

Gosford Public School Annual Report



2017



GOSFORD PUBLIC SCHOOL

2049

Introduction

The Annual Report for **2017** is provided to the community of Gosford Public School as an account of the school's operations and achievements throughout the year.

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

Brad Lewis

Principal

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Message from the Principal

The 2017 school year has been one of significant change for Gosford Public School. The year began with a significant number of new staff taking up positions as a result of the retirement of many long-standing staff including the Principal, Mr. John Anderson. In March, as a result of a merit selection process, a new principal was appointed and in May, I entered on-duty and began, what I hope will be, a long, positive and productive relationship with the school community.

I would like to thank all in our school community for the warm welcome I received as the new substantive principal. The support and friendliness that was extended to me over the year was greatly appreciated and contributed significantly to the successful transition of leadership. I would like to acknowledge the school's administration team, the P&C Executive and the school's Executive Team for the support they offered in that initial 'handover' period.

My priority, as a 'new' principal in those first few months was to listen and reflect – to meet as many stakeholder groups as I could to orientate myself to the 'map' that currently reflected the positioning of the school. I initiated and implemented the whole-school self-assessment 'RRAAPS' process (Reflect, Review, Analyse, Action, Plan & Share) which led to the development of a number of recommendations. Some of these recommendations have already been implemented, some will be acted upon as part of the 'new' 2018–20 School Plan.

Whilst the 2017 school year may have been viewed as one merely of transition and reflection, many academic, community and sporting achievements were still celebrated and they have been expanded upon in the individual reports found within this 2017 Annual Report.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Message from the students

Many of our current school leaders have been at Gosford Public School since Kindergarten, so we know that being a part of this year's leadership team has truly been an honour. We have enjoyed the year with all of our peers in the classroom and on the sporting field. It hasn't been just an amazing year for us, but for all students. When we ask students "Do you like school?" they always reply positively. We've even had a student say "I like everything about school," which is a great thing to hear, but the most valuable thing we believe at Gosford Public School is the school work. K–6 work really hard to achieve their objectives and the outcome of working hard is success. You can see this in all our work where we strive and pledge to do our absolute best. We believe students at Gosford Public have not only achieved their goals successfully, but have learned and gained experience through many opportunities along the way.

We greatly appreciate the staff at Gosford Public School who have worked hard to help students grow and attain their goals. Without the school staff none of us students would have reached success. Mr Lewis and Mrs Elliot have done a great job looking after the school, and in maintaining the school's pride. They've also helped the leadership team succeed in filling their shoes and lead the school as role models.

This year has been a successful year for Gosford Public School. We've had a wonderful variety of fundraising events, sporting carnivals, excursions and plenty more. A number of representative girl and boy sporting teams, including basketball, soccer and cricket teams, have represented our school, some even reaching state level which is an outstanding accomplishment. At the school carnivals, we've had multiple individual representatives go to zone and Sydney North, which is also an amazing achievement. The chess teams have been working hard and some pupils from our school placed in the top 20 students at the annual Central Coast Chess Competition. In the Mathematics field, some students came first and second in their age group in the Hunter region, won prizes and earned a place at the Newcastle Permanent Mathematics Camp.

Our students not only participated in tournaments, but attended excursions and camps as well. At the beginning of the year, Year 6 went on a camp to Canberra for three days. It was a great experience and opportunity to learn about the capital of our country. Year 5 went on a camp at Sommersby and participated in many fun activities including the giant swing, flying fox and rock wall climbing. This was a great opportunity for the new Year 5 students to establish and build relationships across the grade. Stage 3 students went on an excursion to the Powerhouse Museum in Sydney, and they enjoyed it thoroughly. Stage 1 students went on an excursion to the Walk-about Wildlife Park and they saw many interesting animals on their adventure. And finally, the Kindergarten students were very excited to go on their own excursion to the Reptile Park, where they saw many different reptiles including crocodiles, snakes, a massive tortoise and many more reptilian wonders. They came back full of knowledge about reptiles and the memory of a good experience.

Good luck and best wishes to the 2018 leadership team.

2017 Captains and Prefects : April, Fletcher, Emmet, Joonjae, Meadow & Mia

School background

School vision statement

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

School context

Gosford Public School is located on the Central Coast of NSW and is an active member of the Gosford Learning Community (GLC). Teachers and parents of our students have high expectations of our children and the school. The school enjoys an outstanding reputation in the local community for its high academic results.

Gosford Public School provides a quality, nurturing and innovative learning environment, ensuring excellent opportunities for every student. Our diverse school population of 540 students consists of 4% from Aboriginal heritage and 38% from non-English speaking backgrounds. Currently, our twenty-one classes are organised into year groups including seven multi-age classes and two Opportunity Classes.

Gosford Public School has a mix of experienced staff and early career teachers and is welcoming, friendly and focused on maintaining strong partnerships between staff, parents and students. The professionalism and expertise of our staff and the high level of support and co-operation of parents and community members enable us to provide an extensive, enriching, differentiated and diverse curriculum. Extra curricula opportunities are a feature of the school's curriculum, with sporting and performing arts groups achieving well in district, state and regional competitions.

We maintain an executive team of one Principal, one non-teaching Deputy Principal and four Assistant Principals. In addition to these positions we have twenty-six classroom teaching staff (eleven permanent), one Reading Recovery teacher, one Teacher Librarian, one Technology Teacher, one Physical Education Teacher, six School Learning Support Officers, two Learning and Support Teachers (one Aboriginal Education), two English as an Additional Language/ Dialect Teachers (one part-time), two Counsellors (part time) and one Chaplain.

Gosford Public School staff undertake regular and rigorous Teacher Professional Learning with the current emphasis on implementation of the new NSW Syllabus for the Australian Curriculum, DoE compliance training, innovative literacy programs and wellbeing. Historically data indicates that Gosford Public School has performed above NSW DoE state averages in NAPLAN.

Core literacy programs include Language, Literacy and Learning (L3), Best Start, Planning Literacy and Numeracy (PLAN) software and Focus on Reading (FoR). These programs reflect Quality Teaching and Learning and further enhance the skills of our teaching staff. Numeracy programs include Targeting Early Numeracy (TEN), Newman's Error Analysis and Mathletics.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. Time was given to thoroughly examine the school plan to determine the elements of the School Excellence Framework (SEF) that the plan most strongly addressed. Further to this, a new internal review process was introduced – Reflect, Review, Analyse, Action, Plan and Share (RRAAPS). Community members, staff and students were consulted regarding a number of key issues across the school, and the findings were linked to the SEF. This process has provided an important overview to ensure our improvements align with the school and Department of Education's high expectations. These were our findings:

In the domain of **Learning**, our self-assessment process and the evidence show that positive, respectful relationships are evident among students and staff, promoting well being and ensuring prime conditions for student learning. That there are systematic policies, programs and processes in place to identify and address student learning needs. The school has analysed school performance data and a range of other contextual information and is aware of trends in

student achievement levels. The assessment process indicated some areas of opportunities including diversifying and modernising the technology structures in the lab and across the school as well as refining our behaviour and well being practices from K–6. At the end of 2017, changes were being implemented in these key areas, to be ready for the new school year and plan.

