

GyMEA Bay Public School

Annual Report



2018



2116

Introduction

The Annual Report for **2018** is provided to the community of Gymea Bay 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.

Hendrika Green

Principal

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Message from the Principal

It's wonderful to have this opportunity to share reflections and highlights of the past year with you –our school community. The changes of direction as a new school plan has been seeded into development and growth, the anxiety of the change process frustrations as new staff, including myself, have come into being and the uncertainty as government reforms have taken place. I believe we need to remind ourselves that while we may not enjoy the change process, the intention is to improve educational outcomes for our students, our teachers' collegiality, professional practice and collaboration, and our school as a learning entity. That needs a team – a team which acknowledges that we have an important partnership with the families of the students in our care – because together we influence what is both available to them and what they learn. Those children, your children, our students are our future.

We have Gonski to thank for many initiatives we have been able to execute this year, with focused development of growth mindset for our students and teachers, the introduction of Multi or MacLit and MiniLit, additional support for our students in literacy and mathematics, opportunities to provide cultural experiences for our indigenous students, targeted language experiences for our students with other languages, additional resources and time to devote to the needs of our students. As a school community it is critical that we take the opportunity to reflect and take part in the surveys presented to us and that the feedback we provide is well considered, focused and clearly represents the learning and cultural aspirations we as a school want to achieve. Families, your voice matters. You can be assured that we as a school community are putting the needs of our students first and foremost. We thank you for your continuing support for our school – for your children.

Focusing now on our school community directly, 2018 has been an outstanding year for the students of our school and we have achieved a number of facets of our aims to improve the quality of teaching and learning available to our students – not just academically – but also socially, physically and culturally.

This year has seen the continuation and introduction of many new extra-curricular opportunities for students. Chess Club and the Newspaper Writers, honing strategic thinking and developing skills for writing for particular audiences. Code Club and Lego Robotics opening opportunities for students to gain skills in technology and guide their own learning into the realms of the new area of literacy for the world of tomorrow, and the future all our children will be seeking employment in. Valuable opportunities to develop creativity – where results are only limited by imagination and ability to take a risk to learn and apply new skills. Dance ensembles have been a great opportunity for students to hone their talent, awareness of personal space and capacity to create more fluid and graceful movement in an element of fun, fitness and also creativity. Wakakirri – which went right through to nomination for National title. The School Choir program, and our proud tradition of singing – the school has made some major contributions to the community through its talent in this area – singing at the local ceremonies for Harmony Day, ANZAC and Remembrance Day and performing for elderly.

Our excellent Music program, where our students have the opportunity to engage with a variety of media to create such

fabulous musical works worthy of performance and no small portion of which contributes to our ongoing engagement of students in the cultural aspects of schooling .

Our sporting prowess, in achieving zone and regional representation and PSSA sporting successes. Our high quality performances in Public Speaking and Debating, participating in Spelling Bees, Number Crunches and effective programs with our local High Schools. Our continuing recognition with apple. I must say there are some amazing talents out there among our student body.

In Wellbeing – the introduction of Growth Mindset for staff and students, Rock and Water for our senior students and planned ongoing introduction for our younger students in 2019. We have introduced Wellbeing Week for staff – although recognising wellbeing is important all the time, it has been a powerful injection for supporting mental health and wellbeing for all.

These things only occur through the dedication of the staff of our school. Our staff go beyond the expectations of a teacher – and pour their heart, soul and many additional hours of hard labour into the joy of bringing about new opportunities and enjoyment for your children. One of the most critical factors of any successful school is the staff. The team at Gymea Bay Public School are growing to work more collaboratively to best meet the needs of our students. I am grateful for the time and energy all staff put into their positions. We, as a community are so lucky to have such supportive team.

I want to especially acknowledge Megan and the Office ladies. The Office staff are the front line and face of the school – their role is critical. These staff are a pleasure to work with. Megan has taken on a lot of extra challenges this year learning an ever changing role, providing training for staff and she continues to get us through many system hiccups – which is a true mark of her professionalism. Supported so ably by her team, we have a dedicated staff supporting the school.

Our school's P & C, led so ably by Mrs Belinda Shoebridge and the team of amazingly dedicated members, who have worked so hard to provide opportunities for fundraising through fun, enjoyable activities such as our school Lily Festival, fun run, the welcome breakfasts, sausage sizzles, and more have been a powerful support for the school. Our wonderful parent helpers – who listen to students read and participate in special programs to support your children are an incredible resource for us – All of these people – parent helpers, our staff and your P & C are so highly valued and make such positive contributions to what makes Gymea Bay Public School what it is today.

