

GyMEA Bay Public School

Annual Report



2017



2116

Introduction

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

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

Michelle Michael

Relieving Principal

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Message from the Principal

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

Students have continued to participate and excel in a wide range of learning programs, team and individual sports and curriculum enrichment activities. The school's reputation for academic performance and delivery of a broad curriculum has been sustained and enhanced. Opportunities for students to enjoy and experience triumphs in cultural, artistic, environmental and sporting areas are many, and this report highlights a number of these achievements over 2017.

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

As we move towards 2018, we are ready to meet the challenges and changes occurring in the broader educational context. The 21st Century is upon us and our students will need to have the skills to become respectful, responsible, innovative, creative and successful learners. I thank the staff for their commitment to delivering quality programs and experiences for all of our students. Departmental priorities have been embraced and developed as priority over the course of 2017. The following key achievements were identified.

- All teachers used iTunes U as a programming tool for History, Science and Geography syllabus. Extensive professional learning and collaborative grade meetings were courses are evaluated, have enhanced the programs taught throughout 2017.
- In the national Assessment program for Literacy and Numeracy (NAPLAN) our school continued its reputation for gaining excellent results. In 2017 our results in Year 3 Literacy illustrated a significant improvement in Literacy for Year 3 students. 90% of students in year 3 were placed in the top two bands, bands 5 and 6, for Literacy. 75% of year 5 students were placed in top two bands, bands 7 and 8, in Literacy.
- The BYOD program has incorporated all Stage 2 students as well as Stage 3. Students in stage 2 and 3 were able to use the iPad as an integral part of their learning on a day to day basis. Stage 1 students also had access to iPads and computers as part of their learning program.
- QTSS funding has ensured the smooth implementation of further technology knowledge and usage by both staff and students. A mentor program where teachers are assisting teachers to improve their skills has been the focus of the QTSS program.
- All teachers have once again had the opportunity of working with Associate Professor James Ladwig from the University of Newcastle. James has meet with teaching staff and supervisors to evaluate their teaching and programs inline with the NSW Quality Teaching Framework, of which Professor Ladwig was key architect during his inception.

- Following on from the PL completed in 2016 in Mathematics Building Blocks teachers have been able to utilise and upskill their mathematics programs to reflect new strategies in teaching and learning of Mathematics. Data from 2017 NAPLAN numeracy results for year 3 illustrates that the grade results are 10% higher than the state average.
- As part of the changes to Student Welfare and utilising the LMBR administration programs a new recording system for Incident reports linking into learning and behaviours has been successfully introduced.
- All staff have had the opportunity to participate in the face to face delivery of the Apple Teacher Learning Centre to attain distinction as an Apple Teacher. Only schools chosen to be a Apple Distinguished school are given this opportunity to support the staff.
- App design competition for students in year 6. Finalists were privileged to display and demonstrate their designs to Apple executives from the U. S. The students were accompanied to Apple head office to participate in workshops for being successful in the competition.
- Up to 60 students from year 5 and 6 have completed the training program for Gynea Guardians. The aim of this program is to encourage positive relationships in the playground plus incorporate the values of the 'Breaking the Silence' program part of the wider White Ribbon community program.
- The Peer support program is organised under the 'Kids teaching Kids' formula. Small groups of students are organised from K–6 under the leadership of two to three year 6 students. Students are taken through a series of activities on school values, white ribbon, sun safety and road safety.
- High School Transition program was conducted for students currently in year 6 where the teachers designed a school week along the lines of High School. This supported students in developing time management, moving between lessons and having different teachers for different subject areas.
- Students learnt the tactics and thinking skills needed to be involved in the Premiers Debating Challenge under the guidance of teaching staff. the students participated in debates against other schools in the area.
- Our Creative Arts program continues to be a leading light in our school with students taking part in film making, dance, choirs, strings program and band program. This year the school was chosen as the State winner of Wakakiri. Other groups such as our choir and strings have taken part in 'Create South', performances at school and within the Sydney Opera House.
- A diverse range of sports are offered throughout the school year. These include Soccer, Cricket, Rugby League, AFL, Hockey, Netball and Softball. Gala Days where students have taken part have included Touch Football, Waterpolo and Hockey. Students in year 2 and stage 3 take part in swimming and a surf awareness program.
- Off campus learning opportunities have included visits to local and state government offices, science centres, school camps to Bathurst and Canberra for grades 5 and 6, visits to historical sites such as Kurnell, cultural visit to the Japanese Tunken Centre and creative arts visits to Hazlehurst Gallery.
- Competitive academic areas where students have participated outside of the school curriculum have been the Inquisitive Minds Mathematics and Science interschool competition, Premiers Spelling Bee, UOW Science Fair, Robotics and Lego League Challenge. At each of these events students have performed extremely well attaining podium placements.
- A fortnightly writing program open to all students was coordinated by teachers but taught by a notable children's author. Up to 50 children were involved in this lunchtime activity
- Lunchtime sports program. Designed to engage students in team sports at lunchtime and to get students moving this program was highly successful. This assisted with behaviours on the playground including bullying and introduced students to activities they may never have tried such as table tennis. Selected students were given leadership roles to assist teachers with the program.
- Two teachers have successfully written two digital touch books. One is a resource for History/Geography while the other will assist with the Transition from Pre school to Kindergarten. These two resources will be available on iBooks.
- GBPS was awarded two very special awards during 2017. The first was to receive a prestigious Secretary's Award from Mark Scott for Innovation and Collaboration in Digital Learning. GBPS was one of 30 schools to be awarded this citation.
- The second was from the Australian College of Educators in recognition of World Teachers Day 2017. It was awarded to GBPS for an outstanding contribution to the teaching profession in Digital Learning and Quality Teaching programs.

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

Michelle Michael.

Relieving Principal.

School background

School vision statement

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

School context

Gymea Bay Public School (enrolment 824) is a dynamic learning environment. There are currently 32 classes and an executive team consisting of; two deputy principals, four school – based assistant principals and an assistant principal leading the itinerant vision team.

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

A very active student welfare committee, learning support team (LST), Reading Recovery (RR) teacher, 2 support teacher learning STL and 2 school learning support officers (SLSOs) ensure early identification and relevant support for a large number of students. Through class based and small group support, the 10% of students from English as an additional dialect (EALD) were assisted by a specialist EAL/D teacher in terms 1 and 2 in 2017.

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the area of **Learning** the focus has been on the development of an innovative learning environment and the engagement of all students. Students in Stage 2 actively participated in the 'Self Organised Learning Environment Program'(SOLE) – an enquiry based approach to learning which allowed students to create their own questions in an environment of self-discovery and spontaneity. Students in stage 3 also utilised the Lego Robotics program to develop their technical and scientific skills to challenge their thinking through some complicated design tasks. These students selected students in younger grades to work with the group during lunch times under the supervision of staff.

