

Gloucester Public School Annual Report



2016



7303

Introduction

The Annual Report for 2016 is provided to the community of Gloucester 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 Leanne Wakefield

Principal

School contact details

Gloucester Public School

5 Hume St

Gloucester, 2422

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

gloucester-p.School@det.nsw.edu.au

6558 1303

School background

School vision statement

Excelsior

Our journey for excellence is strategically planned to build each individual's capabilities. Our school community acknowledges that students prosper in an environment that provides rich learning experiences, in an innovative and supportive setting. We strive to build student resilience, as valued members of our school and the wider community.

Our school culture builds aspiration and ongoing improvement with a collective responsibility for student learning and success. Individual learning is supported by effective expertise. An integrated approach to quality teaching, curriculum planning, implementation, assessment and reporting, promotes learner excellence.

Leaders demonstrate and model evidence-based teaching strategies which are embedded within explicit systems for collaboration and feedback to sustain quality teaching practices. Teachers are committed to identifying, understanding and implementing the most effective teaching methods providing explicit, specific and timely feedback to students to improve student learning outcomes.

School wide and interschool relationships provide mentoring and coaching support. Expertise is shared and demonstrated.

A supportive and transparent culture fostering high expectations, shared responsibility and community engagement is critical to our core improvement. Achieved through succession planning, we build capacity to drive whole school improvement and excel. Our collective strength for continuous improvement leads to the school's vision and strategic directions.

School context

We are proud of our school and what it has to offer. We strive for both academic and sporting excellence.

Gloucester Public School (GPS) provides excellence, opportunity and success in an innovative and caring environment. Our school has grown in population over the last 5 years and currently has 331 students (15% Aboriginal) which is small enough to ensure every child experiences success while benefiting from being part of the largest educational system in the southern hemisphere. With our culture of effective performance and development, we believe in teacher quality, a focus on student outcomes, consistent evaluation and feedback and continuous improvement.

Set in the Great Lakes Network, GPS is situated in a rural farming and mining community at the foot of the Bucketts Mountain range. Our community is family orientated, supportive and conservative. We value community involvement and are a part of the Bucketts Way Community of Schools (BWCoS).

GPS consists of all permanent buildings, all single storey, has easy access, wet weather access, an assembly hall, interactive whiteboards and air conditioning in all learning spaces. Our dedicated healthy canteen is open 3 days a week and operated by our dedicated and supportive Parents and Citizen Association (P&C).

Our school has high expectations, an active student body and dynamic and experienced staff that are dedicated to each child's success; helping them realise their full potential. Learning for both students and staff is of the utmost importance.

We value diverse opportunities, offering music to all students weekly, the Quick Smart program, choir, sport, IT, Reading Recovery, the school reading program, a gardening club, extracurricular activities, external testing, competitions and a full time learning and support teacher. With an active Aboriginal Educational Consultative Group (AECG) we are fortunate enough to have a breakfast club, Aboriginal dance and art group, multicultural and traditional celebrations, guidance from our Aboriginal elders and a strong connection with community.

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 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.

Our three strategic directions for 2015–2017, **Learner Excellence, Build Capacity and Collective Strength** are core to our planning and continuous improvement. Our school plan was written in collaboration with the BWCoS through collegial planning and in consultation with students, parents/carers and school community members. Information was gathered from data – internal and external, surveys, focus groups, P&C meetings, staff meeting, the SRC and multiple smaller sources around the school community.

Our school plan was written to correspond with DoE reforms including Great Teaching Inspired Learning, the Australian Professional Standards for Teachers, Well Being Framework, Performance and Development Framework, School Excellence Framework, Quality Teaching Successful Students and Public Schools Strategic Directions 2015–2017. As a school we have collaboratively gauged our progress against the School Excellence Framework each year and now more intensively for the external validation process.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning our focus has been spread across culture, curriculum, learning, assessment/reporting, wellbeing and performance measures. Our school has a positive and productive learning culture among students and staff. We have a commitment to our five school expectations which are embedded into our daily routines and are taught explicitly within our teaching and learning to promote positive, respectful and responsible behaviours. A comprehensive and well documented welfare and discipline policy reflects that there is strength in our school wide communication, expectations, reward/award system and leadership strategies, helping all students achieve academically and socially. The improved fluency in the Quick Smart program from intense intervention equips students with lifelong mathematical skills necessary to engage successfully in any classroom. Our focus on a three day reading program gives individual support under the guidance of a trained reading recovery teacher aiming to narrow the gap between learning achievements. The growth and results are evident in the changes seen in increased engagement and students achieving school based benchmarks, targets and expectations. Students with additional learning needs are identified early and support is offered for both students and parents/carers from the learning and support team and Learning and Support Teacher (LaST); ensuring plans and systems are in place school wide. Building our capacity and understanding of the disability standards has strengthened partnerships within our school community. Our school has a commitment to high quality learning experiences and providing outcomes for all. We provide Aboriginal celebrations, a breakfast club, Personalised Learning Plans (PLPs), dance/art group and an additional Aboriginal School Learning Support Officer (SLSO) in classrooms, reflecting the close collaboration with the NSW Aboriginal Education Consultative Group(AECG).

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching staff engaged in continuous collaborative planning. Multiple opportunities were provided for staff to plan, implement and review curriculum content, refine teaching and learning programs to enable best practice, engage in meaningful dialogue and provide forums to make consistent professional judgements collectively around student learning. The development of skilfulness in numeracy and literacy enabled effective classroom practice with all classrooms engaged in productive high quality learning experiences. The use of technology for teaching and learning improved current practices, with staff engaging in programming using One Note to produce interactive teaching and learning activities that highlight a teaching culture moving to a new level and equipped with remote access and flexible learning and meeting spaces. PLAN and SMART data analysis informed decision making and evidenced improvements and growth across the school. The growth of teaching practice was evidenced through the use of the Australian Professional Standards and Performance and Development Plans(PDPs). Staff engaged in meaningful professional dialogue, reflected on classroom observations and gained constructive feedback to evaluate current practices. Teachers participated in professional learning throughout the year and our two beginning teachers were provided with targeted support by mentors and to support their accreditation.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading our school community is committed to providing opportunities, excellence and success in an innovative and caring environment. Parents/carers and community members play meaningful roles in decision making as part of the P and C, focus groups, providing feedback using the school App (Skool Bag),parent teacher interviews and information afternoons, along with other forums provided throughout the year. The school provides roles and responsibilities for students to develop leadership capabilities within the school setting as class leaders, SRC members, monitors, captains and outside the school setting

offering eisteddfods, challenges, participating in community of school events, leadership conferences and annual community events. Our school is a proud member of the Bucketts Way Community of Schools (BWCoS) providing links with seven primary schools and one high school in the local area. Termly meetings and events are organised for staff and students and are led by the core group of Principals. The school has productive relationships with external agencies improving educational opportunities for students. Succession planning and distributed leadership enables the three assistant principals and aspiring executive to take on roles of responsibility through the organisation of school events, relieving as principal and leading stage and staff meetings. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. An engaged community we welcome feedback to drive future planning and directions. The school plan, vision and values are discussed with all stakeholders and articulate a commitment to equality, social and ethical responsibilities and high expectations. Our school is well-resourced with modern facilities that are well maintained and support learning in a flexible way. The leadership team has been successful in leading initiatives and building the capabilities of the staff to create a dynamic school learning culture at Gloucester Public School.

