

Gosford Public School Annual Report



2018



GOSFORD PUBLIC SCHOOL

2049

Introduction

The Annual Report for **2018** is provided to the community of Gosford 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 in providing 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.

Brad Lewis

Principal

School contact details

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Message from the Principal

It gives me great pleasure to present Gosford Public School's 2018 Annual Report to our hardworking and supportive community. Throughout the year we have worked collaboratively to achieve the goals contained within each of our strategic directions. We're proud of our student's academic, sporting and cultural achievements. However, our school is much more than the sum of its collective achievements – it's about ensuring that our students receive an excellent all-round education with a holistic approach that values cultural, social and emotional growth as much as academic growth. This year, the school has focused its energy on developing 'quality systems' across the school so that everyone who operates in this environment does so efficiently, safely and with common and shared understandings of appropriate processes and practices.

We are proud of our students and of what they've achieved over the 2018 school year and very appreciative of the support we receive from our school community – we look forward to 2019 with a sense of confidence and excitement as we enter the second year of our strategic plan.

Message from the school community

Parents and Citizens Report 2018

Gosford Public School P & C consists of committed volunteers dedicated to ensuring the ongoing welfare of students, teachers and the wider learning community of which this great school forms an integral part. These volunteers prepare and attend meetings, propose, consider and endorse important decisions for financial support, organise and help at special events and participate in many school committees. The P & C members also participate in events beyond the school advocating for the best student outcomes and oversee generous volunteers and paid workers within areas such as the School Canteen and Uniform Shop.

It was an honour to be voted as the P & C President for 2018 and have the opportunity to work with an amazing P & C executive (Stephen Thomas – VP, John Clissold – VP, Wendy Norris – Treasurer, Bronwyn Hull – Secretary) as well as all of the passionate, dedicated P & C members throughout this year. Without the volunteers in and around our P & C our students and our school would not benefit as it currently does. I want to again sincerely thank all those who have been involved this year. The P & C has had the pleasure to work with the School Executive, led by Brad Lewis as Principal and Peter Allen as Acting Deputy Principal to financially assist with many initiatives throughout and around the school. This is made possible by the funds received to the P & C from Chapman Fund as well as fundraising days such as Mother's Day stall, Father's Day stall, Uniform Shop, and Canteen.

Initiatives supported, equating to approx. value of \$89,990 include – school band equipment, Little Sprouts program, technology hub, athletics, learning resources, Lego Robotics, transport for various events requiring travel, education

week breakfast, sporting Equipment, new Library Furniture, teaching resources, and many more. The P & C will continue to work closely with GPS to investigate further initiatives, projects and opportunities to assist with funding etc, and invite all thoughts/ideas/suggestions to be submitted via our email address (gosfordpsandc@gmail.com) for consideration.

We also extend an open invitation to all parents and the greater school community to become part of the GPS P & C and encourage you, like others before you, to take an active role to ensure our students continue to benefit from such amazing school facilities, teaching staff, performing arts and ongoing lifelong learning.

Lyndon Ainsworth

President

Message from the students

Student Leadership Team

As the school captains of 2018 we have thoroughly enjoyed our time here at Gosford Public School. We have represented the school with pride on many occasions including morning teas, assemblies, ceremonies and special events. Some of our duties consisted of organising and presenting school assemblies on Friday afternoons, raising and lowering the flags, running the Student Representative Council and reporting the ideas to Mr Allen or Mr Lewis, helping make the school a better place.

This year we were honoured to represent the school at the Invictus Games morning tea and later being invited to attend the wheelchair basketball at the Invictus Games, we had a great time and appreciated the opportunity. At the beginning and the end of the year we introduced the new Kindergarten students and parents for 'Ready, Set Go' orientation. As leaders, we have had the privilege of welcoming and thanking guests to the school and members of parliament both at school and on our 2018 Canberra excursion.

As the leaders of 2018 we have been so thankful for all the opportunities that we have received throughout the year and we wish the best of luck to the future school captains of Gosford Public School 2019.

School Captains – Misty, Joel

School Vice Captains – Ava, Grace, Patrick, Oskar

School background

School vision statement

Gosford Public School is committed to providing **high quality systems, practice** and **care** that support and sustain a learning environment that is engaging, relevant, significant, challenging and meets the needs of the individual learner.

School context

Gosford Public School is an active and supportive member of the Gosford City Learning Community (GCLC). Our diverse school population totals 511 students and is made up of 40% of students from non-English speaking backgrounds and 4% of students who identify as Aboriginal.

Gosford Public School and Henry Kendall High School share a site and work closely on many transition initiatives and administrative innovations.

The school is currently classed as a P3 with one Deputy Principal, four Assistant Principals and another 16 classroom teachers.

The school currently supports two 'Opportunity Classes' (OC) and a very successful school band program. Our school is a proud and active member of the GCLC and Cooina Local AECG.

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.

As part of the school planning, self-assessment and reporting cycle of School Excellence, Gosford Public School continued to self-assess using the elements of the School Excellence Framework (SEF) across the domains of learning, teaching and leading. The school critically reflected on its school improvement efforts to inform our decision making process for future directions. Through the School Excellence Framework Self-assessment Survey (SEF S-aS), the school has been able to capture the "point-in-time" judgement that has been informed by our processes and practices. The statements of excellence in the School Excellence Framework are central to guiding Gosford Public School's reflection on each element. The on-balance judgement determined by our school is a reflection of the school's progress on these statements. These were our findings:

In the domain of **Learning**, our self-assessment process and the evidence show that progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning. The school collects and analyses information to inform and support students' successful transitions. Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. Well developed approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. Teaching and learning programs throughout the school describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students. The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis.

Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals. Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. Gosford Public School identifies growth targets for individual students, using internal progress and achievement data. School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments. In the domain of **Teaching**, our self-assessment process and the evidence demonstrated that teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. They regularly use student progress and achievement data to inform lesson planning. The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives. The school monitors the accreditation

status of all staff and encourages the pursuit of higher levels of accreditation. All staff use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals. They demonstrate currency of content knowledge and evidence-based teaching practice in all their teaching areas. Technology and future-focused learning spaces are utilised to enhance and add value to student learning. In the domain of **Leading**, our self-assessment process and the evidence show that the leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member. They ensure that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning. Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.

