

Gwynneville Public School

Annual Report



2017



3826

Introduction

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

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

Patricia Payne

Principal

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Message from the Principal

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

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

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

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

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

Patricia Payne

Principal

School background

School vision statement

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

Where:

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

School context

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

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

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated in the **Learning** Domain we are Sustaining and Growing. Evidence included

- Implementation of a highly effective L3 program. High quality partnerships with our community. Explicit data collection processes to improve teaching and learning. Excellent value added results due to successful implementation of the L3 program.
- Demonstrated commitment to strengthen and deliver on learning priorities with the key initiative of How2Learn. This includes embedding these concepts in all learning programs. Creation of a positive and supportive teaching and learning environment through How2Learn.
- Actively engaged students with a growth mindset about their learning, operating in a positive learning culture. Improved reporting to parents about their child's social and emotional development as covered through the 20 Habits of Effective Learners.
- Demonstrated commitment to delivering on school priorities through the Kids Matter program. Development of strong, positive relationships between staff and students through both the Kids Matter and Mind Up programs.
- Students who are highly self-aware and actively contribute to their school and society. Parents who are engaged and informed about their child's learning through informative student reports and meetings. Well-developed

policies and programs to monitor student learning needs.

- Curriculum is enhanced with alliances with other schools and organisations.
- Students show expected growth on internal school performance measures.
- Monitoring of attendance rates and understanding the individual needs of our families.
- Whole school approach to student well being through the Kids Matter and How2Learn programs.
- High level of parent involvement in the school through deliberately planned strategies and consultation. Students contribute to the well being of others and the wider community through leadership opportunities.

In the **Teaching** Domain we are Sustaining and Growing. Evidence included:

- Teachers providing specific, explicit and timely formative feedback to students. Teaching staff regularly evaluate the effectiveness of teaching practices. Student performance data is collected to inform teaching and learning programs. Data analysis informs planning for learning. Formal and informal assessment methods inform student progress. Teachers collaborate in stage groups and across the community of schools. Lesson observations provide constructive feedback and build trusting, positive relationships amongst the staff. L3 pedagogy focuses on effective teaching strategies that meet the emerging needs of each individual student in literacy. Staff are collegial and share their expertise and knowledge with each other.
- Identified expertise within the staff to lead professional learning. Teachers engage in shared learning and professional development. Teachers draw on evidence based research as a means to improve pedagogies. Teachers work beyond their immediate classrooms to support each other and to contribute to broader school programs.
- Teachers are actively engaged in their own professional learning. Teachers provide explicit, specific and timely formative feedback to students on improving their learning.
- Professional learning builds teachers capacity in analysing and interpreting student performance data. Data informs the school's learning goals and monitors progress towards them. Student performance data is provided to the community on a regular basis. The school leadership team regularly uses data to inform key decisions. Teachers draw on evidence based research to improve their performance and development.
- Processes are in place to coach and mentor teachers. Expertise within the staff is identified and utilised. Teachers collaborate in Year groups and Stages.
- Teachers use resources such as the Educator Impact software to improve their performance.

In the **Leading** Domain we are Sustaining and Growing. Evidence included:

- Streamlined and flexible processes enable us to deliver services and information and to strengthen parent involvement. Students are provided with multiple opportunities to provide constructive feedback on school practices and procedures.
- Physical learning spaces are used flexibly and technology is accessible to all staff and students.
- Leadership promotes school capacity building. Productive relationships exist with external agencies such as local school groups, community organisations and universities. Staff are provided with purposeful leadership roles based on their professional expertise. Leadership teams make deliberate and strategic use of partnerships and relationships to access resources. Monitoring, evaluation and review processes are embedded and undertaken routinely. Clear processes accompany timelines and milestones, to direct school activity toward the effective implementation of the school plan. Strategic financial management is used to maximise resources available to implement the school plan. Opportunities for students and the community to provide constructive feedback on school practices and procedures is evident.

Our self-assessment and the external validation 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/sef-evidence-guide>

Strategic Direction 1

Teachers as Learners

Purpose

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

Overall summary of progress

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

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

Staff at Gwynneville Public School are committed to ongoing professional development sessions guided by the HOW2Learn strategy to improve their teaching practices and learning outcomes of all students. Staff have been involved in considering the needs of learners in a 21st century context through examining current research, reforms and policies relating to the changing nature of learning and education. As a school, we have reflected on these needs and have developed a whole school overview that will guide the school's vision for addressing the needs of learners in the 21st Century.