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

Learner Excellence

Purpose

To develop a learner centred success culture to ensure high quality learning experiences and outcomes for all, whilst providing each individual with the specific support they need in order to achieve their own goals.

To develop socially and ethically responsible global citizens through critical inquiry and creative innovation, enhancing student engagement and learning through effective curriculum delivery, pedagogy and assessment strategies.

Overall summary of progress

Our school-wide focus on our 5 expectations has enabled us to ensure a prime learning environment with improved student learning outcomes and high expectations across the school. This in turn has enabled student engagement and positive and respectful relationships throughout the school and the wider community. The Tell Them From Me Survey (TTFM) indicates that 82% of Year 4, 5 and 6 students have positive relationships at school and that 93% valued school outcomes and feel valued by their peers and others at the school. We continued our additional reading program three days a week with promising growth data collected by the reading recovery teacher coordinating the program and employed additional School Learning Support Officers (SLSO's) in all classrooms and in particular kindergarten rooms, establishing effective transition processes and observing changes in learning behaviours and outcomes. Additional programs and strategies offered differentiated learning pathways for students both in literacy and numeracy allowing for enrichment and additional learning support. An explicit and sustained focus on spelling, grammar, reading and inferential understanding was evident both in classrooms and the library. Peer reading three times a week promoted co-operative relationships between Stage three and Stage one students while encouraging daily reading and improved fluency. The Quick Smart mathematics intervention program continued as a valuable program with a paid facilitator and parent/carer and community volunteers guiding student engagement and mathematical fluency. Numeracy report results provided to the school indicate a strong gain for students with the effect size showing substantial improvement. Newman's prompts, balanced numeracy sessions and a weekly NAPLAN language question for all stages created daily metalanguage, consistency and daily explicit quality teaching. In consultation with the community, an additional temporary teacher was employed throughout 2016. The additional teacher has had an impact with lowering suspension and welfare data, given students additional programs and allowed staff to work more collaboratively and apply some innovative solutions and practices.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|---|
| Increase the percentage of Year 3 students from 34% at proficient standard in 2015 to 37.5% in NAPLAN reading in 2016. | 44% of Year 3 students performed at proficient standard in 2016 compared to 34% in 2015.. This increase is higher than expected and the percentages in growth are encouraging. | <ul style="list-style-type: none"> • Numeracy and Literacy \$5218 • Aboriginal Background \$19830 • Socio Economic \$41400 |
| Increase the percentage of Year 5 students at proficient standard in NAPLAN reading from 27.3% in 2015 to 40.6% in NAPLAN reading in 2016. | 24% of Year 5 students performed at proficient standard in 2016 compared to 27.3% in 2015. This is lower than expected, however school based assessment growth data shows improvements. | <ul style="list-style-type: none"> • Personalised Learning Support for Aboriginal Students \$4780 |
| Increase the percentage of Year 3 students from 43.2% in Bands 4, 5 and 6 in 2015 to 47.9% in NAPLAN numeracy in 2016. | 58% of Year 3 students performed in Bands 4, 5 and 6 in numeracy in 2016 compared to 43.2% in 2015. These results were pleasing and above our predicted expected growth. | <ul style="list-style-type: none"> • Socio Economic \$22,000 • Numeracy and Literacy \$2200 |
| Increase the percentage of Year 5 students from 43.1% in Bands 6, 7, and 8 in 2015 to 49.1% in NAPLAN numeracy in 2016. | 53% of Year 5 students performed in Bands 6, 7 and 8 in numeracy. in 2016 compared to 43.1% in 2015. These results were pleasing and above our predicted expected growth. | |
| | The daily NAPLAN language style questions/discussions and Newman's Prompts had a positive impact across the school. | |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|---|
| <p>GPS Expected Reading Benchmark – 70% 2015, 75% 2016 75% 2017.</p> <p>K – Level 11 (Cluster 4), Year 1 – Level 21 (Cluster 6)</p> <p>Year 2 – Level 25 (Cluster 8), Year 3 – Level 30 (Cluster 9)</p> <p>Year 4 – Cluster 10, Year 5 – Cluster 11, Year 6 – Cluster 12</p> | <p>66% of Kindergarten students reached the GPS expected reading level of eleven in 2016. Similarly, 67% of Kindergarten students reached the Cluster 4 Reading Texts aspect of the Literacy Continuum.</p> <p>53% of Year 1 students reached the expected reading level of 21 in 2016. Similarly, 87% of Year 1 students reached the Cluster 6 Reading Texts aspect of the Literacy Continuum.</p> <p>62% of Year 2 students reached the GPS expected reading level 25 in 2016.</p> <p>55% of Year 3 students reached the expected GPS reading level 30 in 2016.</p> | <ul style="list-style-type: none"> • Aboriginal background \$7600 • Low Level Adjustment for Disability \$14500 |

Next Steps

- continue to set high expectations and focus on the GPS 5 explicit expectations;
- sustain the Quick Smart mathematics intervention program;
- sustain the school based additional reading program and peer reading program;
- continue all existing numeracy and literacy strategies refocusing on Newman's prompts due to the change in staff at GPS in 2017 and a focus on maths problem solving strategies and maths mental calculations across the school. Professional learning and dialogue throughout 2017 around Hattie's visible learning and educational impact using PAT tests for numeracy and comprehension to gain base line data and guide professional discussion;
- commit to attain the school based reading benchmarks and expectations and engage all staff in further data analysis to enhance our focus on improving student learning outcomes and acknowledging the impact of our programs and teaching;
- continue teacher programming using One Note, gaining further professional learning and annually reviewing all implemented scope and continuums and documents for all new and existing syllabi;
- a school wide focus on identified areas from 2016 SMART data and data identified from PAT testing; and
- continue to improve the learning and support processes and strengthen the support and opportunities for Gifted and Talented (GaTs) students with a focus on selected enrichment area/programs in 2017.