The continuation of BYOD program in Stage 3 and the introduction of the BYOD program to Stage 2, along with the use of iPads in all classes, has provided students with an opportunity to develop their creative thinking and writing skills. Through the QTSS funding program teachers have been able to research the latest documentation in regards to best practice, implement and intergrate technology into all classrooms and mentor staff and across all key learning areas. iBooks, iMovie, keynote, garageband, numbers, animations toontastic, application of the green screen and coding are apps which have been taught across many grades and used where appropriate as a learning tool. As an example in Music where garageband has been used in conjunction with iMovie to create a video clip. The students produce their own music replicating music through the garageband app and once produced then import this music into an iMovie to make a video clip.

Students have demonstrated outstanding writing skills using iPad technology and there has been a noticeable increase in confidence and creativity in participation of literacy programs throughout the school. Continual use of PLAN data has been implemented to track student progress through literacy and numeracy continuums.

Throughout the year students participated actively in a range of programs to encourage the development of respectful relationships. This has been demonstrated through Peer Support activities, White Ribbon Day activities and classroom

based respect programs linked to the schools values program.

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

A collaborative and supportive approach of teachers working in teams has led to the development of a culture of sharing best practice at Gymea Bay. In 2017 we introduced 'Pod sessions' where intimate groups of teachers representing each stage meet in informal sessions on campus or off to discuss key teaching, learning and assessment areas across all grades. Teachers are provided with regular opportunities to deliver presentations to school staff and colleagues from around the state at conferences and professional meetings.

During the year a number of teachers from various grades attended and presented at ICT conferences and worked with other schools in other regions of NSW sharing their expertise in technology. Gymea Bay is an 'Apple Distinguished School' and the school enjoys a positive relationship with the Apple Education Team who have provided comprehensive professional learning throughout 2017.

In the area of **Leading** our school has improved and streamlined practices and procedures which have contributed to collaborative working relationships with the P&C and the school community. A strong example of this is the communication strategy implemented to gain parent participation in their child's educational journey. See-Saw is an app that allows teachers and students to be able to communicate using 'message' with the teacher. This app offers complete privacy and provides parents direct access to the teacher and allows students to post their work to their parents only.

Parents opinion has been gathered throughout the year – such as the parent survey on how the school is covering such aspects such as communication, access to teachers, extracurricular activities, transitions for year 6 and curriculum. The community was also engaged through focus group discussions regarding the school plan and specific targets for school improvement. Parent support for the White Ribbon, Breaking the Silence Program, continued to strengthen with parents taking a lead role in developing White Ribbon Day activities and celebrations. The school leadership team has consistently and collaboratively worked with the school community to ensure the effective implementation of the three strategic directions and has put in place strategies to continually reflect on and evaluate progress towards goal.

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

Throughout the year staff have sought professional learning opportunities. Executive staff and potential executive staff have attended the leadership conference, Primary Executive Network. Staff also participated in the NSW Maths Association Annual Conference.

On-going self-assessment procedures will enable the school to continually refine the strategic priorities in our School Plan and will lead to further improvements in the delivery of education to our students.

Strategic Direction 1

To develop 21st century learners

Purpose

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

Overall summary of progress

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

Our focus has been to develop programs which have enabled us to achieve significant, observable change in teaching practices and in the learning of our students. The goal of quality teaching and learning in our classrooms is at the centre of pedagogical innovation. This is shared by staff and is evidenced by their willingness to learn, share and observe others thus gaining the skills necessary to improve student outcomes. Student learning is unequivocally linked to quality teaching. Teachers have participated in a series of deliberate and voluntary professional learning linked directly to the delivery of quality teaching. Quality teaching equals an environment of learning.

All teachers are engaged in iTunesU professional learning with this platform now forming the basis for teachers when planning quality teaching and learning sequences for their students. Students working in a 1:1 iPad environment permits them to engage with their work electronically and share work peers and teachers. Students receive feedback digitally which takes several forms including voice record. Individual staff and stage teams have helped to create a culture of master learners which are an integral part of the shared learning culture.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100% of class programs and written observations show that highly trained and confident teachers are providing appropriate, differentiated learning opportunities using PLAN data to cluster students.• Validation of assessment for learning and individual development. (VALID). An online end of stage 3 test which is used to inform planning, programing and assessment practice in the area of science.	<p>Staff</p> <p>Apple Staff nil cost</p> <p>Apple staff education member mentor for app. design student teams.</p> <p>Nil cost</p> <p>Professional Development session internal presentation by staff.</p> <p>Technology space specific to the needs of filming, Lego robotics was developed.</p> <p>FLL kits \$2620.00</p> <p>Registration UOW \$815.00</p> <p>Casual Staff \$900.00</p> <p>Costs to develop technology space. ????</p> <p>Casual staff \$1500.00</p>	<p>Whole staff attend up to 16 hours of Professional Learning experiences to achieve status of an Apple Distinguished Teacher.</p> <p>App design competition for year 6 with finalist (problem based learning) presenting their finished product to Apple Education Team.</p> <p>Observations of practice occur in all classrooms. Teachers discussed observations. Staff visit schools out of area and in other systems for different KLA's</p> <p>Science, Technology, Engineering and Mathematics (STEM) is implemented through Robotics, 3D printing, flexible groupings, responsibilities and problem solving.</p> <p>Professional Learning on students developing 21st Century learning skills: collaboration, critical thinking, creativity is presented by staff over two of the three staff development days.</p>

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<ul style="list-style-type: none"> • Increased percentage of students achieving sound or above in reports in Mathematics. Staff and student interview data indicates an increased level of student engagement. 	<p>\$1720.00 to cover teacher release to attend Mathematics course.</p> <p>Cost of PL – Numeracy and Literacy \$500.00</p> <p>Nil cost.</p> <p>Nil cost.</p>	<p>Staff revisited their Professional Learning goals which were set to reflect achievement or areas of improvement.</p> <p>Both mathematics projects covered in 2016 have enabled the teachers to achieve significant, observable change in teaching practice and in the results and engagement of students.</p> <p>SENA testing used across the school from K–6 to report on students mathematics and to evaluate needs of students.</p> <p>'Counting for Life' In conjunction with 'Learning Links' and 'The Tradies' organisation, a mathematics support program was delivered to 10 identified students from grades 3,4 and 5. Volunteers working with the students over a semester covered a pretest, content of program and post test.</p>
<ul style="list-style-type: none"> • 80% of teacher observations show Quality Teaching strategies occur in class through coding against QT framework. • Data from teachers – 83% – have participated in readings which they used to influence their teaching. • 88.46% of staff surveyed were very likely of likely to use new skills and information presented to them during PL sessions. • 92.31 believed that the content was extremely relevant or very relevant to their work as a teacher. 	<p>\$14 850 for James Ladwig over four cycles.</p> <p>84% of staff surveyed indicated observation of their work improved their teaching.</p> <p>\$6500.00 spent to cover casuals to release executive staff during observation cycles.</p>	<p>A large section of the staff K–6 have engaged in lesson observations with James Ladwig and Executive staff. The schools ongoing relationships with the University of Newcastle and Associate Professor James Ladwig has covered teachers being observed in their classroom and feedback given directly following the observation.</p> <p>Four observation cycles were completed in 2017.</p> <p>The clear goal of these observations is to improve classroom pedagogical methodologies and quality teaching.</p> <p>A feedback classroom observation sheet was developed in consultation with Associate Professor James Ladwig where the ATSIL teaching standards are overlayed with the NSW Quality Teaching Framework has continued to used in 2017.</p>

Progress towards achieving improvement measures

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Next Steps

- Staff to work with Area office, Curriculum directorate in producing and iTunes U overview for both History and Geography which commenced in late 2017.
- Continue to invest in partnerships with Apple, University of Newcastle and University of Wollongong for both professional leadership and for research into best practice.
- Collection of ongoing and qualitative and quantise data.
- Whole school staff training in areas of Literacy with special attention given to grammar. Staff are to participate in a 12 week course provided by University of Sydney.
- Continual refinement of assessment techniques and strategies in all key learning areas.