Scheduled classroom visits and lesson observations allow teachers to provide and receive planned, constructive feedback to improve teaching practice. Teachers are supported through this process, building trusting, positive relationships amongst the staff. Staff reflected on their progress during the year, making necessary adjustments as needed, to improve their teaching practice thus enhancing the learning outcomes for students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Staff professional learning plans are developed and implemented.		All staff have a performance development plan based on the Department policy. Staff members are consolidating their understanding of how to best drive their own plans and to actively seek feedback and mentoring as an important part of their ongoing growth.
• 100% of staff share expertise and best practice across KLA's.		All staff work collaboratively, both whole school and in stage groups to share expertise and plan and program units of work across the KLA's. A number of teachers have combined to team teach and build upon each others strengths.
• The successful implementation and ongoing maintenance of teachers' professional learning portfolios that will meet accreditation of the Australian Teaching Standards.		Staff achieving 75% of learning goals. Evaluations and reflections from the "What Works Best Reflection Guide" guide planning for 2018. All staff are involved in quality professional development opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100% of staff giving and receiving collaborative feedback and reflections to promote learning and innovation.		All staff members are part of learning teams to build collaborative practice.. Staff completed action plans through HOW2Learn. Lesson observations were carried out with formal feedback reflection meetings scheduled.

Next Steps

- Continued ongoing Professional Learning in order to build staff capacity to achieve professional learning goals.
- Continuation of classroom observation visits ensuring improvement of quality teaching and learning.
- Quality teaching practice that aligns with the Quality Teaching Model and Australian Teaching Standards.
- Continue ongoing professional learning sessions to complete all modules of the HOW2LearnProgram.

Strategic Direction 2

Promote Quality Teaching and Learning

Purpose

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

Overall summary of progress

Staff members continue to deepen their understanding of the Australian Curriculum through high quality training, team teaching and stage planning sessions. Multiple opportunities were created for our stage teams to meet in order to plan, share and deliver high quality teaching and learning programs linked to the new curriculum including the development of a whole school Scope and Sequence aligned to Australian Curriculums.

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

NAPLAN data is analysed by staff to determine areas of strength or weakness at a whole school and individual student level. Classroom teachers use the reports generated to complement in class assessment and to act as additional information when planning their teaching and learning programs.

Staff conference with students to establish personal learning goals and targets. This collaborative process has motivated students to become active participants in the learning process and become independent learners. Learning goals are clearly displayed in line with our Visible Learning focus. Students have been explicitly taught 20 habits that enhance learning through our HOW2Learn ongoing professional development initiative.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Students demonstrate growth on continuums.		All teachers K–6 input data into PLAN program once per term and use this to track and monitor success and plan future learning based on continuum clusters. Identified increased percentage of students achieving expected continuum cluster in reading. Improved data collection and management and the development of an assessment timeline K–6.
• Delivery of highly engaging evidence based learning programs.	\$5000	100 % of classes in K–2 have had ongoing implementation of L3 and TEN occurring in their classrooms. Resources have been developed and shared across the team with teachers being involved in follow up reflection discussions. Purchase of PM Guided Readers to enhance teaching and learning programs. 100% of classes in 3–6 have had ongoing implementation of Focus on Reading. Annual review via feedback from staff, students and parents regarding the implementation of the learning habits.

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">Students achieving benchmarks in literacy and numeracy as indicated in NAPLAN results and school based assessments.	\$8970	<p>90% of Year 5 students achieved benchmarks.</p> <p>94% of Year 3 students achieved benchmarks.</p> <p>Students achieving expecting grades on end of year reports. Students demonstrate growth between pre and post tests in numeracy and literacy.</p>

Next Steps

- Utilise staff expertise in L3 to provide in class learning support and mentoring of teachers in training.
- Revisit 'Focus on Reading' in Stage 2 as a flow on from L3 in Stage 1.
- Engage in '7 Steps of Writing' professional development K–6.
- Purchase further guided readers to supplement current resources.
- Continued implementation of the Higher Order Ways To Learn (HOW2Learn) and Kids Matter (Mental Health and Well Being Program) whole school strategies in 2018 to enable students to become more effective learners.
- Continued focus on Formative Assessment and effective feedback to improve student achievement and raise teacher quality. This will involve teachers and students working together to focus on student learning goals and devising plans to achieve these goals.
- Modify the 20 Learning Habits Scope and Sequence into stage groupings to allow a more explicit, age appropriate focus to occur.

