

Gymea North Public School

Annual Report



2017



4389

Introduction

The Annual Report for **2017** is provided to the community of **Gymea North 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.

Sandra Forman

Principal

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School background

School vision statement

As a community we will inspire students to develop a passion for learning, assist students to achieve personal success in all endeavours and enable them to become engaged citizens who act with integrity.

This will be achieved by:

Nurturing and encouraging students to achieve their personal best and develop individual talents by being actively engaged in a wide range of academic, sporting and cultural pursuits.

Operating in an inclusive atmosphere which is caring, cooperative and respectful, based on our “Mantra” – ‘We are Safe and Respectful Learners’.

Ensuring that students have frequent access to experiences that develop the 21st Century learning skills of critical thinking, communication, creativity, collaboration, problem solving as well as Information Communication Technology skills.

Promoting and maintaining high standards and expectations across the learning community.

Engaging as a learning community in continuous evaluation to ensure the best practice of quality educational programs.

Welcoming and supporting parent and community participation and collaboration to share the responsibility for student development.

School context

Gymea North Public School, established in 1967, is situated in a well established residential area in the Sutherland Shire. The school is set in a leafy environment on expansive grounds and is known as ‘the school among the trees’. There are currently 357 students and 14 classes. 20% of students come from a background other than English, 17 students are from an Indigenous background and 19 languages are represented by the student population. Teachers at Gymea North are dedicated and engage in continuous professional learning. Our Learning Support Team, Learning and Support Teacher (LaST) and School Learning and Support Officers (SLSOs) ensure early identification and relevant support for a large number of students. Through class based and small group support the 20% of students from backgrounds other than English are assisted by the English as an Additional Language or Dialect (EAL/D) teacher.

Emphasis is placed on quality teaching and continuous improvement of learning outcomes for all students with learning support and Gifted and Talented programs and strategies in place. Our school is committed to providing rich programs to develop 21st century skills in critical thinking, problem solving, communication, collaboration and technology to enable all students to reach their full potential educationally, socially and emotionally.

Gymea North Public School strives to create an inviting and engaging environment for all students with a strong focus on wellbeing. Our school library is newly equipped as a flexible learning space and there is a Before and After School Care service onsite. We are continually building connections with quality preschools and high schools to ensure smooth transitions for students from preschool to Kindergarten and Year 6 to 7.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

LEARNING

Learning Culture –Sustaining and Growing

Teachers are committed to strengthening and delivering on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Gymea North Public School has well-developed and current policies, programs and processes identify, address and monitor student learning needs. We are moving towards ensuring a school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

Wellbeing – Sustaining and Growing

There is a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and best practice are evident in every classroom, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. We are moving towards the school having in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.

Curriculum and Learning – Delivering

Curriculum provision meets community needs and expectations and provides equitable academic opportunities. The school has a plan for student transitions in place and school plans elaborate on what all students are expected to know, understand and do. Curriculum delivery integrates Science and technology, library and information skills. The school provides a range of extra-curricular activities for student development and teachers differentiate curriculum delivery to meet the needs of individual students. We are moving towards actively collecting and using information to support students' successful transitions and further enhancing curriculum provision by involvement in learning alliances with other schools.

Assessment and Reporting – Delivering

Internal and external assessment data is analysed to monitor, track and report on student and school performance. Individual student reports include descriptions of the student's strengths and areas for improvement and teachers set criteria for student assessment and have in place consistent assessment practices. Parents are updated on the progress of their children. We are moving towards improved consistent teacher judgement to ensure students are accurately plotted against learning continuums.

Student Performance Measures – Delivering

The school achieves value-added results and our students are at or above national minimum standards on external performance measures. The majority of students are showing expected growth on internal school performance measures. We are moving towards achieving good value-added results, students showing higher than expected growth on internal school performance measures and increasing the percentage of students in the top 2 NAPLAN bands in all areas.

TEACHING

Effective Classroom Practice – Delivering

During planning days and stage meetings, teachers regularly review and revise teaching and learning programs. They evaluate content taught and preview learning planned for students. All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption. Our future focus is for teachers to regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices and to provide explicit, specific and timely formative feedback to students on how to improve.

Data Skills and Use – Delivering

Teachers analyse and use assessment data to understand the learning needs of students. The school's professional learning is building teacher skills in analysing, interpreting and use of student performance data and data analysis informs the school's learning goals and monitors progress towards them. The school leadership team regularly uses data to inform key decisions. We are moving towards teachers incorporating data analysis in their planning for learning and our school leadership team engaging the school community in reflecting on student performance data.

Collaborative Practice – Delivering

Teachers work together to improve teaching and learning in their grade and stage groups and formal mentoring and coaching support is in place to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community. We are moving towards teachers collaborating within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. Also, teachers receiving planned constructive feedback from their peers, school leaders and students to further improve teaching practice.

Learning and Development – Delivering

Teachers participate in professional learning targeted to school priorities and their professional needs. The school has processes in place for teachers' performance and development and beginning and early career teachers are provided with targeted support in areas of identified need. Analysis of the teaching team identifies strengths and gaps, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets. We are moving towards improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas.

Professional Standards – Sustaining and Growing

Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals and work beyond their classrooms to contribute to broader school programs. We are working towards teachers demonstrating and sharing expertise, having very high levels of contemporary content knowledge and teaching practices and relying on evidence based teaching strategies.

LEADING

Leadership – Sustaining and Growing

The school promotes and supports the development of leadership skills in staff and students and distributed leadership has provided opportunities for several staff to take on leadership roles in a relieving capacity. The school solicits and addresses feedback on school performance and has productive relationships with external agencies including universities, community organisations and other schools to improve educational opportunities for students. We are moving towards the school community being increasingly committed to the school's strategic directions to achieve our educational priorities.

School Planning, Implementation and Reporting – Delivering

The Gymea North Public School Plan is aligned to local and system priorities and is focused on achieving identified improvements. The strategic directions for the 2018–2020 school plan have been determined by ongoing evaluation and progress of milestones to date. The school is committed to equity and high expectations for the growth of each student. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. We are moving towards a broad understanding of, and support for, school expectations and aspirations for improving student learning.

School Resources – Sustaining and Growing

Workforce planning supports curriculum provision and the recruitment of high quality staff. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly and technology is accessible to staff and students. We aim to design succession planning, leadership development and workforce planning to drive whole school improvement.

