

Gloucester Public School Annual Report



2017



7303

Introduction

The Annual Report for 2017 is provided to the community of Gloucester 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.

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School background

School vision statement

Excelsior

Our journey for excellence is strategically planned to build each individual's capabilities. Our school community acknowledges that students prosper in an environment that provides rich learning experiences, in an innovative and supportive setting. We strive to build student resilience, as valued members of our school and the wider community.

Our school culture builds aspiration and ongoing improvement with a collective responsibility for student learning and success. Individual learning is supported by effective expertise. An integrated approach to quality teaching, curriculum planning, implementation, assessment and reporting, promotes learner excellence.

Leaders demonstrate and model evidence-based teaching strategies which are embedded within explicit systems for collaboration and feedback to sustain quality teaching practices. Teachers are committed to identifying, understanding and implementing the most effective teaching methods providing explicit, specific and timely feedback to students to improve student learning outcomes.

School-wide and interschool relationships provide mentoring and coaching support. Expertise is shared and demonstrated.

A supportive and transparent culture fostering high expectations, shared responsibility and community engagement is critical to our core improvement. Achieved through succession planning, we build capacity to drive whole school improvement and excel. Our collective strength for continuous improvement leads to the school's vision and strategic directions.

School context

We are proud of our school and what it has to offer. We strive for both academic and sporting excellence.

Gloucester Public School (GPS) provides excellence, opportunity and success in an innovative and caring environment. Our school has grown in population over the last 5 years and currently has 337 students (15% Aboriginal) which is small enough to ensure every child experiences success while benefiting from being part of the largest educational system in the southern hemisphere. With our culture of effective performance and development, we believe in teacher quality, a focus on student outcomes, consistent evaluation and feedback and continuous improvement.

Set in the Great Lakes network, GPS is situated in a rural farming and mining community at the foot of the Bucketts Mountain range. Our community is family orientated, supportive and conservative. We value community involvement and are a part of the Bucketts Way Community of Schools (BWCoS). GPS consists of all permanent buildings, all single storey, has easy access, wet weather access, an assembly hall, interactive whiteboards and air conditioning in all learning spaces. Our dedicated healthy canteen is open 3 days a week and operated by our dedicated and supportive Parents and Citizen Association (P&C). Our school has high expectations, an active student body and dynamic and experienced staff that are dedicated to each child's success; helping them realise their full potential. Learning for both students and staff is of the upmost importance. We value diverse opportunities, offering music to all students weekly, the Quick Smart program, choir, sport, IT, Reading Recovery, the school reading program, a gardening club, extra-curricular activities, external testing, competitions and a full time learning and support teacher. With an active Aboriginal Educational Consultative Group (AECG), we are fortunate enough to have an Aboriginal dance and art group, multicultural and traditional celebrations, guidance from our Aboriginal elders and a strong connection with community.

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.

Our three strategic directions for 2015–2017, *Learner Excellence, Build Capacity and Collective Strength* are core to our planning and continuous improvement. Our school plan was written in collaboration with the BWCoS through collegial planning and in consultation with students, parents/carers and school community members. Information was gathered from data – internal and external, surveys, focus groups, P&C meetings, staff/stage meetings, the Student Representative Council (SRC) and multiple smaller sources around the school community.

Our school plan was written to correspond with DoE reforms including Great Teaching Inspired Learning, the Australian Professional Standards for teachers, Wellbeing Framework, Performance and Development Framework, School Excellence Framework (SEF), Quality Teaching Successful Students (QTSS) and Public Schools Strategic Directions 2015–2017. As a school we have collaboratively gauged our progress against the SEF.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning our focus has been spread across culture, curriculum, learning, assessment/reporting, wellbeing and performance measures. Our school has a positive and productive learning culture among students and staff. The on-balance judgement for learning culture using the SEF is sustaining and growing. We have a commitment to our five school expectations which are embedded into our daily routines and are taught explicitly within our teaching and learning programs to promote positive, respectful and responsible behaviours. A comprehensive and well documented welfare and discipline policy reflects that there is strength in our school wide communication, expectations, reward/award system and leadership strategies; helping all students achieve academically and socially. The on-balance judgement using the SEF for wellbeing is delivering. The improved fluency in the Quick Smart program from intense intervention equips students with lifelong mathematical skills necessary to engage successfully in any classroom. Our focus on a three day reading program gave individual support under the guidance of a trained reading recovery teacher, aiming to narrow the gap between learning achievement. The growth and results are evident in the changes seen in increased engagement and students achieving school based benchmarks, targets and expectations. Students with additional learning needs are identified early and support is offered for both students and parents/carers from the learning and support team and Learning and Support Teacher (LaST); ensuring plans and systems are in place school-wide. Building our capacity and understanding of the disability standards has strengthened partnerships within our school community. Our school has a commitment to high quality learning experiences and providing outcomes for all. The on-balance judgement using the SEF for curriculum is sustaining and growing. We provided Aboriginal celebrations, Personalised Learning Plans (PLPs), Aboriginal dance/art group and an additional Aboriginal School Learning Support Officer (SLSO) in classrooms, reflecting the close collaboration with the Aboriginal Education Consultative Group (AECG). There is whole school analyses of assessment data identifying student learning and monitoring individual progress. Teachers routinely used evidence to adapt their teaching practice and parents/carers were presented with clear information on what and how well their child/ren were learning including interviews, semester reports and termly phone calls to parents/carers. The on-balance judgement for assessment and reporting using the SEF is sustaining and growing.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching staff engaged in continuous collaborative planning. Multiple opportunities were provided for staff to plan, implement and review curriculum content, refine teaching and learning programs to enable best practice, engage in meaningful dialogue and provide forums to make consistent professional judgements, collectively around student learning. The development of skilfulness in numeracy and literacy enabled effective classroom practice with all classrooms engaged in productive high quality learning experiences. Teachers regularly reviewed and revised teaching and learning programs with all classrooms well-managed and well-planned teaching and learning taking place, ensuring students can engage in learning productively, with minimal disruption. The on-balance judgement for effective classroom practice and professional standards using the SEF is delivering. The use of technology for teaching and learning improved current practices, with staff engaging in programming using One Note to produce interactive teaching and learning activities that highlight a teaching culture moving to a new level and equipped with remote access and flexible learning and meeting spaces. PLAN and SMART data analysis informed decision making and evidenced improvements and growth across the school. The on-balance judgement for data skills use, collaborative practice and learning and development using the SEF is sustaining and growing. The growth of teaching practice was evidenced through the use of the Australian