In the domain of **Teaching**, our self–assessment process and the evidence demonstrated that the school leadership team was demonstrating instructional leadership and promoting and modelling effective, evidence based practices. Evidence also showed that a variety of assessment instruments are used consistently to help monitor student learning progress and to identify skill gaps for improvement. Teaching staff and executive members are also very focused on building a collaborative and cohesive process across the school and learning community. This is to ensure that every student has equitable access to the curriculum, including strategies for differentiation and consistency of teacher judgement.

In the domain of **Leading**, our self–assessment process and the evidence show that staff have purposeful leadership roles based on personal interests and professional expertise. Further to this, the school leadership team is becoming more strategic in its use of its partnerships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes. Our internal assessment process provided insight and direction into the allocation of school resources and management practices and processes. Of particular note, was our approach to excursions and events. Traditionally, we have participated in certain activities for the sole purpose of having 'always done it'. However as times, technology and staff have changed, those events may no longer be relevant. To cater to this, a committee was formed where by all external and internal 'events' were to be reviewed for educational merits and community need. This introduction, should streamline our school commitments from 2018 onwards. Professional learning was another area put under greater scrutiny, and as a result of the review process, we have created a very personalised, meaningful and current system for staff to access professional learning and develop skill sets relevant to their needs.

The achievements and identification of next steps are outlined in the following pages of this report. Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/self-evidence-guide>

Strategic Direction 1

Quality, Inclusive Learning Environment

Purpose

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

Overall summary of progress

All staff created meaningful units of work relating to the six (6) KLAs. Teachers completed ILPs and PLPs, in consultation with students and parents/ carers. These learning plans catered to the academic, social and emotional well being of our students. All staff were involved in the National Consistent Collection of Data (NCCD) processes to better understand individual needs and cater for students using differentiation and adjustment strategies.

All staff participated in Teacher Professional Learning, including Focus on Reading (FoR) and Rip It Up Reading. FoR has continued to have a positive impact on the reading comprehension of students and is a whole school approach, using common language. Six staff members in Kindergarten and Year 1 trained in L3, focusing on developing literacy outcomes for students in Kindergarten and Year 1. All staff participated in a detailed analysis of 2017 NAPLAN results, to identify target areas for development. As a part of this analysis, it was found that students performed well in all of the NAPLAN areas, however staff will focus on writing as a development area.

Using the RRAAPS model, Gosford Public School's existing reporting methods were thoroughly reviewed. The decision was made to create a new reporting model, which was implemented in Semester 2. Collaboration was the key to developing the new model and staff responded well to the new format. Feedback will be sought from the staff and community regarding the effectiveness of the new reporting model.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN – higher number of students achieving above National Minimum Standards.	\$119,827 RAM Funding (Integrated Funding Support)	2017 Year 3 and Year 5 students (respectively) above National Minimum Standards: <ul style="list-style-type: none"> • Reading 97% and 99% • Writing 98% and 98% • Spelling 98% and 99% • Grammar and Punctuation 94% and 96% • Numeracy 100% and 99%
Increase the average scaled growth for Year 5 students in reading from 74.4 to 78.4 and numeracy from 86.9 to 88.8.	\$119,827 RAM Funding (Integrated Funding Support)	2017 scaled growth: <ul style="list-style-type: none"> • Reading 90.5 • Numeracy 96.0
Individualised and differentiated programming for identified students.	\$119,827 RAM Funding (Integrated Funding Support)	<ul style="list-style-type: none"> • ILPs for all students with significant learning needs. • PLPs for all Aboriginal students. • Differentiated activities throughout all curriculum areas to cater to student needs. • LaST support with specific programs to cater to student needs.
Individual growth in PLAN data.	\$119,827 RAM Funding (Integrated Funding Support)	<ul style="list-style-type: none"> • K–2 staff continue to utilise PLAN data to guide their programming and assessing processes. • Students are continuing to progress through the clusters at an age–appropriate level.
Improved outcomes for all Aboriginal students – NAPLAN and school–based assessments.	\$18,392 RAM Funding (Equity Loading for Aboriginal Background)	<ul style="list-style-type: none"> • Aboriginal students work on individualised PLPs to cater to their individual learning needs. • LaST provide one–on–one and small group tuition to all Aboriginal students who have not met National Minimum Standards. • Aboriginal students participated in all NAPLAN

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved outcomes for all Aboriginal students – NAPLAN and school-based assessments.		and school-based assessments and made appropriate educational gains.
Aboriginal cultural perspectives and history embedded across all teaching and learning programs.	\$18,392 RAM Funding (Equity Loading for Aboriginal Background)	'8 Ways Pedagogy' incorporated in History units, K-6. Aboriginal and multicultural perspectives incorporated throughout teaching programs. Additional Ready, Set, Go transition sessions for multicultural students.

Next Steps

- Continue to develop units of work to meet the needs of students.
- Develop a whole-school Assessment and Reporting Schedule in line with the new school reporting processes.
- Whole school professional learning in Literacy –including ongoing Literacy Learning, L3 and Focus on Reading (FoR).
- Update whole-school Scope and Sequence to reflect curriculum changes.
- Implement receptive and expressive language programs across Stage 1 in conjunction with a speech therapist.
- Continue using 'Rip It Up' reading across the school.

Strategic Direction 2

Quality, Innovative T/L Practices

Purpose

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

Overall summary of progress

There has been continued opportunities for leadership positions in the senior years. We continue to develop and enhance our senior leadership programs with two captains, four prefects, eight sports captains and vice captains. Leaders conducted weekly assemblies, met with the principal to discuss the school and identify areas for improvement and were confident representatives at community events. Parliament was also held regularly throughout 2017, which allowed for students to have a greater voice at Gosford Public School.

There was consistent use of the YCDI program and language across all classes, K–6. The students received fortnightly recognition at Friday assemblies, where they were acknowledged for meeting Bronze, Silver, Gold or Lorikeet Legend status. Students strived to reach each of the levels and took great pride in their achievements. As additional rewards, students at different levels have received a BBQ lunch and movie afternoon.

Weekly Learning and Support Team (LaST) meetings have been held to cater to the ongoing and individual needs of GPS students. These meetings were attended by the principal, deputy principal, assistant principals, teachers, SLSOs, the counsellor and attendance officer. These meetings established highly relevant communication channels as well as responded to needs as they arose.