Strategic Direction 3

Strong Community Partnerships

Purpose

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

Overall summary of progress

The continued use of the "Skool Bag" App has provided an easy way to inform parents/carers and is a convenient way to receive school information. With high frequencies of parents accessing the App daily, communication has been improved and very effective. The schools website was updated to allow easier access to school information regarding classes, policies and any upcoming events.

In 2017, the school celebrated its multiculturalism through events such as Harmony Day, International Food Festival and 'Doing Things Together' days. All of which had a very high attendance rate from our extended community. Additionally, our welcome barbeque held at the beginning of the year had a positive response from parents and the wider community.

Our students were involved in numerous extra-curricular activities, achieving outstanding results in the 'Archibull Prize' and being awarded the title of Grand Champion in the 'Kreative Koala'. This is an innovative program that provides students and teachers with opportunities to engage in genuine experiences and gain knowledge and skills about the environment they live in.

We have developed and enhanced productive relationships with external agencies such as the UOW, business, industry and community organisations to improve educational opportunities for students.

Staff, students, parents and the broader school community being welcomed and engaged in the development of the vision, values and purpose for the school. We have a highly committed and active P & C body who meet once a month. These meetings are positive and productive and continue to strengthen our community ties.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Increased percentage of parents accessing school social media sites.	\$330 Skoolbag APP	The school website has had approx. 6253 views since the start of term 1. The 'Skoolbag' app has approx. 647 downloads per day. The Facebook Page has approx. 294 Friends.
• Increased parent attendance at school functions including fortnightly Assemblies and P&C meetings.		There has been a large increase in family attendance at school activities including fortnightly Assemblies, Harmony Day, Picnic Days, Grandparents Day and Cultural Diversity activities. Our P&C consists of 10 parents who regularly attend meetings and run fundraisers/events within the school, including very successful movie nights, discos, Mother's/Father's day stalls.
• Increased student participation in extra curricular and school based activities.	The Archibull Prize – \$550 Kreative Koala – \$250	High percentage of students from K–6 have been involved in numerous extra curricular and school based activities including The Archibull Prize, 'Kreative Koala', Chess Club, Gardening Group, The Choral Festival and various sporting activities.

Next Steps

- Regular morning teas and a welcome barbecue for parents and community members.
- Continued employment of teaching and non– teaching staff from different cultural groups.
- Continued celebrations of cultural diversity.
- Family – centred focus in programs and school activities.
- Continue and enhance partnerships with the UOW.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6671	<p>Teachers met with aboriginal families to discuss PLP's and were released to write PLP's with School Learning Support Teacher.</p> <p>Students are making progress across the literacy and numeracy continuums and continue to demonstrate improvement in NAPLAN results.</p> <p>Harmony Day activities were once again a huge success with many parents and grandparents attending the day.</p>
English language proficiency	\$24055	<p>Improved growth in student performance as measured in EALD scales.</p> <p>Learning Support Officers were timetabled to support student programs.</p> <p>Target support for refugee students</p> <p>EAL/D progress evaluation and monitoring of learning progressions.</p>
Low level adjustment for disability	\$14678	<p>Students show growth on the literacy and numeracy continuums and school based assessments.</p> <p>Identify students requiring learning adjustments.</p> <p>Engage SLSO to support students. Support timetabled. All students requiring adjustments and learning support are catered for within class programs and by the learning support teacher.</p> <p>In 2017, 28 students were referred to the SLSO teacher to receive learning support.</p> <p>Learning support team met twice per term to monitor student progress.</p>
Quality Teaching, Successful Students (QTSS)	\$18893	<p>Evidence of quality feedback. Timetable for scheduled meetings.</p> <p>Executive staff release time for mentoring, lesson observation and whole school planning.</p>
Socio-economic background	\$18590	<p>Continuum tracking and school based data analysis. LST monitoring.</p> <p>Additional SLSO time to support teachers and targeted students (timetabled)</p> <p>Identification of students with learning difficulties.</p>
Support for beginning teachers		<p>Planning days with supervisor.</p> <p>Professional Learning Plan completed.</p> <p>Mentoring sessions ongoing with supervisor.</p> <p>Ongoing attendance at beginning teacher</p>