Strategic Direction 2

Build Capacity

Purpose

To build a culture of high expectations and collaboration, resulting in improved performance, strengthened partnerships and enabling a commitment to further knowledge, skills and competencies.

To empower all to aspire for excellence in a supportive environment that fosters a desire for lifelong learning.

To develop a collective responsibility for student and staff learning and success.

To build an organisational culture that promotes, nurtures and supports leadership and leaders.

Overall summary of progress

The Australian Professional Standards and the Quality Teaching Framework aligned directly with our GPS supervision policy and the Australian Performance and Development Framework guided our professional learning. Professional dialogue at collaborative stage days and weekly alternate staff/stage meetings embedded our use of reflective feedback, observation, professional goal setting and consistent professional judgment. Throughout the year, stage meetings were dedicated to the Australian Teaching Standards, collating and discussing appropriate annotations providing an improved understanding with staff developing strengthened reflective processes.

All teachers participated in professional learning on mandatory identified areas, the Australian curriculum – Geography and History, the Australian Professional Teaching Standards, One Note, Performance and Development Plans (PDP's) and the School Excellence Framework (SEF). The school participated in the external validation process in 2016 undertaking rigorous self assessment against the SEF. Staff refined strategies and priorities and were part of robust discussions around high quality practices.

Beginning Teachers were supported with additional planning time and time spent with a mentor/executive member of the staff. Mentor guidance included explicit links to Australian Professional Standards for Teachers, support, assistance, collaboration and evaluation.

Executive staff were provided with additional release to plan, supervise and complete observations, meet with the Principal and support staff. The three assistant principals attended the Collegial Leadership Network (CLN) through out the year.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|---|
| 100% of teaching staff will use the Australian Professional Teaching Standards to guide professional practice, self-evaluation/reflection, set professional learning/goals and benchmark achievement. | 100% of staff participated in collaborative planning days and stage and staff meetings. The new History and Geography curriculum was implemented and staff participated in professional learning around curriculum. The Australian Professional Teaching Standards and the School Excellence Framework were discussed throughout 2016, with evidence, reflective practice, annotations and evaluation creating professional conversations and learning. Professional goals were directly linked to school targets. | <ul style="list-style-type: none"> • Support for Beginning Teachers \$4080.72 • Professional Learning Allocation funds • Aboriginal Background \$990 |
| Collaborative practices and a commitment to building professional capacity will be evidenced through the use of the Performance and Development Framework and PDP's. | A skilled and diverse staff understand and value collaboration and contribute to a culture of high expectations with robust professional dialogue, collegiality and reflective feedback as evidence by observations, goal setting, quality teaching and learning programs and evaluation. Funds were used to strengthen staff performance development recognising and delivering on expectations. | <ul style="list-style-type: none"> • Quality Teaching, Successful Students \$18548.00 |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|---|
| Increased opportunities throughout 2015 – 2017 for the school community to engage in current learning practices focused on school educational priorities and community needs. | Opportunities provided parent/teacher learning opportunities targeting areas of need and/or interest such as student resilience, cyber safety, home reading processes and support, transition from preschool to primary school, transition from primary school to high school, SMART data and data from school based assessment and stage/grade expectations. | <ul style="list-style-type: none"> • Socio Economic \$1500 |
| TTFM survey results are actively discussed and acted on by staff, students and the school community. | <p>Survey results were analysed and discussed with the Parent and Citizen Association, students and staff.</p> <p>Students were involved in discussion groups around findings and their perceptions and future directions towards learning and the wellbeing structures across the school.</p> <p>Results included:</p> <ul style="list-style-type: none"> • 83 % of students surveyed had positive relationships with school • 89% had positive behaviours at school • 90% of students in our school try hard to succeed • 82% of students feel teachers are responsive to their needs and believe staff emphasise academic skills and high expectations • 90% of Year 4 students felt teachers encourage independence with a democratic approach. | General Operational School Funds |

Next Steps

- External validation was a focus in 2016. In 2017, the staff will focus on the recommendations from the external panel and implement changes that are needed;
- a commitment to weekly stage and staff meetings alternating weekly meetings and at least two collaborative stage planning days in 2017 will reinforce continued collaborative practices and professional learning and drive the focus in 2017 on visible learning and educational impact;
- a demonstrated reading information session produced for parents/carers to engage in learning around how to encourage and teach strategies for reading at home both face to face and online.;
- BWCoS forming an accreditation committee to share maintenance and accreditation responsibility to assess accreditation processes. The practice will ensure shared responsibility for promoting collective collaborative decisions consistent with Institute standards;
- executive staff to continue work on quality observation and quality feedback;
- Tell Them From Me Survey data will be used as comparative data every two–three years not annually;
- continued professional learning on One Note; and
- continued commitment to CLN and building leadership capacity an succession planning.

Strategic Direction 3

Collective Strength

Purpose

To enhance positive and respectful relationships across the school and the wider community.

To foster collaboration and shared goals across the Bucketts Way Community of Schools (BWCoS) providing cooperative strategies that value contributions from all stakeholders.

To connect with community to provide strength in common knowledge across the school and the wider community.

Overall summary of progress

The engagement of an Aboriginal SLSO to support students within our school has benefited all students. Aboriginal Personalised Learning Plans (PLPs) were completed with parents/carers and students setting goals in semesters one and two. The Aboriginal dance and art group strengthen engagement and cultural values with community members and elders. The stronger connections were evident in the dance group performing, art produced and hung around the school, AECG meetings being held at GPS with additional memberships, the bush tucker garden established, the breakfast club being established feeding 80–100 students a week and the NAIDOC/Multicultural day run for the second year in conjunction with the AECG, Barrington PS and Stratford PS. All of these programs and strategies are helping bridge the gap and are connecting people through partnerships.

The continuation of the Crunch and Sip program allows all students access to fresh fruit daily and encourages healthy eating in conjunction with our healthy canteen strategy.

Student Leadership was fostered through our leadership program which included school leaders, an active Student Representative Council (SRC), house captains, class captains and captains/monitors around the school. Student leaders experienced the GRIP leadership conference and represented the school in multiple community events e.g. Science and Engineering Challenge, Tournament of Minds, public speaking and debating, and many more. Our leadership opportunities aim to build resilience, responsibility and develop a sense of connectedness with peers and the wider community.