Professional Standards and Performance and Development Plans (PDPs). Staff engaged in meaningful professional dialogue, reflected on classroom observations and gained constructive feedback to evaluate current practices. Teachers participated in professional learning throughout the year and our beginning teachers were provided with targeted support by mentors, to support their accreditation and professional growth.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading our school community is committed to providing opportunities, excellence and success in an innovative and caring environment. Parents/carers and community members play meaningful roles in decision making as part of the P & C, focus groups, feedback using the Skool Bag app, parent teacher interviews and information afternoons, along with other forums provided throughout the year. The school provided roles and responsibilities for students to develop leadership capabilities within the school setting as class leaders, SRC members, monitors and captains. Outside the school setting offerings included eisteddfods, challenges, participation in community of school events, leadership conferences and annual community events. Our school is a proud member of the Bucketts Way Community of Schools (BWCoS) providing links with seven primary schools and one high school in the local area. Termly meetings and events are organised for staff and students and are led by the core group of Principals. The school has productive relationships with external agencies improving educational opportunities for students. Succession planning and distributed leadership enables the three assistant principals and aspiring executive to take on roles of responsibility. The consistency and effectiveness of the implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity, building across the school. An engaged community, we welcome feedback to drive future planning and directions. The school plan, vision and values are discussed with all stakeholders and articulate a commitment to equality, social and ethical responsibilities and high expectations. Our school is well-resourced with modern facilities that are well-maintained and support learning in a flexible way. The leadership team were successful in leading initiatives and building the capabilities of the staff to create a dynamic school learning culture at Gloucester Public School. The on-balance judgement for leading using the SEF is delivering.

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

Learner Excellence

Purpose

To develop a learner centred success culture to ensure high quality learning experiences and outcomes for all, whilst providing each individual with the specific support they need in order to achieve their own goals.

To develop socially and ethically responsible global citizens through critical inquiry and creative innovation, enhancing student engagement and learning through effective curriculum delivery, pedagogy and assessment strategies.

Overall summary of progress

The school-wide focus on high expectations demonstrate our commitment to ensure high quality learning experiences where all students make consistent progress, improve learning outcomes and develop as responsible citizens. This has enabled student engagement and positive and respectful relationships throughout the school and the wider community. We continued our additional reading program for three days a week, which provided promising growth data. Additional School Learning Support Officers (SLSO's) were employed across all classrooms and in particular kindergarten rooms, establishing effective transition processes and observing changes in learning behaviours and outcomes. Additional programs and strategies offered differentiated learning pathways for students both in literacy and numeracy allowing for enrichment and additional learning support. The enrichment program for selected students provided weekly extension activities in small group settings in IT, robotics, music and creative writing. An explicit and sustained focus on spelling, grammar, reading and inferential understanding was evident both in classrooms and the library. Peer reading three times a week promoted co-operative relationships between stage three and stage one students, while encouraging daily reading and improved fluency. The Quick Smart mathematics intervention program, with a paid facilitator and parent/carer and community volunteers, guided student engagement and mathematical fluency, providing excellent growth data for selected and tracked students. Numeracy assessment results indicated a strong gain for students with the effect size showing substantial improvement. Newman's prompts, balanced numeracy sessions and a weekly NAPLAN language question for all stages created daily metalanguage, consistency and daily explicit quality teaching. In consultation with the community, an additional temporary teacher was employed throughout 2016 and 2017. The additional teacher has had an impact with improved suspension and welfare data, given students additional programs both in school and extra curricular (e.g. Tournament of Minds) and allowed staff to work more collaboratively and apply some innovative solutions and practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the percentage of Year 3 students from 44% at proficient standard in 2016 to 46% in NAPLAN reading in 2017.</p> <p>Increase the percentage of Year 5 students at proficient standard in NAPLAN reading from 24% in 2016 to 36.8% in NAPLAN reading in 2017.</p>	<ul style="list-style-type: none"> • Literacy and Numeracy \$4484 • RAM Equity Aboriginal Background \$34300 • RAM Equity Low level \$50000 	<p>Year 3 students performed well in 2017 with 48% at proficient standard in NAPLAN reading. Our projections of 46% for 2017 were met and exceeded.</p> <p>Year 5 students performed well in 2017 with 35% at proficient standard in NAPLAN reading. Although our predicted percentage was 36.8%, students performed well and very close to the predicted percentage.</p>
<p>Maintain 58% of Year 3 students in Bands 4, 5 and 6 in 2017 in NAPLAN numeracy.</p> <p>Increase the percentage of Year 5 students from 53% in Bands 6, 7, and 8 in 2016 to 54.3% in NAPLAN numeracy in 2017.</p>	<ul style="list-style-type: none"> • Literacy and Numeracy \$4484 • RAM Equity Socio-Economic \$24000 • RAM Equity Low level adjustment for disability \$9496 	<p>Year 3 students performed extremely well, maintaining NAPLAN numeracy results above 58% and exceeding the predictions with 75% achieving in Bands 5, 6 and 7 compared to the predicted 58%.</p> <p>Year 5 students performed admirably however, did not attain the predicted percentage of 54.3%. Students achieved 52% in Bands 6, 7 and 8 in NAPLAN numeracy.</p>
<p>GPS Expected Reading Benchmark – 70% 2015, 75%</p>	<ul style="list-style-type: none"> • RAM Equity Socio-Economic \$16000 	<ul style="list-style-type: none"> • 53% of Kindergarten students reached the GPS expected reading level of eleven in 2017 however,

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2016 75% 2017. K – Level 11 (Cluster 4), Year 1 – Level 21 (Cluster 6) Year 2 – Level 25 (Cluster 8), Year 3 – Level 30 (Cluster 9) Year 4 – Cluster 10, Year 5 – Cluster 11, Year 6 – Cluster 12	<ul style="list-style-type: none"> • RAM Equity Low level adjustment for disability \$9465 • Literacy and Numeracy \$5240 	the GPS expectation is higher than the DoE literacy continuum expectation of level eight and if comparing data at level eight, 68% of kindergarten students met the expectation of Level 8 or above. <ul style="list-style-type: none"> • 42% of Year 1 students reached the GPS expected reading level of twenty one in 2017, however our expectation is higher than the literacy continuum expectation of level eighteen and if comparing data at level eighteen, 50% of Year 1 students met the expectation of level 18 or above. • 59% of Year 2 students reached the GPS expected reading level of 25.

Next Steps

- Purchase the MiniLit program and provide professional learning for an executive and SLSO to ensure MiniLit will be implemented across stage one in 2018–2020;
- provide professional learning in Seven Steps for Writing Success for three staff members and for an additional staff member to become the coach at GPS for the Seven Steps for Writing Success program. This will ensure consistent implementation across 2018–2020;
- purchase the Seven Steps to Writing Success program/toolkit and secure professional learning for all teaching staff, with a trainer from Melbourne from the Seven Steps for Writing Success program, to train all teaching staff in Gloucester;
- implement and maintain the QuickSmart mathematics intervention program across 2018 – 2020;
- implement PAT maths, spelling and reading assessments across the school and ensure professional learning is provided in data analysis, and Hattie's effect size data information and success criteria;
- implement the MultiLit program for selected and tracked students across Stage 2 in 2018 – 2020;
- continue to set high expectations and focus on the GPS 5 explicit and daily expectations;
- implement the InitialLit program across both kindergarten classrooms 2018 – 2020 and ensure both kindergarten staff gain professional learning in InitialLit in Sydney; and
- gain and provide professional learning for one teaching staff member in MacqLit and then implement the program for selected and tracked students across stage three, 2018 – 2020.