Strategic Direction 2

Quality teaching and Leadership

Purpose

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

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

Overall summary of progress

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

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

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

Instructional observations and feedback have led to a significant deeper understanding amongst all staff on the benefits of reflective feedback for both themselves and their students. There is evidence of a change in school culture around the benefits and improvements gained through the lesson observation and feedback process. The implementation of the Performance and Development Framework has led staff to engage in a much deeper reflective process that is guiding the ongoing development of all staff, at an individual and collective level. Regular and effective monitoring and feedback processes are in place to discuss progress, support and to plan for growth. The development of professional learning goals by all staff based on the Professional Standards and linked to the schoolplan have resulted in a school culture that is focused on building learning excellence.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased number of staff applying for leadership roles within and external to the school.	Support for beginning teacher release and mentoring course costs. \$32 763.	All executive staff and grade supervisors lead and assisted staff by meeting with individual staff members in preparation for goal setting (PDPs) as part of their reflective practice. This included whole school professional learning on goal setting.
	Teacher release and expenses to Robertson, Southern Highlands. \$1340.00	Selected classroom teachers and other executive staff accompanied the Principal to district office to participate in professional learning and to learn about further leadership opportunities and processes within the region.
	PEN conference \$1110.00	In 2017 all new scheme teachers who submitted their portfolios of work were granted NSW Education Standards Staff Accreditation. Executive staff assisted new scheme teachers in their development.
	Casual Teachers \$1800.00	
	Nil	Classroom teachers apply to participate in the School mentoring program where staff visit an out of area and in area school community within NSW for a week assisting in professional development and or release for teachers to attend professional learning sessions. In 2017 5 staff assisted schools in the Southern Highlands and local area.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Increased number of staff applying for leadership roles within and external to the school. 		<p>Annual PEN Conference for executive staff and those aspiring to be executives was attended by leadership team and grade supervisors.</p> <p>Due to a restructuring of Executive positions across the school, Executive staff and classroom teachers have been given the opportunity to move into higher level roles of leadership from Principal to grade supervisor.</p>
<ul style="list-style-type: none"> 100% staff participation in quality teaching professional learning activities. Staff are able to demonstrate progress towards personal professional learning goals. 90.48% of staff believe there are varied and high quality professional learning opportunities available to them. 82% of staff have developed new teaching skills or ideas that they feel can improve their teaching through QTSS teacher mentoring. 72% of parents believe in 2017 the school almost always or usually well organised. (64% in 2016). 76% of parents surveyed believe the school is almost always or usually looking to improve its performance (69% in 2016). 	<p>QTSS</p> <p>Teacher release and course \$2230.00</p> <p>\$1750.00</p> <p>Nil cost</p> <p>Multi lit course costs:</p> <p>Pre lit \$454.00</p> <p>Minilit \$907.00</p> <p>Casual staff \$400.00</p> <p>Apple conference Southport QLD</p> <p>Airfare \$904.00</p> <p>Accommodation plus transport \$1233.00</p>	<p>All staff submit professional development plans (PDPs) to supervisors and Principal. These are aligned to the Professional Teaching Standards and the Strategic Directions of GyMEA Bay Public School Plan. This is preparing all teaching staff for the accreditation processes which are to commence in the 2018 for staff employed prior to 2004.</p> <p>Staff members are developing an understanding of how to best drive their own plans and to actively seek feedback and mentoring as an important part of their ongoing growth.</p> <p>Quality Teaching Successful Student (QTSS) funding has enabled staff to link their professional needs to quality teaching practice. All staff interested were asked to submit an expression of interest and from these EOIs staff were selected to be part of the funding available for QTSS. The response was overwhelming with all staff applying as they could see the benefit of the program in improving the quality of their teaching practice and therefore inspire learning in their students.</p> <p>Premiers Priority program for writing addressed improvements in writing. throughout 2017 the Learning Support Staff engaged with children to support their writing in years 1,2 and 3.</p> <p>During semester 2 a writing program for students interested in writing or to better their writing skills was held fortnightly in the school library. A professional writer worked with the students and two staff assisted in the program. Up to 50 students from years 3,4,5 and 6 completed the course.</p> <p>Apple Conference held in Southport QLD where staff presented to a national and international audience on IT.</p> <p>Two staff undertook training in the Multi lit program through Macquarie University. One teacher undertook the Pre lit program with the other completing the Mini lit program.</p> <p>The Pre lit program is an Early Literacy preparation program and gives students a firm foundation for learning to read.</p> <p>The Mini lit program is an early Literacy Intervention program which is an evidence based effective</p>

Progress towards achieving improvement measures

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<ul style="list-style-type: none"> • Survey data from staff, parents and students regarding the culture of learning at the school. 		<p>In 2017 surveys were conducted in term 4 across the school covering all participants in the school community.</p> <p>As writing was a key initiative of 2017, surveys for both teachers and students dealt with their opinions on the quality and extent of their knowledge and application in writing and grammar.</p> <p>To establish possible areas of school improvement and success on how the school community felt regarding the learning culture of our school both parents, teachers and students were asked to complete an online survey and comment on various aspects of the school. Responses were very positive across a broad section of the school community.</p>

Next Steps

- Delivery of the multi touch book developed to foster knowledge and understanding of the areas Aboriginal heritage and culture by the teacher author. PL to discuss how this learning tool will be used in Geography and History content for students K–6.
- Further development of research papers still to be published and work with students to be completed in the collaboration between the school and UOW in writing. 12 week PL course in Grammar to be offered by the University of Sydney. Teachers can use the hours in their accreditation and work towards a Masters degree.