Management Practices and Processes – Delivering

Gymea North Public School's participation in the Tell Them From Me surveys is an opportunity for students and the community to provide constructive feedback on school practices and procedures. We are streamlining processes to deliver services and information and strengthen parental engagement and are moving towards practices and processes being responsive to school community feedback.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

STUDENT LEARNING – High Expectations and Quality Student Learning

Purpose

To empower students with the essential skills and attributes in order to maximise their potential as learners, leaders and productive citizens.

To ensure every student is engaged in quality, meaningful and future focused learning experiences.

To develop and/or enhance teacher practice to implement differentiated teaching and learning programs that incorporate high expectations and meet individual student needs.

Overall summary of progress

Students understand their responsibility to engage in their own learning for Literacy and Numeracy and understand expectations of their performance and what is required to achieve at the highest levels.

Students have been supported to develop the capabilities to identify, develop and evaluate their own learning goals through formative assessment practices.

Adjustments for learning were embedded in 100% of teaching and learning programs.

Stage based ability Maths groups (Years 3–6) were established to ensure differentiation for learning in Number and middle students were closely monitored for growth (Bump It Up Strategy).

Increased percentage of students in the top 2 NAPLAN bands in the areas of Writing (55.6%), Spelling (57.8%) and Grammar and Punctuation (75.5%).

Teachers are becoming more proficient in analysing and interpreting data to ensure high expectations and differentiated learning.

Supervisors reported improved programming, incorporating high expectations and differentiated teaching and learning activities.

Teachers regularly engaged in structured professional dialogue in order to accurately plot student progress on PLAN each term and planning, monitoring and assessing is based on the Literacy and Numeracy Continuums.

Staff were committed to, and completed training in focus areas of development including Reading, Comprehension, Vocabulary, Formative Assessment and Numeracy and effectively engaged with professional learning that addressed the skills, knowledge and understanding of the NSW syllabuses.

There was continued collaboration with Area Health Speech Pathologists with a focus on vocabulary development.

Parents who have attended forums have an understanding of the implementation of Reading and Numeracy programs and have had the opportunity to be trained in the ethos and methodology behind them.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased % of students to achieve "Sound" or above over 3 years. Analysis of NAPLAN data shows improved growth from Year 3 to Year 5 in all aspects and shows	\$86,106 (using equity funding) \$7,160 (using Aboriginal background funding) \$20,000 Extra teacher	There is an increase in students achieving "Sound" or above. In overall English, results range from 93.1% (Year 3) to 73.1% (Year 1). In overall Mathematics, results range from 98.1% (Year 5) to 89.3% (Year 3). 78% of students are reading at or above grade

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>increased percentage of students achieving in the top 2 bands.</p> <p>Increased % of students reading and comprehending at grade appropriate levels.</p> <p>Supervisors report improved programming, incorporating high expectations and differentiated teaching learning activities.</p>	<p>(using EAL/D funding)</p> <p>\$25,901 (QTSS funding)</p>	<p>appropriate levels.</p> <p>There was an increase in the percentage of Year 3 students performing in the top 2 bands in 2017 Writing, 55.6% compared to 51.8% in 2016, 2017 Spelling 57.8% compared to 57.1% in 2016 and 2017 Grammar and Punctuation 75.5% compared to 62.5% in 2016.</p> <p>Improved growth was not seen in any area in 2017 NAPLAN.</p> <p>All class programs include student groupings for Reading and Number and differentiation for learning.</p>

Next Steps

Engage the whole staff in data collection and tracking systems to enhance our focus on impact and to better plan ongoing student learning growth.

Develop a deeper understanding of evidence relating to the impact of initiatives in the school plan.

Ensure a consistent K–6 approach to embedding formative assessment in classrooms.

Formative assessment strategies to remain a focus with feedback (teacher to student and student to student) to move the learner forward as the major focus.

Further clarifying, sharing and understanding learning intentions and success criteria with an importance on student goals.

Provide parents with student reports that indicate exactly where their child is performing in Literacy and Numeracy.

Technology is embedded into everyday practice across the school – student goals, monitoring student goals, enhanced communication with parents.

Strategic Direction 2

LEADERSHIP and STAFF LEARNING – Strong Culture of Professional Practice and Leadership

Purpose

To build a dynamic performance and development culture of innovation and best practice through quality professional learning and collegiality. Teachers and support staff will be responsive to students' needs and be facilitators of learning in an inclusive setting. Leaders and teachers will have high expectations of themselves and their students in order to foster sustained school improvement.

Overall summary of progress

100% of staff completed professional development plans (PDPs) which reflect the National Standards (AITSL) and align with the priorities of the School Plan and an increased number of teachers were accredited by the National Education Standards Authority (NESA) at Proficient level.

Staff were provided with quality professional learning to support them with their professional learning goals.

All school teams will have a designated aspiring leader to take on relieving, co-leading and leadership roles.

School leaders place a high priority on the ongoing professional learning of all staff and participate in professional learning alongside teachers.

An effective mentors program is in place to support beginning teachers and succession planning and shadowing of key roles has begun.

Leaders use the Performance Development Framework (PDF) to support ongoing improvement in student outcomes through continuous development of teachers. (Coaching)

Leaders facilitate collegial discussions and training in targeted programs and data analysis.

Leaders drive collaborative stage teams that focus on quality education.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff will have completed professional development plans (PDPs) which reflect National Standards (AITSL) and align with the priorities of the School Plan. An increased number of teachers accredited by the Board of Studies Teaching and Educational Standards (Bostes) at Proficient and higher levels. 100% of Teachers demonstrate that they meet The Australian Professional Standards for Teachers.	\$ (Professional Learning funding) \$4,081 (Beginning Teacher funding)	All teachers had Professional Development Plans. Teachers each had a school goal, a stage/grade focussed goal and a personal goal based on our School Plan, the Teaching Standards and individual areas for development. In 2017, 4 early career teachers were successfully accredited at Proficient Level. All teachers have met the Australian Professional Standards for teachers. Teachers have been supported to achieve their goals via mentoring, professional learning provided, external courses and workshops, class visits and lesson observations. According to 'Tell Them From Me' teacher survey results, 7.9 (out of 10) teachers said that school

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher feedback indicates work satisfaction and increased levels of support to achieve personal professional learning goals.		leaders have helped them improve their teaching and 8.0 said that school leaders have provided guidance for monitoring student progress. 8.3 said that they work with other teachers in developing cross-curricular or common learning opportunities.