Support for beginning teachers		<p>conferences.</p> <p>Weekly release for classroom observation visits.</p> <p>Mentoring sessions ongoing with supervisor.</p>
Targeted student support for refugees and new arrivals	\$6973	<p>A teacher was employed to support the new arrival EAL/D students. Students were provided with in class and also withdrawal support.</p> <p>A Bilingual School Learning Support Officer was available to assist new arrival refugee students and to provide a communication link between school and home.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	137	122	125	122
Girls	100	109	114	110

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.7	94.7	88.9	93.2
1	96	94.9	88.6	93.6
2	96.3	95.7	93.1	92.9
3	95.4	96.6	95.5	93.6
4	96.2	96.2	93.8	94.4
5	99.1	94	92.8	94.3
6	95.5	95.6	92.2	91.7
All Years	96	95.2	91.9	93.4
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 levels have decreased slightly due to our high number of international students returning home for personal reasons no longer classified as exempt. Non-international/travelling student attendance remains sound.

Class sizes

Class	Total
BLUE	19
YELLOW	19
RED	19
LIME	22
GREEN	21
ORANGE	25
PINK	25
BROWN	29
MAROON	28
PURPLE	30

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	8.01
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher of ESL	0.6
School Counsellor	0
School Administration & Support Staff	2.46
Other Positions	0

*Full Time Equivalent

In 2017 the school had one Aboriginal teacher and one Aboriginal School Learning and Support Officer.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	6

Professional learning and teacher accreditation

Throughout 2017 all staff were involved in professional learning. Early career teachers were mentored and supported in their teacher accreditation process to gain accreditation at proficient level. Staff in their maintenance phase had many professional development opportunities. Aspiring leaders and executive staff had access to lead training, supporting future accreditation as a Highly Accomplished Teacher.

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

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

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

Financial information (for schools 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	115,137
Revenue	2,181,488
Appropriation	2,071,097
Sale of Goods and Services	18,995
Grants and Contributions	83,426
Gain and Loss	0
Other Revenue	6,220
Investment Income	1,749
Expenses	-2,011,906
Recurrent Expenses	-2,011,906
Employee Related	-1,817,474
Operating Expenses	-194,433
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	169,581
Balance Carried Forward	284,718

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	1,743,856
Base Per Capita	36,525
Base Location	0
Other Base	1,707,330
Equity Total	175,724
Equity Aboriginal	6,671
Equity Socio economic	18,590
Equity Language	84,999
Equity Disability	65,465
Targeted Total	48,029
Other Total	57,322
Grand Total	2,024,932

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.

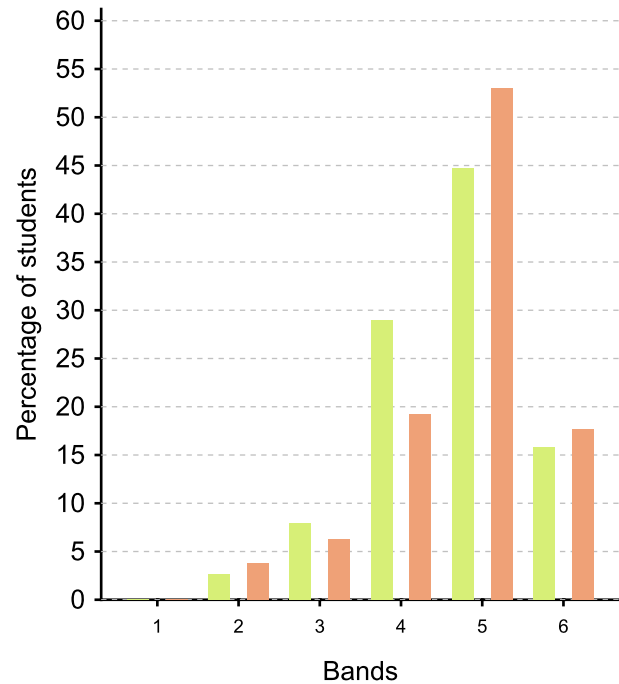
School performance

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.