- Beginning teachers to continue to be given assistance in their further growth as teachers.
- Implementation of Pre Lit and Multi lit across early stage 1.
- Staff develop PDP's for the next school year in 2018 in line with the school plan.
- Revise documentation used in feedback to teachers after instructional observations and where necessary make adjustments.
- Strong culture of professional learning for teachers continues to be developed throughout the school which encourages staff to seek accreditation at higher levels
- Strong culture of staff working collaboratively to improve the quality of teaching and learning across all KLA's.
- Dan Haesler <https://danhaesler.com/>
- Dan Haesler – Growth Mindset – teachers and students will be engaged in the theories linked to Growth Mindset, looking at the love of learning and a resilience that is essential for continued development. In a growth mindset teachers and students will develop the belief through goal setting that their most basic abilities can be developed through dedication and hard work – brains and talent are just the starting point. Teachers and students will acknowledge and embrace imperfections, whilst focusing on the need to view challenges as opportunities.

Strategic Direction 3

Excellence and setting high expectations.

Purpose

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

Overall summary of progress

In 2017 the school utilized the communication strategies of;

- Staff teams working across K–6, focus groups at P&C meetings, and online surveys to obtain opinions from parents and staff about the culture of the school. Parents attended planning consultations for the new 3 year school plan in Semester 2.
- Data on student growth was shared at P&C using SCOUT data.
- The data obtained from these strategies led to the development of the School Plan 2018–2020.
- Each month current school events were uploaded to the school's website in the form of a news program.
- Parents and community members were able to view the school news regularly and the large number of hits on the website indicated that this very creative project was a very popular event. The impact of the above, mentioned programs this year has been significant.
- Development of a technology room using 21st Century learning spaces and furniture including two screens, green screen wall and spaces for EV3 Robotics class.
- Parents have been actively involved in a range of activities at the school and their opinions have been utilized to support the implementation of a number of initiatives. All the furniture and equipment in the technology space was provided through P&C funding.
- Community involvement is recognized by all the staff of GyMEA Bay as an important part of the functioning of the school and its future success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100% of teaching programs and observations show that professional development has changed classroom practice and increased levels of student engagement.• Published research in ALEA "Literacy: The early and primary years." Rebecca Camilleri and Georgia Harris.	<p>Apple Education professional development staff .</p> <p>\$1500 casual relief</p> <p>All Staff at GBPS.</p>	<p>Four staff members attended the ITD Interact Conference where staff and students presented to an adult only audience. Staff and students demonstrated how IT was changing learning at GBPS and how the school has laid the foundations for successfully creating technology-rich learning environments.</p> <p>In 2016 the school was awarded the status of Apple distinguished School, which is reserved for schools where programs developed and used meet rigorous criteria for innovation, leadership and educational excellence, while also demonstrating Apples vision of exemplary learning environments.</p> <p>Over the 2017 period it was evident that through professional development staff were using new technologies and searching out other ways to incorporate 21st Century Learning into classroom projects.</p> <p>Following the award of Apple Distinguished School, as a school community we have been privileged to have many opportunities in working with and alongside Apple Education.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • 100% of teaching programs and observations show that professional development has changed classroom practice and increased levels of student engagement. • Published research in ALEA "Literacy: The early and primary years." Rebecca Camilleri and Georgia Harris. 		<p>The school, both teachers and students, has continued to grow in this domain and is now a beacon for other schools looking for assistance in the areas of technology excellence.</p> <p>Teachers were involved in the Apple Teacher Centre presentations where all staff learnt how to use apps in the classroom. On completing the 8 badges they were awarded Apple distinguished teacher status.</p> <p>Teachers looked for special events where students could take part and expand their knowledge and engagement such as Lego League, Robotics and Illawarra Coal Science Fair. In 2017 we also introduced the students to the 'Inquisitive minds' for specially selected students from stage 3.</p>
<ul style="list-style-type: none"> • Survey data on the opinions of community, parents, and students are utilised in the planning processes. 	Survey Data	<p>From the surveys held throughout the year 2015 and 2016 those particularly referring to student well being, goal setting and reflections, mental health issues and the BYOD program assisted the school in its planning and implementation of projects during 2017.</p> <p>The BYOD program was extended into stage 2 for 2017.</p> <p>Executive staff began the process of developing the school plan for 2018–2020 in Semester 2 2017. The document used to support this process along with data from school surveys was the School Excellence Framework version 2.</p> <p>Year 6 students present their school app design research project, including my community survey data results and competitive analysis, to senior Apple app designers from the USA.</p>
<ul style="list-style-type: none"> • A range of Wellbeing activities are incorporated into school programs 2016–2017. 		<p>Following on from the 2016 Well being Policy a new process for reporting incidents at the school was introduced. Teacher participated in professional learning which explained the new system and procedures to be followed. All teachers/ classrooms were supplied with the document to be used.</p> <p>GBPS White Ribbon Ambassador spoke on the White Ribbon program visiting other schools and speaking at a special breakfast. White Ribbon assembly was held and attended by community leaders and the school community.</p> <p>GyMEA Guardians and White Ribbon ambassadors accompanied by staff took part in the walk for white ribbon in November held locally finishing in Cronulla.</p> <p>'Kids Hope' activity sessions continue throughout 2017. Volunteers worked with 14 children suffering from trauma, learning difficulties or mental health issues. Activities include cooking, playing games, technology and reading. All volunteers are screened before commencing in the program.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Increased positive interactions and community support due to improved and effective communication of quality teaching programs and school procedures. 		<p>Parents and the community continue to support the school programs which is evidenced in survey responses.</p> <p>The School Facebook page has 891 followers and 884 likes. This has become a very popular use of communication with our parents along with the GBPS app. This is an increased participation from 2016. The two biggest stories for 'likes' were our strings players performing on the stage at the Sydney Opera House, 634 likes, and the story of one brave year 6 Student who saved the life of an elderly citizen involved in a accident on the road which was potentially life threatening with 529 likes.</p> <p>Through the school app parents receive notes, Bay News, diary adjustments for class and school activities and the weekly newsletter.</p> <p>Facebook pages were established for Wakakirri and School Spectacular. This has proven to be an effective means of communicating to a select group of parents and was constantly changed so information was up to date. This communication change meant fewer inquiries to the school office and teachers involved during school time.</p> <p>As an Apple Distinguished School, Apple offered to our parent body exclusive 'Professional Learning for Parents' to enable parents to learn and expand their knowledge in best practice for home learning and safety restrictions relating to iPads.</p>