The Learning and Support Teacher (LaST) and team processes have been enhanced to monitor and plan for student progress and health needs to improve early identification and intervention.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|---|
| Improved attendance data that reflects a reduction of unexplained and partial absences | Attendance data was monitored throughout 2016 using guidelines and our explicit colour coded system and flowchart. The school worked closely with the Home School Liaison Officer. External Validation confirmed that the school is delivering and is comparable to similar schools and the state attendance data. Parents are engaged in PLPs, interviews and information sessions. Student leadership opportunities are provided, extra curricular activities are encouraged, celebrations and events acknowledged and the school sets high expectations on behaviour and attendance. | <ul style="list-style-type: none">• Low Level Adjustment for Disability \$11 150• Aboriginal Background \$2000• Socio Economic \$1140 |
| Tell Them From Me (TTFM) surveys will indicate higher levels of student engagement and teacher and community satisfaction and involvement. | Tell Them From Me data, school data and observation indicate students had a high sense of belonging, are clear about responsibilities and expectations within the classrooms and teachers maintain high expectations for engagement and behaviour. Parents/cares believe communication is clear and appropriate regarding programs and activities and school is where parents/carers are encouraged to be involved in their child's education. | School Operational Funds |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|---|
| An engaged and supportive school community committed to school events established by attendance rates, surveys, focus groups, notes and minutes. | 2016 saw multiple successful events supported by our community. Through external validation conversations and standardised data and the School Excellence Framework it was determined that the school was delivering or sustaining and growing in all 14 elements across the three domains. Suspension data decreased by 60%, families were appreciative of the school app and the relevant and up to date information. Focus groups focussed on the data around the Tell Them From Me Survey and the results and looking at ways to improve in 2017 and use information to guide this with the Wellbeing Framework. The school purchases fruit every week as part of the crunch and sip program, provides ongoing student assistance, resources and continuing support. | <ul style="list-style-type: none"> • Aboriginal Background \$6100 • Socio Economic \$2000 • School Operational Funds |
| An interactive mobile App devised to help parents and the community gain further access and stayed informed of events and happenings providing documents and services. | The Skool Bag app has again been a success. At the end of 2015, 392 devices were accessing and using the app. At the end of 2016, approximately 600 devices were accessing and using the app. The app is used across the school for payments, absences and alerts and information. The app keeps the community informed quickly and easily and receives consistent and ongoing positive support. | <ul style="list-style-type: none"> • Socio Economic \$700 |

Next Steps

- The Tell Them From Me survey will guide future directions in wellbeing in 2017 and completed again in 2018/2018;
- complete the Connecting to Country program in 2017 with our AECG;
- ensure the 8 Ways of Knowing Pedagogy is implemented across the school in all teaching and learning programs in 2017;
- continue the Lego Play program in conjunction with Communities for Children/Mission Australia in 2017 Terms 2–4;
- continue using the Skool Bag App to communicate with the school and wider community;
- change the format of the 2017 semester reports to be more user and parent/carer friendly;
- revisit and review the uniform policy and guidelines for GPS with the P&C;
- continue building relationships with Gloucester High School and the Preschool settings in Gloucester to ensure smooth transition programs; and
- ensure all staff participate in professional learning around PLASST and personalised learning and support, to gain a deeper knowledge and understanding of students with learning and support needs.

| Key Initiatives | Impact achieved this year | Resources (annual) |
|---|---|---|
| <p>Aboriginal background loading</p> | <p>Improved PLAN and SMART Data throughout 2015 – 2017.</p> <p>School based assessment data showing student growth and improved student outcomes.</p> <p>Increased partnerships with the Aboriginal community.</p> <p>100% of staff have an increased knowledge around the Aboriginal 8 Ways of knowing pedagogy.</p> <p>Increase the percentage of Aboriginal students achieving in the top two bands of NAPLAN for reading and numeracy during 2015–2017.</p> | <p>Reading Recovery trained teacher for the additional reading program – 3 days a week</p> <p>Additional classroom teacher</p> <p>8 Ways of Knowing Pedagogy</p> <p>Aboriginal School Learning and Support Officer (SLSO) employed daily</p> <p>Weekly breakfast club</p> <p>Crunch and Sip program</p> <p>Student assistance</p> <p>Personalised Learning Plans (PLPs)</p> <p>Aboriginal art and dance group</p> <p>Literacy and numeracy resources</p> <p>Bush tucker garden</p> <p>2 Aboriginal AECG resource kits</p> <p>Additional classroom teacher planning time</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$40 511.00) |
| <p>Low level adjustment for disability</p> | <p>School based and external assessment data showing student growth and improved student outcomes</p> <p>Personalised learning provided and support through differentiated programming</p> <p>Peer reading improves fluency and increases strong relationships across the school setting</p> <p>Learning and Support processes are clear and consistent across the school</p> | <p>Support for students identified by the learning and support team needing additional support across the school</p> <p>Reading recovery trained teacher for the additional reading program</p> <p>Additional Learning and Support Teacher (LaST) hours</p> <p>Additional support in all classrooms from SLSO's</p> <p>Peer reading program</p> <p>Additional planning and administration time for Health care plans and documentation</p> |

| | | |
|--|--|--|
| <p>Low level adjustment for disability</p> | <p>School based and external assessment data showing student growth and improved student outcomes</p> <p>Personalised learning provided and support through differentiated programming</p> <p>Peer reading improves fluency and increases strong relationships across the school setting</p> <p>Leaning and Support processes are clear and consistent across the school</p> | <p>MultiLit program delivered by the LaST</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$26 232.00) |
| <p>Quality Teaching, Successful Students (QTSS)</p> | <p>100% of teaching staff will complete all mandatory professional learning, implement PDPs and be guided by the school targets and School Excellence Framework. This is evidenced through collaborative staff planning, accreditation and maintenance, ongoing mentoring and support across the school.</p> <p>Build staff capacity through professional learning aligned to the Australian Teaching Standards.</p> | <p>Collaborative Staff Planning days focused on professional learning, teaching and learning programs, One Note programming and syllabus implementation.</p> <p>The School Excellence Framework and External validation supported.</p> <p>100% of all teaching staff using the Australian Professional Standards and support and mentoring provided by supervisors.</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$18 588.00) |
| <p>Socio-economic background</p> | <p>Quick Smart data evidencing student growth and patterns of impact for GPS students</p> <p>Quick Smart increasing the volunteer base within the school</p> <p>Crunch and Sip – 100% of all fruit eaten each week with lessons to reinforce healthy eating in PD and the school canteen providing healthy meals</p> <p>Increase communication and contact with families and the wider community</p> <p>High expectations for all, encouraging active and engaged citizens</p> <p>Successful and supportive transition programs at both entry and exit points of the school</p> <p>Student assistance allowing all to participate in all aspects of the school</p> | <p>Quick Smart facilitator 3 days a week part time</p> <p>Additional classroom teacher</p> <p>Crunch and Sip</p> <p>Expectation and leadership awards</p> <p>Reading Eggs online for K-6 with access at school and at home</p> <p>Science and Engineering Challenge and other external events</p> <p>Grip Leadership Conference</p> <p>SKoolbag App</p> <p>Transition programs</p> <ul style="list-style-type: none"> • Socio-economic background (\$69 030.60) |
| <p>Support for beginning teachers</p> | <p>Beginning teacher supported with 1 hour per week release time for professional development guided by the Australian Professional Standards for Teachers.</p> | <p>Support for Beginning Teacher, providing mentoring, additional support and planning time</p> |