Student attendance rates were slightly up from 2016. This data was closely monitored by our attendance officer and concerns were referred to our local Home School Liaison Officer (HSLO).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student behaviour and emotional and social well-being.	\$2100 (YCDI – school based funds)	<ul style="list-style-type: none"> • Students continue to self-refer to our school chaplain, enhancing student's social and emotional well-being. • Parents continue to refer students to our school chaplain and counsellor, enhancing student's social, emotional and academic well-being. • Teachers continue to refer students to our school chaplain and counsellor, enhancing students' social, emotional and academic well-being. • Additional school chaplain hours.
100% of students receive praise-based incentives associated with the YCDI Program.	\$2100 (YCDI – school based funds)	<ul style="list-style-type: none"> • YCDI program and incentives used in all classes, K–6. • A greater number of students receiving their 'Lorikeet Legend' award by the end of Semester 2. • A greater number of students achieving their gold level and receiving exclusive incentives.
Improved relationships in the classroom and playground.	\$2100 (YCDI – school based funds)	<ul style="list-style-type: none"> • Consistent use of YCDI language from staff and students. • YCDI language used to address social and emotional issues and de-escalate heated situations.
Aboriginal students are encouraged to take on leadership roles.	N/A	<ul style="list-style-type: none"> • Aboriginal students given the opportunity to take on Sports Captains roles, Parliament Representative roles, Library monitors, environmental monitors, in addition to classroom responsibilities. • Aboriginal students represented GPS at the Sean

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Aboriginal students are encouraged to take on leadership roles.		Loneragan Art Competition. <ul style="list-style-type: none"> Aboriginal students are mentored and offered opportunities at presenting the Aboriginal Acknowledgement at weekly assemblies and formal school events.
Increased engagement between the school, community and parents in supporting regular attendance for all students.	\$1500 Community Liaison Officer (School Based Funds)	<ul style="list-style-type: none"> Community Liaison Officer hired to develop and enhance community relations. Attendance closely monitored by attendance officer. Weekly attendance report given at LaST meetings. Regular correspondence with HSLO. Classroom teachers regularly interacting with parents to attain explanations for student absences. 100% use by classroom teachers for Remind and/ or Class Dojo.
Increased student independence and resilience.	\$2100 (YCDI – school based funds)	<ul style="list-style-type: none"> Students from K–6 showing greater independence and resilience in classroom and playground situations. Students using the YCDI language when solving issues in the classroom and/ or playground.

Next Steps

- Continue to develop and refine welfare processes throughout the school.
- Staff continue to consistently and explicitly teach the YCDI principles.
- Student Parliament to be replaced with a Student Representative Council.
- Review of behaviour management system.
- Pursue leadership opportunities for our Aboriginal students through the GLC.
- Ongoing professional learning for staff in NCCD guidelines, PLPs and ILPs.
- Implement strategic playground activities to build positive relationships, as well as social and emotional well-being.

Strategic Direction 3

Positive, Proactive Community Partnerships

Purpose

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

Overall summary of progress

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

The combined GLC initiative for Education Week. Led by a GPS classroom teacher, the GLC schools put on an art display at The Imperial Centre in Gosford. There was a display of a variety of visual art pieces, as well as a timetable of dance and music performances. This initiative was highly regarded by the school representatives, The Imperial Centre Management and the local community.

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

Significant cultural events are celebrated in partnership with Aboriginal and EAL/D students and their families. These events have included the involvement of Aboriginal traditions at formal assemblies, participation in Harmony Day, Sorry Day, NAIDOC and Reconciliation Week activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parental engagement and involvement in school activities.	\$3056 (school based funds)	<ul style="list-style-type: none"> Continued strong attendance at Mother's and Father's Day breakfasts. Strong attendance for the Grandparent's Day/ Day of Stars. Numbers appeared to exceed 400. Strong response rate from parents in the annual 'Tell Them From Me' survey.
Authentic partnerships and engagement between the school, local community and the Coinda Local AECG.	\$18,392 RAM Funding (Equity Loading for Aboriginal Background) \$1350 RAM funding (Relief teacher funds to facilitate PLP meetings)	<ul style="list-style-type: none"> At least one staff representative at every Coinda Local AECG meeting. Staff representative at GLC Aboriginal Group. Aboriginal acknowledgement at all formal assemblies. Classroom and whole school Aboriginal activities throughout NAIDOC and Reconciliation Week. Strong parent attendance and support at Semester 1 PLP meetings.
Aboriginal traditions and cultural events are acknowledged and recognised with student and family participation.	N/A	<ul style="list-style-type: none"> Aboriginal acknowledgement at all formal assemblies. Aboriginal acknowledgement throughout NAIDOC and Reconciliation Week.
Improved communication with the wider community.	\$1500 Community Liaison Officer (school based funds)	<ul style="list-style-type: none"> Consistent use of 'Remind' from all classes K–6. Regular formal reporting processes adhered to. Regular informal reporting to parents. Newsletter available every Wednesday through a number of formats to meet community needs. Electronic signs, at both road frontages of the school, constantly displaying upcoming events.
Improved student learning	\$37,826 RAM Funding (TPL)	<ul style="list-style-type: none"> Regular and relevant TPL activities to enhance

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
outcomes and engagement.	and school-based funds)	teacher practices, including ongoing FoR and L3 training. <ul style="list-style-type: none">• Scope and Sequence regularly reviewed and updated, reflecting NESA requirements and student needs.• Units of work differentiated to meet individual and class needs.
Improved cultural connectedness for all EAD/L students.	N/A	<ul style="list-style-type: none">• Multicultural perspectives incorporated in teaching programs.• Participation in Harmony Day activities.

Next Steps

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

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$18,392 Aboriginal Background Equity Loading	<p>All Aboriginal students have a PLP in place and have made progress towards educational, cultural, and social outcomes. Parents, students and staff were actively engaged with this process. Our Aboriginal education teacher was employed for three days to facilitate these PLP meetings.</p> <p>All staff incorporate 8–Ways teaching strategies into unit development which has resulted in greater engagement in learning through more flexible learning options.</p> <p>Led by a local Aboriginal elder, our Aboriginal students completed a unique art work that was displayed at the Sean Lonergan School's Project show at Gosford Regional Art Gallery. Our students received exceptional feedback for their efforts.</p> <p>Significant cultural events are celebrated in partnership with Aboriginal and EAL/D students and their families, ensuring inclusivity for all students. Collaborative partnerships</p> <p>Collaborative partnerships with the Coinda Local AECG and Aboriginal families are strengthened through the PLP process, ensuring Gosford Public School and their stakeholders are represented in these forums.</p>
English language proficiency	<p>\$4,000 Education Public School, Aboriginal Child, Youth and Family Strategy and Families NSW Grant</p> <p>\$20,000 Flexible Funding</p> <p>\$82,500 Staffing Allocation</p> <p>\$35,000 NAP Targeted Funding</p>	<p>Due to a significant number of EAL/D students, an additional 0.2 EAL/D allocation was utilised through flexible funding. This additional support provided intensive learning opportunities for a number of students K–6.</p> <p>Significant cultural events are celebrated in partnership with Aboriginal and EAL/D students and their families, ensuring inclusivity and understanding for all students. Staff realise the importance of making links with EAL/D students and their families to develop their cultural connectedness and recognise how this partnership will improve student learning outcomes, ensuring a deep understanding of a variety of cultures from GPS.</p> <p>GPS received a significant grant to support multicultural families in their transition to Kindergarten. During Term 4, these students received additional transition time where students worked with teachers to give them greater opportunities to familiarise themselves with staff and the school setting. EAL/D parents were provided with further information regarding the Australian school system and specific information about Gosford Public School and its process. Parents were able to access information regarding translators and support agencies and had opportunities to network with other parents. This program was received well by staff and families and worked</p>