Next Steps

Increase Growth Coaching for all leaders and aspiring leaders to promote outstanding collaboration, observation and professional sharing of evidence based teaching focussed on impact and growth.

The school's implementation of the Performance and Development Framework will be expanded to build in more opportunities for teacher observation and feedback as well as self-directed learning to deepen understanding and expand skill sets.

Teacher reflection and collegial feedback will be embedded in regular practice to enhance teaching and learning. The focus to regulate lesson observations will also ensure improvement targets link to the School Plan and Professional Teaching Standards and are supported with evidence of impact.

There will continue to be focus on building the capacity of staff so that they are willing, capable and confident to lead professional learning for individuals, stage teams and the whole staff.

As a Departmental requirement, Personal Development Plans (PDPs) are to be introduced for SAS staff. Time will be allocated to provide support for SAS staff to write effective SMART goals and identify areas for professional growth.

Strategic Direction 3

SCHOOL LEARNING and WELLBEING – Inclusive and Collaborative Learning Community

Purpose

To increase community support of our students through a school wide focus on student equity, wellbeing and welfare programs. To work together in partnership as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st century.

Overall summary of progress

Teachers were trained in Planning for Literacy and Numeracy (PLAN) in order to provide diagnostic student data, individual learning plans, quality parent feedback and programs for students with special needs.

Adjustments and accommodations for learning were embedded in 100% of teaching and learning programs.

Parent forums were held 2–3 times per term with parent feedback determining the agenda/s.

Opportunities for the community to celebrate educational and cultural days have increased, e.g. Grandparents Day.

The Learning and Support Team has rigorous identification and monitoring processes to ensure high levels of support for identified students.

Targeted students have increased their social competence level through explicit teaching and active participation in a social skills program implemented by the School Chaplain.

Students are using enhanced social skills and demonstrate improved resilience and emotional intelligence, with a reduction in negative incidents recorded in our welfare system.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School ESR data will reflect a reduction in the incidents of inappropriate student behaviour in classroom and non-classroom settings. Parent feedback during Forums indicates an increase in understanding of new English and Mathematics curriculums. Parent surveys show an increase in an ability to support their child's learning at home.	\$7000 Chaplaincy Funds	There has been a decline in the number of warnings and detentions across the school. Our Classroom and Playground Behaviour Plans incorporating a yellow and red card warning system are working well as part of the Positive Behaviour for Learning (PBL) approach. Parents who attended forums held 2–3 times per term were well informed about Literacy and Numeracy content, expectations and how they are taught in classrooms. The Tell Them From Me parent survey included questions about parents supporting learning at home. The school mean for this area was 6.3 (out of 10). 5.5 parents talk about how important schoolwork is and 6.4 take an interest in their child's school assignments. 7.1 encourage their child to do well at school and praise their child for doing well.

Next Steps

Appropriate technologies and media will be utilised by all staff to leverage parents as partners in students' learning.

Parent workshop topics will be needs-based, informed by feedback from parents and the P&C.

Teachers will engage in additional professional learning in LMBR software in order to support learning and wellbeing.

Professional networks will be further expanded through community of schools leadership projects including Coaching.

Further improve our Preschool – Kindergarten and Years 6–7 transition programs to appropriately cater for all student and community needs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$7,160	Funding was used to support the development and monitoring of Personalised Learning Pathways for Aboriginal students. Funding supported student learning and provided assistance for associated school costs including excursions and camps so that all students could access the curriculum.
English language proficiency	\$30,822	The EAL/D teacher provided specific and targeted support for students who were identified as ESL. Writing was a particular focus with the teacher working with small groups of students and also team teaching with class teachers.
Low level adjustment for disability	\$86,106	All students requiring adjustments and accommodations continued to be catered for within the school and were monitored by the Learning and Support Team. The Learning and Support Teacher (LaST) was employed an extra day per week to support individualised student learning programs in the school. 28 students required supplementary adjustments and 2 students required substantial levels of adjustments. . Funds were also allocated to employ School Learning Support Officers to assist the delivery of differentiated programs within the classroom and social skills in the playground.
Quality Teaching, Successful Students (QTSS)	\$25,901	The role of 'Data Analyst' was created for an Assistant Principal. This role involves supporting teachers in collecting data and evidence that shows impact, extracting relevant data from our welfare and attendance system and analysing NAPLAN and school data for improvement and areas for particular focus.
Socio-economic background	\$26,315	School Learning Support Officers (SLSOs) were employed to assist with implementation of the MultiLit and Kindergarten Reading Tutor Programs. They also supported students with additional needs who did not have targeted funding to attain individual learning goals.
Support for beginning teachers	\$4,081	Three identified staff members in their beginning years of teaching were eligible for support through this funding in 2017 and were aligned with a mentor. Additional planning time and mentoring relationships were established and opportunities to observe more experienced teachers were provided. Four teachers were supported with their accreditation requirements in 2017 with four staff completing their accreditation at Proficient Level.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	165	172	173	174
Girls	162	171	165	164

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.4	95	96.7	95.3
1	96.9	95.2	94.5	93.3
2	96.3	94.8	95.6	95.2
3	93.7	94.6	96.4	94.8
4	95.9	94	94.1	94.7
5	95.2	92.1	94.3	93.3
6	95.1	92.8	95.3	94.6
All Years	95.9	94.2	95.3	94.4
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

Our school is proactive in managing student non-attendance. Together with the Home School Liaison Officer (HSLO) and the Aboriginal School Liaison Officer (ASLO), students whose attendance is of concern are identified. These students are monitored through consistent communication with parents, meetings with the class teacher and stringent adherence to HSLO procedures.

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)	0.6
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.82
Other Positions	0

*Full Time Equivalent

There is one teacher who identifies as Aboriginal at Gymea North Public School.

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	1

Professional learning and teacher accreditation

Four beginning teachers completed their accreditation at Proficient Level in 2017 and five teachers are collecting evidence for accreditation in 2018, one at Highly Accomplished Level. Staff at Gymea North Public School completed extensive professional learning during 2017. Fortnightly professional learning/stage meetings, planning meetings, external courses, guest speakers, conferences and mandatory training all contributed to improved teaching /learning outcomes for teachers and students. Our professional learning included; NAPLAN and PAT test analysis, classroom observations, an introduction to the Geography syllabus, Formative Assessment, Focus on Reading strategies, Vocabulary, Problem Solving and Reciprocal Numeracy and understanding our school plan and strategic directions. Mandatory training for all staff included Anaphylaxis, CPR and Emergency Care, Asthma, Code of Conduct for teachers and Child

Protection.