| | | |
|---------------------------------------|--|---|
| Support for beginning teachers | Beginning teacher supported with 1 hour per week release time for professional development guided by the Australian Professional Standards for Teachers. | with executive supervisor. <ul style="list-style-type: none">• Support for beginning teachers (\$4 080.72) |
|---------------------------------------|--|---|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 169 | 175 | 175 | 164 |
| Girls | 158 | 154 | 160 | 166 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 96.5 | 93.5 | 93.7 | 93.5 |
| 1 | 93.9 | 92.5 | 93.4 | 91.5 |
| 2 | 94.6 | 92.7 | 94.4 | 93.2 |
| 3 | 95.2 | 94.4 | 92.5 | 93.2 |
| 4 | 93.9 | 93.8 | 94.1 | 92.4 |
| 5 | 94.9 | 92.5 | 93.6 | 93 |
| 6 | 95.1 | 94 | 92.8 | 92.6 |
| All Years | 94.9 | 93.3 | 93.5 | 92.8 |
| State DoE | | | | |
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 95 | 95.2 | 94.4 | 94.4 |
| 1 | 94.5 | 94.7 | 93.8 | 93.9 |
| 2 | 94.7 | 94.9 | 94 | 94.1 |
| 3 | 94.8 | 95 | 94.1 | 94.2 |
| 4 | 94.7 | 94.9 | 94 | 93.9 |
| 5 | 94.5 | 94.8 | 94 | 93.9 |
| 6 | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94 | 94 |

Management of non-attendance

Attendance is managed through our attendance policy. It is monitored daily and recorded by the class teachers. Teachers regularly check and ask students for notes when returning from a period of absence. Class teachers will always remind students that school is compulsory. Teachers will send home reminders to parents/carers to obtain satisfactory absentee records. Teachers will notify an executive member of staff when a pattern of concern emerges or three consecutive days appear without an explanation for the absence. Class teachers may phone parents/carers to achieve early and direct contact. Notes will be sent home if the parent/carer cannot be contacted. If there is no acknowledgement of the first letter within 7 days of the

unexplained absence, a second letter will be posted. After another 7 days of unexplained absence, a letter will be posted inviting parents/carers to attend a meeting with the principal to discuss attendance. If there is no response, a formal letter will be sent home advising the parent/carer of their responsibilities and that the student will be referred to the Home School Liaison Officer (HSLO).

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Assistant Principal(s) | 3 |
| Classroom Teacher(s) | 11.05 |
| Teacher of Reading Recovery | 0.5 |
| Learning and Support Teacher(s) | 0.9 |
| Teacher Librarian | 0.8 |
| School Administration & Support Staff | 3.02 |
| Other Positions | 0.12 |

*Full Time Equivalent

Our school has three teaching staff and a number of School Learning Support Officer's that identify 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 | 0 |

Professional learning and teacher accreditation

All mandatory training was completed by all staff. Teacher capacity to deliver high quality teaching and learning programs has been strengthened through collaborative stage meetings for all staff, facilitated by stage leaders and outside professions. The stage teams met once a fortnight to engage with the new NSW geography and history syllabi to collaboratively plan lessons and overviews, reflect on transference of planning into classrooms, engage in professional and reflective dialogue and develop appropriate learning

experiences for students. All staff engaged in online professional learning modules. The Learning and Support Teacher (LaST) attended external professional learning sessions. Changes to teacher capacity were evident by the quality of teaching and learning programs. Staff analysed NAPLAN school performance SMART data, PLAN data and school based assessment data in conjunction with student tracking information, to effectively plan and set targets to improve student outcomes. The assistant principals attended the Collegial Leadership Network (CLN) held on a termly basis to engage with school leaders in deeper reflection and analysis of new syllabus implementation, to make good practice better, build capacity to lead effective change and focus on student learning in the 21st century. Staff both casual, temporary and permanent worked closely with their supervisor and then the Principal to achieve accreditation and maintenance. The Australian Professional Standards for Teachers is a focus for professional learning at GPS ensuring the integrity and accountability of the profession. Three staff members achieved accreditation in 2016 and three staff members maintained their accreditation in 2016.

Throughout 2016 approximately \$30,000 was spent on professional learning across the school. Although the financial table shows only \$545.00, the school accessed funding from tied funds such as Aboriginal Background, Socio Economic, Beginning Teacher and Quality Teaching, Successful Students. Professional learning included CLN and BWCOS meetings, Primary Principal and Principal network days, lesson observation training and development, beginning teacher support, collaborative stage planning days for all teaching staff, 8 ways of knowing pedagogy, CPR/Anaphylaxis training, Reading Recovery, Aboriginal workshops, professional learning on external validation and Hattie master class in Sydney.

Staff Development Days in 2016

Term One – professional learning children protection, code of conduct, staff code of cooperation, work health and safety, the history and geography syllabi, roles and responsibilities and targets and strategies aligned to the school plan for 2016.

Term Two – professional learning on CPR, anaphylaxis and asthma. Collaborative planning with Barrington Public School and stage collaborative planning time.

Term Three – child protection update, WHS update, attendance practices and policy, the School Excellence Framework evidence and annotations and the A-Z Compliance Tool.

