

Gwandalan Public School

Annual Report



2017



4320

Introduction

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

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

Kirsty Squires

Principal (Acting)

School contact details

Gwandalan Public School

Kanangra Drive

Gwandalan, 2259

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

gwandalan-p.school@det.nsw.edu.au

4976 1318

School background

School vision statement

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

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

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

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

School context

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

The results of this process indicated the staff at Gwandalan Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated throughout the year to thoroughly examine the school plan to determine the elements of the School Excellence

Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the Framework. This provided an important overview to ensure our improvement efforts aligned with these high level expectations.

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

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

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

Our self-assessment and the external validation process will assist the school to refine 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

Creative and Engaged Learners

Purpose

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

Overall summary of progress

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

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

The development of a whole school approaches to Wellbeing with a focus on academic success and quality learning environments. Further professional learning on key Literacy initiatives (L31, an Instructional Leader K–2, Introduction of Behavioural Reading teacher/ program, Positive Behaviour for Learning –PBL and innovative learning spaces) has strengthened students learning outcomes, the tracking of student performance against the Literacy and Numeracy continuums and support our goal of all teachers successfully and consistently tracking students to enable individual growth. The focus on explicit, individualised, small group instruction has enhanced the professional practice of teaching and is having an impact on student learning. The development of deeper understanding and valuing of Aboriginal culture and ways of learning has been achieved through a range of cultural activities and teaching initiatives. This contributes to a stronger sense of belonging for all Aboriginal students and their families. Staff members continue to deepen their understanding of quality teaching explicit teaching processes that support whole class differentiation, target group work and individualise learning plans. Leaders and aspiring leaders are supporting teachers through an effective implementation process that includes individualised professional support.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Rigorous and comprehensive assessment of student progress reflecting outcomes and continuum measures as plotted against individual performance benchmarks.• PLAN data will show majority of students working at expected levels in Reading, Writing, Comprehension and Early Arithmetical Strategies K–6. PLAN data to show all Aboriginal students working at expected levels.• To increase the number of students achieving in the top three bands for literacy and numeracy by 10% overall and specifically increase the number of students in the top bands by	<ul style="list-style-type: none">Executive and Mentor Release• Socio-economic background (\$80000)• Quality Teaching, Successful Students (QTSS) –Staffing Allocation• Socio-economic background (Early Years Intervention) (\$40000)• Strategic Direction – Resource Allocation (\$10000)• Literacy & Numeracy funding – (\$13000)	<p>Staff and student feedback an analysis of school mentoring, programming and professional learning initiatives indicated a greater understanding of the use of data to inform practice and effective use of learning spaces to support student engagement. Further developments were noted regarding the use of effective feedback and differentiation across whole school wellbeing initiatives.</p> <ul style="list-style-type: none">• Early Action for Success targets across K–2 in Reading indicated on average 73% of students had achieved expected targets or had exceeded them. PLAN data for Years 3–6 in Reading on average indicated that 26% of students were at expected levels.• In Writing Early Action for Success targets for Yr K–2 indicated that 43% of students were at expected levels or had exceeded them. Yrs 3–6 PLAN data indicated that 5% of students on average have reached expected levels.• In Comprehension Early Action for Success

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>6%. NAPLAN data will show an increase in expected growth in Reading, Writing and Numeracy when measured against the average.</p> <ul style="list-style-type: none"> • RAM Equity and QTSS funding used to release stage mentors and interventionist to support staff in quality classroom practice, innovative syllabus implementation, creative learning environments, accreditation, coaching and differentiated teaching. 		<p>targets indicated that on average 58% of students in Yrs K–2 reached or exceeded expected levels. PLAN data for Yrs 3–6 indicated that on average 16% of students had achieved expected levels.</p> <ul style="list-style-type: none"> • Results in Early Arithmetical Strategies include 100% of Kindergarten student achieving expected levels, 84% of Year 1 students, 43% of Year 2 students and 42% of Year 3 students achieving at expected levels. • NAPLAN Literacy and Numeracy data for Year 3 and Year 5 showed no overall increase percentage in the top three band, however in Reading for Year 5 there was a 10% increase. • NAPLAN expected growth in Year 5 Reading was above State Average.