Our school is highly regarded externally and it always makes me proud to hear consistently positive feedback from visitors. 2018 has been a year of change, growth and development for us all. Walt Disney once said 'You can dream, create, design and build the most wonderful idea in the world, but it requires people to make the dream reality'. This is certainly the case as a Principal with a school.. The reality is that the learning experiences and projects that have taken place this year could not have happened without a great deal of commitment and support from all of you, student, staff and families alike..

Our school is full of awesome children who arrive each day – ready, willing and able to learn together. We thank you – our students – your children – for making this school great. And know always children – you are the real reason we are all here, today. We want to know you well, care for you, value what you contribute and who you are as a person..

Thank you everyone for your support this year. We have a great school and our students are valued and at the forefront of our planning and actions. That though should always be at the heart of our whole community.

Hendrika Green

Principal

Message from the school community

A word from the P & C President, Belinda Shoebridge

Gymea Bay Public School has an active and enthusiastic Parents' and Citizens' Association (P&C). The P&C represents parents and carers of children at the school. The P&C successfully supports and enriches the quality education of the students through a number of activities. These activities are possible with the continued support of parents and community members and a collaborative and positive relationship with Gymea Bay Public School Staff.

2018 has yet again been a busy year for the P&C. In my second year as President I have had the opportunity to work with a very committed and supportive P&C executive and subcommittee group. I'd like to personally thank this group for all their hard work and dedication to their roles and for their tireless efforts in all the planning of events and background work to ensure the P&C runs successfully. Thank you to J Ware and J Catto (Vice Presidents); P Eaton (Treasurer); K Hayward (Secretary); K Murdoch (Fundraising); K Hewitt (Lily Festival) K Derwent (Book Club); M Tsigros and B Hope

(Uniform Shop); N Marshall (Co–Curricular Coordinator); and K Merchant (School Banking). At the end of this year we will also farewell 3 significant members of our P&C executive/subcommittee group. We would like to thank the following members for their 5+ years of dedication and tireless work for our school: J Ware (President 2013 – 2016; Vice President 2017 – 2018); M Tsigros (Uniform Shop 2013 – 2018) and K Hayward (2013 – 2018 Secretary; Co–Curricular).

Thank you also to the executive staff and teachers at Gymea Bay PS, especially Hendrika Green (Principal) and Sue Stolk (Rel. Deputy Principal). The open and transparent communication that exists between the P&C and the school ensures that we have a very positive and collaborative working relationship to benefit our students. Your regular attendance at P&C meetings is very much appreciated.

2018 has seen the commencement of our new Principal, Hendrika Green. Hendrika came to us with a wealth of experience as a relieving school Principal from Campsie Public School and Principal at Engadine Public School. Under her leadership, the P&C have been able to support the implementation of a number of new programs to improve the educational outcomes of our students, including "Get Reading Right", a synthetic phonics program for Kindergarten; Multi–Lit and Mini–Lit programs for learning support, refurbishment of the library and the Fathering Project.

Our strategy for increasing community participation continued again this year through a number of initiatives. We once again hosted a welcome breakfast for all new families to the school in March. This was great success and attended by many families. Just recently, we also provided morning tea to our new Kindergarten families for 2019. Social events for each of the year groups also continued, following their implementation last year. Each year now has active Facebook pages that help provide families with information about the school and provide community connections. The P&C also supported the implementation of the Fathering Project in the school, with some P&C members joining a committee to help develop a group for fathers/male role models and their children. This group will continue for 2019. And finally our biggest community event of the year, The Gymea Lily Festival was also held in March. The community involvement in this event each year is always extraordinary and greatly benefits our school.

In 2018 we focused on improving the governance of our P&C, establishing a code of conduct and a grievance procedure for members. In addition we reviewed and updated the P&C by–laws to clearly outline roles and responsibilities for executive and subcommittee members and to guide the day–to–day functioning of the committee. We also voted to have school banking become a sub–committee for the group. With these procedures in place, we believe the P & C will continue to be a group of supportive personnel of valued service in the school community.

Income for the P&C was generated from 2 major fundraising efforts this year. In March the Gymea Lily Festival's profits totalled \$32,000 for the school, while the fundraising committee held a fun run in September. This event was a resounding success, earning an additional \$20,983.04 for the school.