Term Four (2 days)– professional learning with our AECG, two local preschools, Barrington Public School and Stratford Public School on the 8 Ways of Knowing Aboriginal pedagogy. In addition to the pedagogy, staff also completed mandatory online training on child protection awareness, e-Emergency care, WHS mandatory training, e-Anaphylaxis and fraud and corruption. An afternoon planning session was also completed for 2017 classes and stage meetings.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

| Income | \$ |
|--------------------------------|-------------------|
| Balance brought forward | 202 599.02 |
| Global funds | 218 964.97 |
| Tied funds | 426 324.92 |
| School & community sources | 97 864.95 |
| Interest | 5 450.20 |
| Trust receipts | 17 894.80 |
| Canteen | 0.00 |
| Total income | 969 098.86 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 7 714.10 |
| Excursions | 58 188.73 |
| Extracurricular dissections | 34 364.10 |
| Library | 2 549.43 |
| Training & development | 545.45 |
| Tied funds | 395 574.93 |
| Short term relief | 76 843.27 |
| Administration & office | 33 658.08 |
| School-operated canteen | 0.00 |
| Utilities | 41 097.50 |
| Maintenance | 57 297.68 |
| Trust accounts | 18 028.56 |
| Capital programs | 22 584.00 |
| Total expenditure | 748 445.83 |
| Balance carried forward | 220 653.03 |

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

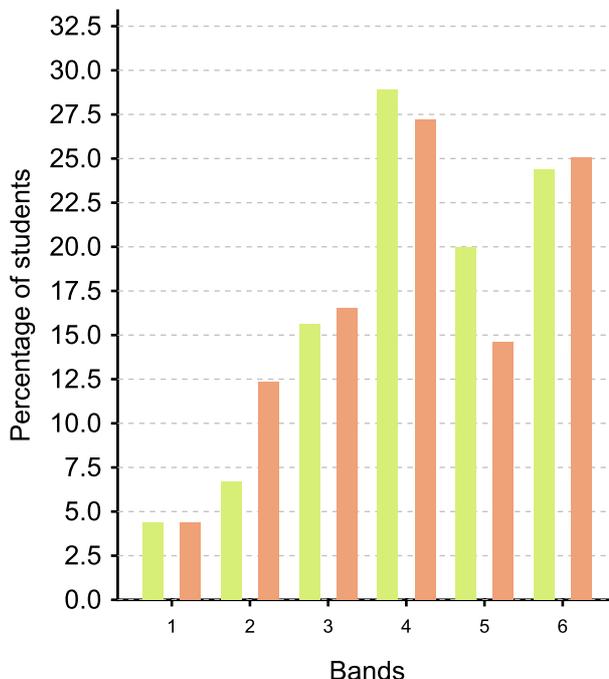
NAPLAN

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.

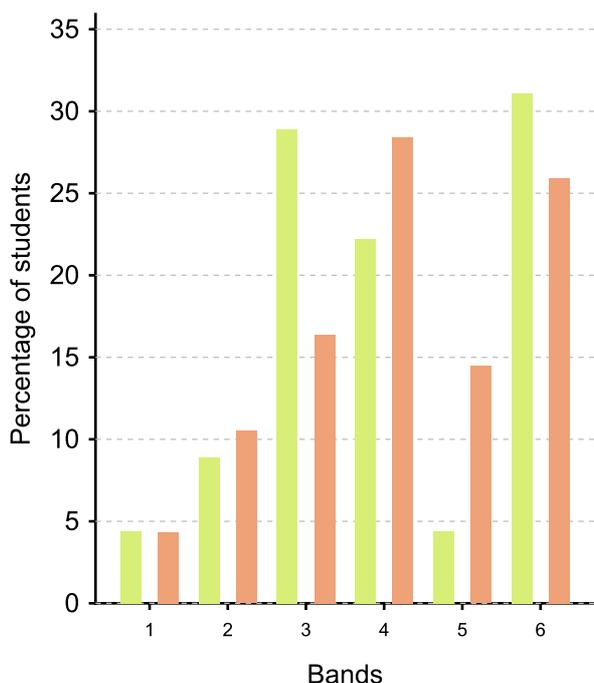
Year 3 Literacy results were pleasing with 44.4% of students achieving at proficient (Bands 5 and 6). Only 4 % of the students in Year 3 performed below the national minimum standard in reading, which was below the state percentage. In writing, no students performed below the national minimum standards.

Year 5 as a cohort performed well however performed better in Bands 5 and 6 than in the proficient Bands of 7 and 8. 5% of Year 5 students performed below the national minimum standard in Grammar and Punctuation with reading and spelling at 7%. Our school prides itself that all students sit the NAPLAN regardless of their learning adjustments.