The 2018–2020 school plan aligns to student and system priorities and ensures responsiveness to emerging needs. The school collects and analyses learning and wellbeing data to monitor the achievement of milestones and review, self-assess and report performance annually. The school's staffing is organised and managed to ensure an effective learning environment. The leadership team allocates staff resources to support the achievement of the school's strategic priorities. The school's physical resources and facilities are well maintained and provide a safe environment for learning. Administrative practices and quality school-wide systems effectively support school operations and teaching and learning. The leadership team analyses responses to school community satisfaction measures and takes this valuable feedback on board when making school based decisions.

The achievements and identification of next steps are outlined in the following pages of this report. 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

Quality Systems

Purpose

To provide the school community an environment where quality systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

School Excellence Framework v2 links:

Leading – Educational Leadership; School Planning, Implementation and Reporting; and Management Practices and Processes.

State Strategic Plan links:

Goals – 1, 8 and 9

Premier's and State priorities:

Improve customer satisfaction with key government services every year, this term of government to 2019.

Overall summary of progress

All staff participated in ongoing professional learning centred on the Performance and Development Framework. They were supported throughout the year to increase their knowledge, skills and capacity around self-reflection and goal setting, professional practice and learning, and feedback. Systems were put in place aimed at the creation of a meaningful Professional Learning Culture across the school informed by the Australian Professional Standards for teachers and the shared understanding of effective teaching principles. A detailed 'Lesson Observation Matrix Tool' was developed and strongly encouraged to be used as a template for teaching observations. Quality teaching and improved student outcomes stem from effective performance. Staff at Gosford PS set goals which are specific and challenging, used to evaluate performance, are linked to quality feedback and create commitment and acceptance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
TTFM data indicates that the school leadership structures has improved educational leadership: <ul style="list-style-type: none">• educational leadership – 2017 baseline 66% – target 2020 85%.	The school is committed to launching a Leadership Team Growth Initiative under a 'peer coaching' model. The aim will be to increase and develop leadership capacity within the school executive team. Part of this to be funded using QTSS funds.	2018 TTFM Data Snapshot: <ul style="list-style-type: none">• educational leadership 67%
TTFM data indicates that the school has improved parental input into or opinions about : <ul style="list-style-type: none">• school planning – 2017 baseline 19% – target 2020, 50%• development or review of school policies – 2017 baseline 18% – target 2020, 49%• teaching practices – 2017 baseline 11% – target 2020, 35%.	A planned commitment of funds for 2019 to go towards the development of a 'Community Hub' and 'Community Coffee n' Chat sessions to achieve greater community consultation – \$3000	2018 TTFM Data Snapshot: <ul style="list-style-type: none">• school planning – 2018 baseline 23%• development or review of school policies 22%• teaching practices 10% The school leadership team has analysed the 2018 TTFM data in regards to the above areas with the aim of rolling out greater consultation and input from the parent community moving forward.

Next Steps

- Continue to strengthen and build upon quality school based systems which will have a direct measurable impact on improving outcomes for students.
- Build upon and extend the Quality Communication Strategy by seeking direct, measurable feedback from parents/carers.
- Investigate the creation of a position using school funds to employ a Deputy Principal Curriculum Leader to create, implement and maintain sustainable quality systems in curriculum at Gosford PS

Strategic Direction 2

Quality Care

Purpose

To provide every student the opportunity to thrive, connect and succeed in a learning environment that is supportive, compassionate and culturally sensitive.

School Excellence Framework v2 links:

Learning – Learning Culture and Wellbeing.

State Strategic Plan links:

Goals – 1, 2, 4, 6 and 10

Premier's and State Priorities:

Increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%.

Increase the proportion of NSW students in the top two NAPLAN bands by 10% by 2019.

Overall summary of progress

Gosford Public School collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. The school's wellbeing approach focuses on creating an effective environment for learning. Teachers and other school staff explicitly communicate expectations of behaviour across school settings. The school seeks to collaborate with parents of students whose continuity of learning is at risk.

The Learning and Support Team (LaST) met weekly throughout the year. This allowed classroom teachers access to a variety of learning and social supports. Appropriate strategies were provided and support offered where applicable through the School Counsellor, Chaplain, School Learning and Support Officers and Learning and Support Teachers. The LaST also liaised with external agencies to support students work with specified needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parents identify Gosford Public School as being an inclusive school as referenced by TTFM data (baseline 2017 67%). Target by 2020, TTFM data will indicate 90% of parents feel Gosford Public School is an inclusive school.	Establishment of Community Hub– \$1000 Schoolzine Newsletter and SZ App purchase agreement – \$3500	2018 Progress Gosford PS as an inclusive school – 69%
Students are more positive in relation to the learning culture of Gosford Public School as referenced by TTFM data (baseline 2017 57% felt positive about the learning culture). Target by 2020, TTFM data will indicate 87% of students feel positive about the learning culture of Gosford Public School.	Nil	2018 Progress Positive learning culture – 61%

Next Steps

- Develop and roll out a whole school welfare program with centred around positivity of language and clear expectations of students.
- Enhance the process of welfare/wellbeing data collection through 'Sentral Wellbeing' in order to effectively track and monitor appropriate data to inform key decision making in regards to whole school welfare initiatives.
- Create a school funded Assistant Principal Learning Support position to meet the growing needs of Gosford PS students requiring Learning Support by leading and managing the Learning Support Team and extensive administrative requirements.

Strategic Direction 3

Quality Practice

Purpose

To improve student outcomes through quality teaching, the implementation of engaging curriculum and professional learning that meets the diverse needs of all learners.

School Excellence Framework v2 links:

Teaching – Learning and Development; Professional Standards; Data Skills and Use; and Effective Classroom Practice.

State Strategic Plan Links:

Goals – 3, 4, 5, 6, 7

Overall summary of progress

All staff created meaningful units of work relating to the six (6) KLAS. Teachers completed ILPs and PLPs, in consultation with students and parents/ carers. These learning plans catered to the academic, social and emotional well being of our students. All staff were involved in the National Consistent Collection of Data (NCCD) processes to better understand individual needs and cater for students using differentiation and adjustment strategies.

All staff participated in quality targeted Teacher Professional Learning linked towards their professional goals. The unique Gosford PS TPL model continued to be rolled out providing all staff with greater autonomy and ownership over which type of professional learning experiences they access and through which mode of delivery. All staff participated in a detailed analysis of 2018 NAPLAN results, to identify target areas for development. As a part of this analysis, it was determined that students performed well in all of the NAPLAN areas, however staff will focus on writing as an area for future improvement and development. .