<p>English language proficiency</p>	<p>\$4,000 Education Public School, Aboriginal Child, Youth and Family Strategy and Families NSW Grant</p> <p>\$20,000 Flexible Funding</p> <p>\$82,500 Staffing Allocation</p> <p>\$35,000 NAP Targeted Funding</p>	<p>towards aiding these students with a sound transition into Kindergarten.</p>
<p>Low level adjustment for disability</p>	<p>\$135,262 Low Level Adjustment for Disability Targeted Funding</p>	<p>A classroom teacher was employed 0.5 to provide numeracy and literacy support to students identified as 'at risk' academically due to social disadvantage in grades K – 6. This initiative greatly enhanced the capacity of classroom teachers to provide more individualised instruction and differentiate for individual student differences.</p> <p>Teaching and learning programs were differentiated for individual student learning needs to ensure students were confidently and successfully meeting appropriate outcomes matched to their learning potential, that is, ensuring students equitable access to the curriculum.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>\$40,000 QTSS Funds</p>	<p>School leaders recognise the significance of providing strong and effective leadership to support the professional development of staff as they aim to improve teacher quality and teacher learning outcomes.</p> <p>Staff felt supported in developing strategies within classrooms and across stages to address the learning needs of all students. This additional support, allowed students to respond with greater engagement in literacy and numeracy activities</p> <p>During Semester 2, the QTSS funds were used to release an executive member off class four days a week. The executive's off class responsibilities included additional welfare support for students K–6, support for all staff, program differentiation, evidence collection and developing innovative processes and policies to meet DoE and NESA standards as well as develop a future focused curriculum that addresses the school's strategic directions.</p>
<p>Socio-economic background</p>	<p>\$37,817 Socio-economic Background Equity Loading</p>	<p>Improved student outcomes and engagement in extra-curricular activities as measured by student participation rates and reported in Semesters 1 and 2.</p> <p>Community partnerships strengthened and enriched with an increase in the number of parents responding to school surveys.</p>
<p>Support for beginning teachers</p>	<p>\$26,900 Beginning Teacher Funding</p>	<p>Five beginning teachers received structured support with an experienced mentor. This ensured the delivery of high standards of curriculum to meet the needs of students, including differentiated programs.</p>

<p>Support for beginning teachers</p>	<p>\$26,900 Beginning Teacher Funding</p>	<p>Beginning teachers also used their Beginning Teacher Funds to attend additional TPL opportunities, purchase resources for their classrooms and use additional time to support and reduce their teaching load.</p> <p>As a result, all five beginning teachers were provided with thorough professional learning and support, allowing them to take on their full time roles with the confidence and skills necessary to perform their duties.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>\$35,000 NAP Targeted Funding</p>	<p>Significant cultural events are celebrated in partnership with Aboriginal and EAL/D students and their families, ensuring inclusivity for all students. Staff realise the importance of making links with EAL/D students and their families to develop their cultural connectedness and how this partnership will improve student learning outcomes, ensuring all students receive a deep and meaningful education.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	258	272	273	288
Girls	264	270	252	250

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.6	94.1	93.3	94.7
1	93.9	94.5	94.2	93.3
2	94.3	94.3	94.5	95.3
3	95.4	94.7	94.4	95
4	95	94.5	93.1	94.2
5	95.7	96.2	94.1	95.5
6	94.2	95.6	94.1	94.3
All Years	94.8	95	94	94.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Classroom teachers, executive staff and the attendance officer vigorously monitor and report on attendance trends and issues. Staff take daily attendance roles using Sentral software and follow up with parents regrading absence explanations. Unexplained and unjustified absences are recorded on Sentral. Notification to the Home School Liaison Program occurs when principals and teachers are unable to resolve individual cases of unsatisfactory attendance. This referral may be based on any one incidence of unsatisfactory attendance, long-term absence or patterns of recurring short-term absences.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	19.18
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	0.9
Teacher Librarian	1
Teacher of ESL	0.8
School Counsellor	0
School Administration & Support Staff	3.96
Other Positions	0

*Full Time Equivalent

Gosford Public School has 5.5% of teachers who identify as being of Aboriginal descent.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

Professional learning and teacher accreditation

In Terms 1, 2 and 3 of 2017, Teacher Professional Learning (TPL) focused on staff completing training relating to whole school directions, compliance training and future planning. Whole school initiatives included the continuation of Focus on Reading (FoR), Rip It Up reading, The Well being Toolkit, Non-violent Intervention Training and Consistent Teacher Judgement (CTJ) sessions. Compliance training was completed in the areas of CPR, anaphylaxis, asthma and diabetes management, Child Protection and Code of Conduct. Another focus of our school's TPL has been on our School Evaluation and Planning (SEaP) processes. Staff have been reviewing the current plan to make necessary adjustments in preparation for the school's next strategic directions (2018–2020). This is

an ongoing process that will continue over the next three-year period to ensure we are meeting the needs of Gosford Public School's learning community.

In Term 3, our Principal formed a RRAAPS panel to review current GPS TPL processes. In response to the panel recommendations, a new TPL model was devised and implemented in Term 4. This model involved staff identifying their own professional development needs and sourcing appropriate professional learning that was meaningful and relevant to them. Scaffolding was provided in relation to the amount, type and quality of acceptable TPL activities. The leadership team provided guidance, suggestions and examples of appropriate professional learning opportunities to assist staff members. The response from staff to the new model was overwhelmingly positive and a number of staff went far beyond the minimum expectations of required TPL.

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

- 100% of teaching staff participated throughout the year in afternoon TPL sessions (weekly), Staff Development Days (once a term), and stage meetings (weekly).

- The average expenditure per teacher on TPL was \$995 (this excludes BTF TPL).

- The total expenditure for TPL in 2017 was \$37,826 (this excludes BTF TPL).

Teacher Accreditation

In 2017:

- 55% of teaching staff identified as being a New Scheme Teacher with the NSW Education Standards Authority (NESA).

- 43% of the NESA teachers were working towards attaining their accreditation.

- 57% of the NESA teachers were maintaining their accreditation at Proficient.

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

Beginning Teachers

In 2017, beginning teacher funds were used to support 5 teachers. This funding supported our beginning teachers in a variety of ways, including the ability to attend courses pertaining to their professional goals, as well as additional release time throughout the year to work on specific tasks related to classroom practice and teacher professional learning.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	149,035
Revenue	4,623,756
Appropriation	4,319,048
Sale of Goods and Services	7,412
Grants and Contributions	289,911
Gain and Loss	0
Other Revenue	4,920
Investment Income	2,466
Expenses	-4,596,690
Recurrent Expenses	-4,596,690
Employee Related	-4,121,978
Operating Expenses	-474,712
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	27,066
Balance Carried Forward	176,102

The school has a finance committee comprising of the Principal, Deputy Principal, Assistant Principal and School Administration Manager. The committee meets on a regular basis to ensure all accounting and administrative procedures are being carried out with integrity and accuracy.

This year, the school committed to supplementing the areas of Professional Learning, Aboriginal Education and Equity funding.

The committee continues to be aware of the increasing costs associated with staff leave and is implementing strategies, including reviews of current practices, in the attempt to control amounts of leave taken.