Next Steps

The school will continue to employ an Instructional Leader through the Early Action for Success Self-funding program to work with teachers in our Kindergarten to Year 3 classrooms and to allocate resources such as LaST and SLSOs in response to identified needs. Professional learning will continue to target teachers in developing a deeper understanding of using assessment as evidence on the learning progressions developed by ACARA as we move from the continuum to the Learning Progressions. All staff will be trained in the implementation of the Learning Progressions and the connection they have to the Syllabus documents. Additional staff will be trained in TEN (Stage 2 teachers) and L3K and a sequential K–6 mathematics Scope and Sequence will be developed to enhance and address the areas of concern in Mathematics. Staff teaching on Years 3 to 6 will assess students to identify targeted teaching areas and differentiate learning. Additional professional learning will take place in supporting students to verbalise strategies used to solve problems and identify and respond to students experiencing difficulty with the language of mathematics and problem solving. A writing initiative will be introduced that addresses the needs of students across K–6, identifying and supporting all students and creating a common language and understanding of effective strategies that all students are able to access. Student Learning Support Officers and Early Years Interventionist will target students in K–2 who require additional reading and writing support. Students and teachers in Years 3 to 6 will be supported by through targeted data reflection and reading for understanding interventionist.

Strategic Direction 2

Innovative , Evidence-based Educators

Purpose

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

Overall summary of progress

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

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

The establishment of consistent induction processes supported new staff to the school. Staff engaged in reflection through the Performance and Development Plan (PDP) process. Regular and effective feedback sessions were put in place to support professional growth. The 'Essential Information' was reviewed and refined and regular communication on departmental priorities and reforms occurred. Staff have engaged with the strategic planning, monitoring, evaluating and reviewing process through strategic and priority teams. The engagement of the school community through ongoing surveys and forums ensured a positive, strategic and inclusive approach to the growth of the school. The executive team participated in the external validation that reaffirmed our directions and made clear future areas of development.

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• All staff members develop a PDP in line with the teacher performance and development process.• 100% of staff feel supported in their professional development and career aspirations and have reflected and improved in their identified goals as a result of being involved in the PDP process.• Staff meetings reflect collaborative practices, target professional learning and collegial support.	<ul style="list-style-type: none">* Professional Learning allocation – \$19000* Beginning Teacher Support – \$16000	<ul style="list-style-type: none">• Professional learning on aspects of school-evaluation and planning involved all staff.• Staff feedback indicated that the PDP process supported both school directions and self-evaluated professional targets.

Next Steps

The school will continue to employ an Instructional Leader through the Early Action for Success Self-funding program to work with teachers in our Kindergarten to Year 3 classrooms and to allocate resources such as LaST and SLSOs in response to identified needs. Professional learning will continue to target teachers in developing a deeper understanding of using assessment as evidence on the learning progressions developed by ACARA as we move from the continuum to

the Learning Progressions. All staff will be trained in the implementation of the Learning Progressions and the connection they have to the Syllabus documents. Additional staff will be trained in TEN (Stage 2 teachers) and L3K and a sequential K–6 mathematics Scope and Sequence will be developed to enhance and address the areas of concern in Mathematics. Staff teaching on Years 3 to 6 will assess students to identify targeted teaching areas and differentiate learning. Additional professional learning will take place in supporting students to verbalise strategies used to solve problems and identify and respond to students experiencing difficulty with the language of mathematics and problem solving. A writing initiative will be introduced that addresses the needs of students across K–6, identifying and supporting all students and creating a common language and understanding of effective strategies that all students are able to access. Staff will also be supported in the STEM initiative to complement and combine the Key Learning Areas of Science and Technology, Engineering and Mathematics. This strategy will also address and strengthen student engagement. Student Learning Support Officers and Early Years Interventionist will target students in K–2 who require additional reading, phonological awareness/Phonics and writing support. Students and teachers in Years 3 to 6 will be supported by through targeted data reflection and reading for understanding interventionist.

Strategic Direction 3

Valuing & Enhancing Community Connections

Purpose

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

Overall summary of progress

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

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased school attendance at community events. Increased links between learning at home and school through a variety of platforms—including P&C Facebook posts, Schoolbag app, school website and other feedback networks and personalised check-ins. Greater than 75% of parents feel their opportunity to contribute to school life has increased and they feel heard and valued for their contributions.	* Community engagement programs – (\$5000) * Socio-economic – (\$5000)	Introduction of seesaw K–2 Class dojo utilised across K–6, 50% used this as a communication tool between home and school. Class Blogs (K–2) 'School Interviews' Portal utilised to book parent/teacher interviews. TTFM data – Tell Them From Me data indicated a positive response to parents feeling welcome at school. The school mean score was 7.8 compared with the NSW govt. norm of 7.4. The report also showed that parents were informed and knew that teachers communicated with them about all aspects of their child's development. The school mean score was 6.9 while the NSW Govt mean was 6.6.