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By 2020, increase the average number of Year 3 Aboriginal students currently represented in the top two bands of NAPLAN Reading at Gosford Public School to 40% (baseline 2017 33.6%).	\$ 1000 Teacher release for PLP meetings	2018 Progress – 100% (based on 1 student meeting this criteria)
By 2020, increase the average number of Year 3 Gosford Public School students in the top two NAPLAN bands – Reading to 65% (baseline 2017 57.7%) and Numeracy to 55% (baseline 2017 48.43%).	Nil	2018 Progress • Reading – 66% • Numeracy – 57%
By 2020, increase the average number of Year 5 Aboriginal students currently represented in the top two bands of NAPLAN Reading at Gosford Public School to 30% (baseline 2017 23.75%).	\$ 1000 teacher release for PLP meetings	2018 Progress • Reading – 50 % (based on 2 students meeting this criteria)
By 2020, increase the average number of Year 5 Gosford Public School students in the top two NAPLAN bands – Reading to	Nil	2018 Progress Reading – 56%

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
85% (baseline 2017 61.3%) and Numeracy to 75% (baseline 2017 52.7%).		Numeracy – 59%

Next Steps

- Update and refine whole school teaching and learning Scope and Sequence to ensure consistency of content delivered and to reflect recent curriculum changes.
- Develop and refine the whole school Teacher Professional Learning (TPL) model to ensure staff are provided with a greater amount of targeted face-to-face PL delivery options. In addition to this, school executive are to take on a great role/visibility in the delivery of PL experiences for staff.
- Develop a school-wide authentic assessment schedule.
- Actively participate the Quality Teaching Rounds project administered by Newcastle University with the aim of improving teacher practice and quality instruction.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		<p>All Aboriginal students have a PLP in place and have made progress towards educational, cultural, and social outcomes. Parents, students and staff were actively engaged with this process. Our Aboriginal education teacher was employed for three days to facilitate these PLP meetings.</p> <p>All staff incorporate 8–Ways teaching strategies into unit development which has resulted in greater engagement in learning through more flexible learning options.</p> <p>Significant cultural events are celebrated in partnership with Aboriginal and EAL/D students and their families, ensuring inclusivity for all students.</p> <p>Collaborative partnerships with the Coinda Local AECG and Aboriginal families are strengthened through the PLP process, ensuring Gosford Public School and their stakeholders are represented in these forums.</p>
English language proficiency		
Low level adjustment for disability		
Quality Teaching, Successful Students (QTSS)		<p>School leaders recognise the significance of providing strong and effective leadership to support the professional development of staff as they aim to improve teacher quality and teacher learning outcomes.</p> <p>Staff felt supported in developing strategies within classrooms and across stages to address the learning needs of all students. This additional support, allowed students to respond with greater engagement in literacy and numeracy activities</p> <p>During 2018 QTSS funds were used to release an executive member off class four days a week. The executive's off class responsibilities included additional welfare support for students K–6, support for all staff, program differentiation, evidence collection and developing innovative processes and policies to meet DoE and NESA standards as well as develop a future focused curriculum that addresses the school's strategic directions.</p>
Socio–economic background		<p>Improved student outcomes and engagement in extra–curricular activities as measured by student participation rates and reported in Semesters 1 and 2. Community partnerships strengthened and enriched with an increase in the number of parents responding to school surveys.</p>
Support for beginning teachers		<p>Beginning teachers received structured support with an experienced mentor. This</p>

<p>Support for beginning teachers</p>		<p>ensured the delivery of high standards of curriculum to meet the needs of students, including differentiated programs.</p> <p>Beginning teachers also used their Beginning Teacher Funds to attend additional TPL opportunities, purchase resources for their classrooms and use additional time to support and reduce their teaching load.</p> <p>As a result, all beginning teachers were provided with thorough professional learning and support, allowing them to take on their full time roles with the confidence and skills necessary to perform their duties.</p>
<p>Targeted student support for refugees and new arrivals</p>		<p>Significant cultural events are celebrated in partnership with Aboriginal and EAL/D students and their families, ensuring inclusivity for all students. Staff realise the importance of making links with EAL/D students and their families to develop their cultural connectedness and how this partnership will improve student learning outcomes, ensuring all students receive a deep and meaningful education.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	272	273	288	262
Girls	270	252	250	255

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.1	93.3	94.7	93.6
1	94.5	94.2	93.3	94.1
2	94.3	94.5	95.3	93.3
3	94.7	94.4	95	94.7
4	94.5	93.1	94.2	93.5
5	96.2	94.1	95.5	95.2
6	95.6	94.1	94.3	95.1
All Years	95	94	94.7	94.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student attendance has remained consistent over the last four years. In 2018 the school was one percentage point above the state attendance average. Information on supporting attendance was included in newsletters with ideas for parents on encouraging attendance. Follow up was provided to any family that needed support in improving attendance and strategies were communicated and implemented to parents in assisting them with getting their child to school. Staff attendance monitoring procedures are continually being reviewed and staff are reminded regularly of the correct procedures to follow in student attendance management. All student absences are recorded through the Sentral attendance module with staff taking daily attendance roles. Notification to the Home School

Liaison Officer occurs when the school executive, learning support team and teachers are unable to resolve individual cases of unsatisfactory attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.69
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	0.8
School Administration and Support Staff	3.96

*Full Time Equivalent

Gosford Public School has 10% of Full Time equivalent teaching staff identify as being from Aboriginal descent.

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	4

Professional learning and teacher accreditation

In response to recommendations from a 2017 self-assessment and review process, a new and innovative model of Teacher Professional Learning (TPL) was implemented for staff throughout the course of the 2018 academic year. This model involved staff identifying their own professional development needs and aspirations and sourcing appropriate, targeted and relevant to their individual needs, whilst being linked to their PDP goals, the Australian Professional Standards for teachers and school/department planning and priorities. Scaffolding and support was provided to staff from stage supervisors and senior executive in relation to the amount, quality and types of acceptable TPL activities.

Staff were required to log relevant TPL hours, link the TPL to the teaching standards and provide an evaluation of the professional learning experience. Supervisors then validated staff TPL that was logged, mirroring the NESAs e-TAMS method used in maintaining proficient accreditation status.