With such a profitable year for fundraising, The P&C contributed funds to many valuable projects for the school in 2018. These include purchase of or contribution to:

- CAPA (music) teaching position – \$24,000
- Get Reading Right (Kindergarten literacy program) – \$9,000
- Multi–Lit and Mini–Lit (literacy support programs) – \$3,700
- Refurbishment of the school library – TBD (to a max. \$33,000)
- Presentation day awards – \$3,550
- Year 6 farewell – \$1,000

It has been an honour to support the needs of the students and serve the community of the school. At the conclusion of the 2018 year, I too will be stepping down from the role of President of the school P & C. I wish the incoming P & C leadership team every success, and look forward to their continued productive service to the community, and support of our children of today for their world of tomorrow.

School background

School vision statement

That every Gymea Bay Public School student is known, valued, cared for and challenged to reach their personal best by high calibre staff creating a culture of success, in a nurturing environment of community support.

School context

Gymea Bay Public School is situated in the midst of suburban homes, a local preschool and a community sporting facility, 27 km south of the Sydney central business district. The school setting is spacious, with room for growth, a mixture of timber and brick facilities, and has an array of synthetic surfaces, asphalt and grassed areas for students to engage in physical activities and outdoor learning.

The school's logo of the Gymea Lily, soaring to heights, and its motto of "Forever Flourishing" which means to be forever growing rapidly towards success and thriving in our environment, are embraced in the vision statement. To ensure we live up to this logo, motto and our vision statement, we continually aim to ensure students, staff and community are future focused, through goal-oriented targets.

The school has an enrolment of 816 students in 32 classes. The school, whilst predominantly Anglo – Celtic, supports the learning of students from 26 varying language backgrounds, represented by 11.7 % of its population and also includes 1.8 % indigenous students. Together with staff of the school, we also house a Vision Team, which supports the needs of students with vision impairment across the Port Hacking, Sutherland and Woronora Networks. Staffing includes a mix of early career teachers, together with a range of mid career and more experienced staff. This staffing mix allows for cross-pollination of ideas, aspirations, best practice and enthusiasm to build a team geared for success. As we progress through times of change throughout the department, the school has a strong focus of improvement for every student, staff member and our community partnerships, through an increasingly collaborative model, as together we create the environment in which our children will flourish. The school values community support, and has an active and growing P & C. There is an onsite 'Out of School Hours Care' centre which provides much needed quality care for students before and after school, as well as during school holidays. Community partnerships see the school being used for a range of activities outside of normal hours.

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, based on evidence, 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.

In the Learning Domain, the school has engaged with the work of Dan Haesler and Steve Francis as their focus for impacting both teacher and student learning towards a growth mindset and facilitation of change. It is envisaged the application of this learning will continue until practices are embedded in pedagogy throughout the whole school.

Staff commenced the use of visible learning strategies through introduction of learning intentions and success criteria to assist students in determining their learning goals. This evidence informed practice has commenced a change in the manner in which students engage with activities and has assisted students to commence taking increasing ownership of their learning.

Application of assessment for, of and as learning, has supported strategies for early detection of students with learning needs. Referrals to the school's Learning Support Team (LST) for students with additional learning needs, and those who have particular gifts and talents, have resulted in development of learning plans, impacting the teaching and learning cycle.

The school area of Learning and Support has been reviewed and new practices employed revealing increasing numbers of students' needs being identified and targeted. Additionally, the school system of assessment and reporting has been reviewed, through forums across the school community with a view to determining a more meaningful report which identifies individual student growth. The future focus of the reports of 2018, was aimed at providing families with targeted skills their children require to further develop in the Key Learning Areas, providing opportunity for parental engagement in the learning process through the targeting of goals for learning. The school aims to be implementing a new reporting system in 2019, to reflect syllabus change and more individualised, differentiated reporting.

Professional learning in "Dealing with Trauma Impacted Students", mindfulness activities and brain breaks have been used regularly to support student need, wellbeing, physical activity and self regulation.

The school endeavours to enhance its learning culture and commitment is evident in seeking to strengthen and deliver on learning priorities. The school has determined it is **Sustaining and Growing** overall in this domain. The school as a whole is proud of this achievement and will continue in ongoing pursuit of excellence.

In the Teaching domain, the Performance and Development Framework (PDF) has empowered staff to focus on their professional learning needs, relating to school, year and personal goals in order to maintain a high standard of professionalism within the school, with a focus on ongoing accreditation for all teaching staff of the school.

Classroom observations were conducted and teachers were provided with feedback of these observations and of their walk-throughs. Staff participated in regular professional learning opportunities, updating knowledge of the impact of Growth Mindset, reviewing 'Spirals of Inquiry', building capacity in use of technology and growing understanding of learning progressions.