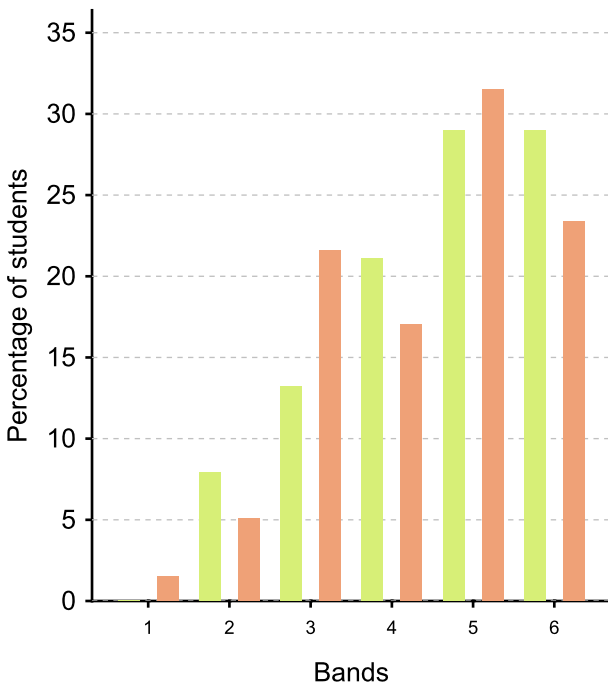
Year 3 Literacy results are outstanding with high percentages of our students achieving above state average. Our students often gain entry into the Opportunity Class and academically Gifted and Talented programs in Year 5.. Our Year 5 Literacy results reflect this.

Percentage in bands:
Year 3 Writing



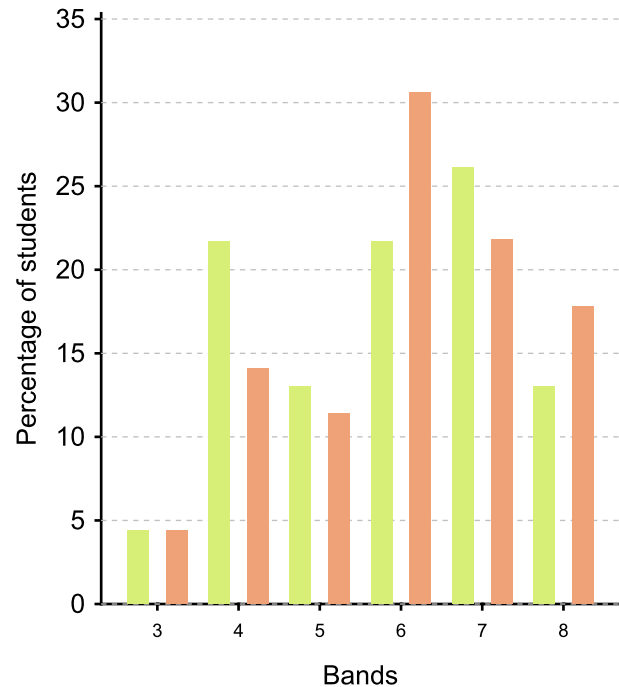
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Reading



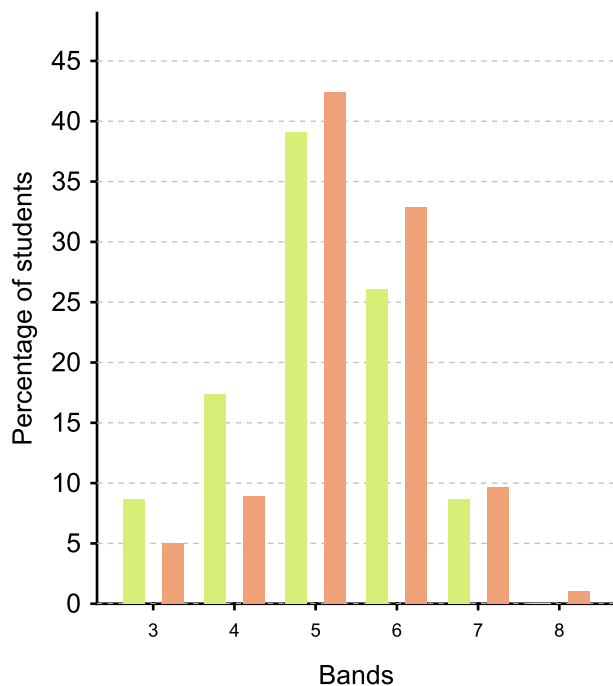
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Reading