Next Steps

- Continue to use the technology space for selected students plus integrate new learning into other classes by inviting other students to try out the space to encourage more engagement of students and allowing for differentiation of curriculum.
- White Ribbon program is continued under the guidance of lead staff members.
- Tracking of school policies and progress in line with the School Excellence Framework and documenting evidence.
- Teachers align Professional Development Plans to school priorities and the School Excellence Framework 2 (SEF2) .
- Source further opportunities for children to engage in activities or subject fairs to expand knowledge in STEM areas will be investigated.
- Implementation of student tracking using PLAN2 software.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Elders Col Hardy and Les Burrell • Aboriginal background loading	Students and staff have a much better understanding of Aboriginal history and Culture. Students of Aboriginal background have been assisted with programs particularly in literacy.
English language proficiency	EAL/D staff 0.4 days semester 1. • English language proficiency	This program is invaluable for our students who require support in the areas of learning and consolidating work in language. Experienced staff guide the students through all areas of the curriculum to achieve and monitor progress. This program only ran for Semester 1.
Low level adjustment for disability	Learning Support Officer (LASO) Learning and Support Teachers (LaSTS) • Low level adjustment for disability	Many students have increased their engagement in the classroom. Some students will require further support in 2018. Students moving onto high school were assisted in the transition process. Over the year the number of students requiring support has changed which has affected funding amounts and staffing.
Quality Teaching, Successful Students (QTSS)	QTSS funding	The Quality Teaching, Successful Students initiative has provided further support to teachers and school leaders to deepen their skills and knowledge base. All teachers were asked to submit an EOI to be part of the funding package in both semester 1 and/or 2. The response was overwhelming with all staff applying for the program. The focus this year was placed on learning how to use particular programs and apps in all KLA's.
Socio-economic background	Supplementary staff teacher release • Socio-economic background	Ongoing monitoring and assessment has revealed significant improvement for students engaged in these programs. Additional teacher time allowed these students to access curriculum and progress on the continuum of learning.
Support for beginning teachers	Teacher release for beginning teacher. executive staff and grade supervisors. • Support for beginning teachers	In 2017 GBPS had 7 staff receiving support as a beginning teacher. Each teacher was given 4 hours release per week or accumulated time to attend professional development. Other tasks undertaken included attending to professional development plan, visiting and observation of classrooms/ teaching styles. A multi touch book was developed specifically for Kindergarten by a beginning teacher as a transition document for all pre Kindergarten children. This was available to parents before attending school in 2018, free on ibooks.
Targeted student support for refugees and new arrivals	\$0.00	GyMEA Bay PS did not receive funding for this key initiative.
Integration Funding Support	Class teacher Teachers Aide Learning support staff	Funding has been utilised in the following ways: Additional aide time in the case of one student to attend Surf Awareness at the beach.

Integration Funding Support	<ul style="list-style-type: none"> • Integration funding support 	<p>Teacher training for staff with students with disabilities. Teacher release time to attend meetings in reference to the students learning program and integration in the school program.</p> <p>Programs held during 2017 assisted students with varying degrees of funding to fulfil their educational and social interactions whilst at school.</p> <p>LAST meetings are held weekly to check the progress of students receiving support.</p> <p>A review for each child is held twice a year or where necessary. Professionals only attend if requested.</p>
Professional Learning	<p>James Ladwig University of Newcastle</p> <p>Executive Staff</p> <p>Grade Supervisors</p> <p>Apple staff</p> <ul style="list-style-type: none"> • Professional Learning Allocation 	<p>Using self-reflection and feedback from peers, teachers were able to improve their practice.</p> <p>Teachers were engaged in professional learning projects with Professor James Ladwig.</p> <p>All staff are engaged in structured professional learning practices related to personal professional learning goals.</p> <p>All teaching staff complete Apple Distinguished teacher program.</p> <p>Development of POD groups will continue into 2018.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	466	452	452	425
Girls	407	415	418	391

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

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97	95.7	95.9	96.6
1	96.5	96.2	96.5	96
2	96.3	95.7	94.6	95.7
3	96	95.4	96.1	95.5
4	96	94.9	94.7	96
5	95.6	95.7	94.8	95.6
6	95	95.3	95	95
All Years	96.1	95.6	95.4	95.8
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

Student attendance continues to be above the state average. for DoE schools.

The school is rigorous in reporting unexplained absences and reminding parents of their obligation to explain absence.

Information is dispatched to parents at meet the teacher night in February, twice a term in the schools communication to parents they are reminded of the obligation to parents of making their children attend

school.

Parents who knowingly are taking more than 5 days leave are to apply to the principal for the certificate of leave. Parents are also discouraged from making appointments during school hours..

Staff are made aware of their obligation to track students attendance and report to their supervisor if there are any substantial unjustified absences. The HSLO visited the staff meeting to address them on the legal obligations befalling them as a teacher in regards to attendance.

Notifications are sent through the classroom teacher to parents for unexplained absences.

Being punctual and attending school unless unwell is a school and community expectation.

The HSLO officer has visited the school to address the staff on the legal obligation they have in regards to maintaining their rolls and bringing to the attention of their supervisor and principal students that are habitually absent. the latest report shows a significant decline in cases of unexplained absence.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	35.11
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	4.87
Other Positions	0

*Full Time Equivalent

In 2017 there was no staff at Gymea Bay from Indigenous cultures.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Throughout 2017 professional learning funds have been utilised to support our school targets of writing, literacy, history, geography and ICT. This process ensured the implementation of quality programs and effective teaching and learning activities.

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

In 2017 Professional Learning was focussed on the following key initiatives:

- Continuation of the teaching staffs' work with Associate Professor James Ladwig and the Quality Teaching Framework
- Apple Education advisors supported staff in the distinguished Apple teacher program. All Apple workshops took place after school on the school premises.
- Kindergarten continuation of Writing program with UOW. Explicit teaching of writing workshops presented by PETAA were attended by both executive and teaching staff.
- Further development of iTunes U in geography and history
- Introduction of Learning PODS. Topics discussed during Semester two included formative assessment and how do you teach literacy in your class? What can we be doing better? Pods are made up of a small group of teachers representing all stages and /or grades from K-6 plus RFF and support staff. One member of the school executive leads each POD.
- LMBR moving from Oasis to LMBR further consolidation on marking roles, purchasing any equipment, books, resources etc.
- mathematics Building Blocks focussing on applying learned content from the course into practice in programming for 2017 mathematics.

Members of the executive have attended PEN Conferences and training using SCOUT to be able to

access essential data specific to GyMEA Bay PS.

All staff have been trained in First Aid ,CPR , Asthma training and Anaphylaxis.

In 2017 the staff workforce included 7 beginning teachers. All teachers were involved in a mentoring and appraisal program. This involved meetings between the teachers and his/her mentor, class visits to observe each other and experienced teachers, provide feedback on goals and standards , the production of a portfolio of evidence that professional standards are being addressed and attending meetings with the Principal to discuss their professional learning.

Financial information (for schools 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	266,921
Revenue	6,829,226
Appropriation	6,221,078
Sale of Goods and Services	64,945
Grants and Contributions	537,383
Gain and Loss	0
Other Revenue	0
Investment Income	5,820
Expenses	-6,354,842
Recurrent Expenses	-6,354,842
Employee Related	-5,720,657
Operating Expenses	-634,186
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	474,384
Balance Carried Forward	741,304

The financial summary tables cover 12 months (from 1 January 2017 to 31 December 2017). The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

- voluntary school contributions totalled for 2017 \$34291.00

- P&C donated funds were used to support our Creative Arts/Music program, Learning Support program and assist with the refurbishing of a classroom which was converted in a Technology space. P&C also contributed to the hardware as in Robotics equipment and iPads.