**Percentage in bands:
Year 3 Reading**

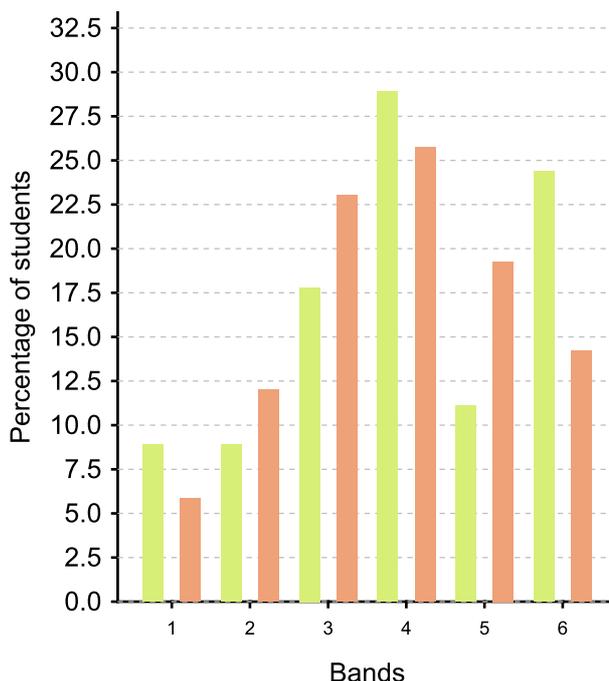


**Percentage in bands:
Year 3 Grammar & Punctuation**



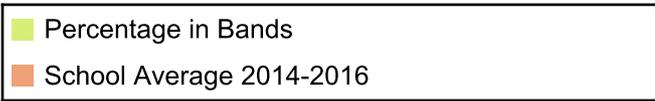
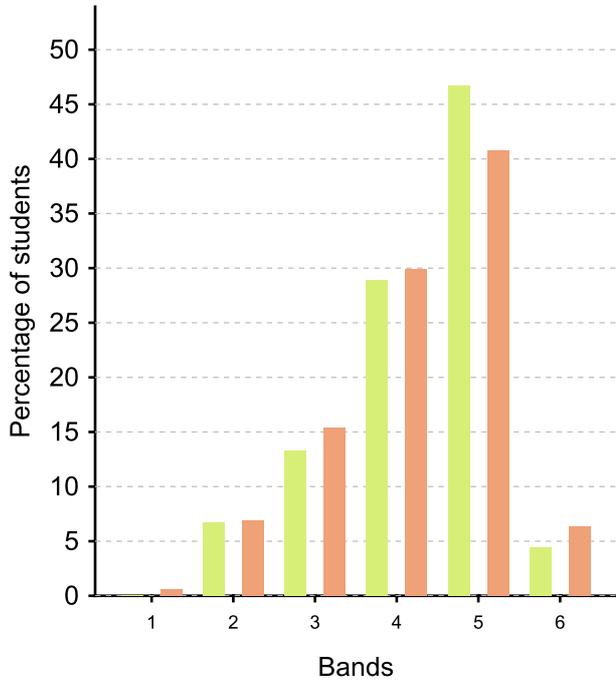
Percentage in Bands (Green bar)
School Average 2014-2016 (Orange bar)

**Percentage in bands:
Year 3 Spelling**

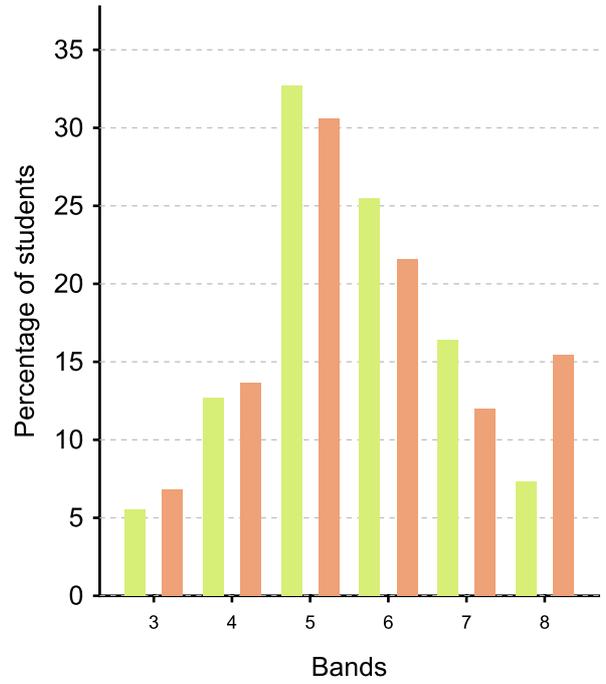


Percentage in Bands (Green bar)
School Average 2014-2016 (Orange bar)

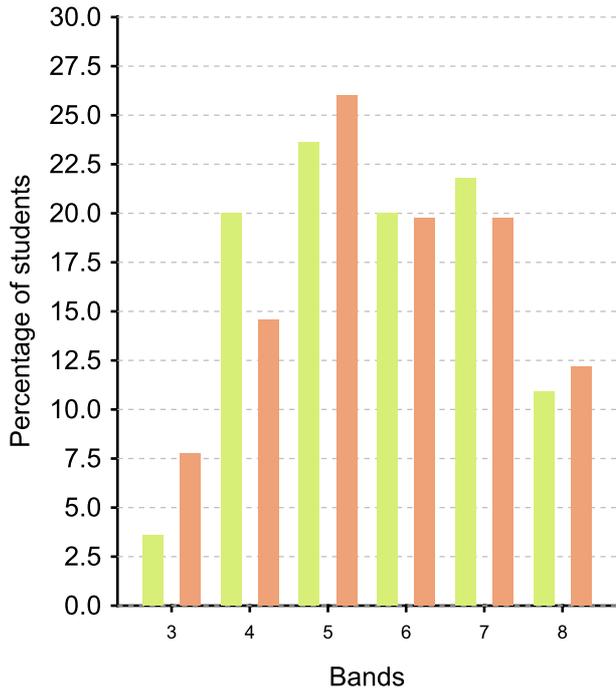
Percentage in bands:
Year 3 Writing



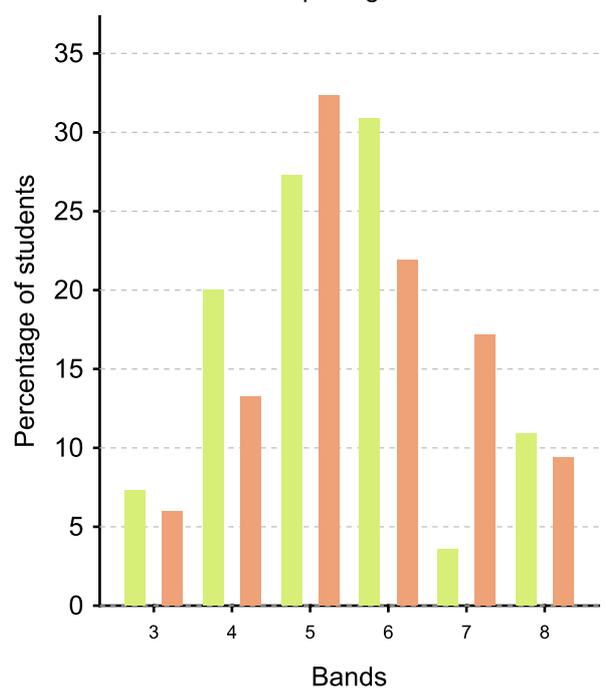
Percentage in bands:
Year 5 Reading



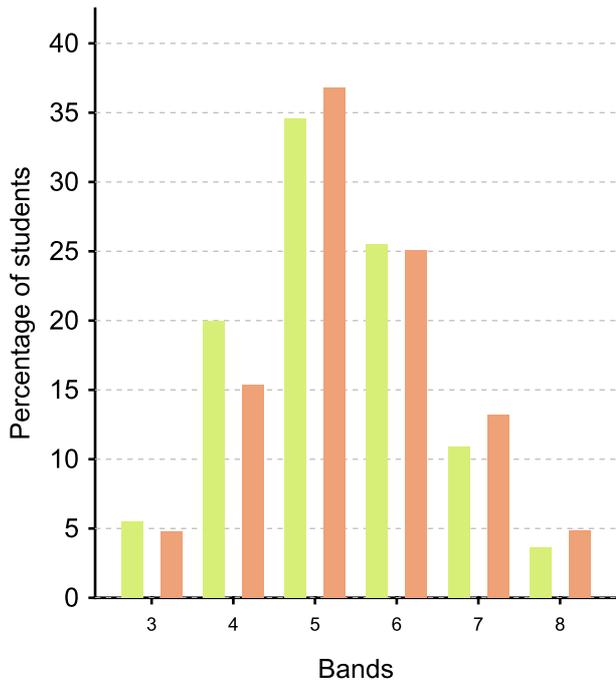
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