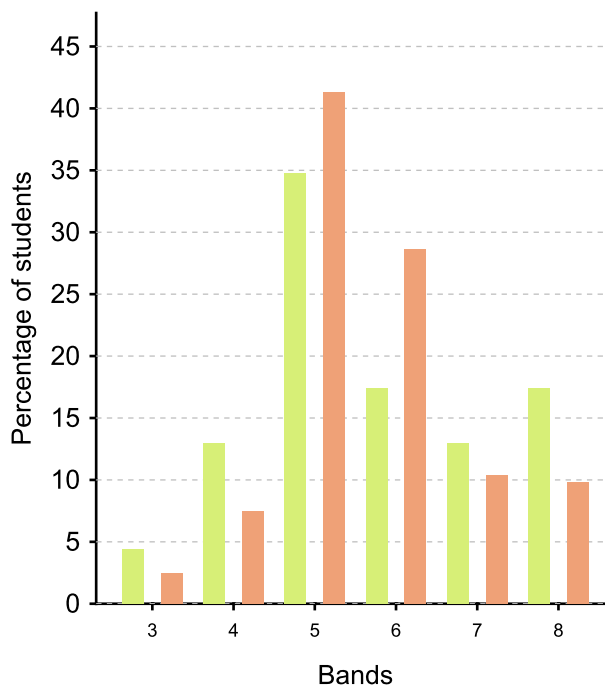
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

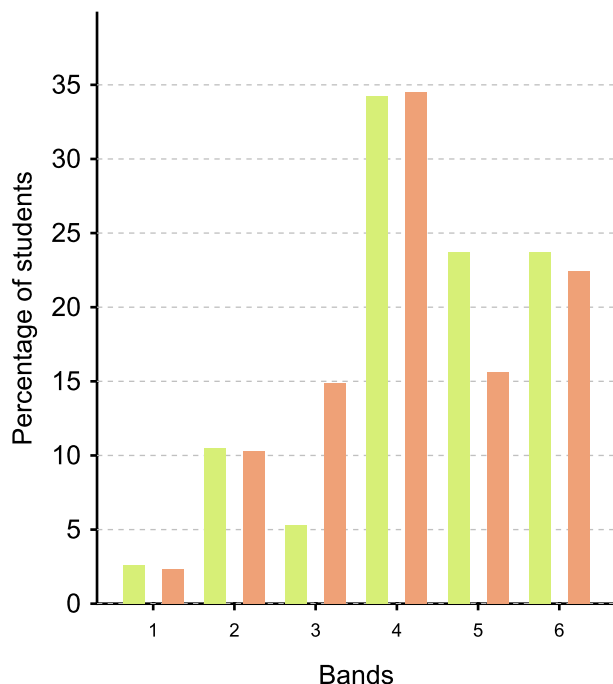
Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

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.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Policy requirements

Aboriginal education

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

Personal Learning Plans were designed for each Aboriginal student with specific learning goals. Each PLP aimed to target individual academic, social and behavioural needs.

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

Each year a "Doing Things Together Day" is held during Naidoc Week. The children are placed in groups across K-6 and rotate through interesting and fun

cultural activities.

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

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

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

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

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

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

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

Multicultural and anti-racism education

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

The school continues to have a transient population due to its close proximity to the University of Wollongong. Visiting academics and university students coming from overseas on temporary resident visas, enrol their children for periods ranging from a few months to several years. Several other EAL/D students have come to Australia on refugee visas and require substantial support with their language development and their cultural acclimatization.

Cultural events are celebrated throughout the year. In 2017 GPS held Multicultural days that embraced our diverse cultures within the school. Parents and grandparents attended the days.

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

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

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

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

Other school programs

Personal Development. Health and Physical Education (PD/H/PE)

2017 was another successful year in Sporting endeavours for Gwynneville Public School students.

Student participation in sport and the development of skills based P.E. programs has continued to be refined in 2017. In-school programs have been an integral part of the improvement and development of sport this year. Students in Kindergarten to Year 2 have been involved in a specific fundamental movement skills program. This has seen a positive development in students' understanding and application of key sporting skills. Students in Years 3–6 have been exposed to the same fundamental skills but implemented in a game focussed program aimed at enhancing specific skills using modified games that involve tactics and strategy. These programs have been a great addition to the weekly timetable, with students always eager to participate.

Students from years 2–6 completed the annual Swim School Scheme. This program teaches water confidence, begins to teach stroke development and for the more advanced swimmers, stroke correction.