Strategic Direction 2

Build Capacity

Purpose

To build a culture of high expectations and collaboration, resulting in improved performance, strengthened partnerships and enabling a commitment to further knowledge, skills and competencies.

To empower all to aspire for excellence in a supportive environment that fosters a desire for lifelong learning.

To develop a collective responsibility for student and staff learning and success.

To build an organisational culture that promotes, nurtures and supports leadership and leaders.

Overall summary of progress

The Australian Professional Standards and the Quality Teaching Framework aligned directly with our GPS supervision policy, with the Australian Performance and Development Framework guiding our professional learning and linking directly to our strategic directions. Professional dialogue at collaborative stage planning days and weekly alternate staff/stage meetings embed our use of reflective feedback, observation, professional goal setting and consistent professional judgment. Throughout the year, stage meetings were dedicated to the Australian Teaching Standards, collating and discussing appropriate annotations providing an improved understanding and strengthened reflective processes. Stage meetings were also used to review scope and continuums, revise the Super 6 strategies for years 3–6 and CAFE with Daily 5 for years K–2. A large focus was placed on revising our spelling programs, as reflection on school based and external data indicated a need for more phonics, phonemes and phonemic awareness.

All teachers participated in professional learning on mandatory identified areas, the Australian Professional Teaching Standards, One Note, Performance and Development Plans (PDP's) and the School Excellence Framework (SEF).

Beginning teachers were supported with additional planning time and time spent with a mentor/executive member of the staff. Mentor guidance included explicit links to Australian Professional Standards for Teachers, support, assistance, collaboration and evaluation.

Executive staff were provided with additional release to plan, supervise, complete observations and meet with the Principal and support staff. One assistant principal attended the Collegial Leadership Network (CLN) throughout the year and returned to school to report and discuss content covered, and share any processes that need implementation or consideration for future focus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching staff will use the Australian Professional Teaching Standards to guide professional practice, self-evaluation/reflection, set professional learning/goals and benchmark achievement.	<ul style="list-style-type: none"> Teacher Professional Learning Funds \$15925 Beginning Teacher Support \$3296 	100% of teaching staff used the Australian Professional Standards to identify and plan professional learning needs, directly linked to the schools strategic directions.
Collaborative practices and a commitment to building professional capacity will be evidenced through the use of the Performance and Development Framework and PDP's.	<ul style="list-style-type: none"> Quality Teaching, Successful Students \$7625 Beginning Teacher Support \$3297 RAM Equity Socio-Economic \$15000 	100% of staff contributed to collegial discussions and applied constructive feedback from colleagues to improve professional knowledge and practice. Collaborative planning days improved practice and collective responsibility.
Increased opportunities throughout 2015 – 2017 for the school community to engage in current learning practices focused on school educational	<ul style="list-style-type: none"> Community Consultation Funds \$2250 RAM Socio-Economic \$3000 	Opportunities provided: <ul style="list-style-type: none"> parent/teacher Interviews/conferences targeting areas of need and/or interest. transition programs orientation programs

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
priorities and community needs.		<ul style="list-style-type: none"> • parent/teacher information sessions. • Reading information sessions – informing parents/carers of strategies to help students and parents/carers to read successfully at home. • increased administration funds helped implement educational priorities and guide community engagement.
<p>TTFM survey results are actively discussed and acted on by staff, students and the school community.</p> <p>Survey Monkey Future Direction survey actively discussed with staff and parent/community to provide direction in 2018–2020.</p>	School Operational Funds	<p>A collaborative decision was made with the P&C and school executive not to progress with the Tell Them From Me survey in 2017 and 2018. It was decided, that we will commit to completing the TTFM survey every 3 years. Data will be compared in 2019 and reported on in the Annual School Report for 2019.</p> <p>The Future Directions Survey indicated that:</p> <ul style="list-style-type: none"> • our school is inclusive with an open door policy; • parents/carers would like to see more technology in the next 5 years; and • parents/carers would like GPS to be a centre of excellence where students can be challenged to reach their full potential. <p>Further information on the survey is included in this report within the parent/caregiver, student, teacher satisfaction section.</p>

Next Steps

- Tell Them From Me survey administered in 2019;
- continuation of the Skoolbag app;
- purchase further technology and update existing technology annually;
- provide professional learning on Quality Teaching Rounds for all executive staff in 2018; and
- implement collaborative planning days for all teaching staff, providing professional learning and dialogue around educational impact and quality teaching rounds and the Quality Teaching Framework.

Strategic Direction 3

Collective Strength

Purpose

To enhance positive and respectful relationships across the school and the wider community.

To foster collaboration and shared goals across the Bucketts Way Community of Schools (BWCoS) providing cooperative strategies that value contributions from all stakeholders.

To connect with community to provide strength in common knowledge across the school and the wider community.

Overall summary of progress

The engagement of an Aboriginal SLSO to support students within our school has benefited all students. Aboriginal Personalised Learning Plans (PLPs) were completed with parents/carers and students setting goals in semester one and again in semester two. The Aboriginal dance and art group strengthened engagement and cultural values with Aboriginal community members.

The continuation of the Crunch and Sip program allows all students access to fresh fruit daily and encourages healthy eating in conjunction with our healthy canteen strategy.

Student leadership was fostered through our leadership program which included nominated school leaders, an active Student Representative Council (SRC), house captains, class captains and captains/monitors around the school. Student leaders experienced the GRIP leadership conference and represented the school in multiple community events e.g. Science and Engineering Challenge, Tournament of Minds, public speaking and debating, ANZAC Day march, Remembrance Day service and much more. Our leadership opportunities aim to build resilience, responsibility and a sense of connectedness with peers and the wider community. BWCoS meetings were held termly with GPS, Barrington, Stratford, Krumbach, Stroud, Booral and Stroud Road Public Schools and Gloucester High School.