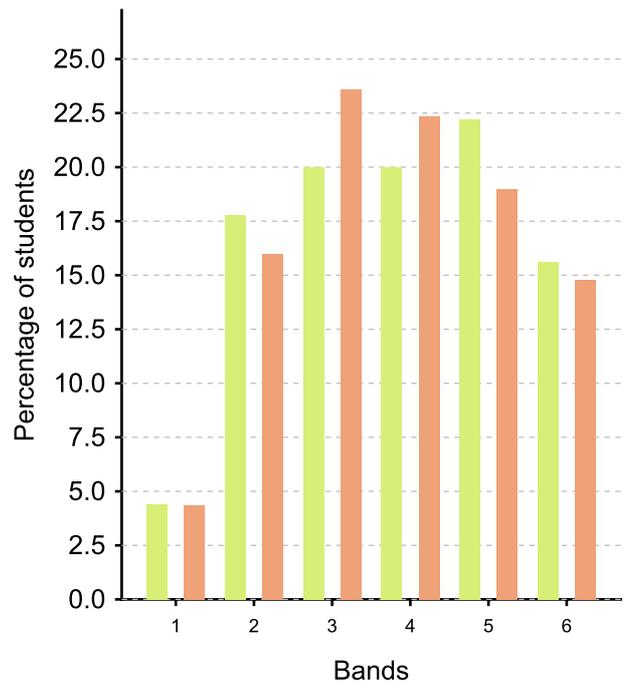
Percentage in bands:
Year 5 Writing



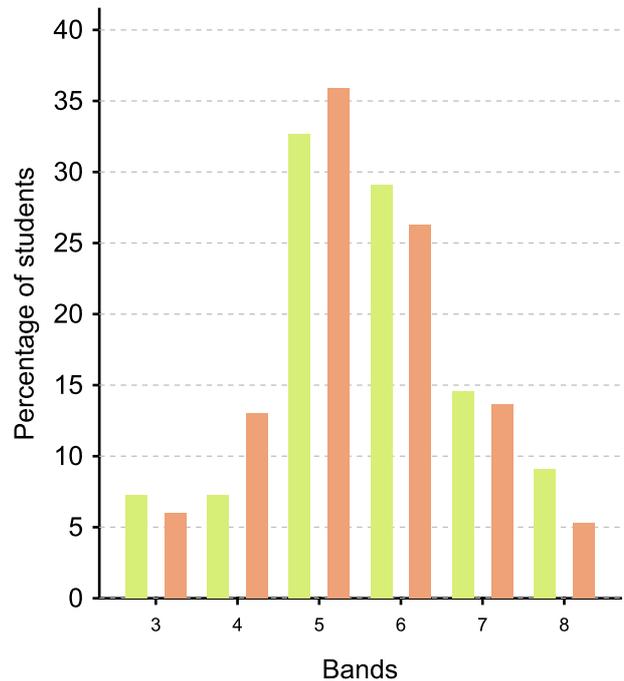
58% of Year 3 students performed in Bands 4, 5 and 6 in numeracy. These results were pleasing and above our predicted expected growth.

53% of Year 5 students performed in Bands 6, 7 and 8 in numeracy. These results were pleasing and above our predicted expected growth. 55 % of students performed as proficient in data, measurement, space and geometry.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Premier's Priorities

In 2016 in accordance with the Premier's priorities: Improving education results, schools are required to report on specific student performance.

Improving the proportion of students in the top 2 bands in NAPLAN by 8% by 2019

In 2016, 44% of Year 3 students performed in the top 2 bands in NAPLAN reading. 24% of Year 5 students performed in the top 2 bands in NAPLAN reading.

In 2016, 38% of Year 3 students performed in the top 2 bands in NAPLAN numeracy. 24% of Year 5 students performed in the top 2 bands in NAPLAN numeracy.

Increasing the number of Aboriginal students in the top 2 bands for reading and numeracy by 30% by 2019

In 2016, Gloucester Public School had less than 8 Aboriginal students sit the NAPLAN assessments in Year 5 and less than 6 Aboriginal students sit the NAPLAN assessments in Year 3. 20% of the Year 3 students performed in the top 2 bands in NAPLAN reading and numeracy.

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below. The majority of parents and caregivers believe the school provides appropriate information about programs and activities and feedback from the skoolbag app has been extremely positive. Information is shared between home and school. Families believe school is where parents and caregivers are encouraged to be involved in their child's education and that their child feels a sense of belonging to the school. One of our surveys this year was regarding reports. The details are provided below.

65% of parents that responded believe interviews in Term 1 are beneficial and better than Term 2.

94% of parents would also prefer an interview after receiving their child's report in June.

94% of parents find the current semesterly report information useful, however a small minority would like a more user friendly format based on content descriptors, comments for each Key Learning Area and areas of strength and improvement included

64% of parents appreciate interviews during the day instead of after hours.

Areas to consolidate in 2017

A new report format will be implemented in 2017 to include all KLAs and further teacher comments.

Evaluate current report and make changes where necessary inline with the new assessment and reporting policy.

Keep interviews in Term 1 as they are vital.

Policy requirements

Aboriginal education

Gloucester Public School consistently engages with the local AECG and consults the local and wider community ensuring Aboriginal education is our core business. The school provides multiple opportunities for all students to increase their understanding (listed in Aboriginal Background funding section, within this report). We provide quality education and training for all staff, increased employment opportunities, employing an Aboriginal SLSO and value and acknowledge Aboriginal education and culture. Our commitment provides all 51 students with personalised learning plans, an Aboriginal dance and art group, breakfast club, NAIDOC celebrations, a bush tucker garden and a commitment to complete the connecting to country program in 2016–2017 and 8 Ways of Knowing pedagogy professional learning in 2016.

Multicultural and anti-racism education

Gloucester Public School has two staff members trained as Anti-Racism Contact Officers (ARCO). This year within our teaching and learning programs, students in each class studied a cultural group. A small minority of our students (2%) are from backgrounds other than English. The school monitors all students closely through assessment, reporting and evaluation and caters for the needs of each individual, working closely with families to form partnerships. The school holds NAIDOC/Multicultural day each year with neighbouring schools and the two local preschools to celebrate with students and families from differing nationalities. Parents and carers provide workshops on this day to inform students and engage them in activities and customs of the differing cultures.