- sport costings of \$70000 This is a variation in income from sport for 2016 due to changes to funding for year 3 gymnastics.

- In 2016 the Canteen was leased and remains under those leasing agreements. It is leased to an outside provider income generated for 2017 \$18182.00

- No major project scheduled for the coming year.

- Day to day financial management is the responsibility of the Principal supported by the Schools Administrative manager. Proper accounting records are maintained.

- All documentation is prepared in accordance with the directions issued by the Department of Education and Training.

- The Finance Committee consists of the Principal, two Deputy Principals, School Administrative Manager and P&C representatives. The Committee meets once a term.

- The school, as part of its educational management plan, is saving to acquire resources which cannot be funded within a financial year. Proposed longer term asset acquisitions include:

- Multi –Purpose Learning Centre. This was due to be completed in 2015 but due to staffing changes, electrical requirements and cost valuations changing from D of E assets this has not yet been achieved but will be reviewed in 2018.

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	5,100,889
Base Per Capita	132,959
Base Location	0
Other Base	4,967,930
Equity Total	189,904
Equity Aboriginal	7,295
Equity Socio economic	23,303
Equity Language	34,998
Equity Disability	124,307
Targeted Total	21,614
Other Total	806,131
Grand Total	6,118,539

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

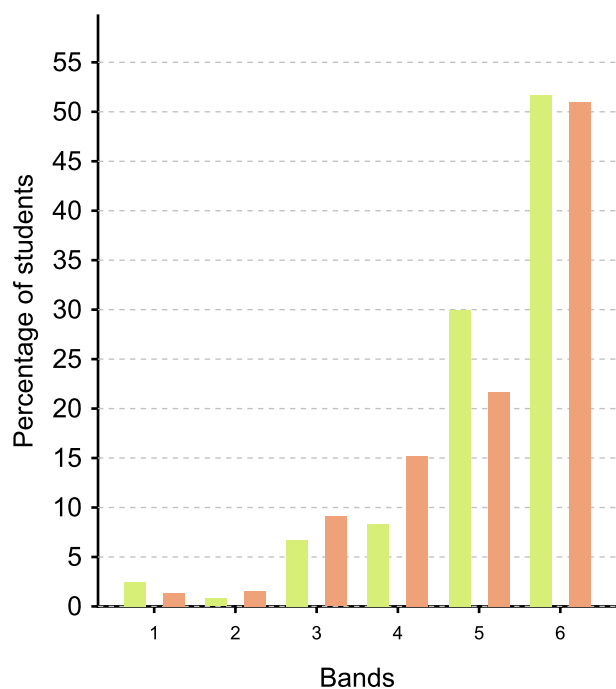
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

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

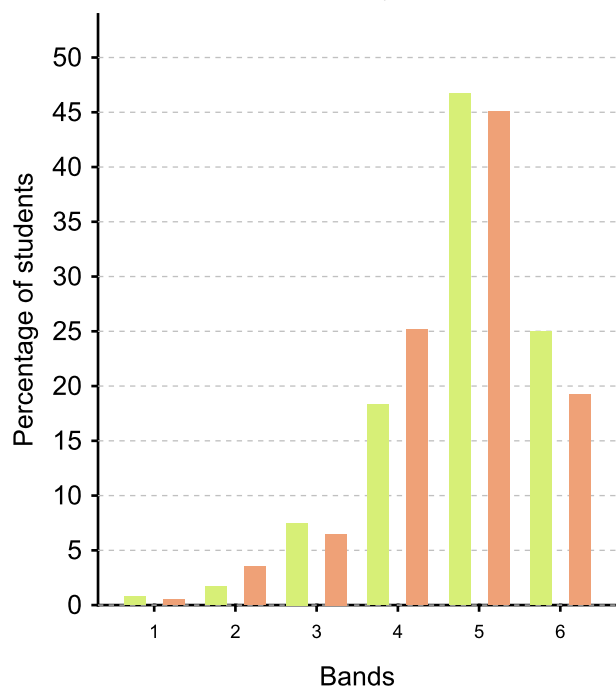
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	2.5	0.8	6.7	8.3	30.0	51.7
School avg 2015-2017	1.4	1.6	9.1	15.2	21.7	51.0

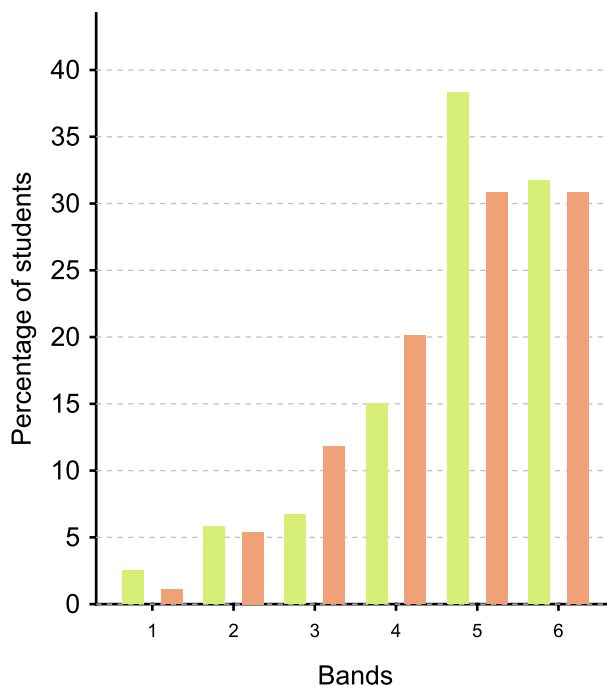
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.8	1.7	7.5	18.3	46.7	25.0
School avg 2015-2017	0.5	3.5	6.5	25.2	45.1	19.2

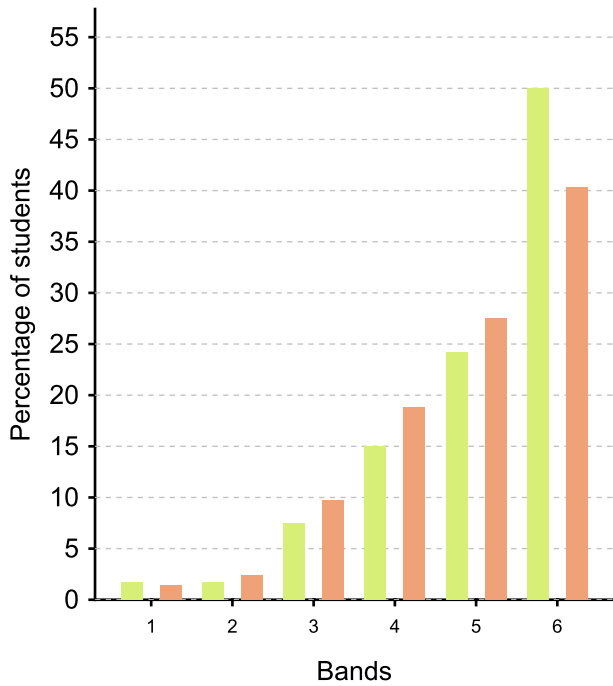
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	2.5	5.8	6.7	15.0	38.3	31.7
School avg 2015-2017	1.1	5.4	11.8	20.1	30.8	30.8