Next Steps

Continue to strengthen school-based procedures and processes and improve our systems linked to quality, worthwhile relationships to support and enhance community links across the school. Continue to introduce additional opportunities and activities linked to learning and classroom practice where parents can feel valued and connected to the school. PBL values will be explicitly taught across the school and promoted to the broader community through targeted promotion and student award systems. A review of major and minor incidents will be undertaken and links with the Regional PBL team will be reinvigorated. The school will continue to monitor daily attendance, suspension and detention data and strengthen support for students who are regularly causing concern. Broadening and school's online presence from the website to parental portals, social media links, mobile applications and digital signage will be a focus. An increase in the use of these systems will be used to promote positive school news stories. The purchase of an electronic school sign will improve communication channels with the wider local community. 'Brekkie with a Techie' sessions will be used to enhance the Professional Learning of staff in the area technology.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Flexible Funding –\$ 25231 –PLP's \$5000 (staff release) –Support Intervention extra SLSO's– \$ 8231 – Targeted Professional Learning – \$10000 Personalised Learning Support for Aboriginal Students – \$4781AECG Professional Development– \$1000</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$25 231.00) • Support for beginning teachers (\$1 000.00) • Personalised Learning Support for Aboriginal Students (\$4 781.00) 	<p>All students have a Personalised Learning Plan (PLP) created by employing a conversational focus between the classroom teacher, the student and parent. This reflects the student's areas of interest and needs and is revised at regular intervals throughout the year. Cultural significance is included in all PLPs. 100% of parents indicated that this process greatly supported the academic and emotional needs of their children. Personalised Learning Support for Aboriginal Students funding was used to employ SLSO's to support & mentor during class and playground sessions. NAIDOC week was a celebration of Aboriginal cultural with cross stage groupings. All students were provided opportunities to try bush tucker, observe & participate in dancing performances, engage in creating Aboriginal artworks, view traditional artefacts, connect and participate in traditional active games and work with parents and friends. Students indicated in the TTFM Student Survey 100% agreed &/or strongly agreed that they felt good about their culture at school. Staff, student and community members completed an art submission/ competitions at local Central Coast Art gallery. This highlighted our school's interest in Aboriginal Education and promoted the outstanding talents that are regularly displayed. SLSO time was also used to run an Aboriginal dance group which encouraged a connection to culture through dance and movement. The group were successful in auditioning for the Central Coast Dance Festival.</p>
English language proficiency	<p>English language proficiency – \$1926</p> <p>Low Level Adjustment for Disability – \$2000</p> <ul style="list-style-type: none"> • English language proficiency (\$456.00) • Low level adjustment for disability (\$2 000.00) 	<p>A specialist teacher and the Learning & Support teacher analysed student English proficiency against language scales and supported teachers to plan and implement programs for EALD students. Communication with parents allowed for collaborative intervention strategies to be applied. Resources were also purchased to support the learning needs of these students.</p>
Low level adjustment for disability	<p>Low level adjustment for disability – Extra SLSO's Intervention– \$25000 – LST release to support intervention– \$2168 Socio-economic background– to provide additional Professional learning, support & mentoring– \$5000</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$27 168.00) • Socio-economic background (\$5 000.00) • Socio-economic background (\$5 000.00) 	<p>Additional Learning Support Team (LST) release time to provide timely interventions and staff up-skilling. Additional School Learning Support Officers (SLSOs) were employed to directly support students in classrooms. SLSOs provided instruction in explicit programs devised by class teachers to support learning and social needs of students. Staff released to complete IEP's this resulted in an increased in student engagement as evident by work samples, classroom behavioural data and parent feedback. LST Meetings were held on a regular weekly basis and evaluations & reviews took place through Executive and Staff meetings.</p>