Gosford Public School benefits from dividends from a trust account which is managed by the P&C Association. These funds are gratefully accepted and utilised for the purchase of resources to benefit all teaching and learning programs the school offers.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,547,143
Base Per Capita	80,234
Base Location	0
Other Base	3,466,909
Equity Total	293,983
Equity Aboriginal	18,392
Equity Socio economic	37,817
Equity Language	102,512
Equity Disability	135,262
Targeted Total	93,548
Other Total	97,023
Grand Total	4,031,696

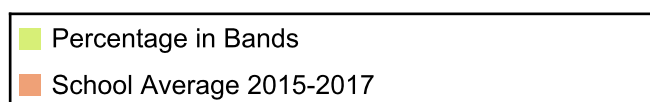
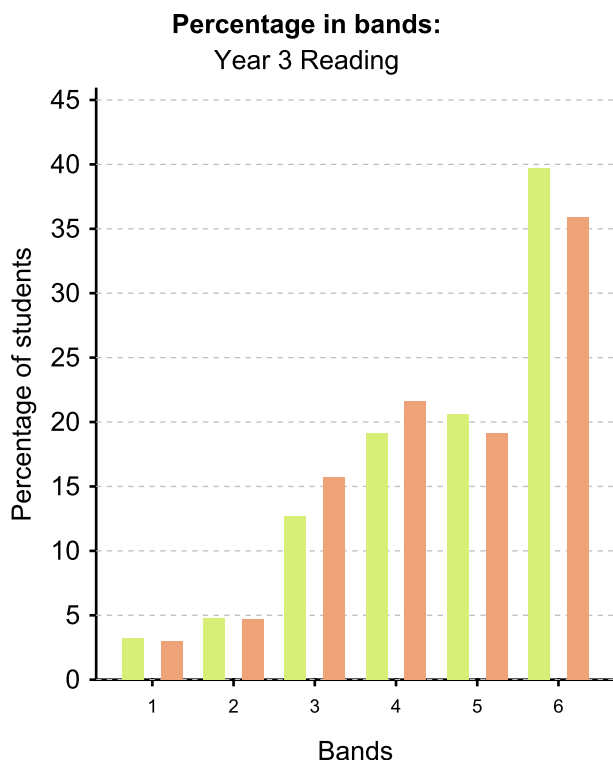
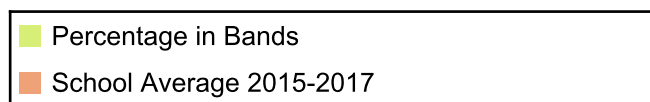
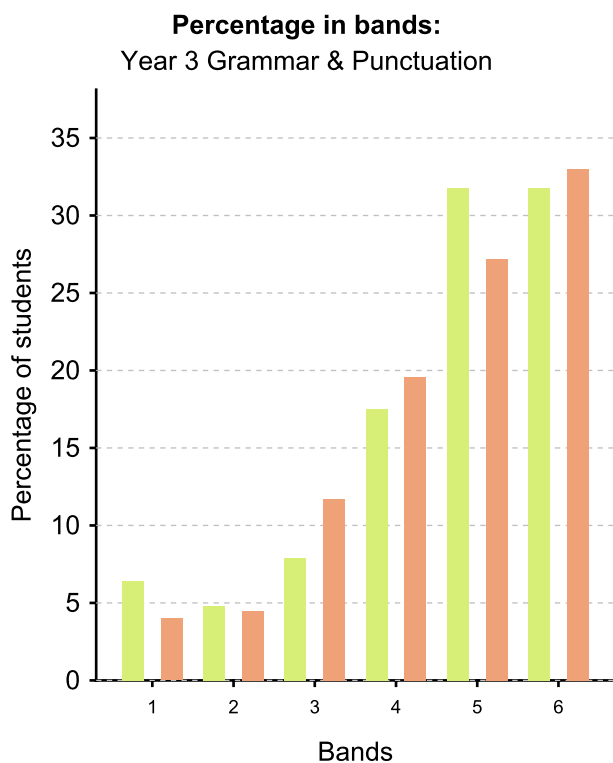
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

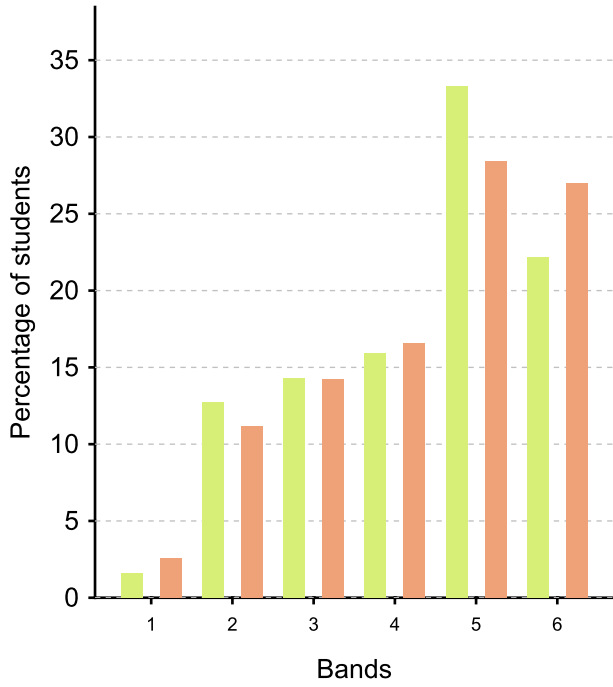
School performance

NAPLAN

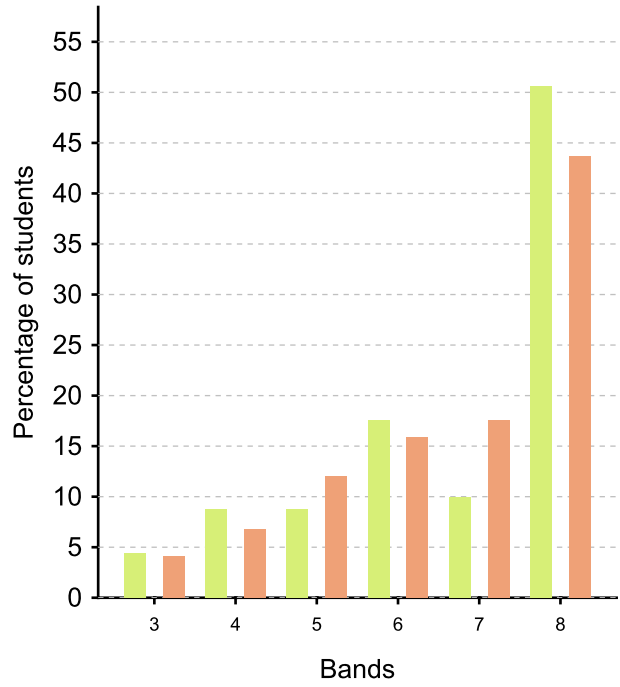
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