Staff at Gosford Public School responded extremely positively to the new model of professional learning and many of them logged hours far beyond the minimum number required to satisfy completion. 100% of staff participated in the new TPL model throughout the year and are committed to the creation of a Performance and Development Culture at Gosford Public School with the ultimate aim to enhance student learning and improve educational outcomes.

The total expenditure for Teacher Professional Learning at Gosford Public School for 2018 was \$29 390 (this excludes beginning teachers who had their TPL funded through beginning teacher funding).

Teacher Accreditation

In 2018:

- 13.33% of teaching staff were accredited and Conditional or Provisional status through the National Education Standards Authority (NESAs).
- 86.66% of teaching staff were accredited at Proficient Teacher level and were continuing to maintain this accreditation level through completing and logging both NESAs registered and teacher identified professional development.

No Gosford Public School teaching staff were seeking or maintaining accreditation at one of the voluntary higher stages of Highly Accomplished or Lead.

Beginning Teachers

In 2018 beginning teacher funds were used to support 4 teachers. This funding provided support to our beginning teachers in a variety of ways including: the ability to access professional learning experiences linked to their professional goals/needs, additional release time for both the teachers and mentors to work on specific tasks related to classroom practice, professional growth, mentoring and peer coaching.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	176,102
Revenue	4,878,853
Appropriation	4,618,515
Sale of Goods and Services	13,165
Grants and Contributions	245,006
Gain and Loss	0
Other Revenue	775
Investment Income	1,392
Expenses	-4,633,463
Recurrent Expenses	-4,633,463
Employee Related	-4,174,708
Operating Expenses	-458,755
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	245,389
Balance Carried Forward	421,491

Gosford Public School has a finance committee comprising of the Principal, Deputy Principal, an Assistant Principal and the School Administration Manager. The committee meets on a weekly basis to ensure the school's financial management processes and governance structures meet financial policy requirements. As part of this process they also ensure that all accounting and administrative financial procedures are carried out with integrity, accuracy and transparency.

The school finance committee continues to be aware of increasing costs associated with staff leave and is implementing strategies, including reviews of current practices, in the attempt to manage and respond to the amounts of leave taken by staff.

Gosford Public School is a beneficiary of dividends from a trust account that is managed and distributed by the P & C. These funds are gratefully accepted and utilised for the purchase of resources, participation in specialised programs and school infrastructure projects to benefit all teaching and learning programs the school offers.

Funds carried forward are committed to a range of programs and projects throughout 2019 including:

- The engagement of a school funded Deputy Principal Curriculum Leader to drive curriculum, syllabus implementation and assessment practices across the school. The anticipated cost being \$ 122 500.
- A school funded Assistant Principal Learning

Support above teacher entitlement. Anticipated cost \$25 000

The purchase of interactive panel technology x 2 for the school administration building along with associated laptop computers and hardware peripherals. Anticipated cost \$15 000

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	3,674,735
Base Per Capita	104,033
Base Location	0
Other Base	3,570,702
Equity Total	310,075
Equity Aboriginal	15,165
Equity Socio economic	36,703
Equity Language	129,164
Equity Disability	129,043
Targeted Total	182,816
Other Total	144,580
Grand Total	4,312,206

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

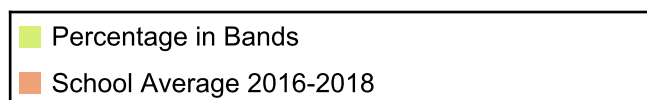
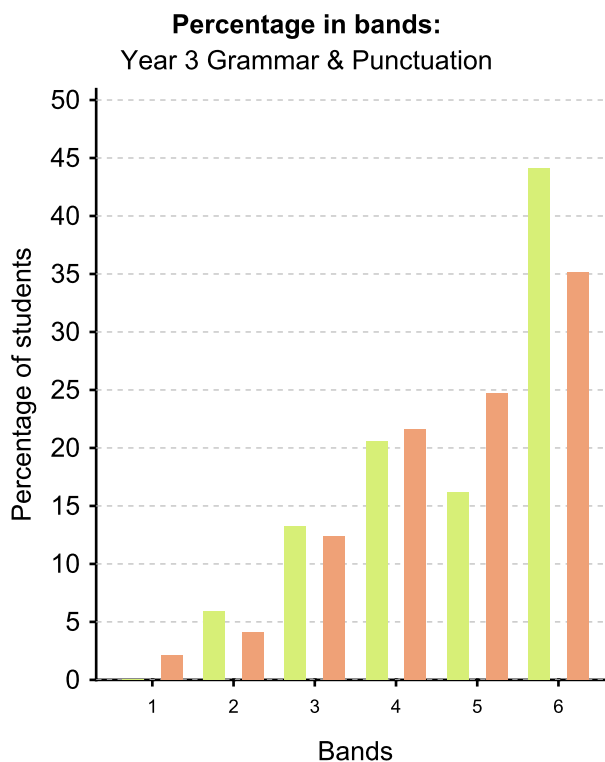
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

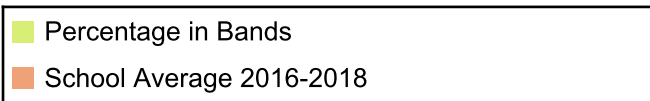
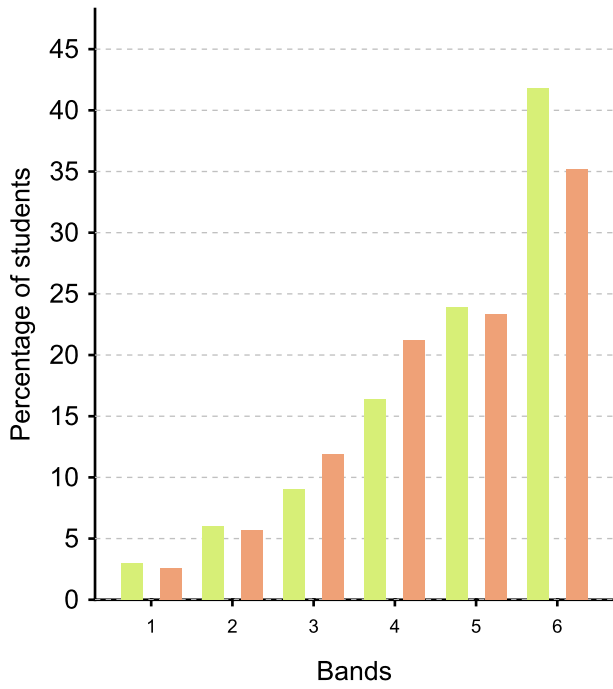
Results for both online and paper formats are reported