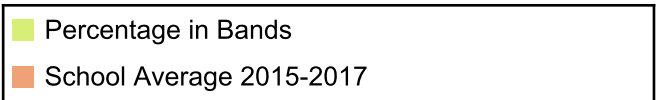
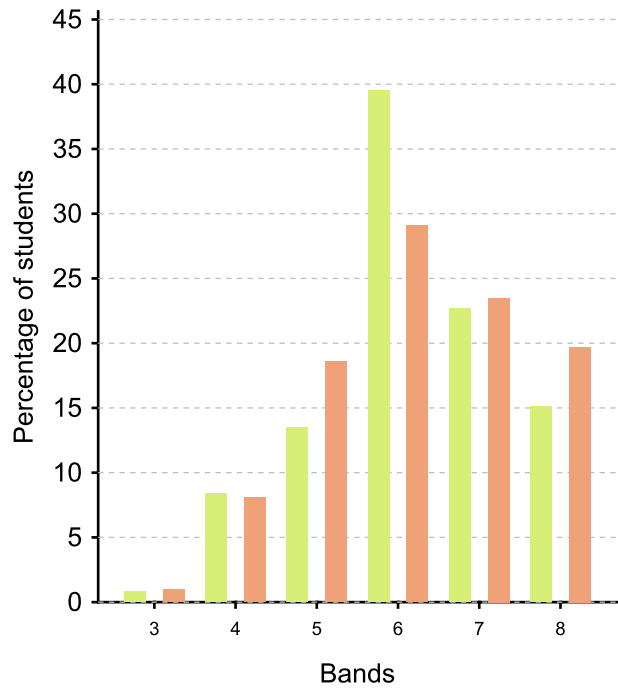
Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	1.7	1.7	7.5	15.0	24.2	50.0
School avg 2015-2017	1.4	2.4	9.7	18.8	27.5	40.3

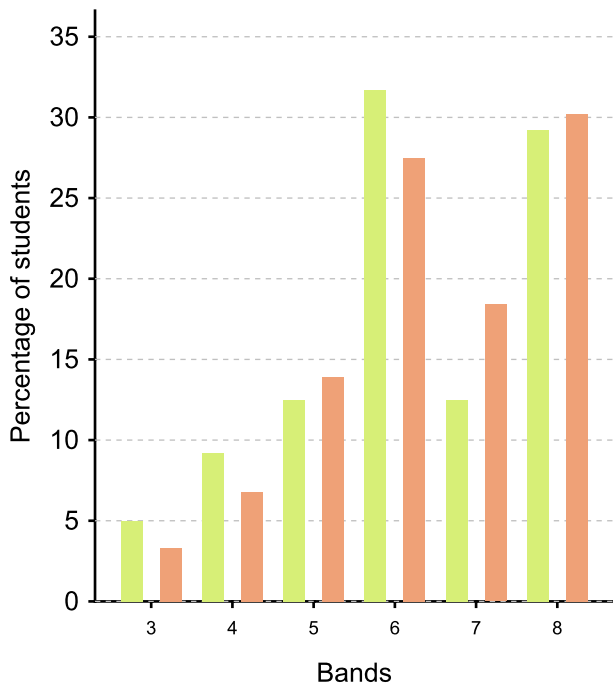
Band	3	4	5	6	7	8
Percentage of students	5.0	9.2	12.5	31.7	12.5	29.2
School avg 2015-2017	3.3	6.8	13.9	27.5	18.4	30.2

Percentage in bands:
Year 5 Reading

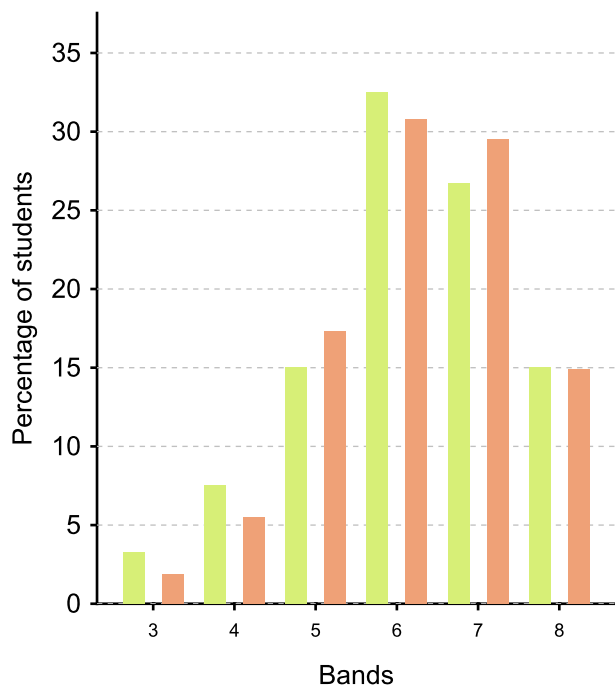


Band	3	4	5	6	7	8
Percentage of students	0.8	8.4	13.5	39.5	22.7	15.1
School avg 2015-2017	1.0	8.1	18.6	29.1	23.5	19.7

Percentage in bands:
Year 5 Grammar & Punctuation



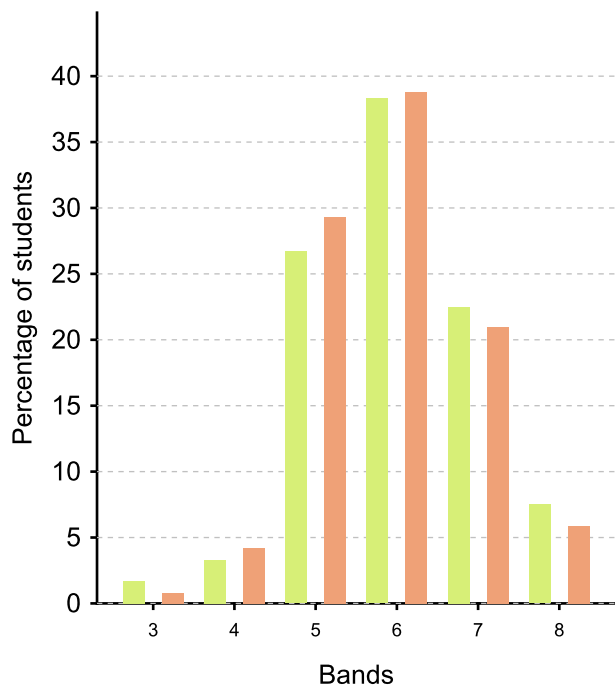
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	3.3	7.5	15.0	32.5	26.7	15.0
School avg 2015-2017	1.9	5.5	17.3	30.8	29.5	14.9