The Learning and Support Teacher (LaST) and learning and support team processes have been enhanced to monitor and plan for student progress and health needs to improve early identification and intervention. All teaching staff were provided with professional learning in the use of the Personalised Learning and Support Signposting Tool (PLASST) and disability standards.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved attendance data of greater than 93% in 2016 that reflects a reduction of unexplained and partial absences.	<ul style="list-style-type: none"> • RAM Equity Aboriginal background \$3515 • RAM Equity Socio-Economic \$4000 	<ul style="list-style-type: none"> • Attendance percentages were strengthened from 93% in 2016 to 94% in 2017. Our GPS attendance rates were above the state in 2017 with attendance data monitored closely throughout the year. An executive member ensured all processes were followed with clear guidelines for teaching staff. • Parents/carers were engaged in PLPs. • School expectations were taught daily.
An engaged and supportive school community committed to school events established by attendance rates, surveys, focus groups, notes and minutes.	<ul style="list-style-type: none"> • RAM Equity Socio-Economic \$1500 	2017 was a fabulous year at GPS. Suspension data was extremely low at 0.01%. Staff engaged consistently with the School Excellence Framework and the self – assessment survey showing evidence growth across the school from 2015. Focus groups with staff, students and parents, as well as surveys gave clear directions for the future. Events and school activities were warmly received and attended. The P&C were very active and raised funds to erect a new Covered Outdoor Learning Area (COLA) in the middle playground.
An interactive mobile App devised to help parents and the	<ul style="list-style-type: none"> • RAM Equity Socio-Economic \$6500 	<ul style="list-style-type: none"> • computer coordinator/SLSO was employed to ensure the Skoolbag app and school website

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
community gain further access and stayed informed of events and happenings providing documents and services.		continued to provide outstanding communication across the school community. • At the end of 2017, 932 devices were accessing and using the app in comparison to 392 in 2015 and 600 in 2016.

Next Steps

- Tell Them from Me survey administered again in 2019, with comparative data used to guide wellbeing strategies in 2019 and 2020;
- continue ensuring 8 Ways of Knowing is implemented across the curriculum 2018–2020;
- continue to communicate with the school and wider community using the Skoolbag app and school website;
- continue to improve and ensure quality relationships at transition points into primary school and exiting GPS to high school;
- complete the Wellbeing Framework Assessment Tool in 2018; and
- implement an exit survey for all Year 6 students and parents/carers in 2018–2020 to guide future transition and provide direction for the future.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<ul style="list-style-type: none"> • Reading Recovery trained teacher to implement the additional reading program • additional classroom teacher • Aboriginal School Learning Support Officer (SLSO) in all classrooms • NAIDOC Day celebrations and resources • student assistance • Aboriginal dance/art group • Crunch and Sip – fruit purchased weekly for all students • lego packs for the Lego Club established by Mission Australia • literacy and numeracy resources with an Aboriginal focus • Aboriginal Personalised Learning Plans (PLPs) • Quick Smart numeracy intervention program, with an agreed percentage of Aboriginal students to increase engagement and achievement. <p>\$38 815</p>	<ul style="list-style-type: none"> • improved PLAN, SMART and school based assessment data throughout 2017. • school based assessment data showing student growth and improved student outcomes. • value added data displays an overview of changes in positive performance (K–6). • The Year 3 Aboriginal students performed above the state and NSW DoE mean in reading, writing, spelling, grammar and punctuation and numeracy. There was only seven Year 3 Aboriginal students that sat NAPLAN in 2017 with 28.6% performing at proficient standard in reading and 28.6% in numeracy. • The Year 5 Aboriginal students performed above the state and NSW DoE mean in reading, spelling and all areas of numeracy. There was only six Year 5 students that identified as Aboriginal who sat the NAPLAN assessment in 2017 with 33.4% performing at proficient standard in reading and 16.7% in numeracy.
<p>Low level adjustment for disability</p>	<ul style="list-style-type: none"> • additional support/hours each week to ensure a full time Learning and Support teacher (LaST) • additional SLSO's in all classrooms • additional support in stage one in literacy trialling MiniLit (Term 4, 2017) • peer reading program • kindergarten transition and SmoothStart program • P to H high school transition program <p>\$28456</p>	<ul style="list-style-type: none"> • school based assessment data showing student growth and improved student outcomes. • clear learning and support processes that benefit all stakeholders. • peer reading evidencing improvements in fluency and increasing strong relationships across the school setting. • data analysis informs and supports students' successful transitions from preschool to GPS and GPS to high school.
<p>Quality Teaching, Successful Students (QTSS)</p>	<ul style="list-style-type: none"> • collaborative staff planning days focused on professional learning, teaching and learning programs and syllabus implementation. • additional staff member to support programs in classrooms across the school and extra-curricular activities. <p>\$61218 – This amount is an approximation of the amount provided. QTSS is an additional staffing resource to enable all</p>	<ul style="list-style-type: none"> • collaborative planning days and professional learning increased teacher capacity to identify and target student growth. • 100% of all teaching staff using the Australian professional standards and working towards accreditation, maintenance or higher. • Teacher Professional Development Plans (PDPs) are supported by a coordinated whole school approach to develop professional practice and provide targeted professional learning.

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>students to benefit from high quality teaching and learning practices.</p>	<ul style="list-style-type: none"> • collaborative planning days and professional learning increased teacher capacity to identify and target student growth. • 100% of all teaching staff using the Australian professional standards and working towards accreditation, maintenance or higher. • Teacher Professional Development Plans (PDPs) are supported by a coordinated whole school approach to develop professional practice and provide targeted professional learning.
<p>Socio-economic background</p>	<ul style="list-style-type: none"> • Quick Smart facilitator to implement program • additional classroom teacher to implement the reading program • fruit purchased weekly for the Crunch and Sip program to support the Live Life Well @ school program • support and awards for the expectation system • Reading Eggs online program implemented across the school • Science and Engineering Challenge supported • 932 devices connected to the Skoolbag app across the community • additional administration support • MiniLit kit and professional learning • casual computer coordinator • Toots and Doods (Windstars) band conductor/coordinator • enrichment program • student assistance • Smart Bots program • student leadership programs and events <p>\$126 500</p>	<ul style="list-style-type: none"> • Quick Smart data evidencing student growth and patterns of impact for GPS students. • Crunch and Sip – 100% of all fruit eaten each week with lessons to reinforce healthy eating in PD lessons and classrooms. • increased communication and contact with members of the GPS and wider community. • high expectations for all, encouraging active and engaged citizens. • student assistance allowing all students to participate in all aspects of school life e.g. excursions, performances etc.
<p>Support for beginning teachers</p>	<ul style="list-style-type: none"> • Beginning teacher supported with 2 additional hours release a week for planning and professional development guided by the professional standards for teachers. Casual staff member employed to release an executive to support and mentor in 2017 – 2018. <p>\$6593</p>	<ul style="list-style-type: none"> • Beginning teacher supported with 2 hours per week additional release time for professional development guided by the Australian Professional Standards for Teachers • beginning teacher planning and preparing for accreditation • beginning teacher attended professional learning on behaviour management strategies.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	175	175	164	173
Girls	154	160	166	169

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.5	93.7	93.5	96.7
1	92.5	93.4	91.5	93
2	92.7	94.4	93.2	93.2
3	94.4	92.5	93.2	92.8
4	93.8	94.1	92.4	94.9
5	92.5	93.6	93	93
6	94	92.8	92.6	94
All Years	93.3	93.5	92.8	94
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

Attendance is managed through our explicit attendance policy. It is monitored daily and recorded by the class teacher. Teachers regularly check and ask students for notes when returning from a period of absence. Class teachers will always remind students that school is compulsory.