on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

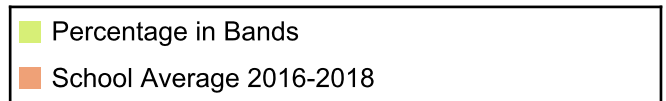
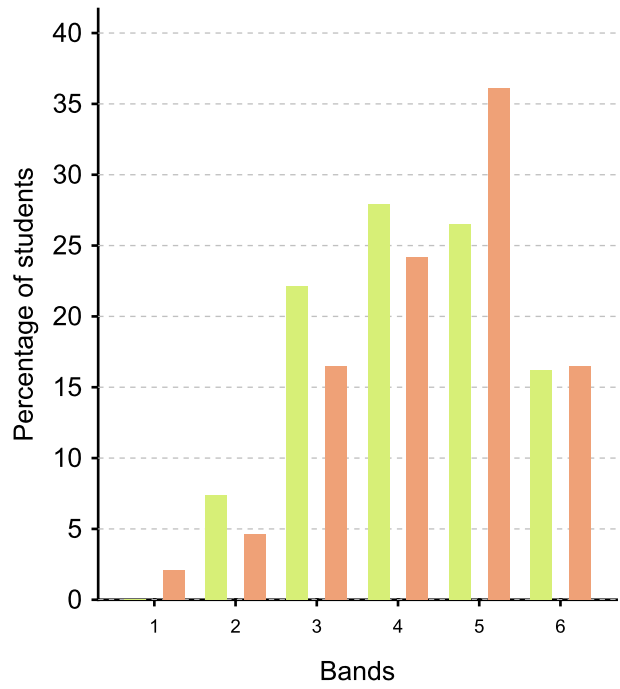
The series of graphs contained within this report document the percentage of Gosford Public School students across the range of achievement bands for Literacy including: reading, writing, spelling and grammar and punctuation.



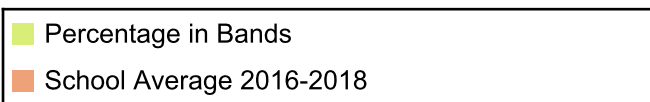
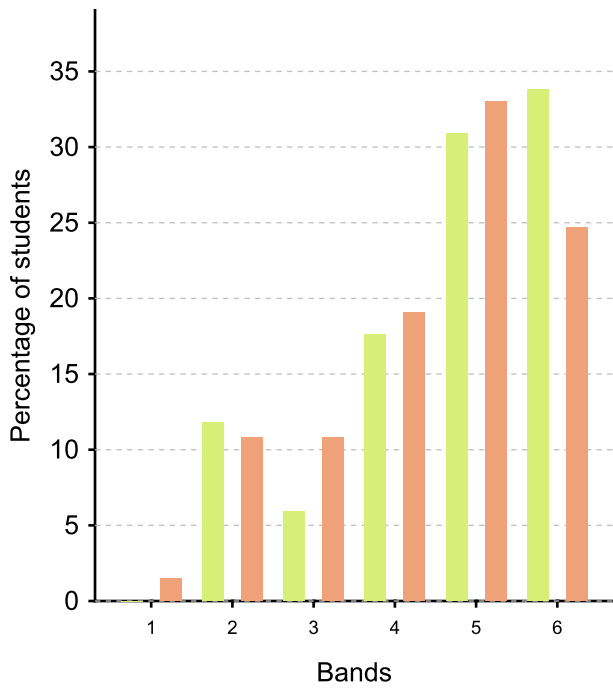
Percentage in bands:
Year 3 Reading



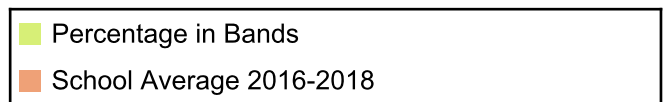
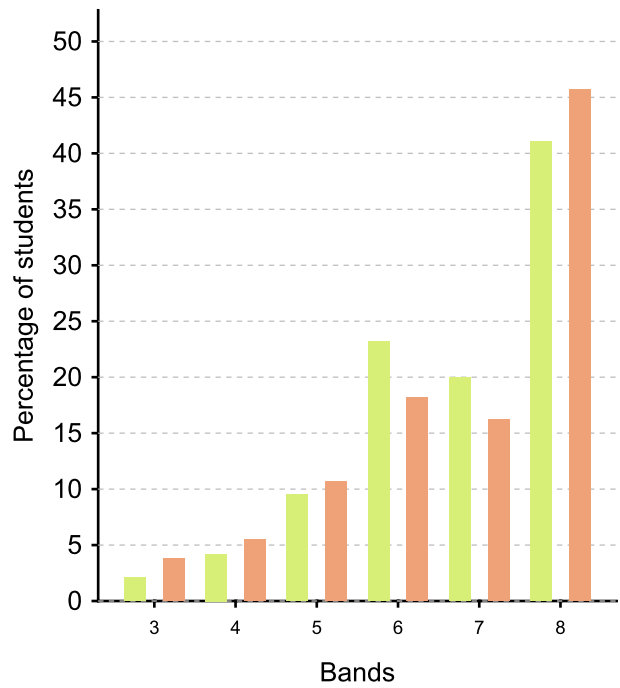
Percentage in bands:
Year 3 Writing