Quality Teaching, Successful Students (QTSS)	Quality Teaching, Successful Students – Staffing Allocation (.25)	The school employed a teacher for one day per fortnight throughout Semester 2 to provide additional support for implementing our high quality programs. This was used for providing support to teachers in curriculum delivery and student wellbeing (PBL).
Socio–economic background	<p>Socio–economic background – \$229 875</p> <ul style="list-style-type: none"> • Socio–economic background (\$103 666.00) 	The school employed an Instructional Leader and support staff to implement curriculum delivery as a self–funded Early Action for Success school.. Funds were used to improve learning facilities with a particular focus on creative collaborative learning spaces, targeted support and mentoring, quality teaching and whole school wellbeing frameworks. School funds subsidised extracurricular activities to provide equitable opportunities for all students. Our learning environments supported key links to 21st century learning capability ideals.
Support for beginning teachers	<p>Support for beginning teachers</p> <ul style="list-style-type: none"> – Additional release / Mentoring –\$9000 – Targeted Professional Learning –\$5000 – Resources linked to targeted curriculum area – \$1323 • Support for beginning teachers (\$15 323.00) 	2 teachers met the criterion for this support. Funds were used to provide time to give the teachers additional mentoring and release time and professional development opportunities working towards achieving teacher accreditation.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	178	174	180	192
Girls	158	148	159	174

In 2017, the communities of Gwandalan and Summerland Point have seen a number of land releases which is now starting to change the enrolment profile of the school. It is likely to see a dramatic increase in enrolment numbers in the coming years.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.2	93.8	94.4	94
1	94.4	92.7	93.3	93.6
2	94.5	92.3	93.6	90.5
3	95	93.1	92.9	92.5
4	95.6	92.7	92.7	91.9
5	94.8	93.6	92.8	93
6	96	91.6	93.9	92.6
All Years	95	92.9	93.4	92.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance was slightly below the state average. Student attendance is closely monitored using recommended DEC procedures. Strategies include regular rolls checks, regular contact with parents for students with an absence of 2 days or more and provision of absence proformas for completion. Students whose attendance is causing concern are referred to the School Learning Support Team and

referrals made to the Home School Liaison Officer(HSLO). Individual attendance improvement plans are negotiated with the Principal, parent and HSLO and review meetings held. The importance of regular attendance at school is regularly communicated to the school community.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	12.44
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.02
Other Positions	0

*Full Time Equivalent

Three staff members identified as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

During 2017 staff engaged in a number of professional learning opportunities to further support & enhance student learning outcomes and systems to enhance how the school operates and functions.

Improving the quality of teaching practices in literacy and numeracy was significant focus of professional learning in 2017 in order to support the implementation

key initiatives at the school, with a significant focus being on Early Action for Success. All teachers were provided with targeted professional learning that supported the implementation of the school's strategic plan and had the opportunity to partake in professional learning that would assist them in achieving their personal professional goals. Many forms of professional learning were experienced, including a focus on lesson observation and feedback in order to support the implementation of Performance Development Framework.

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

Staff had many opportunities to engage in professional learning in 2017. Target areas included leadership development, teaching and learning, Work Health and Safety and student wellbeing. In addition to mandatory training requirements of child protection, anaphylaxis and cardiopulmonary resuscitation, staff training included TEN training for targeted S1 teachers, PBL training for team leaders, Teacher Accreditation, the effective use of school resources, technology, consistent teacher judgment in monitoring student progress, SMART Data analysis.

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

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

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

Financial information (for schools 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	55,857
Revenue	3,378,689
Appropriation	3,182,121
Sale of Goods and Services	44,365
Grants and Contributions	150,895
Gain and Loss	0
Other Revenue	0
Investment Income	1,308
Expenses	-3,258,301
Recurrent Expenses	-3,258,301
Employee Related	-2,907,622
Operating Expenses	-350,679
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	120,388
Balance Carried Forward	176,246

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	2,333,862
Base Per Capita	51,808
Base Location	0
Other Base	2,282,054
Equity Total	409,652
Equity Aboriginal	38,319
Equity Socio economic	229,875
Equity Language	1,926
Equity Disability	139,532
Targeted Total	130,414
Other Total	70,510
Grand Total	2,944,438

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.

NAPLAN results for both Years 3 and 5 show an over-representation of students in the middle bands. The focus in 2018 will be 'bumping' those students up into the top two bands.

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	17.0	14.9	19.2	14.9	21.3	12.8
School avg 2015-2017	11.1	8.1	23.9	22.5	16.3	18.0

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	4.4	17.4	23.9	26.1	19.6	8.7
School avg 2015-2017	3.8	17.4	21.0	24.0	22.1	11.8

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	6.4	14.9	27.7	23.4	23.4	4.3
School avg 2015-2017	7.7	14.5	17.5	30.4	18.5	11.5

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	6.4	12.8	36.2	27.7	14.9	2.1
School avg 2015-2017	5.6	8.1	25.4	27.4	28.6	4.9

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	6.7	6.7	37.8	28.9	11.1	8.9
School avg 2015-2017	8.6	13.8	31.3	23.5	17.6	5.2