Additional learning on Staff Development Days (SDD) together with courses selected specifically for individual teachers provided a range of professional learning experiences. An increasing focus on innovation, saw the inclusion of more flexible learning spaces, and strategies to increase student engagement in learning. A BYOD program has continued in Stages 2 and 3 (Years 3 to 6). Staff have had continued professional learning in the area of technology and a greater emphasis will be included in 2019. The school is proud to advise that it was acknowledged for its innovative practices and has gained recognition as an Apple Distinguished School for the period 2018 – 2020. Staff have commenced participating in "Google Documents" as an increased platform of interactive, collaborative documents across the school.

Staff have identified a need to increase their capacity in the effective use of data to actively engage in impacting learning progression of all students. The collective efficacy of the staff is being built through collaborative practices – an increasingly important aspect of school and its community. In its assessment of Teaching the school has determined it is **Sustaining and Growing** and is aiming to continue progressing towards 'Excellence' through classroom walkthroughs and the introduction of lesson studies, continued implementation of visible learning and formative assessment and feedback, and embedding data analysis and evidence informed decision making into everyday practice.

In the Leading domain, staff collaboratively determined where the school was performing in each of the elements of the School Excellence Framework and highlighted initiatives which may be implemented to help further improve the school throughout the current school plan cycle. Determinations were reinforced by forum meetings with the community. Evidence gathered helped identify the areas of concern for the staff, student and parent body. Information tabled during P&C meetings, kept parents informed of initiatives employed. The school students participated in the 'Tell Them From Me' survey for the first time, providing valuable insight into their engagement in school life and motivation for learning. Subsequent forum discussions involving staff, students and the parent body will be engaged with to provide further feedback about the school and its progress.

The leadership of the school has required substantial changes in practices, and has increased the capacity and confidence of staff in meeting departmental requirements, encompassed an array of administrative practices. Collaboration and collective efficacy has built greater confidence in teams and is assisting in the use of data to inform practice. The school is consistently called upon for visitation to observe the nature of innovative technology in action. Partnership with a Principal, School Leadership has built capacity of early career leaders, and interactions across a 'Community of Schools' has further enhanced networking opportunities for staff, and will be continued into the future.

Increasingly, planning for improvements and implementation of change is a community focused purpose, and leadership provides for increasing voice from all areas of the community. School resources are effectively employed to enhance teaching and learning, to support the needs of the students and to enhance the learning environment. Administrative staff have built capacity in knowledge of the school's financial, administrative and student welfare and wellbeing recording systems and the Student Learning Support Officers have been provided with additional learning to enhance their service provision for students. Assessment at **Delivering** was the school's determination of this domain, as practices are evident in some realms, however; not yet embedded practice. The pursuit of excellence is ongoing. Self-assessment processes will continue to be enhanced to assist the school to refine the school plan, prepare for validation in the future and lead to further improvements in the delivery of quality education to the 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

Future Focused, Goal Oriented, Deep Learners

Purpose

Each classroom to be a student centred learning environment which nurtures, guides, inspires and challenges students to flourish as competent, capable literate and numerate learners, who are:– skilled, effective users of technology; engaged in critical and creative thinking; collaborative and effective communicators; and empowered for success.

Through differentiation and employment of a growth mindset, establishing visible learning strategies of learning intentions, success criteria and samples of excellence, collaborative development of student goals for progression will be targeted at point of need, with formative feedback to provide support for intrinsic desire for growth.

Overall summary of progress

Staff have engaged with 'Growth Mindset' learning led by Dan Haesler to empower development of metalanguage for use personally, professionally and with students. Through engagement in the theories linked to Growth Mindset, looking at the love of learning and resilience that is essential for continued development, teachers and students will develop the belief through goal setting that their most basic abilities can be developed through dedication and hard work – brains and talent are just the starting point. Teachers and students will acknowledge and embrace imperfections, whilst focusing on the need to view challenges as opportunities.