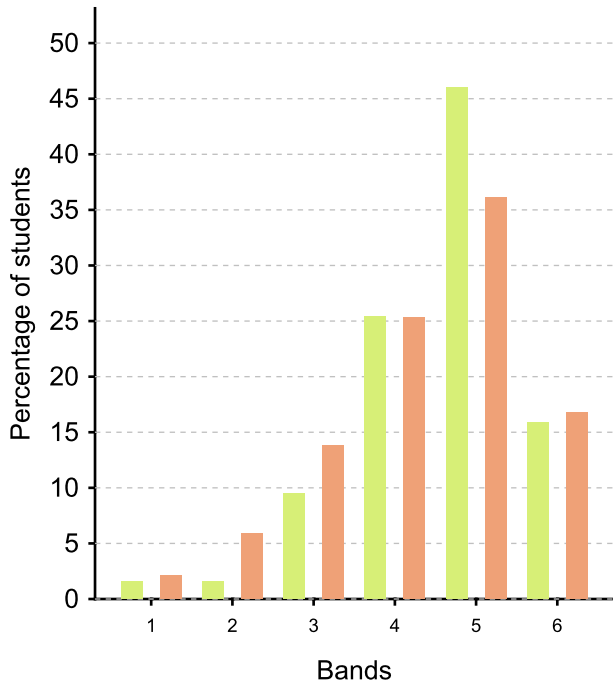
Percentage in bands:
Year 3 Spelling



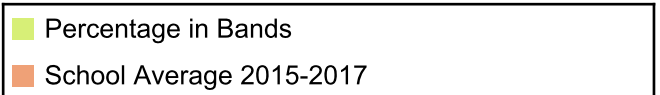
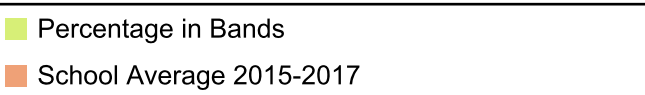
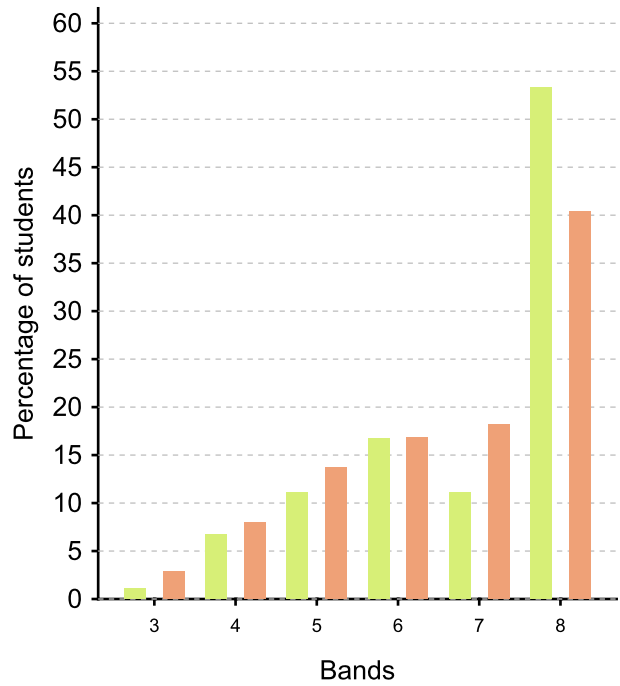
Percentage in bands:
Year 5 Grammar & Punctuation



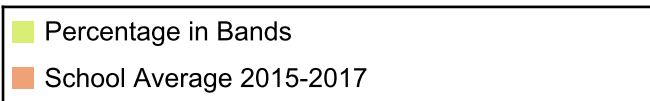
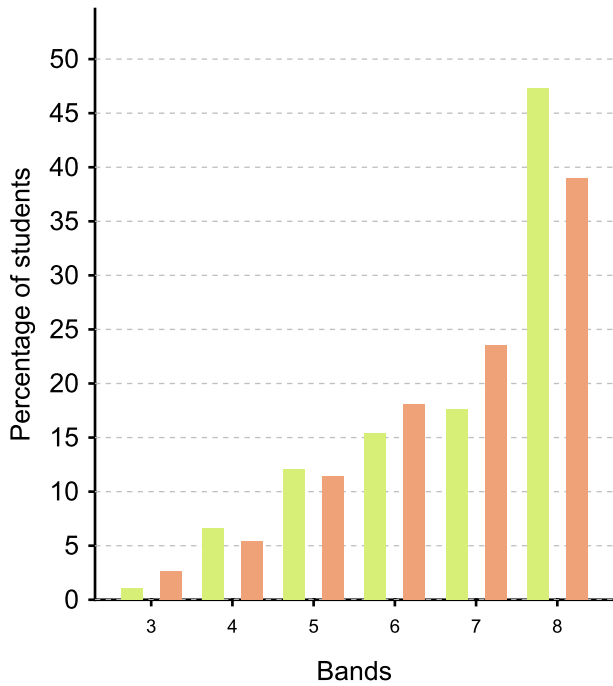
Percentage in bands:
Year 3 Writing



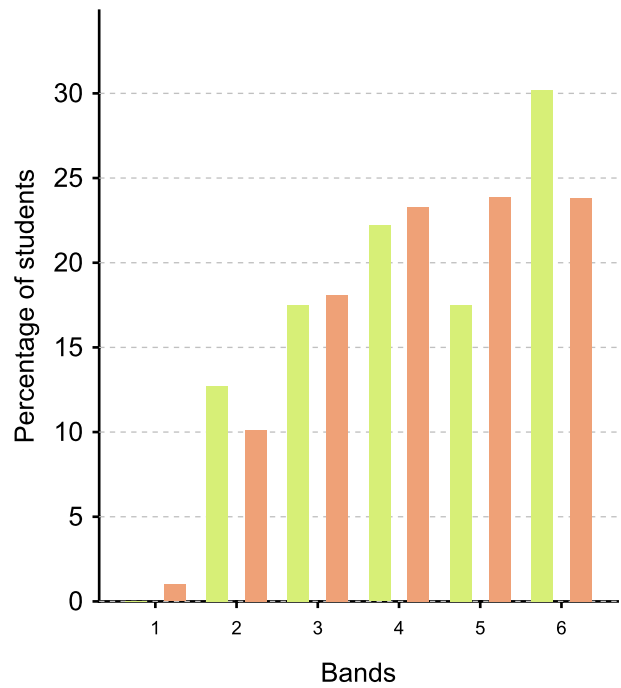
Percentage in bands:
Year 5 Reading



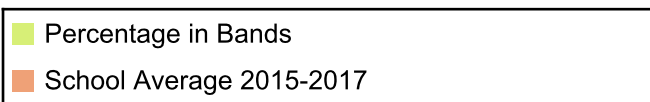
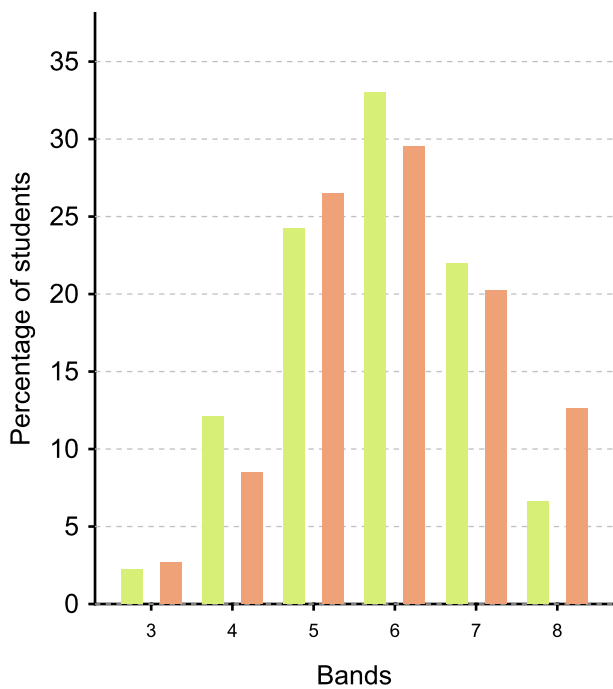
Percentage in bands:
Year 5 Spelling