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	220,215
Revenue	3,038,989
Appropriation	2,792,434
Sale of Goods and Services	2,687
Grants and Contributions	239,617
Gain and Loss	0
Other Revenue	0
Investment Income	4,251
Expenses	-3,012,570
Recurrent Expenses	-3,012,570
Employee Related	-2,703,202
Operating Expenses	-309,368
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	26,419
Balance Carried Forward	246,635

Gymea North Public School's financial management processes and governance structures meet financial policy requirements. The balance carried forward will be used for additional staffing and student resources.

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	2,336,136
Base Per Capita	51,655
Base Location	0
Other Base	2,284,480
Equity Total	150,403
Equity Aboriginal	7,160
Equity Socio economic	26,315
Equity Language	30,822
Equity Disability	86,106
Targeted Total	119,341
Other Total	68,630
Grand Total	2,674,510

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.

55.6% of Year 3 students were in the top 2 Bands for Writing as compared with the state result of **53.2%** and there were no students in Bands 1 and 2 (lowest bands).

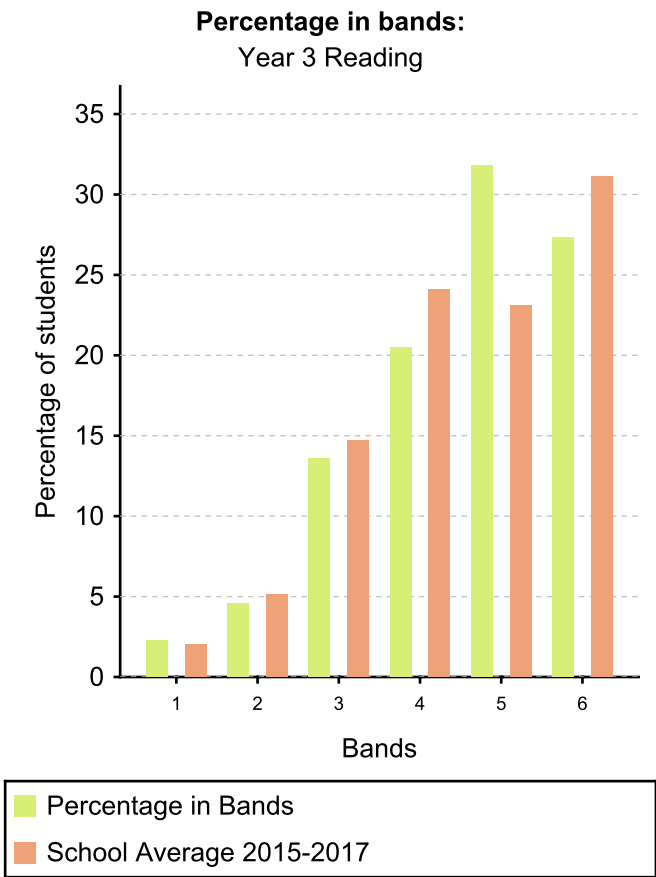
57.8% of Year 3 students were in the top 2 Bands for Spelling as compared with the state result of **52.7%** and there were no students in Band 1 (lowest band).

75.5% of Year 3 students were in the top Band for Grammar and Punctuation and as compared with the state result of **62.0%**.

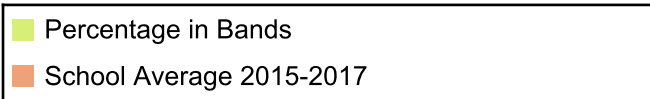
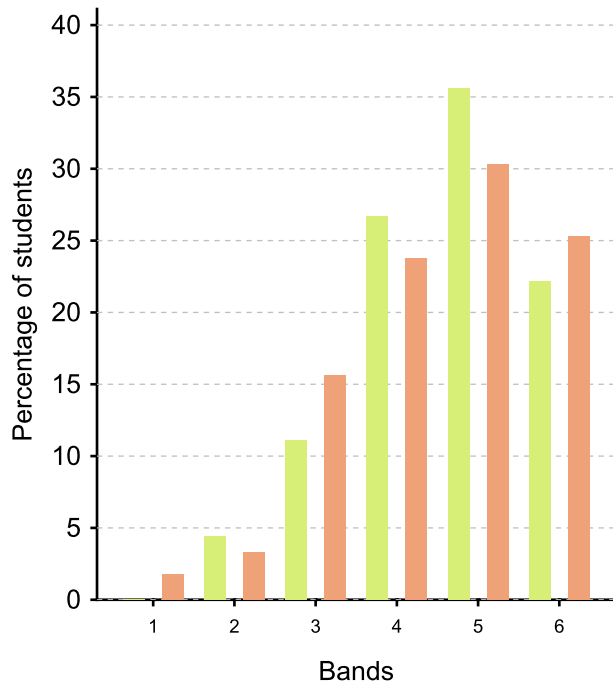
NAPLAN Data showed growth from Year 3 to Year 5 in Reading. **61.5%** of students had greater than or equal to expected growth in 2017.

No Year 5 students were in Bands 3 and 4 (Lowest Bands) for Reading and there were less students in Band 5.

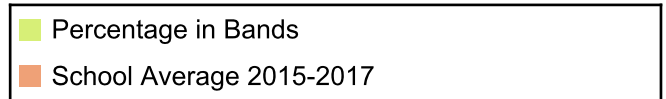
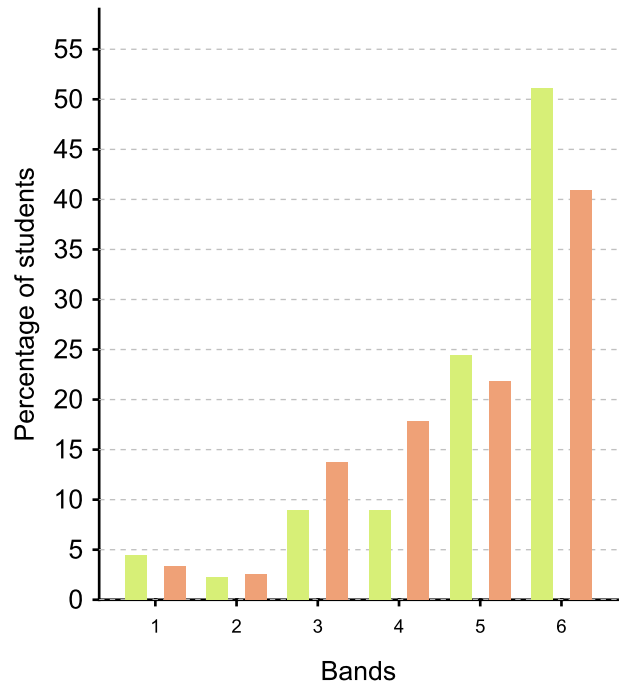
31.5% of Year 5 students were in the top 2 Bands for Spelling and there were no students in Band 3 (lowest band).