Staff increasingly engage with technology in every platform of school life – administrative functions, teaching and learning and collaborative programming, and are increasingly let students become facilitators of learning.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|--|
| Individual improvement on internal and external assessments with value added growth and appropriate progressions on PLAN 2, learning progressions, together with an increased proportion of students in the top two bands of Literacy and Numeracy. | \$5400 Training and Course costs \$20000 Synthetic Phonics \$3200 Formative Assessment Kits \$2400 Learning Progression and ALAN 2 training | Value Added for K–3 students shows as excelling with growth in value added evident in 2018 measures. Value added for 3–5 shows sustaining and growing with stable growth over the past 5 years. Our school results show significant percentages of students in the top two bands in Literacy in the areas of Reading, Spelling and Grammar in Years 3 and 5. Year 3 students have greater than 50% in the top two bands in writing and Year 5 results show greater than 20%, revealing need for further improvement. Use of growth mindset and established learning goals and success criteria should show improved impact in 2019. Professional Learning required in effective use of ALAN2 and progressions to establish goals. Highlighting steps towards excellence in writing, with consistent programming and metalanguage across the school in 2019 should pave the way for further growth in the area of writing. Writing to be a continuing target. |
| Student samples (work samples, student voice, digital media, student reflections) show increased understanding of, and engagement with areas of | \$24925 QTSS Support – Mentoring /RFF support Apple Distinguished Educator Support | Student development of skills is progressing well with peer mentors, buddies and support through teaching staff. High calibre digital presentations are evident. The need for greater emphasis in calibre of writing is evident. |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| creativity, collaboration, critical thinking, reflection and technology use. | \$2,000 Consumables \$10000 External IT Support Apple Workshops and Visits | Creativity, Collaboration and Critical thinking evident. Future planning for writing improvement and additional support in the technical field should assist further development. Continued programming with effective use of iPads through all Key Learning Areas should support additional growth in skills. Requitment of 2019 TECH STARS |
| An increase in the collaborative use of valid, reliable, quality data to inform planning, practice, and interventions needed to positively impact the teaching and learning cycle. | \$3500 Benchmarking Kits MacLit (Multi)Lit Kits and MiniLit Kits \$6000 Training \$2200 Low Level Adjusted Disability \$127,144 Additional Support \$3434 | Data is beginning to be used more effectively across teams using formative assessment for learning, as learning and of learning. Impact data is being collected in some grades and impacting the teaching and learning cycle. Further professional learning in differentiation, learning intentions and success criteria, goal establishment, effective data collection points and comparison for impact needed in 2019 to allow improved consistency in practice across all grades. |

Next Steps

Further professional development in applications of Learning Progressions to provide meaningful steps of learning for students, develop student goals and future areas of focus.

Targetting of the growth mindset metalanguage.

Teachers will plot their students' growth across a select aspect of the Literacy and Numeracy Progressions in 2019

Data collection to show evidence of impact through formative assessment practices, with pre-tests, post tests and statements of impact.

Strategic Direction 2

Future Focused, Growth Driven, Professional Collaborators

Purpose

Every teacher to be focused on professional growth, in a collaborative and engaging school environment, underpinned by high expectations, evidence informed practices and dynamic use of technology to support learning opportunities which meet the diverse needs of students.

Through productive professional collaboration, staff will impact learning for self, and others within the school community and extend beyond to impact professional learning in other schools or learning communities.

Overall summary of progress

Staff engaged with collaborative planning days to collectively share the load in programming for a year level and the assessment tasks which will be undertaken. Increasing engagement with the Performance and Development process has led to improvement in practices.

'Spirals of Inquiry' have led staff to take initiative in developing hunches in how to improve student performance, testing their theory of change through implementation and measuring the change.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|---|
| Increasing proportion of staff with growth focused PDPs experience success in professional learning and personal and/or professional and/or student achievement. | PSL Support for Early Career Leaders Executive Support across teams Planned individual meetings \$5000 Executive Coaching – Term 4 | Outside support building capacity and career opportunity Staff engagement with School, Year and personal goals has driven opportunity for improvements in practice. Executive Coaching – building collaborative teams |
| Teacher programs, observations and reflections show increased opportunities for deeper collaboration throughout the school (Shared planning, shared units, shared rich assessment tasks, shared examples of quality practices and expertise). | \$2000 Collaborative Planning Days | Collaboration opportunities have built greater collegiality in teams and across most parts of the school. Evidence of strong collaborative practices occurring. Technology development across the school was impacted by the move of the ITC out of the school. Changing structures of support for the remainder of 2018, reduced opportunity for progression of skills. |
| Staff developed rubrics and assessment tasks show both :- increasing opportunities for students to be engaged in contemporary learning practices (critical, creative thinking, critical reflection, feedback, collaboration and use of technology AND consistent teacher judgement across the team. | \$2000 Collaborative Workshops and Planning \$33000 SENTRAL (3 year) | Skills in this area are developing, however there is still a need for further professional learning in the effective use of these tools. |
| Staff expertise is increasingly shared within school (learning pods) and with other schools (networks, professional leadership) | \$21000 Dan Haesler \$2000 Steve Francis – Community of Schools professional learning | Dan Haesler Program – Whole School Steve Francis – Whole school in community Off Track in this area, due to the demands of other |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--------------------------------|---|
| Staff expertise is increasingly shared within school (learning pods) and with other schools (networks, professional leadership) | Brekkie with a Techie sessions | professional learning needs. Sharing which has occurred has been most helpful to staff and well received. |