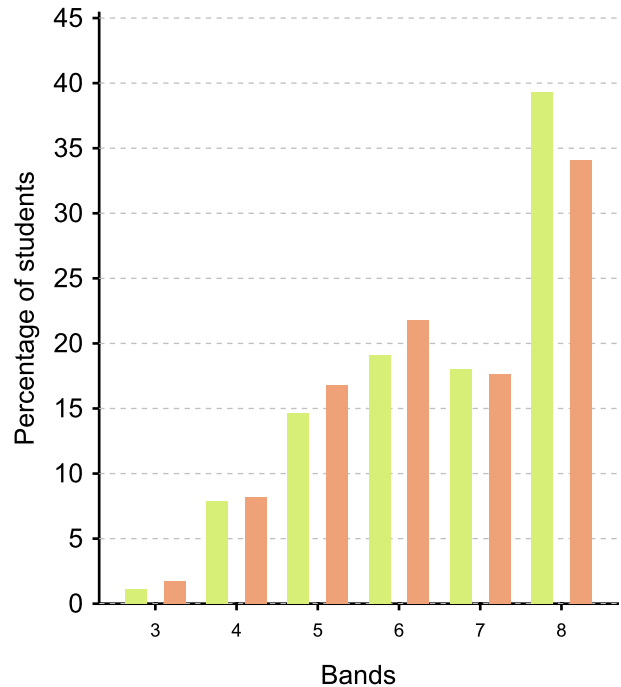
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

In accordance with the **Premier's Priorities: Improving education results**, schools are required to

report their student performance for the top two NAPLAN bands in reading and numeracy. 60.3% of Year 3 students achieved in the top 2 Bands for reading compared to 51% of the state. 64.4% of Year 5 students achieved in the top 2 Bands for reading compared to 39.7% of the state. 47.7% of Year 3 students achieved in the top 2 Bands for numeracy compared to 43.3% of the state. 57.3% of Year 5 students achieved in the top 2 Bands for numeracy compared to 32.5% of the state. Due to the small number of Aboriginal students participating in the 2017 NAPLAN assessments, we are unable to accurately report on the **State Priorities: Better services – Improving Aboriginal education outcomes.**

Parent/caregiver, student, teacher satisfaction

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

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

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

- 72% of students had a high sense of belonging (accepted and valued by their peers).
- 83% of students felt they had positive peer relationships.
- 88% of students valued their education and school outcomes.
- 42% of students had positive homework behaviours.
- 91% of students felt they had positive behaviour (do not get in trouble for disruptive or inappropriate behaviour).
- 80% of students tried hard to succeed.
- 76% of students felt they had positive teacher–student relations.
- 63% of students felt they had not been victims of physical, social or verbal bullying.

Some anecdotal comments from student surveys:

- ‘Gosford Public School is the most multicultural school on the Central Coast.... where teachers encourage us to strive for our best’.
- ‘The chess club is great. The computer lessons are pretty good and the library lessons are entertaining’.

- ‘When there is a problem teachers always help’.
- ‘The extracurricular activities are fun as well’.
- ‘The teacher’s respond well to student’s curiosities’.
- ‘I think Gosford Public School is a home for everyone to come and learn with our amazing teachers’.

Some of the key findings from parent surveys were:

- 70% of parents feel welcome at GPS.
- 66% of parents feel they are informed about their child’s academic, social and emotional development.
- 9% of parents indicated involvement in school committees.
- 71% of parents feel their child is supported in their learning at GPS.
- 77% of parents feel their child is encouraged to do their best work.
- 84% of parents feel their child has a clear understanding of the school rules.
- 77% of parents feel their child feels safe at school, as well as going to and from school.
- 67% of parents feel that GPS is an inclusive school.

Some anecdotal comments from parent surveys:

- ‘...the improvement I have seen (in my child) is amazing. She is loving being at school’.
- ‘Good teachers and good schooling’.
- ‘Great extracurricular activities’.
- ‘It is a multicultural school that promotes tolerance and celebrates cultural diversity’.
- ‘The new principal has been quick to be proactive about seeking changes to some major school issues (like access to the school from the bottom end) which has made me feel like he’s a great addition to the school’.
- ‘The atmosphere feels calm and positive moving forward’.

Some key findings from teacher surveys:

- 81% of staff confidently work with school leaders to create a safe and orderly school environment.
- 83% of staff talk with colleagues about strategies that increase student engagement.

- 87% of staff collaborate with colleagues to address learning and behavioural concerns regarding students.
- 89% of staff set high expectations for student learning.
- 83% of staff regularly discuss with students ways of seeking help that will increase learning.
- 72% of staff feel students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.
- 91% of staff strive to understand the learning needs of students with special learning needs.

Some anecdotal comments from teacher surveys:

- 'I have never worked in a school where teachers work such long hours and show such a high degree of dedication to doing their very best. Students are polite and respectful and generally very well behaved'.
- 'I'm confident that the RRAAPS panel will bring long needed change and I feel like the culture of our school will begin to shift to begin to be able to ask 'why/ what is the benefit?'

Policy requirements

Aboriginal education

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

- Aboriginal perspectives and strategies being embedded within the regular teaching and learning programs of classroom teachers and these programs complement the Quality Teaching model.
- The development of cultural competencies for staff, students and families continued to be supported throughout 2017 with the employment of a Learning and Support Teacher for three hours each week.

At Gosford Public School we have a small number of students, approximately 4% of the school population, who identify as being Aboriginal.

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

- All Aboriginal students having a PLP prepared in Semester 1 and 2 by their class teacher. Three way interviews, with the class teacher/s, Aboriginal Education Teacher and parents/ carers are held throughout Term 1.
- Aboriginal families are informed via the newsletter, Facebook, Skool bag App and flyers about specific programs and events.

- All teachers continue to implement '8 Ways Pedagogy' in their class programs.
- The school principal, Aboriginal Education teacher and other staff members attend the local AECG meetings to support links between school and community.
- Recognition of Aboriginal student's achievement at the Coinda's AECG Awards Afternoon.

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

- The school continues to make adjustments for Aboriginal students who are identified as needing support in literacy and numeracy. These students are given lessons by the Learning and Support team (LaST) through inclusive literacy and numeracy groups. 'YARNING STRONG' an Aboriginal literacy resource is used when possible.
- All Aboriginal students participated in the school's public speaking program to enhance their communication skills. Some Aboriginal students were given leadership opportunities at assemblies and school events.
- Teaching staff use English and History units of work, which identify components of Aboriginal education which can be investigated by our students. This is in line with national curriculum requirements and the Indigenous Education and Training Policy (2009).
- Students requiring additional support are referred to Aboriginal agencies for further assessments in speech and hearing.