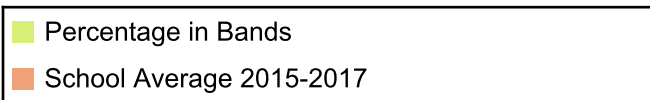
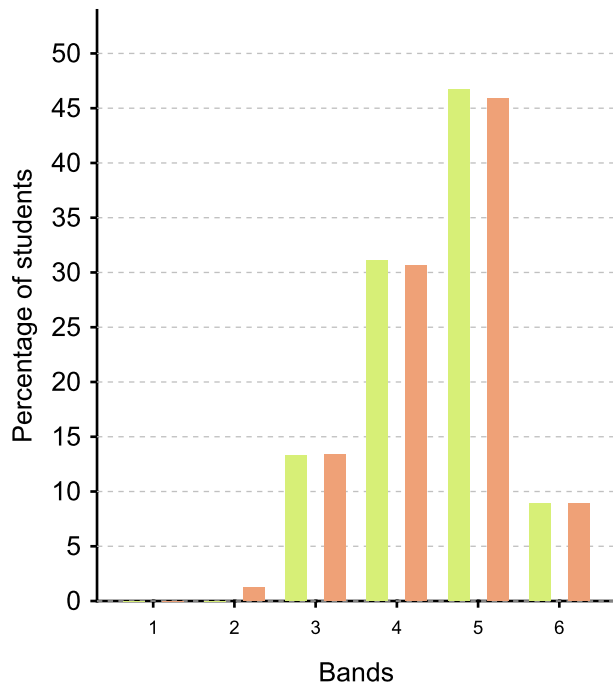
Percentage in bands:
Year 3 Spelling



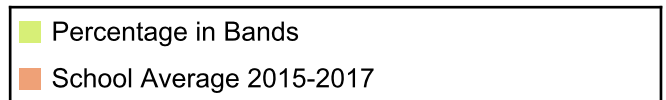
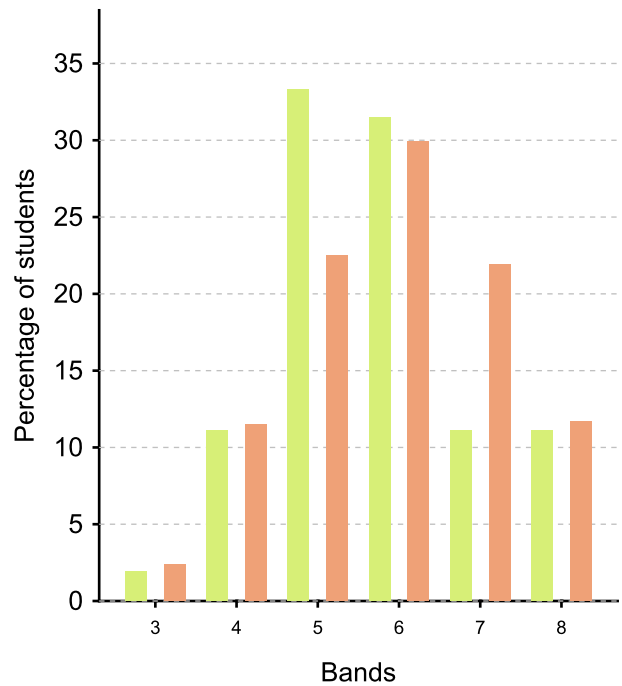
Percentage in bands:
Year 3 Grammar & Punctuation



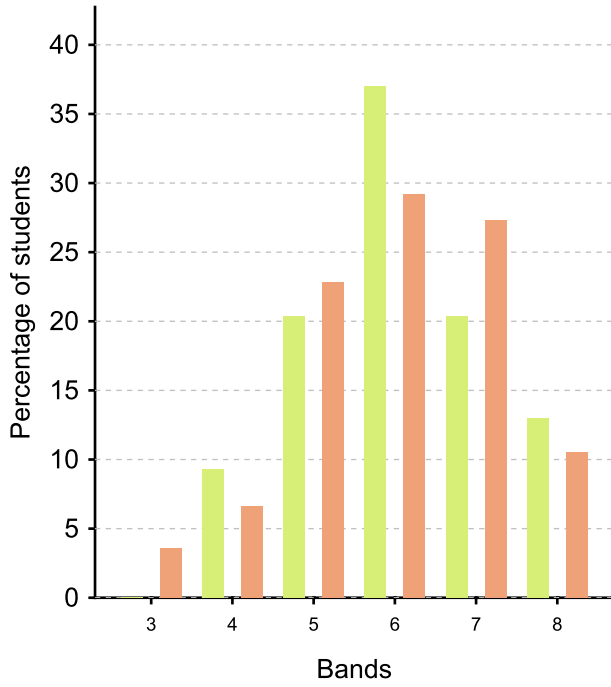
Percentage in bands:
Year 3 Writing



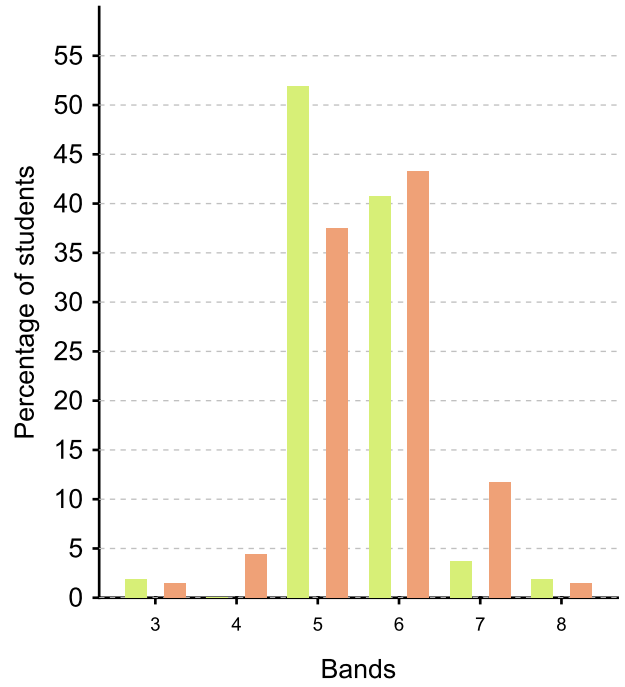
Percentage in bands:
Year 5 Grammar & Punctuation