Next Steps

- Staff to work on developing increased differentiation in classrooms, consistent application of Learning Intentions and Success Criteria in alignment with progressions of learning to build capacity of students to reach their personal best in all areas of learning. Further unpacking of the syllabus documents, to build understanding of progressions of outcomes across the school.
- Continue to invest in partnerships with Apple and University of Wollongong for professional development. Models of best practice to be shared in teacher professional learning.
- Student technology leaders (Tech Stars) to be utilised as "Tech Experts" to develop support videos and mechanisms for supporting learning of their peers, and buddies.
- Refinement of assessment techniques and strategies in all key learning areas.
- Review of reporting structure throughout the school, to effectively report to parents and carers in an individualised manner.
- To build collective understanding of effective data collection and analysis to drive student outcomes, and build intrinsic motivation for success.

Strategic Direction 3

Future Focused, Transformational Leadership Embracing Community Support.

Purpose

Every student and staff member to connect, succeed and thrive, in the supportive environment of the school community, where community engagement and partnerships are extensive and result in whole school sustained and measurable success.

Through a focus on wellbeing and belonging, and embracing the value of wider community engagement, the school will empower active citizenship, extended opportunities for leadership and establish authentic community connections.

Overall summary of progress

Being the first year of changed leadership in the school it has been challenging to develop community trust as an unknown member of staff, after a long standing principal, multiple changes and known relief personnel.

An audit process, conducted early in the year identified areas of need for change, which needed to be implemented in a short time frame, impacting staff across the school.

The community is growing to be increasingly supportive of change, and has a active P & C to support the growing needs of students of the school. Their generosity of support has enabled planning for marked change as the school progresses into the following 2 years of the current school plan.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|--|
| Improved wellbeing as shown on the wellbeing survey and Tell Them From Me survey results. Parent Survey results show strengthening connections with school. Increased community engagement and support in school activities. Extended community partnerships are increasingly evident. | \$2400 Rock and Water Program /Training \$1500 Fathering Project launch \$2000 Staff Wellbeing Practices \$39,000 Support for Beginning Teachers Deadly Kids, One Mob, NAIDOC activities \$10500 Join The Dots – Community Support – Boggabilla Collaborative Time Networking with COS – Sylvania Heights Cronulla | Students have a strong sense of advocacy at the school, feeling well supported by both peers and staff. Students are able to nominate at least two staff members who they can see if they are feeling insecure or have a need to talk. The Fathering Project was a fabulous example of a new initiative which saw high levels of engagement with the community, impacting student wellbeing. The school is building partnerships with nearby schools and across the network through professional alliances, designed to impact student outcomes. |
| The school's planning process will embed clear processes with timelines and milestones which direct school activity towards effective implementation. Valid data and evidence will support improvement measures. There will be increased transparency of practice. | Community of Schools Programs and implementation training \$2000 Learning Differences Conference and Feedback Transition Packs – Kinder and Year 6 | The planning processes have been well established and staff engagement with effective and timely monitoring is developing. Further professional collaboration should improve this in 2019. |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|--|
| Improved administrative systems and management practices will be evident in better workflow practices across the teaching and administrative staff. | SENTRAL Procedure Reviews | Improved administrative practices established in 2018 have been time consuming in their development and timely for professional learning and application. As the year progressed staff saw increasing value in these systems. Repeated experiences led to improved workflow practices in both the teaching and administrative areas. |
| The school's physical resources and facilities will show improvement in quality and allow for more flexibility in use of learning spaces. | Re-roofing J Block (Asset Management Funds) Painting – various locations in school (Building Maintenance) Upgrade of all fans and fixing lights throughout school Planning for flexible workspaces and equipment ordered. | Much work has been done to commence improved physical resourcing and improvement in the quality and calibre of learning spaces in the school. J Block has been re-roofed, the school has had a partial paint and the Library has been painted internally and externally, and orders made to refurbish. The impact has been improved pride in the school environment. |