Teachers will send home reminders to parents/carers to obtain satisfactory absentee records. Teachers will notify an executive member of staff when a pattern of concern emerges or three consecutive days appear without an explanation for an absence. Class teachers may phone parents/carers to achieve early and direct contact.

Notes will be sent home if the parent/carer cannot be contacted. If there is no acknowledgement of the first letter within 7 days of the unexplained absence, a second letter will be posted. After another 7 days of unexplained absence, a letter will be posted inviting parents/carers to attend a meeting with the principal to discuss attendance. If there is no response; either verbal or written, a formal letter will be sent home advising the parent/carer of their responsibilities and that the student will be referred to the Home School Liaison Officer (HSLO).

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	12.43
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.02
Other Positions	0

*Full Time Equivalent

Our school has three teaching staff and a number of School Learning Support Officers that identify 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

All mandatory training was completed by all staff. Teacher capacity to deliver high quality teaching and learning programs has been strengthened through collaborative planning days and stage and staff meetings for teaching staff, facilitated by stage leaders and outside professionals.

The stage teams met once a fortnight to engage with and review existing scope and continuums, specifically spelling, grammar and punctuation and inferential comprehension; reflecting on transference and developing appropriate learning experiences for students while engaging in professional and reflective dialogue. All staff engaged in online professional learning modules. The Learning and Support Teacher (LaST) attended external professional learning on online training with OLT Australia on personalised learning and support.

Changes to teacher capacity were evident by the quality of teaching and learning programs. Staff analysed NAPLAN school performance SMART data, PLAN data and school based assessment data in conjunction with student tracking information, to effectively plan and set targets to improve student outcomes. One Assistant Principal attended the Collegial Leadership Network (CLN) held on a termly basis to engage with school leaders in deeper reflection and analysis, building capacity to lead effective change and focus on student learning in the 21st century. Staff both casual, temporary and permanent worked closely with their supervisor and then the Principal to achieve accreditation and maintenance. The Australian Professional Standards for Teachers was a focus for professional learning ensuring the integrity and accountability of the profession. Two beginning staff members are in the process of gaining accreditation at the proficient career stage and five staff are maintaining proficiency of the Australian Professional Standards for teachers.

Throughout 2017, approximately \$28,000 was spent on professional learning. Although the financial table information displays a differing amount, professional learning was acquired from additional sources such as RAM Aboriginal background, equity socio economic, beginning teacher and quality teaching, successful student funding. Professional learning included CLN and BWCoS meetings, primary principal and principal network days, lesson observation training and development, beginning teacher support, collaborative stage planning days for all teaching staff, Seven Steps to Writing Success, CPR/Anaphylaxis training, Reading Recovery, Aboriginal workshops and professional learning on MultiLit programs.

The Principal, School Administration Manager (SAM) and the School Administration Officer (SAO) all attended professional learning on the new Learning Management and Business Reform during terms 2 – 4. The school was part of the SAP/SALM deployment in September 2017. The SAM and SAO attended 15 days training and the Principal 5 days training. The SAM

and principal attended professional learning on the enterprise Financial Planning Tool (eFPT) in preparation for its use in 2018, to assist in preparing and recording the annual budget.

Staff Development Days in 2017

Term One

Mandatory professional learning on children protection, code of conduct with specific reference to the statement of ethics, staff code of cooperation, roles and responsibilities and targets and strategic directions aligned to the school plan for 2017, Working With Children's Check (WWCC), term 1 organisation, class structures, stage meetings and Work Health and Safety (WHS) facts sheets and information presented on:

- Employment outside the Department,
- No excuse for misuse (misuse of public resources),
- conflict of interest,
- fraud ; and
- gifts.

Term Two

Professional learning on CPR, anaphylaxis and asthma. Collaborative planning with Barrington Public School and stage collaborative planning time.

Term Three

WHS update, attendance practices and policy, the School Excellence Framework evidence and annotations and the A–Z Compliance tool.

Term Four (2 days)

Professional learning on Seven Steps to Writing Success, full day for all teaching staff and casual teaching staff and 3 staff from Gloucester High School and one staff member from Stratford Public School.

Mandatory online training on child protection awareness, e–Emergency care, WHS mandatory training, e–Anaphylaxis and fraud and corruption. A planning session was also completed for the 2018–2020 School Plan, stage meetings and 2018 organisation.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	220,653
Global funds	315,794
Tied funds	502,961
School & community sources	73,302
Interest	3,349
Trust receipts	10,275
Canteen	0
Total Receipts	905,681
Payments	
Teaching & learning	
Key Learning Areas	8,456
Excursions	39,499
Extracurricular dissections	35,556
Library	1,326
Training & Development	2,964
Tied Funds Payments	349,981
Short Term Relief	44,659
Administration & Office	30,119
Canteen Payments	0
Utilities	28,902
Maintenance	41,609
Trust Payments	10,948
Capital Programs	0
Total Payments	594,019
Balance carried forward	532,315

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.

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

	2017 Actual (\$)
Opening Balance	0
Revenue	580,209
Appropriation	533,755
Sale of Goods and Services	1,164
Grants and Contributions	45,179
Gain and Loss	0
Other Revenue	0
Investment Income	112
Expenses	-255,480
Recurrent Expenses	-255,480
Employee Related	-159,843
Operating Expenses	-95,637
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	324,730
Balance Carried Forward	324,730

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

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	2,374,262
Base Per Capita	50,433
Base Location	30,318
Other Base	2,293,511
Equity Total	337,550
Equity Aboriginal	54,815
Equity Socio economic	162,520
Equity Language	0
Equity Disability	120,215
Targeted Total	184,420
Other Total	67,598
Grand Total	2,963,830