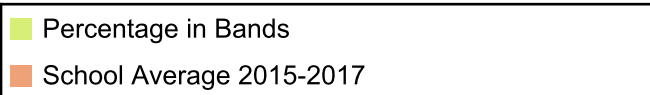
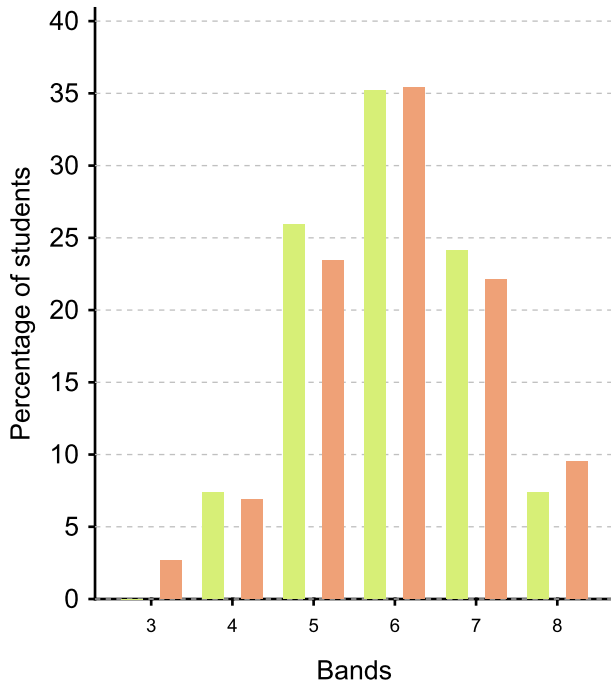
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



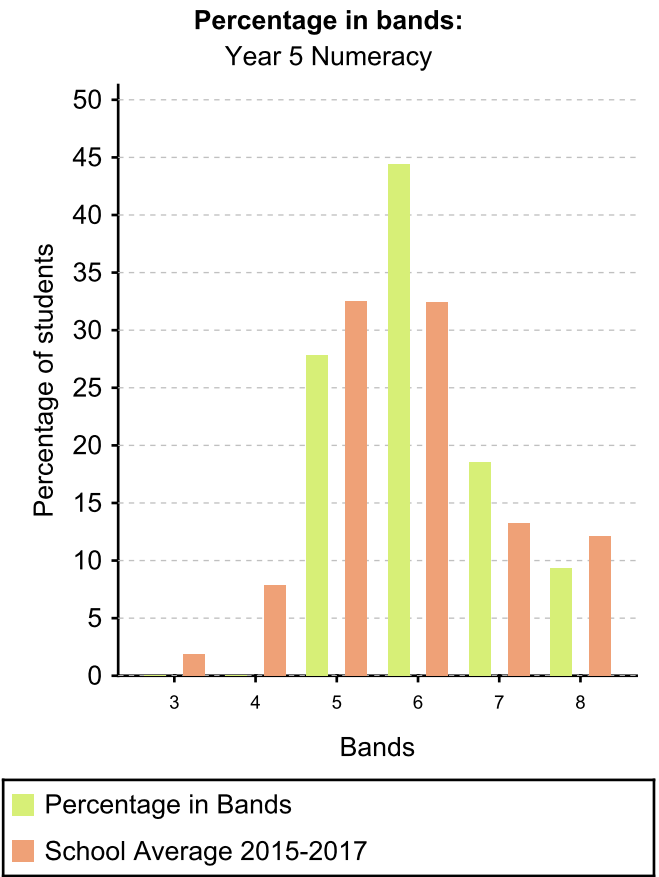
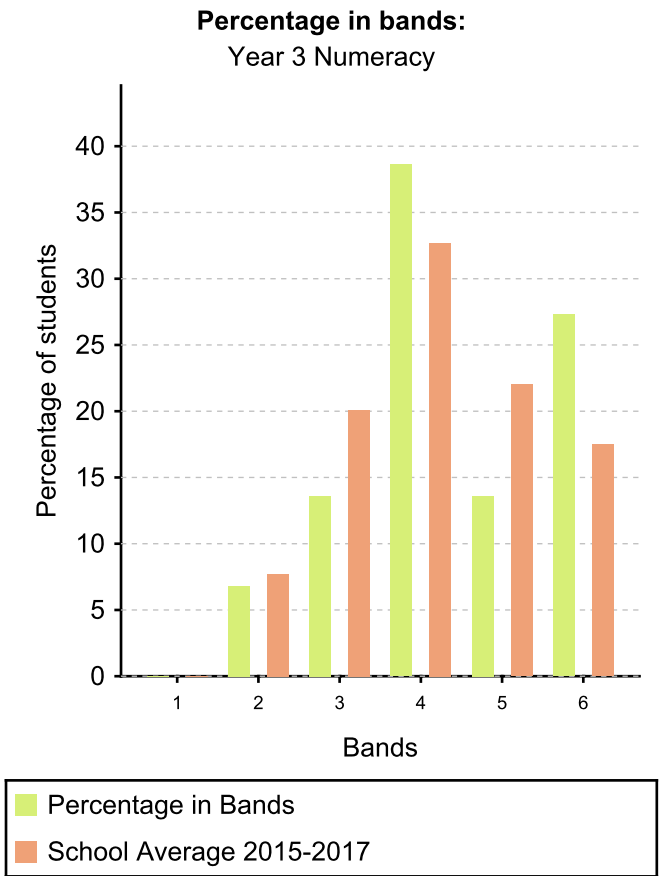
Percentage in bands:
Year 5 Spelling



NAPLAN Data showed growth from Year 3 to Year 5 in Numeracy. **56.9%** of students had greater than or equal to expected growth in 2017.