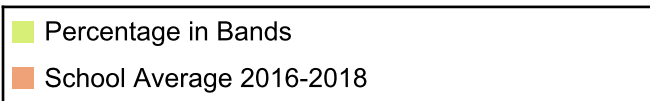
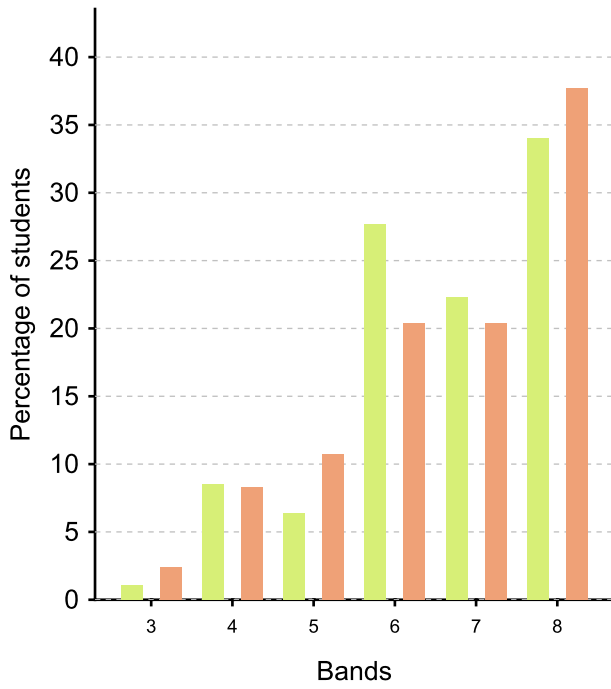
Percentage in bands:
Year 3 Spelling



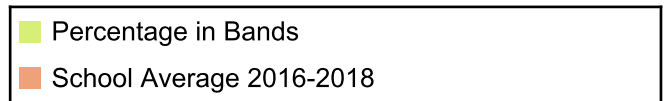
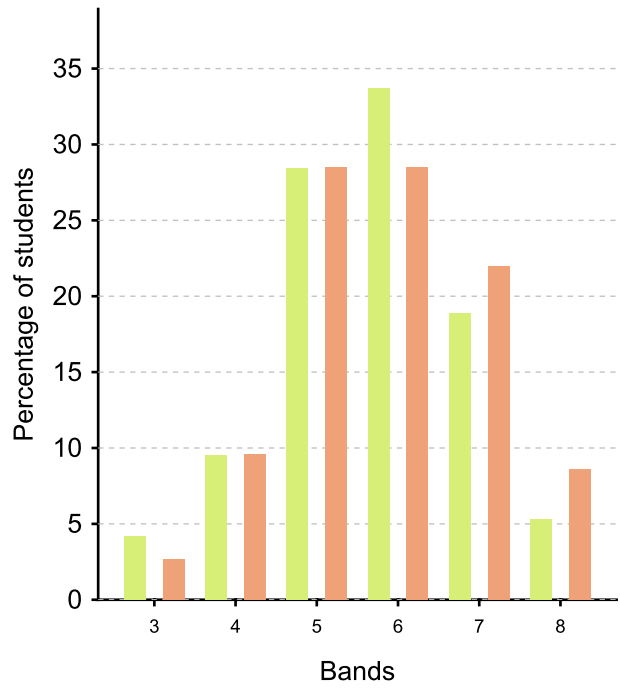
Percentage in bands:
Year 5 Grammar & Punctuation



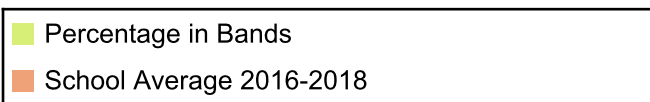
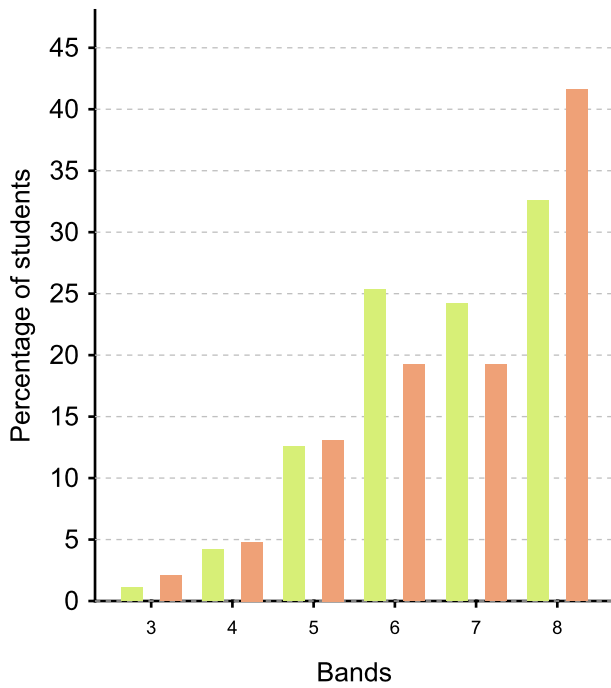
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