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

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

School performance

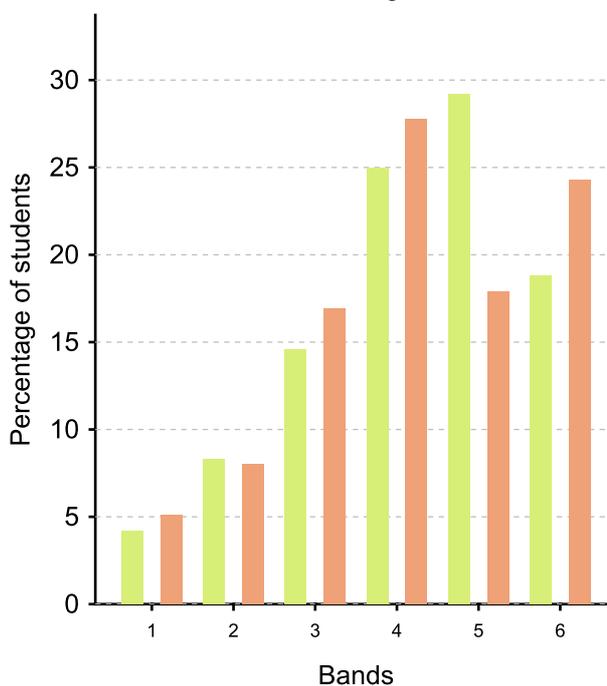
NAPLAN

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

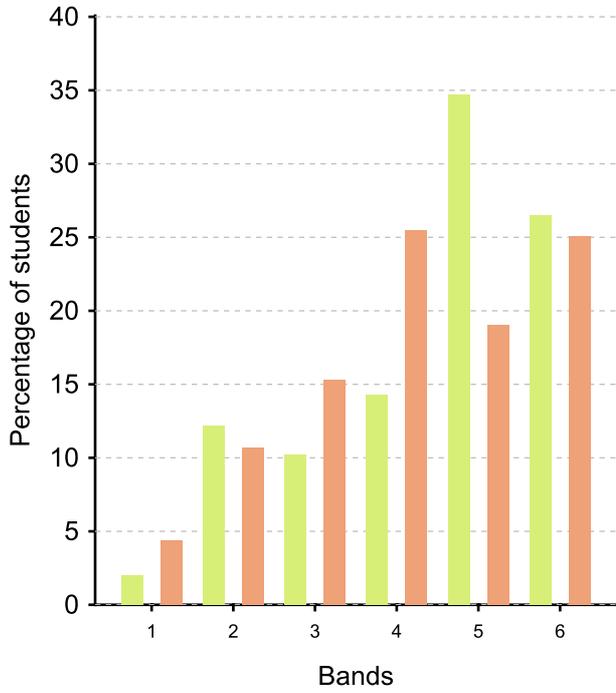
Year 3 literacy results were pleasing with 48% of Year 3 students achieving proficiency (achievement in the top 2 bands for NAPLAN testing) in reading, 45% in writing and spelling and 61% in grammar and punctuation. Only 4% of Year 3 students performed below the national minimum standard in reading and 2% in grammar and punctuation. No students performed below the national minimum standard in writing and spelling.

Year 5 students performed well as a cohort in literacy, however writing was an area identified for the school to consolidate and concentrate on during 2018–2020 to develop further skills in the coming years across the whole school K–6. 35% of Year 5 students achieved proficiency in reading, 11% in writing, 24% in spelling and 22% in grammar and punctuation.

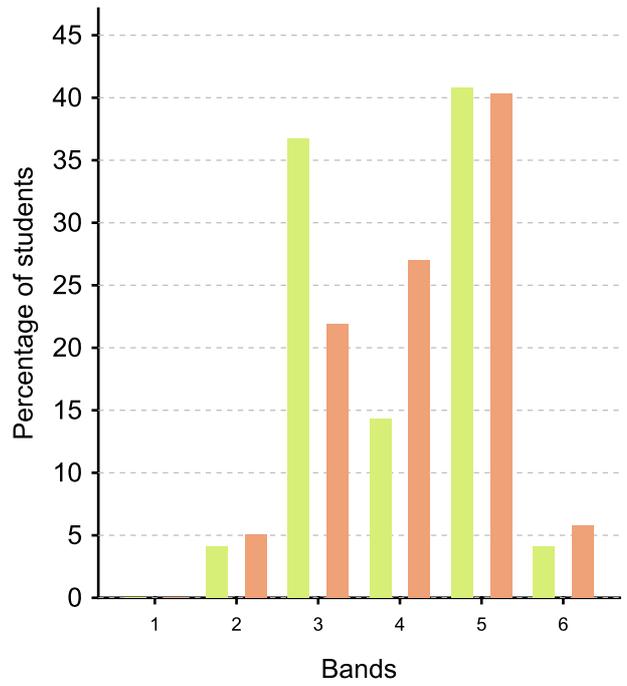
Percentage in bands:
Year 3 Reading



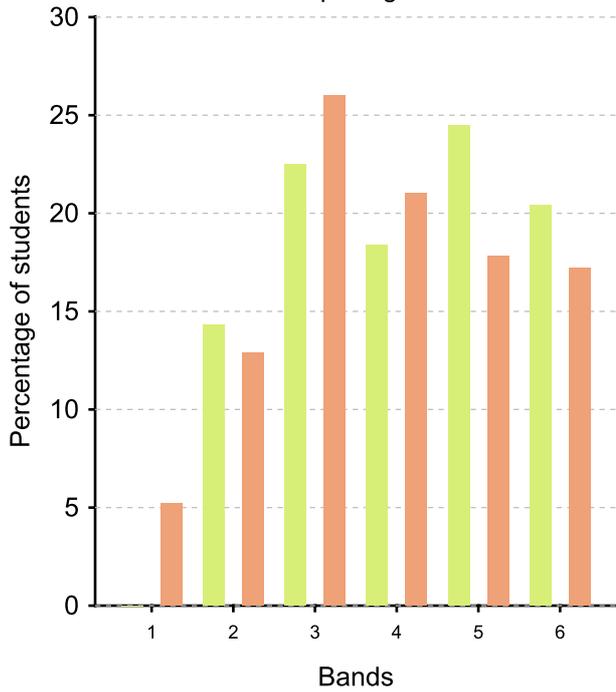
Percentage in bands:
Year 3 Grammar & Punctuation