No Year 3 students were in Band 1 (Lowest Band) for Numeracy in 2017 and there were less students in Bands 2 and 3.

No Year 5 students were in Bands 3 and 4 (Lowest Bands) for Numeracy in 2017 and there were less students in Band 5.



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.

59.1% of Year 3 students were in the top 2 bands (Bands 5 and 6) for Reading , as compared to 62.5% in 2016.

33.4% of Year 5 students were in the top 2 bands (Bands 7 and 8) for Reading , as compared to 48.6% in 2016.

40.9% of Year 3 students were in the top 2 bands (Bands 5 and 6) for Numeracy as compared to 41.1% in 2016.

27.8% of Year 5 students were in the top 2 bands (Bands 7 and 8) for Numeracy as compared to 28.7% in 2016.

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me Parent Survey was completed by 108 families, an increase in participation from the previous parent survey which had 88 respondents. The survey is based on a framework for fostering positive relations between the school and the community. It also provides feedback to our school about the extent to which our parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

Overall, parents feel welcome at GyMEA North Public School and (7.6 out of 10) feel they can easily speak with their child's teacher and feel welcome when they visit the school. 8.4 said the school's administrative staff are helpful when they have a question or problem. Parents also felt informed when reports on their child's progress are written in terms they could understand (6.7) and if there were any concerns with their child's behaviour at school, the teachers would inform them immediately (6.6). 47% of parents talked with a teacher two or three times and 31% of parents attended meetings more than three times. Our parents support learning at home and (5.6) talk about how well their child is doing in his/her class and about how important schoolwork is. They (7.1) praise their child for doing well at school and parents (7.3) feel that their child is encouraged to do his/her best work at school and that the school supports learning while taking into account their child's needs, abilities and interests. In addition, parents feel their child is clear about the rules for behaviour (8.4) and teachers expect their child to pay attention in class (8.1). Their child feels safe at school (7.6) and their child feels safe going to and from school (8.1). Inclusion at GyMEA North Public School is quite high, teachers try to understand the learning needs of students with special needs (6.5), teachers help students who need extra support (6.7) and teachers help students develop positive friendships (6.7).

The Tell Them From Me Teacher Survey was completed by 19 teachers. Overall teachers indicated that they felt the school was inclusive (8.2) and that they strive to understand the learning needs of students with special learning needs (8.6). They also felt that the learning culture of the school (8.2) was important and that they discuss learning goals for lessons (8.4) and monitor progress of individual students (9.2). Areas for improvement identified in the teacher survey include using technology (5.3) to give students immediate feedback on their learning and to track progress towards their goals (4.2). It was also noted that parent involvement (5.6) regarding sharing students' learning goals with their parents and asking parents to review and comment on their child's work was a low scoring area. School leaders helped establish challenging and visible learning goals for students (7.9) and gave students written feedback. Technology (6.1), Parent Involvement (6.3) and Quality Feedback (7.1) are areas to look at improving in 2018.

The Tell Them From Me student survey was completed by students in Years 4–6. 80% of students feel

accepted and valued by their peers and by others at GyMEA North. 99% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future as compared to the state result of 96%. 80% of students said they were interested and motivated in their learning compared to the state at 78%. 8.5 (out of 10) students believe that important concepts are taught well, class time is used efficiently and homework and evaluations support class objectives (State 8.2). 19% of students said they are subjected to physical, social, or verbal bullying, or are bullied over the internet as opposed to 36% state result (a 17% difference). 8.0 (out of 10) students feel they have someone at school who consistently provides encouragement and can be turned to for advice as compared with the state response of 7.7. Key points for growth – Students are unaware of the rules and expectations for classroom behaviour.

Policy requirements

Aboriginal education

In 2017, GyMEA North Public School has continued to maintain a commitment to supporting Aboriginal students and embedding Indigenous perspectives across the curriculum. The aim is to educate all students about Aboriginal histories, cultures and perspectives as well as current issues impacting Aboriginal Australia. We recognise our Aboriginal heritage and people at all assemblies and special events. Students deliver an Acknowledgement of Country and the community sings our National Anthem which includes a verse in the Dharawal language to show respect for the original custodians of the land.

Through Aboriginal perspectives, staff provide all students with experiences in class to develop a deep understanding and appreciation of the Indigenous culture and history. Students participate and are engaged in a variety of programs which improve the outcomes of all students.

In 2017 one of our Year 5 Aboriginal students received a prestigious NSW Public Education 'Deadly Kids Doing Well' Award in recognition of his outstanding effort, achievement and engagement in learning.. He was presented with the award by Executive Director Murat Dizdar at a special ceremony at Sydney University in September.

Multicultural and anti-racism education

Gymea North Public School promotes a highly inclusive learning environment where students and their families from all cultural, religious and language backgrounds are positively supported and encouraged to participate in all areas of the school environment. Approximately 20% of our students come from a Language Background Other Than English (LBOTE).

The EAL/D teacher works closely with teachers to support class programs by team-teaching or withdrawing students with additional needs. Writing has again been a priority and support provided has proven to be successful with a considerable change in students' attitude and application to writing as well as student achievement of outcomes in this area. .

Teachers in the school have programmed for and assessed student learning using the English curriculum, with units that focus on cross curriculum priorities and general capabilities that encompass intercultural understanding.

The EAL/D teacher has worked alongside classroom teachers to plot student growth on the K–6 Literacy Continuum through consistency of teacher judgement and analysis of writing samples.

Our school has an anti-racism policy supported by a trained anti-racism officer. We celebrated Harmony Day earlier in the year through activities to develop our understanding of our diverse cultural, religious and language backgrounds.

Other school programs

Achievements in the Arts

The Gymea North Public School community values participation in the arts and in 2017 our school continued to provide excellent opportunities for students to develop and enhance their skills in dance, music, band, choir and visual arts. The school provided a specialist music teacher, a band master and tutors, dance training and a foyer where students' artwork was framed and exhibited.

Students from the school's Junior and Senior Choirs performed at school functions and at the Sutherland Shire Music Festival where a staff member conducted a mass choir of 300. The Senior Choir sang at the school's ANZAC Day ceremony, Presentation Day assemblies and the Gymea North Public School Performing Arts Concert.

This year, 6 students participated in the Performing Band and 13 students participated in the Training Band. The bands have performed throughout the year at various school events including assemblies, Open Day during Education Week and at the end of year Showcase Concert.