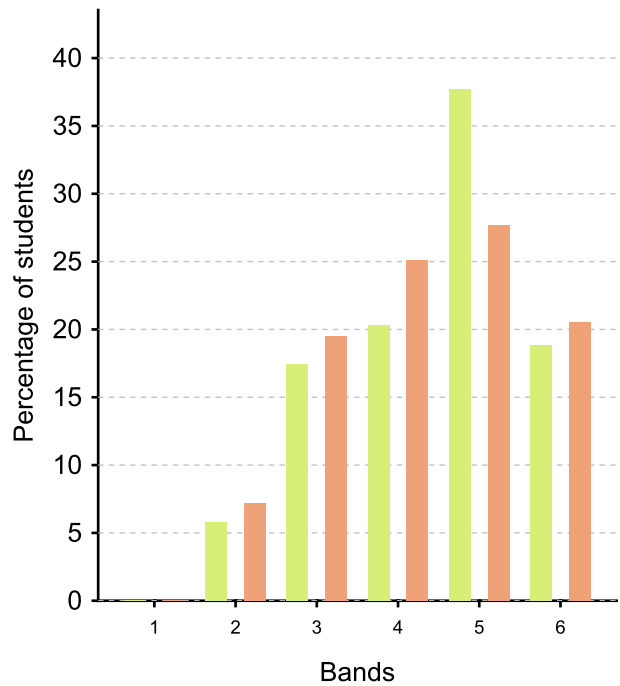


Percentage in bands:
Year 5 Spelling

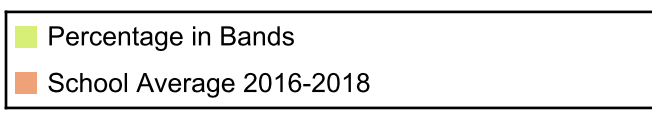
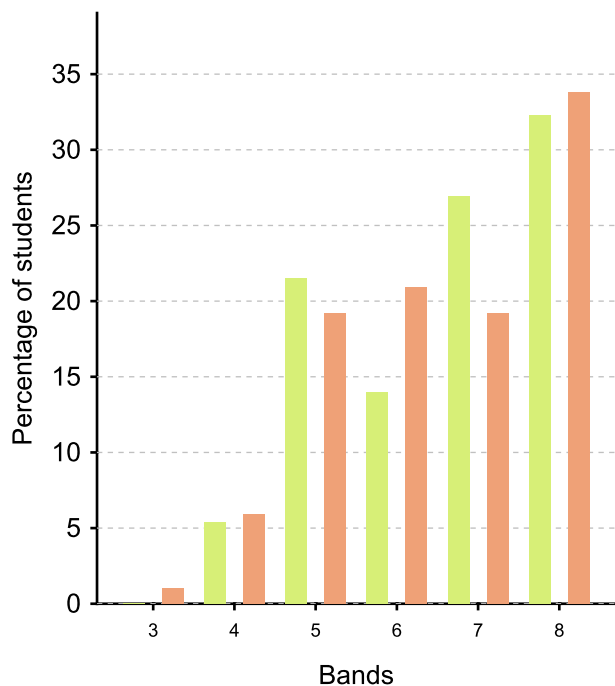


The series of graphs contained within this report document the percentage of Gosford Public School students across the range of achievement bands for Numeracy.

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.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about the school. A summary of their responses are presented below.

The school community was surveyed in regards to a number of areas including: school reception, communication, parent participation, support, homework and safety/security.

Some key findings from Student Surveys (Years 4–6) were:

- 69% of students had a high sense of belonging (accepted and valued by their peers)
- 86% of students felt they had positive peer relationships
- 92% of students valued their education and school outcomes.
- 91% of students felt they had positive behaviour (do not get in trouble for disruptive or inappropriate behaviour)
- 91% of students tried hard to succeed.

- 77% of students felt they had positive teacher–student relations.
- 68% of students felt they had not been the victims of physical, social or verbal bullying

Some anecdotal comments from student surveys:

- 'I like Gosford public school because there are friends who care and love me also the teachers do an excellent job at teaching us to be better people. The people here at Gosford Public School make me feel like I am in my place'.
- 'I like how there are activities such as cooking, computers, library and drumming. I also like how there is Gosford's Got Talent and a school band'.
- 'Gosford Public School is probably the one of the best places I know because you can make friends (but i have trouble making friends) and this place has great teachers, games, and other stuff'.
- 'I like that the teachers always listen and help explain the key ideas'.
- 'We have an amazing school band'.

Some key findings from the parent surveys were:

- 73% of parents feel welcome at Gosford PS
- 15% of parents indicated involvement in school committees
- 72% of parents feel their child is supported in their learning at GPS
- 86% of parents found electronic communication 'very useful' or 'useful'
- 69% of parents feel that GPS is an inclusive school

80% of parents feel their child feels safe at school as well as going to and from school.

Some anecdotal comments from parent surveys:

- 'Every interaction with teachers and office staff is friendly and professional. Even with teachers not directly working with my son. I like the school app for communication and the weekly updates on Facebook mentioning the activities planned for the week'.
- 'Great campus; modern facilities; big emphasis on sports, arts and music; great communications; excellent transport facilities; great location'.
- 'Genuine community school that caters to all'.
- 'Teachers are great, work hard to support children'
- 'They have a great support system of principal, teachers, support teachers, chaplain, counsellor and office staff. They all work together well'.

Some key findings from teacher surveys:

- 79% of staff confidently work with school leaders to create a safe and orderly school environment
- 85% of staff talk with colleagues about strategies that increase student engagement.
- 91% of staff set high expectations for student learning.
- 80% of staff regularly discuss with students ways of seeking help that will increase learning.
- 77% of staff feel students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.

93% of staff strive to understand the learning needs of

students with special learning needs.

Some anecdotal comments from teacher surveys:

- 'The staff and students are really wonderful to work with on the whole. There is an expectation of academic success for all students and everyone is working hard towards that goal. The teachers are very professional and work extremely hard to do their very best and produce the best results'.
- 'I love that we individually have a voice. Leadership have faith and trust in their staff and are open change. The staff moral is high and that is because our well-being is pivotal. Staff support each other and genuinely care about their students'.
- 'I like how supportive the staff are. The executive staff support me and help me grow as a teacher'.
- 'We have entered a phase of new methods, systems and practises which are a welcome change'.

Policy requirements

Aboriginal education

Gosford Public School continues to implement the *Aboriginal Education and Training Policy, the Aboriginal and Torres Strait Islander Education Action Plan (2010–2014)* and the Partnership Agreement between the Department and the Aboriginal Education Consultative Group Incorporated. School programs support our goal of Aboriginal equity in opportunities and achievements. This has been demonstrated by:

- Aboriginal perspectives and strategies being embedded within the regular teaching and learning programs of classroom teachers and these programs complement the Quality Teaching model.
- The development of cultural competencies for staff, students and families continued to be supported throughout 2018 with the employment of a Learning and Support Teacher for three hours each week.

At Gosford Public School we have a small number of students, approximately 4% of the school population, who identify as being Aboriginal.

We have aimed to improve Aboriginal students' learning potential. This is demonstrated by:

- All Aboriginal students having a PLP prepared in Semester 1 and 2 by their class teacher. Three way interviews, with the class teacher/s, Aboriginal Education Teacher and parents/ carers are held throughout Term 1.
- Aboriginal families are informed via the newsletter, Facebook, School App and flyers about specific programs and events.
- All teachers continue to implement '8 Ways Pedagogy' in their class programs.
- The school principal, Aboriginal Education teacher and other staff members attend the local AECG meetings to support links between school and community.

- Recognition of Aboriginal student's achievement at the Cooinda's AECG Awards Afternoon.

We have targeted the literacy and numeracy development of our Aboriginal students through our teaching and learning programs and resources. This is demonstrated by:

- The school continues to make adjustments for Aboriginal students who are identified as needing support in literacy and numeracy. These students are given lessons by the Learning and Support team (LaST) through inclusive literacy and numeracy groups. 'YARNING STRONG' an Aboriginal literacy resource is used when possible.
- All Aboriginal students participated in the school's public speaking program to enhance their communication skills. Some Aboriginal students were given leadership opportunities at assemblies and school events.
- Teaching staff use English and History units of work, which identify components of Aboriginal education which can be investigated by our students. This is in line with national curriculum requirements and the Indigenous Education and Training Policy (2009).
- Students requiring additional support are referred to Aboriginal agencies for further assessments in speech and hearing.

