *Fractions*.
- 100% of Year 1 and Kindergarten students have achieved end of year outcome for *Place Value*.
- 100% of Kindergarten students have reached end of year outcomes for counting by 10's and 100's.
- 96% of Year 1 and 92% of Kindergarten students have met end of year outcomes for *Measurement*.
- 79% of Kindergarten reached an instructional reading level of 9 or above. The program target is 75% (4%) above average.
- At least 29% to 82% positive growth in all areas of Literacy and Numeracy for outcomes in Year 1 from 2015 to 2016.

Sport

Sport and Physical Education is highly valued and regarded by the Gwandalan community and the school provided a variety of sports and physical activities throughout the year. All classes and a majority of the staff successfully completed the Premier's Sporting Challenge, providing opportunities for all students to be physically active for the recommended period of time. Government grants were accessed to provide newsports resources for class and playground use. All students participated in daily PE lessons and a one hour dedicated sports lesson each Friday with many thanks to Point Wolstoncroft who continue to enhance the opportunities offered to the students of Gwandalan PS. The school entered teams in Netball, Soccer, Rugby League and Touch Football with our students always displaying positive attitudes no matter where they went.

In 2016 the school continued to achieve a great deal of individual success. Many students represented at zone levels across Cross Country, Swimming and Athletics. Ava Osland also gained selections in Sydney North representative teams for Athletics and Touch football representing the school at a NSW PSSA level. The school also achieved great things on the Rugby League field with our U/10 Boys team winning the Central Coast championship and giving them selection into the State Championships in Sydney (at which they reached the semi-finals). Many thanks to Mr Vine and the staff involved who supported

Creative Arts

The school participated in a number of key Creative Arts initiative in 2016. The school formed a school band

through connections formed during targeted ukulele session with Mrs Tangye and Carmel Smith to perform at a number of events and community showcases. This group was formed as a part of the school, student-selected interest groups. In 2016 the school also developed a bucket drum and guitar group as a part of the school interest group initiative. The school again participated in Operation Art (many thanks to Mrs Ireland) where students get the opportunity to showcase their talents in a partnership with the Children's Hospital at Westmead.

2016 showcased the dance talents across the school with two troops being accepted into Star Struck. Our senior dance and Aboriginal group both actively participated in the Hunter showcases in Newcastle Entertainment Centre. Many thanks to Mrs Ingram, Mrs Abbott, Mr Wheeldon and the students involved.