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	8.9	22.2	17.8	44.4	4.4	2.2
School avg 2015-2017	10.7	19.1	20.6	31.1	10.0	8.5

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	4.4	11.1	26.7	33.3	15.6	8.9
School avg 2015-2017	7.8	17.5	23.5	31.5	11.4	8.3

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	8.9	15.6	48.9	20.0	4.4	2.2
School avg 2015-2017	10.2	16.6	40.8	25.5	6.2	0.7

As with literacy, NAPLAN results for both Years 3 and 5 show an over-representation of students in the middle bands. The focus in 2018 will be 'bumping' those students up into the top two bands.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	28.3	30.4	26.1	8.7	6.5
School avg 2015-2017	5.8	17.4	30.4	24.3	13.4	8.8

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	6.7	11.1	51.1	20.0	8.9	2.2
School avg 2015-2017	6.2	13.1	42.6	21.3	10.7	6.2

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.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two bands:

Gwandalan Public School has shown an improvement from 13.64% of Aboriginal students in the top two band sin 2016, to 15% in 2017. There will continue to be a focus in 2018 on achieving the Premier's target of 30%.

Parent/caregiver, student, teacher satisfaction

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

The school, again, used the Tell Them From Me survey students. Their responses are presented below.

Parents in Learning Report – School Mean (NSW Govt Norm) 7.8 (7.4)

I feel welcome when I visit the school. 8.2

I can easily speak with my child's teachers. 8.1

I am well informed about school activities. 7.1

Teachers listen to concerns I have. 7.4

I can easily speak with the school principal. 8.8

Written information from the school is in clear, plain language. 7.5

Parent activities are scheduled at times when I can attend. 6.6

The school's administrative staff are helpful when I have a question or problem. 8.6

The results of the Parent Survey shows that there is an above state level satisfaction of parents with the school and the staff. The aim is continue this upward trend in 2018.

Focus on Learning Teacher Survey – School Mean

(NSW Govt Norm) 6.7 (7.1)

School leaders have helped me establish challenging and visible learning goals for students. 7.1

School leaders have helped me create new learning opportunities for students. 7.0

School leaders have provided me with useful feedback about my teaching. 5.9

School leaders have helped me improve my teaching. 6.7

School leaders have provided guidance for monitoring student progress. 7.1

I work with school leaders to create a safe and orderly school environment. 7.7

School leaders have taken time to observe my teaching. 5.9

School leaders have supported me during stressful times. 5.9

The survey results show a slightly below state average level of satisfaction amongst staff.

Student Outcomes and School Climate Survey

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. School 7.8 – State Norm 8.2

Students find classroom instruction relevant to their everyday lives – School – 7.7 State Norm 7.9

Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn School 8.0 State Norm 8.2

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach School 7.9 State Norm 8.2

Results are slightly below State norm.

Policy requirements

Aboriginal education

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

Processes and events to address Aboriginal culture and learning included whole school professional learning, NAIDOC and Harmony Day celebrations and Learning Environments/Spaces which had a strong

focus on local AECG initiatives and community learning opportunities. The continuation of cultural groups including dance, didgeridoo and yarnning circles were highly successful, resulting in an increased awareness and respect for Aboriginal culture and learning by all stakeholders.

Teachers and SLOS's organised Aboriginal Cultural activities for NAIDOC Day. All students were placed into groups and rotated through a series of activities related to Aboriginal and Torres Strait Islander culture. All staff strongly supported these events as reflected in their participation and active involvement. The day proved popular with students and staff.

Other related activities include:

- The continuation of an Aboriginal Dance group. The dance group performed at the Central Coast Dance Festival as well as at our school fete, the Bilby Bash and various school assemblies.
- Students in Year 3 to 6 attended the Bilby Bash at Budgewoi Public School. Students participated in a variety of cultural activities.
- Students in Years 5 and 6 attended Gibalee Day at Mannering Park.
- The Eleanor Duncan Aboriginal Medical Centre visited the school to test all Aboriginal students to identify students with hearing problems.
- Students have continued to work with an SLSO to create inspiring artwork that is displayed across the school.

These Aboriginal initiatives have provided all students the opportunity to learn about and be involved in Aboriginal culture. Staff attend Aboriginal Education Consultancy Group (AECG) meetings and have developed connections across our area.

Multicultural and anti-racism education

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

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

In March, Harmony Day was celebrated throughout the school where a variety of activities were enjoyed across the school to encourage students to understand how all Australians from diverse backgrounds equally belong to and enrich our nation.