Next Steps

- * Increasing communication through additional administrative operators on the school website and facebook pages to empower opportunity for positive frames for the school.
- * Further negotiations with GBOOSH re placements for community – students needing care.
- * Build further relationships with local High School and preschool to ensure smoother transition to high school.
- * Appropriate security across school
- * Upgrades to building internals – more maintenance in areas requiring guttering and roofing works.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|--|
| Aboriginal background loading | <p>\$6786</p> <p>Aboriginal Staff member</p> <p>School Partnership with Endeavour Sports High and Kirrawee for supported events for students.</p> <p>NAIDOC activities</p> <p>Community Partnerships with Aboriginal Education Consultative Group, Sutherland</p> <p>Community of schools – One Mob Day event</p> | <p>Gymea Bay has gained an Aboriginal teacher, who is an enthusiastic teacher, proud of her heritage, which is imparted in her manner.</p> <p>Cultural experiences enriching the knowledge of what it may have been like to live in historical times were shared, and valued.</p> <p>Students (17 Aboriginal) collaboratively engaged in the preparation of an Acknowledgement of Country statement which was approved by an Aboriginal elder. It is proudly presented on the entry area to the school and smaller versions in the classrooms.</p> <p>Students took part in "One Mob" events – gaining a greater sense of belonging with other indigenous students within the Sutherland Shire.</p> <p>Students from Endeavour High supported a NAIDOC event for Kindergarten which was highly valued by staff and students alike.</p> <p>A student was recognised at the Deadly Kids Awards, which was a proud moment for both student and staff. A leadership role in the Deadly Kids awards presentation was awarded a student member of the school.</p> <p>Funds from this allocation have been saved to support the installation of a Yarning Circle in 2019.</p> |
| English language proficiency | <p>\$29670</p> <p>Staffing for this area of support totalled 0.4 FTE.</p> | <p>A new student attracted funding of 0.2 FTE staffing for a short time in the year, which finished in Semester 2.</p> <p>Students in this program have received valuable support in their understanding of the English Language.</p> <p>2018 saw the introduction of specific reporting for EALD students in addition to school reports.</p> <p>Students have shown growth in their language skills development.</p> |
| Low level adjustment for disability | <p>\$127144 Fixed and Flexible funding</p> <p>0.7 FTE Learning and Support Staff</p> <p>Learning and Support Officer Staffing</p> | <p>Additional funding from the school, for Student Learning Support Officer time and additional teaching time has assisted Learning and Support. needs of the school. Students have engaged with success and gained confidence in application to tasks.</p> |
| Quality Teaching, Successful Students (QTSS) | <p>\$144925</p> <p>Technological support</p> | <p>Shoulder to shoulder support in the school environment, building capacity of all staff. Staff feel more confident in applications.</p> |

| | | |
|---|---|---|
| Quality Teaching, Successful Students (QTSS) | Instructional Leader funding (Supporting beginning teachers and Literacy and Numeracy) | Beginning Teachers supported through induction into teaching career and supported towards gaining accreditation. Literacy and Numeracy skills supported in classrooms and planned future focus on Learning Progressions. |
| Socio-economic background | \$21545 Student Learning Support Officer funding to support students' needs Financial assistance for high needs | Targeted support in programs – social, emotional and academic to assist learning . |
| Support for beginning teachers | \$40000 | An effective Induction procedure was developed to incorporate 2 years of professional learning. Mentoring, opportunities to witness best practice and attend professional learning has impacted both confidence and capacity in a positive manner. |
| Targeted student support for refugees and new arrivals | 0.2 Full Time Teacher allocated. | Targeted support in learning English for a Spanish student. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Boys | 452 | 452 | 425 | 423 |
| Girls | 415 | 418 | 391 | 394 |

Student enrolment remains stable.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 95.7 | 95.9 | 96.6 | 96.6 |
| 1 | 96.2 | 96.5 | 96 | 94.4 |
| 2 | 95.7 | 94.6 | 95.7 | 95.1 |
| 3 | 95.4 | 96.1 | 95.5 | 95.2 |
| 4 | 94.9 | 94.7 | 96 | 94.2 |
| 5 | 95.7 | 94.8 | 95.6 | 94.2 |
| 6 | 95.3 | 95 | 95 | 93.9 |
| All Years | 95.6 | 95.4 | 95.8 | 94.8 |
| 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 continues to be above the state average for DoE schools. The school investigates unexplained absences and reminds parents of their obligation to explain absences. Information is dispatched to parents at meet the teacher night in February and is followed up throughout the year on an as needs basis.

Parents who knowingly are taking 5 or more days leave are to apply to the principal for the certificate of exemption from attendance. Parents are also discouraged from making appointments during school

hours.. Staff are made aware of their obligation to track students' attendance and report to their supervisor if there are any substantial unjustified absences.

The Home and School Liaison Officer (HSLO) visits the school regularly to audit records of attendance. Being punctual and attending school unless unwell is a school and community expectation.