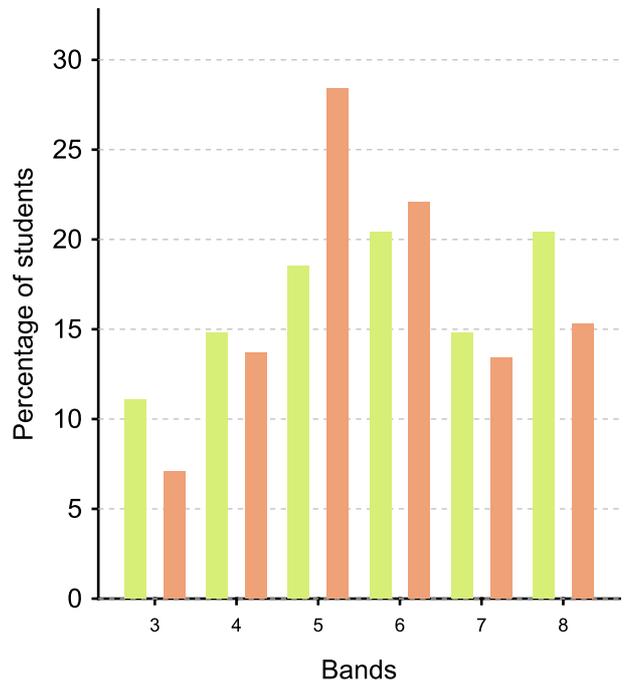
Percentage in bands:
Year 3 Writing



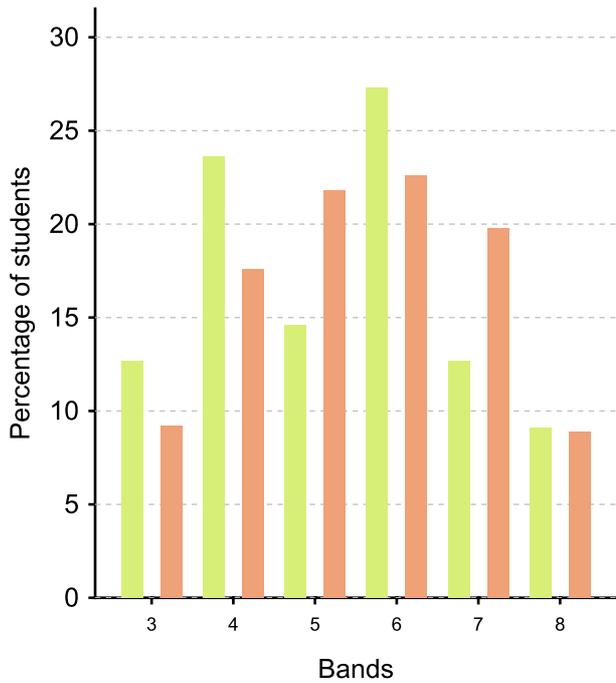
Percentage in bands:
Year 3 Spelling



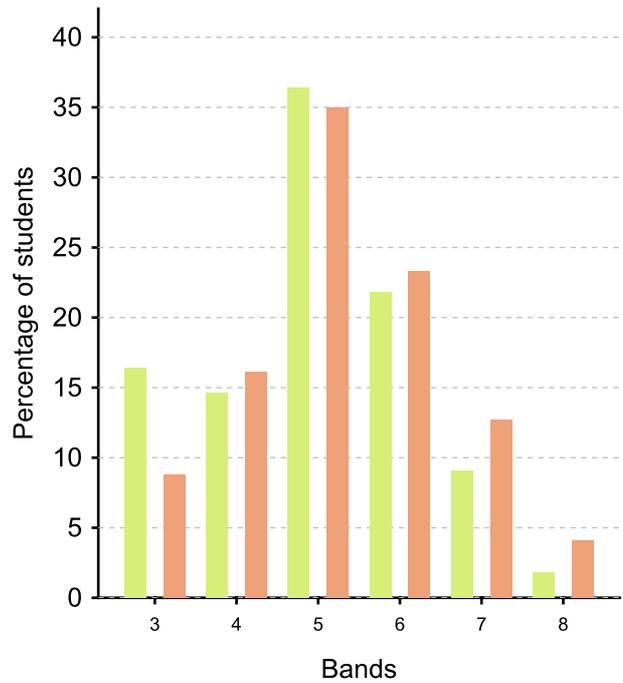
Percentage in bands:
Year 5 Reading



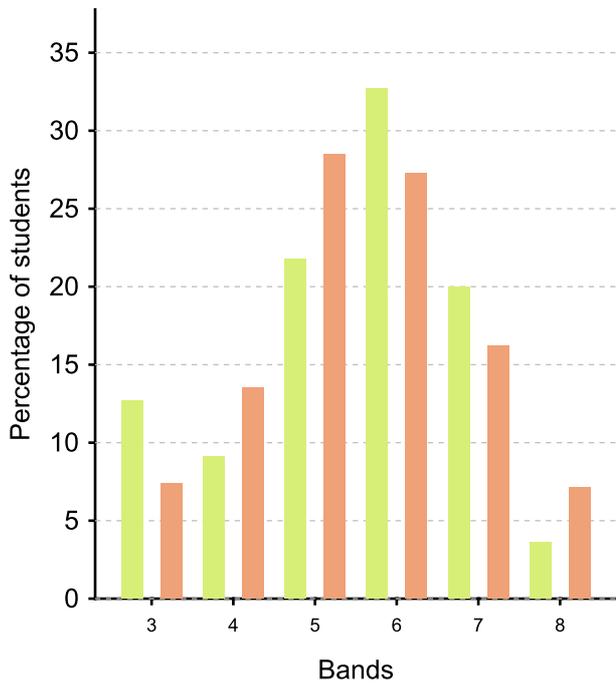
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Writing