Engagement and Connection

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

- Acknowledgement to country being presented at each assembly by our Aboriginal students.
- All Aboriginal students participated in the inaugural Sean Lonergan Project during Reconciliation Week at Gosford Regional Gallery. A grandparent who is a local Aboriginal artist taught students traditional dot painting techniques to create their individual totem. The art work is on display in the school hall for all to enjoy.
- During NAIDOC Week Gosford Public School's Aboriginal students and their class buddies attended a wide range of cultural activities held at Gosford High School.
- School banners reflecting Aboriginal culture are regularly on display at the front of the school.
- Students participated in establishing a Bush Tucker garden.
- Some students had the opportunity to take part in our 'Little Sprouts' program where they learnt to cook Johnny Cakes and simple cooking skills.

NAPLAN.

A small number Aboriginal students at Gosford Public School sat the NAPLAN tests in 2017.

- Aboriginal students who did not meet the minimal standards in some aspects of the 2015 NAPLAN testing, received additional help through LaST support
- The majority of students reached the expected growth in literacy and numeracy, while writing was identified as an area requiring additional support in 2018.

Attendance

- Most Aboriginal students at Gosford Public School had an attendance percentage of over 90%. Students and families are given support from the school to help students maintain a good attendance pattern.

In 2018 Gosford Public School is committed to providing and expanding programs that will help to improve student outcomes and forge links with our local Aboriginal community.

Multicultural and anti-racism education

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

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

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

In 2017, approximately 38% of the students at Gosford Public School had a Language Background other than English (LBOTE). These students had backgrounds from forty countries. There were forty-one first languages represented. Approximately 36% of the EAL/D (English as an Additional Language or Dialect) students received support. Students were supported in the classroom, in small group situations

and some received individual support. The specific outcome was to enable all these students to be able to use English to access the curriculum in their classrooms.

A multicultural playgroup for the new students starting Kindergarten in 2018 was established and ran over three weeks at the end of 2017. During this time, children were involved in a supervised playgroup whilst parents attend informal networking sessions. Parents had the opportunity to meet others in the community in a relaxed, informal setting. They were able to engage in Q&A sessions (with translators if required) targeted to their identified needs. The EAL/D committee was available to assist with enrolment forms, explain processes and answer queries.

In 2017, there was an EAL/D teacher allocation of 0.8, with a further 0.2 allocation sourced through local school funds. Further to this, Gosford Public School attracted a 0.5 allocation for students on the New Arrivals Program (NAP).

Other school programs

Learning and Support (LaS)

The LaS team met weekly throughout 2017. Representatives from K–6, additional programs and SLSOs were regular participants in the LaS meetings. Students were referred by classroom teachers, members of the executive and parents/ carers. Issues addressed related to students' overall academic, social, emotional and behavioural well being. Support was offered through various means, including Integrated Funding Support (IFS) and emergency funding applications, SLSO time, playground support, sensory items, school counsellor and chaplain sessions, and communication to external agencies where necessary.

Parliament

Parliament ran successfully this year, meeting three times per term. Representatives from Years 2 to 6 were actively engaged in the parliamentary processes. The students recommended a variety of improvements and suggestions for our school. Students from Parliament helped to organise a start of year disco and end of year disco which was supported by the P&C. Participation in both was by a gold coin donation, with all funds supporting The World's Greatest Shave. The focus for Semester 2 was student health and well being. The Health Ministers consistently produced a newsletter item containing healthy lunch choices within the school. They interviewed the canteen manager regarding the Departmental changes regarding school canteens and published their findings in the newsletter. The students proposed a SKIP HQ promotion to raise money for a new high jump mat and this day was run with great success during Term 4.

Public Speaking

Public Speaking is an embedded event at Gosford Public School. Two classroom teachers organised and facilitated our school's entry into the Central Coast

Schools Public Speaking Competition. All students were invited to enter and the top two speakers from each class in Stages 1, 2 and 3 progressed to the school finals. The top two speakers from each stage competed at the Central Coast Public Speaking competition finals, held for the second year running at Gosford Public School. Our speakers did exceptionally well, and one of our Year 6 students won the Stage 3 competition, progressing to the district finals held at Warnervale Public School.

Reading Recovery

The Department of Education funded the Reading Recovery program this year. This intensive program focuses on lifting the reading and writing achievement of struggling Year 1 students. Eight students received lessons this year and recent data on student performance informs us that over 62% of these students are now reading and writing at a level commensurate with their age equivalent peers. Significant teacher training was undertaken to ensure the best possible outcomes for the students and to instruct staff on aspects of the Reading Recovery teaching model. Reading Recovery will not be continuing in 2018. In its place will be a literacy program focusing on K–2 students overseen by the school's learning and support teachers.

Rip It Up

The 'Rip It Up' Reading program was implemented with a group of students from years 2–6, who presented with deficits in reading and in their working memory. It taught three key strategies of pace, rehearsal and chunking. GPS statistical data, measured growth in 4 domains; letter sounds, letter names, VC (vowel/consonant) sounds and pseudo words, based on 'Cohen's d' effect size (standard measure of growth that is calculated from any number of statistical outputs). Cohen suggested that $d=0.2$ be considered a 'small' effect size, 0.5 represents a 'medium' effect size and 0.8 a 'large' effect size.

Stage 1 Results :

Sounds 1.15 Large

Names 0.89 Large

VC 1.05 Large

Pseudo Words 1.01 Large

Stage 2 Results :

Sounds 0.17 Medium

Names 0.24 Small NB Most S2 students had prior knowledge of names, hence a small effect size.

VC 1.51 Large

Pseudo Words 1.31 Large

Stage 3 Results :

Sounds 2.27 Large

Names 0.58 Medium

VC 2.13 Large

Pseudo Words 1.06 Large

50% of students increased their Reading Recovery Levels (RRL) by 2–5 (92% of these commenced the program on RRLs above 20). 38% of the students went up 5–9 RRLs and 8 % by 10 RRLs.

Senior Choir

Our 3–6 choir continued to work hard this year and performed beautifully at many events including Anzac Day ceremony, Day of Stars, Presentation Day and Education Week. Led by two classroom teachers, the choir met weekly throughout 2017 to practice and consolidate their performance skills. Further to this, 17 students were selected to take part in the Central Coast Choral Festival. They showed dedication all year to learn a repertoire of 17 songs and perform as part of a combined choir at the Art House in Wyong.

Swim School

Gosford Public School continued its commitment to improving water safety in Australia continuing to support the 'learn to swim' program in our school curriculum. In partnership with the Department of Education, 80 students from Years 2, 3 and 4 participated in an intensive learn to swim program at Gosford Olympic Pool. The 'learn to swim' program aimed to develop water confidence and provide students with basic skills in water safety and survival. The program ran daily from Monday 6 November to Friday 17 November. Total cost for the swimming scheme was \$45 per student.