All Year One students participated in the Junior Dance Group. They danced with distinction at the Sutherland Shire Music Festival and at the Open Day Assembly in Education Week.

The school continued with its Years 3–6 Primary Dance Program. This is the second year Ettingshausens Dance Academy was employed to teach the Senior Girls, Junior Girls and Boys Dance Groups. The Senior Girls Dance Group and the Junior Girls Dance Group performed at the Dance Extravaganza. All dance groups performed at the Kurrunulla Festival where the Junior Girls were awarded gold, the Senior Girls were awarded Bronze and the Boys Dance Group was awarded a silver trophy. All dance groups performed during Open Day and the end of year Performing Arts Concert.

Twelve students were selected to represent our school in the "Create South" workshops for Gifted and Talented students in the areas of singing, dance, technology, art and band. One teacher from Gymea North was also involved in the production. The school continued its outstanding successes in Visual Arts. Many children had artwork displayed at the Sutherland Shire Music Festival Art Exhibition. One student's work was selected to be included in the Sutherland Shire Music Festival program.

Fourteen students from Stage 2 and Stage 3 were selected to represent the school at the regional level of Tournament of Minds. The students worked collaboratively in teams to complete challenges that developed their creative and critical thinking skills.

Achievements in Sport

Gymea North Public School provides a variety of opportunities that encourage students to develop skills as they participate in sports and fitness activities. Students K–6 participated in a range of fitness and fundamental skill development programs during 2017.

The target of the school sport program was to develop weekly activities focusing on the development of skills based around the following sports: Oztag, netball, Newcombe ball, minkey–hockey, AFL, cricket and tee ball. These sports were rotated fortnightly and were highly successful and enjoyed by all students.

The Kindergarten sporting program, which is designed around a planned series of skills activities, continues to be highly successful and involves many Stage Three students on a weekly basis.

Weekly tennis lessons were again offered at Gymea North with a total of approximately thirty–five students participating each term.

During Terms 3 and 4, 34 students attended Sylvania Hockey Centre to develop their hockey skills and understanding of the game.

Teams entered into first season of PSSA included two boys AFL teams and four girls' 7–a–side Soccer. These sports were not recorded as competitive. In winter PSSA netball was represented by two junior and two senior teams. Soccer was also represented by two junior teams and two senior teams. To finish the year, two cricket teams and two tee ball teams represented the school.

In addition to weekly school sports programs, students participated in individual events at Zone swimming, cross country and athletics carnivals with a number of students participating in Regional and State carnivals in 2017. One student represented Cronulla Zone at the Sydney East Swimming Championships. Six students, plus the Junior Boys Relay team qualified for Zone Athletics representation at the Sydney East Championships. Three then qualified for Regional Athletics representation at the NSW State Championships. One student also qualified for NSW State representation at the Pacific School Games in Adelaide where she was National Champion in her event. Four students represented the Cronulla Zone in Cross Country. Three went on to represent Sydney East at the NSW State Championships. One student also qualified for the National Championships in Hobart and won her event.

A number of students were selected in team sports. One student was selected to represent Cronulla Zone in basketball, rugby league, Girls Football, AFL and softball. The softball representative was also selected in the Sydney East team for the NSW State Championships where he was also selected for the NSW State team to compete at the Pacific School Games.

2017 saw the continuation and extension of the whole school gymnastics program outsourced to the Sport–It gymnastics team. Trained gymnastics coaches

developed students' skills over a period of 8 weeks. The School Swimming Program for Stage One students continued at Sutherland Leisure Centre in Term 1 and Term 4.

Eight teams were entered into the After–School Hockey summer competition during Term 4. Two senior teams won their divisions and two others were runners up.

The very successful peer–mentoring program with Gymea Technology High School was continued in the organisation and running of the cross country and athletic carnivals. The school Cross Country carnival was held in the grounds of Gymea Technology High School with Year 9 students officiating. The school Athletics Carnival, held at Sylvania Waters Track, had 30 Gymea High students from Years 9 and 10 officiating.

During Term 4, all grades participated in the NRL Backyard League program. This program was delivered by trained NRL coaches to develop fair play and involvement in sports.

Reading Recovery

This year, 12 children from Year 1 participated in the Reading Recovery program. Eleven students discontinued from the program, while one student was unable to complete their lesson series. Prior to starting Reading Recovery, students generally did not read with phrasing and fluency, had a below average understanding of concepts about print and had a low word reading and writing vocabulary.

Students who discontinued from the program finished their lessons on levels 16 – 18 respectively. Phrasing and fluency improved dramatically as did students concepts about print, reading and writing vocabulary and letter identification. The student who was unable to finish his lesson series also made gains in reading and writing vocabulary and concepts about print.

Ongoing half yearly and yearly monitoring was completed for past Reading Recovery students in Years 2 and 3. Students who do not reach a minimum level of reading and spelling at these times are flagged with the classroom teacher. Discussions are held as to how we may better support these students moving forward.

Year 1 students who discontinued from the program in 2017 received ongoing monitoring throughout the year. Students who were not meeting expected outcomes were quickly targeted for ongoing support and discussions were held between colleagues and parents with the aim of ensuring that Reading Recovery students continue to succeed with their learning.

As seen in NAPLAN results this year, students' writing, vocabulary and grammar/punctuation levels meet and even better the state average. Students who move through the program often succeed in becoming independent learners through a self extending system of learning. Those who will struggle are identified

through the program and referred to the Learning and Support Team for further assessment and support.

The Reading Recovery program will not continue in 2018.

Film By The Sea

Film By The Sea is a film competition that had its origins in the Sutherland Shire. In its 7th year of operation, the festival has grown to see well over 100 films submitted with finals now held at three different locations. This is the fifth consecutive year that Mrs Boyce and her class have submitted a film and the third year that it has been selected as a finalist to be shown at the evening premiere held at the Sutherland Entertainment Centre on Tuesday 24th October, 2017.

This year, Mrs Boyce and her class chose to focus upon the 50th anniversary of our school, going back in time to contrast schooling in 1967 with that of 2017. The resultant film 'Circle of Time' is a light hearted look at the differences that have occurred in our schools over that time.

The students, under the guidance of Mrs Boyce, were responsible for developing and writing the storyline. Mrs Boyce then worked her magic to bring their ideas to life. The result is a marvellous display of the energy and imagination of Class 5/6B.