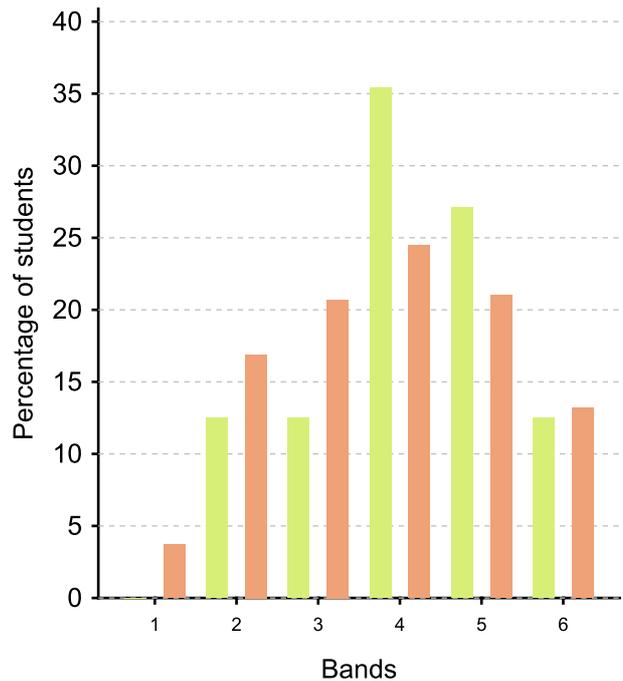


Percentage in bands:
Year 5 Spelling

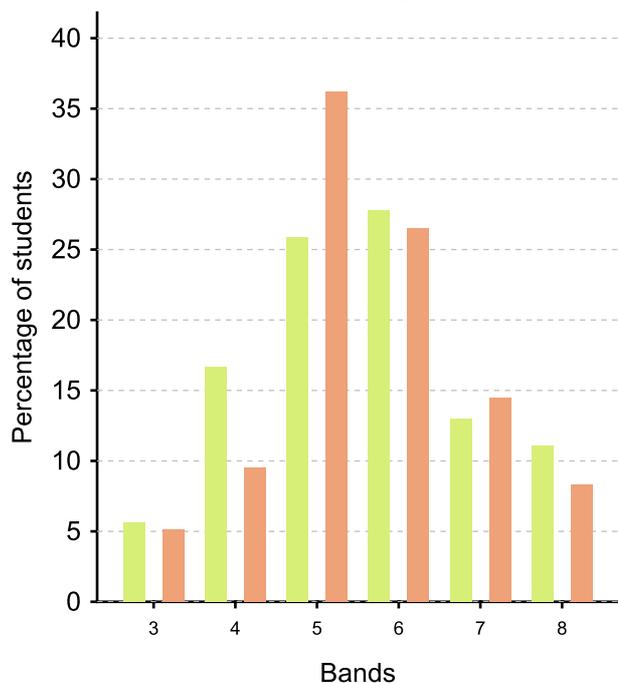


40% of Year 3 students performed at proficient standard in numeracy. No students in Year 3 performed below the national minimum standard in numeracy. Year 3 students had comparative mean data and matched NSW DoE schools in numeracy, with girls performing above the state. 24% of Year 5 students performed at proficient standard in numeracy.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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

Premier's Priorities: Improving education results.

- 48% of Year 3 students performed at proficient standard (top two NAPLAN bands) in reading and 40% of Year 3 students performed at proficient standard in numeracy in NAPLAN in 2017.
- 35% of Year 5 students performed at proficient standard in reading and 24% of Year 5 students performed at proficient standard in numeracy in NAPLAN in 2017.

State priorities: Better services – Improving Aboriginal education outcomes

- The Year 3 Aboriginal students performed above the state and NSW DoE mean in reading, writing, spelling, grammar and punctuation and numeracy. The Year 5 Aboriginal students performed above the state and NSW DoE mean in reading, spelling and all areas of numeracy.
- There was only seven Year 3 Aboriginal students that sat the NAPLAN assessment in 2017 with 28.6% performing at proficient standard in reading and 28.6% in numeracy. There was only six Year 5 students that identified as Aboriginal who sat the NAPLAN assessment in 2017 with 33.4% performing at proficient standard in reading and 16.7% in numeracy.

Parent/caregiver, student, teacher satisfaction

This year the school established student focus groups and a future directions survey for parents/carers using Survey Monkey and our Skool Bag App.

The questions and responses are presented below.

What would you like GPS to be like in 5 years?

- Exactly the same with the same consideration for students with special needs and learning difficulties;
- up to date technology, embracing the digital world;
- innovative, encouraging all students to pursue their gifts and talents;
- continued positive engagement with the local community;
- the school the same as it is. The teachers are dedicated, learning is holistic and the principal has done a wonderful job to bring the school forward;
- excelling in academics; and
- a school band.

What do we need to achieve this?

- Continue excelling and helping children grow and learn;
- improve boundary fences;
- keep expecting the best and ensuring quality teaching and teachers;
- further discussions with the community, preferably during the day for those that can't make P&C;
- continue to strive and have high expectations;
- further funding;
- continue the Windstars band; and
- time given to teachers to train teams for sporting events.

What programs/activities/initiatives are working well and what would you like more of?

- Further parent interaction and more parent/teacher interviews;
- additional reading programs work well;
- gardening and using the outdoors more to educate;
- using more local paces for excursions;
- happy with everything offered;
- Crunch and Sip, maths mentals daily, the way children with disabilities are included, reading programs; and
- grandparents day and special days.

What unique opportunities do we provide for the students?

- To grow as individuals;
- sports, choir, schools spec, special days, tournament of minds, science challenges, performances, after school sport;
- computer technology, Quicksmart, leadership opportunities, library activities;
- respect, very little bullying; and
- catering for everyone's needs.

What is the best thing that happened at the school in the last 3 years?

- Skool bag app;
- book week and grandparents day;
- Schools Spectacular and the choir;

- the principal, Mrs Wakefield;
- the cook book – thank you to the P&C;
- sport and swimming carnivals;
- new teaching staff;
- signage; and
- a family orientated school.

What expectations do you have of the school?

- Safe and secure
- nurturing, happy and no tolerance for bullying
- teaching children to be the best they can
- maintain the high level of standards; and
- an open door policy to continue.

How do we create a partnership between the school, parents/carers, students and the community?

- Keep informing parents/carers to the best of your abilities;
- listen to all, continue to welcome, hold discussions and listen to suggestions;
- an open door policy;
- Skool bag app;
- newsletter;
- provide opportunities that are within the community; and
- consult on a regular basis.

What values do you believe should be included in our vision for the school?

- Innovative, engaged, respect, kindness, personal development, life long learner, celebrate achievement, honesty and creative.

Constructive feedback regarding the new report format

- The A–E scale is difficult, had the ask the principal for help to decode. More supportive documents to explain the reports needed;
- nice to see a focus on more positives;
- great, easy to read, written comments were great;
- a good overview of all subjects;
- loved it. Much easier to read. Loved more comments, easy to follow;
- a lot of work and I recognise the work that goes into such a report for teachers. Thank you; and
- I did not like the new format. Way to wordy, I did not gain any additional information from areas of strength or developing skills.

Further information that will help with our journey to excellence

- Stage 3 without composite classes;
- school events – look at acquiring help from the high school, for more helpers;
- teach all students about children with disabilities;
- GPS is doing great. Continue to strive and continue to communicate with families;
- keep on going the way you are, very happy. keep up the great work GPS;
- a lovely school. Keep up the great teaching and inclusion for all;
- improved security and safety. Boundary fences need to improve; and
- keep changing to meet the needs of the school community.

Policy requirements

Aboriginal education

Gloucester Public School consistently engages with the local AECG and consults the local and wider community ensuring Aboriginal education is our core business. The school provides multiple opportunities for all students to increase their understanding (listed in Aboriginal Background funding section, within this report). We provide quality education and training for all staff, increased employment opportunities, employing an Aboriginal SLSO and value and acknowledge Aboriginal education and culture. Our commitment provides all 53 students with personalised learning plans, an Aboriginal dance and art group, NAIDOC celebrations, a bush tucker garden and a commitment to complete the connecting to country program in 2016–2018. 8 Ways of Knowing pedagogy professional learning was completed in term 4, 2016 with the implementation during 2017.

Multicultural and anti-racism education

Gloucester Public School has one staff member trained as Anti-Racism Contact Officers (ARCO). This year within our teaching and learning programs, students in each class studied at least one cultural group. A small minority of our students (2%) are from backgrounds other than English. The school monitors all students closely through assessment, reporting and evaluation and caters for the needs of each individual, working closely with families to form partnerships. The school holds NAIDOC/Multicultural day each year with neighbouring schools and the two local preschools to celebrate with students and families from differing nationalities. Parents and carers provide workshops on this day to inform students and engage them in activities and customs of the differing cultures.