Gwynneville Public School was again actively involved in the Central Wollongong PSSA competitions on Friday mornings during term 2. There were record numbers of students playing Tag Rugby.

Students from Gwynneville Public School were again heavily involved in the Swimming, Cross Country and Athletics carnivals at both a school level and at the Central Wollongong Zone PSSA carnivals. Our school carnivals were fantastic, with a large percentage of students participating in many events. This success at a school level also carried over into the Zone carnivals.

In swimming we had over 20 students representing GPS at the zone carnival and nine of our students reached the South Coast Carnival. Two of our students went on to represent South Coast at the state carnival.

In cross country, approximately 30 students represented our school at the zone carnival with two students successfully making it to the South Coast Carnival.

Finally, in athletics we had 30 students compete at the zone carnival with 5 students successfully qualifying for the South Coast Carnival in Canberra.

This year saw 7 students from Stage 3 participate in a range of individual PSSA trials for sports such as rugby league, rugby union, basketball, soccer and cricket. These trials are held through the Central Wollongong PSSA and are aimed at supporting talented athletes with the goal of representing South Coast and eventually NSW PSSA in their specific areas of strength. We had two successful students who represented at South Coast trials this year. One was in basketball and the other in rugby union.

All students across the school have also participated in Crunch n' Sip, improving their understanding of nutrition and the importance of eating correctly to support a healthy lifestyle.

Other

School assemblies are held fortnightly and are run by the student leadership team. Families are invited to attend and each class takes it in turn to perform for the assembly. These assemblies are well attended by the parents and community and are a means of highlighting students' work and achievements. They also maintain and strengthen community support.

Aboriginal education

Gwynneville Public School continues to provide an awareness of Aboriginal culture, history and contemporary Aboriginal Australia. This year our Naidoc Week celebrations were a cultural experience for our school community with a whole school assembly to end the day. As a mark of respect, acknowledgement and understanding, students and teachers use the protocols for DET Welcome to Country that acknowledges the traditional owners of the land.

Multicultural education

The school has maintained a focus on multicultural education in all areas of the curriculum by providing learning experiences which develop the knowledge, skills and attitudes required for a culturally diverse society.

Students at Gwynneville Public School were exposed to different societies through participation in our fortnightly spotlight on a culture at our assemblies.

Archibull /Kreative Koala Projects

During 2017 year 5/6 participated in The Archibull Prize which is a national program teaching students about the agricultural industry and impacts of climate change and sustainability. The children decorated a fibreglass cow about their industry. Our 2017 topic was dairy. The children created a blog, an animation and visited a local

dairy farm. This was our fifth year participating in the program.

Students in 4/5 were a part of new pilot program The Kreative Koala. This program was similar to The Archibull but had a focus on sustainability and the huge problem of waste. The children worked with local ambassadors to develop a project that they could improve within our school. It was decided that waste was an issue. We needed to educate our community about the amount of waste, its effects and solutions. To complete the project students had to decorate a fibreglass cow, create a visual journal and a blog about the project.

Stage 3 students eagerly participated in all components of these two projects.

Kidsmatter

In 2016, the school adopted the 'Kids Matter' framework to increase awareness and understanding of students mental health and wellbeing. We have continued to implement and develop the program in 2017. Teachers have engaged in quality professional learning and were continually reflecting on school practices and programs to better meet the needs of students. A survey was issued to students, teachers and parents to gauge if the current policy is meeting the welfare and wellbeing of students across the school. Student results reflected, overwhelmingly, that they liked coming to school, being at school and felt happy at school. This also demonstrated that the students felt safe at school and that they felt teachers were caring and supportive.

Parent results indicated that the school set clear high expectations for student behaviour. That school staff were respectful and sensitive to children experiencing social, emotional and behavioural difficulties. Parents indicated that they felt comfortable in talking to their child's teacher. They also felt welcome when visiting the school. Parents stated clearly that the school provides a safe and caring environment and felt valued in making decisions that affected students at the school. Staff results indicated that 94% of them recognised supporting student mental health and wellbeing helped reduce behavioural problems and improve academic outcomes. The staff also recognised that student mental health and wellbeing was an essential part in their role in supporting students. All staff recognised the need to revise current school policy and practices to make our community to feel welcomed and included.

Band

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

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

Illawarra Choral Festival

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