Engagement and Connection

We have organised programs designed to educate students about Aboriginal culture, perspectives and current Aboriginal Australia. This has been demonstrated by:

- Acknowledgement to country being presented at each assembly by our Aboriginal students.
- During NAIDOC Week Gosford Public School's Aboriginal students and their class buddies attended a wide range of cultural activities held at Gosford High School.
- School banners reflecting Aboriginal culture are regularly on display at the front of the school.
- Students participated in establishing and maintaining a Bush Tucker garden.
- Some students had the opportunity to take part in our 'Little Sprouts' program where they learnt to cook Johnny Cakes and simple cooking traditional skills.

NAPLAN.

A small number Aboriginal students at Gosford Public School sat the NAPLAN tests in 2018.

- Aboriginal students who did not meet the minimal standards in some aspects of the 2015 NAPLAN testing, received additional help through LaST support
- The majority of students reached the expected growth in literacy and numeracy, while writing and was identified as an area requiring additional support in 2019.

Attendance

- Most Aboriginal students at Gosford Public School had an attendance percentage of over

85%. Students and families are given support from the school to help students maintain a good attendance pattern.

In 2019 Gosford Public School is committed to providing and expanding programs that will help to improve student outcomes and forge links with our local Aboriginal community with this identified as a priority focus area for the school.

Multicultural and anti-racism education

Our school maintains a focus on multicultural education by providing perspectives in curriculum areas that develop the knowledge, skills and attitudes for a culturally diverse society. The school has a trained anti-racism contact officer (ARCO) who deals with any incidents of racism or discrimination.

All school policies and practices are inclusive and are underpinned by the Department's Multicultural and Anti-Racism Policies. All staff are familiar with these policies and the implications they have upon teaching and learning practices. Class programs and school activities actively uphold these principles. Students study units of work about different cultures and celebrate cultural milestones and traditions as new units of work and scope and sequences were aligned to the NSW syllabus documents for the Australian Curriculum. These inclusive and inquiry-based learning practices have provided all students with the opportunity to develop the knowledge, skills and values for participation as active citizens within a democratic multicultural society. Our school actively promotes acceptance and diversity as a measure to counter racism and vilification within the school community.

The school has a commitment to fostering a learning culture where all students are treated equally so that they may become engaged, respectful, responsible and reflective learners who, in a culture of high expectations, achieve their personal best.

In 2018, approximately 41% of the students at Gosford Public School had a Language Background other than English (LBOTE). These students had backgrounds from forty countries. There were forty-five first languages represented. Approximately 35% of the EAL/D (English as an Additional Language or Dialect) students received support. Students were supported in the classroom, in small group situations and some received individual support. The specific outcome was to enable all these students to be able to use English to access the curriculum in their classrooms.

In 2018, there was an EAL/D teacher allocation of 0.8, with a further 0.2 allocation sourced through local school funds. Further to this, Gosford Public School attracted a 0.5 allocation for students on the New Arrivals Program (NAP).

Other school programs

Learning and Support

The LaS team met weekly throughout 2018. Representatives from K-6, additional programs and SLSOs were regular participants in the 'LaS' meetings. Students were referred by classroom teachers, members of the executive and parents/ carers. Issues addressed related to students' overall academic, social, emotional and behavioural well being. Support was offered through various means, including Integrated Funding Support (IFS) and emergency funding applications, SLSO time, playground support, sensory items, school counsellor and chaplain sessions, and communication to external agencies where necessary.

'Ready, Set, Go' Transition to School

In 2018, approximately 50 children attended our transition to school program 'Ready, Set, Go'. Over 6 consecutive weeks, these children enjoyed meeting the staff and students of GPS, getting to know their peers, familiarising themselves with the school environment and beginning the transition to school process, ready for Kindergarten in 2019. Whilst the children were enjoying participation in activities, parents attended highly valuable workshop sessions, designed to help support their children at home, introduce them to the procedures and routines of Gosford Public School and ensure a smooth start to the 2019 school year.

Student Representative Council

2018 saw the formation of Gosford Public School Student Representative Council (SRC). The SRC is a group of students elected by their peers to present the student voice at regular meetings. A whole school approach to democracy develops a positive school culture. Gosford's SRC program actively involves students in their own education and welfare, assists in developing leadership skills and empowers students to make positive contributions to their school community. This year the SRC were successful in providing shade on the oval, organising and delivering two school discos, as well as fundraising for Stewart House and Red Nose Day.

Multipurpose Student Welfare Program

During 2018 the school embarked on a journey aimed at supporting with students with specific needs, to facilitate the following; self-regulation, sensory processing, expressive and receptive language skills, social skills, gross motor and fine motor skills, and to develop a positive growth mindset. In small group lessons, students were able to discuss and identify their feelings, give opinions and respond to differing situations. They developed a sense of belonging by gaining new friendships. Upon completion of the program student success was evaluated through student and teacher feedback, demonstration, data collection and anecdotal evidence. This information validated it's worth and effectiveness, and is likely to continue in 2019.

Little Sprouts Kitchen Garden Program

Students in Stages 2 and 3 were given the opportunity to participate in cooking lessons using fresh produce from our school garden. Students learnt about kitchen

safety, hygiene and how to prepare quick, healthy and cheap meals. This program encompassed many areas of the curriculum and provided students with life skills and experiences to help them make healthier choices about what they cook and eat. The program was well-supported by our community volunteers. The schoolgardening group met once a week and students were involved in growing seeds, planting, harvesting, watering, weeding, worm farming, composting and caring for the chickens.

School Choir

A junior and senior choir performed throughout 2018 with students entertaining our learning community on a number of occasions. The senior choir took part in the PAN night and both choirs performed at Gosford Public Schools Day of Stars. Students also entertained guests during our presentation assemblies.

Swim School

Gosford Public School continued its commitment to improving water safety in Australia continuing to support the 'learn to swim' program in our school curriculum. In partnership with the Department of Education, Approximately 75 students from Years 2, 3 and 4 participated in an intensive learn to swim program at Gosford Olympic Pool. The 'learn to swim' program aimed to develop water confidence and provide students with basic skills in water safety and survival.