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

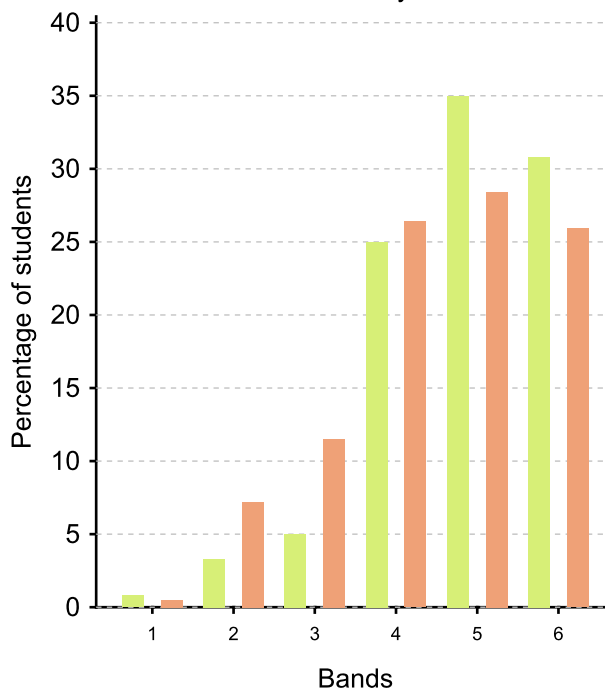
Band	3	4	5	6	7	8
Percentage of students	1.7	3.3	26.7	38.3	22.5	7.5
School avg 2015-2017	0.8	4.2	29.3	38.8	21.0	5.9

For GBPS the results for Numeracy are shown for year 3 and 5.

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

Year 5: from Band 3 (lowest) to Band 8 (highest)

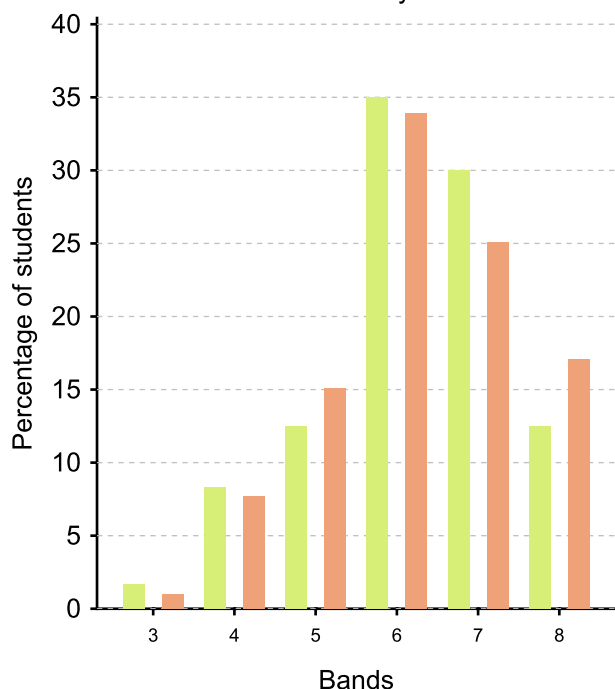
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.8	3.3	5.0	25.0	35.0	30.8
School avg 2015-2017	0.5	7.2	11.5	26.4	28.4	25.9

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	1.7	8.3	12.5	35.0	30.0	12.5
School avg 2015-2017	1.0	7.7	15.1	33.9	25.1	17.1

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

Parent/caregiver, student, teacher satisfaction

At GBPS throughout 2017 school year numerous surveys were conducted across the school covering all participants in the school community.

Technology and Writing have been a key initiative in our 2016–2017 school plan and milestones.

Staff were asked to complete a survey dealing with formative assessment.

Students in year 6 were asked their opinions about their school as they finish their education at primary school. 96% of students either agreed or mostly agreed that school was a place they like to go each day. 0% of students disagreed. Less than 2% of students felt lonely or unhappy. 90% of students thought learning was fun.

Parents/ caregivers were surveyed in the Partners in

Learning Parent survey in October 2017. Question 1 was asking for responses about the school. Examples are :

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

The staff at the school are valued and supported. I feel that the Deputy principal and principal are approachable and I could speak to either if needed.

Of the sixteen questions asked in this section the majority of responses were 'Always' with the remainder being 'Usually'. In all the survey covered 10 questions in regard to the school and in general the responses were very positive. Other areas covered included communication, homelearning, support in school for learning and behaviour, involvement in the school, use of technology and the curriculum.

Policy requirements

Aboriginal education

Aboriginal Education at Gymea Bay School continued to gain momentum in 2017. There remains a strong commitment across all of the stages to the incorporation of Aboriginal themes into teaching programs through activities, stimulus material, authentic sources and texts. Teacher interest and engagement with Aboriginal issues is at a significantly high level across the school. In 2017, the school had 12 students from Aboriginal and Torres Strait Islander backgrounds.

Studies about Aboriginal culture and heritage are embedded into several units of works across all grades, especially in the key learning areas of English, History and Geography. Acknowledgment of Country is delivered each week by a Leader of the student body at each weekly assembly K–2 and 3–6, whole school Monday morning assembly, on and at all major school events such as Anzac Day, Presentation Day, Education Day and White Ribbon Assembly.

The multi touch book written by one of the staff examines the local Aboriginal heritage of the Sutherland Shire Council, the impact of the Woollooware Bay development site and conservation areas. The activities embedded in the multi touch book helps students to acquire the skills and knowledge to address multiple perspectives and solutions to issues of the past, the now and in the future.

Aboriginal elders, as part of the work being organised in Aboriginal Ed. have taken part in an interview with year 4 students. Visiting Aboriginal Elder Col Hardy has taken part in the schools Performing Arts Night 2017.

In 2018 our first Indigenous teacher will be joining our teaching staff. During 2018 there will be a policy review of Aboriginal education.

Multicultural and anti-racism education

In the 2017 school year the EAL/D allocation was 0.4 days per week for semester one only. There were 22 students in the EAL/D program with 22 languages represented at GBPS. Mandarin, Cantonese, Japanese, Swedish, Arabic, French, Danish, Estonian, Russian, Dutch, Italian, Croatian, Macedonian, Portuguese, Indonesian, Gujarati, Greek, Spanish, Czech, German, Maori, and Polish. Teaching time was used to either withdraw students in groups from K–6 or provide in–class support across two days during literacy teaching time. 3 students were at Beginning Literacy level, 8 students were Emerging, 7 were Developing and 4 were consolidating the EALD levels.

Held in March 2017, Harmony Day celebrates Australia's cultural diversity. It is about inclusiveness, respect and having a sense of belonging for everyone.

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

All classroom teachers ensure that their programs are culturally inclusive and that school practices are embedded. Our school promotes within its values that students have an understanding of culture, cultural diversity, racism and active citizenship within a democratic and multicultural society.

An Anti–Racism Contact Officer (ARCO) play a key role in ensuring that parents, teachers and students have an understanding of cultural diversity in the school community.