The HSLO officer has visited the school to address staff on the legal obligation they have in regards to maintaining their rolls and bringing to the attention of their supervisor and principal, students that are habitually absent.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Assistant Principal(s) | 5 |
| Classroom Teacher(s) | 35.01 |
| Teacher of Reading Recovery | 0.53 |
| Learning and Support Teacher(s) | 0.7 |
| Teacher Librarian | 1.4 |
| School Counsellor | 0.5 |
| School Administration and Support Staff | 4.87 |

*Full Time Equivalent

In 2018, Gynea Bay Public School had the privilege of gaining an Aboriginal teaching staff member. Her proud connection with her heritage has been evident in the school community and has supported the indigenous students of the school.

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100 |
| Postgraduate degree | 15 |

Professional learning and teacher accreditation

Targetted professional learning in 2018 has

included

1. Dan Haesler – Growth Mindset (Whole school, whole year professional learning) With opportunities for parental attendance at Growth Mindset seminar.
2. Steve Francis – Change Management and Growth Mindset (Interschool networking with Cronulla Public School and Sylvania Heights)
3. Beginning Teacher Development (Both in school support and opportunity for professional learning with outside providers)
4. Primary Executive Conferences and Network Meetings (Metropolitan South opportunities)
5. Deputy Principal Conferences
6. School Administrative Manager Conferences
7. Principal Conferences
8. Spirals Of Inquiry as a model to implement change (Team of staff across the school stages of development)
9. 2018 saw the essential transition of all staff into the requirement of accreditation on a five yearly cycle.
10. Instructional Leaders have supported the early career staff of the school towards their initial accreditation. Two staff members are currently completing their accreditation review for processing early in 2019.
11. Staff have had opportunity to target individual goals for professional learning in areas such as technology, sporting activities, Learning Progressions, Evaluative Practice, Special Education, Learning Disabilities, Aboriginal Education, and more.
12. All staff have been involved in mandatory training in Work Health and Safety Practices, Code of Conduct, Anaphylaxis, CPR.
13. Executive Staff have engaged with professional coaching rounds with Melinda Zanetech, building professional collaboration.

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 | 741,304 |
| Revenue | 7,297,129 |
| Appropriation | 6,672,342 |
| Sale of Goods and Services | 50,899 |
| Grants and Contributions | 564,441 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 9,446 |
| Expenses | -6,850,951 |
| Recurrent Expenses | -6,850,951 |
| Employee Related | -5,940,107 |
| Operating Expenses | -910,844 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 446,178 |
| Balance Carried Forward | 1,187,482 |

The school admin officer and principal have undertaken training in management of financial records of the school and a charter established for the effective dissection of accounts. Finances are discussed on a regular basis. A Finance committee is yet to be established.

Staff have allocated budgets for each classroom, and subject coordinators are invited to submit budgetary estimates for financial purchases. Funds have been committed for expenditure in 2018, however some items are to be rolled over into 2019, due to hold up with supply of goods.

Additionally, funds have been accrued with a view to additional structures of support for academics of the school, building adequate infrastructure to support the increasing technology demands, and further upgrade the technology suite of the school., funds to increase opportunity for instructional leadership, substantial improvement to the maintenance of the school, together with furniture upgrades for classrooms to cater for more flexible learning styles.

An electrical review has been requested, to establish the quality and capacity of the electrical services of the school. It is envisaged there will be extensive financial needs to support the infrastructure needed to allow for future installations of air conditioning for the school. Building and playground maintenance is an ongoing need for development, to support the school's capacity to maintain student and staff wellbeing.

The P & C have been generous in their support of the

school committing \$24000 for support of the highly valued music program and \$33000 for the Library upgrade. Additionally throughout the year they have supported the additional purchase of resources to support the learning needs of students in Kindergarten and Year One with Synthetic Phonics (\$20000) and Multi and MiniLit programs. The school is most appreciative of this support.

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 | 5,187,415 |
| Base Per Capita | 157,789 |
| Base Location | 0 |
| Other Base | 5,029,626 |
| Equity Total | 185,144 |
| Equity Aboriginal | 6,786 |
| Equity Socio economic | 21,545 |
| Equity Language | 29,670 |
| Equity Disability | 127,144 |
| Targeted Total | 49,190 |
| Other Total | 870,565 |
| Grand Total | 6,292,314 |

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.

Gymea Bay Public School transitioned to online NAPLAN assessment in 2018, and as a result is unable to show data to support its continuing trend of high achievement of standards, above the National Average.

With particular strengths in Year 3 achievements who maintained greater than 50% of students in the top two bands for all areas of NAPLAN, and specific areas of strength for Year 5 in reading and grammar and punctuation maintained above 50%, the school identifies the focus for targetted improvement is in the area of writing.

Gymea Bay Public School transitioned to online NAPLAN assessment in 2018, and as a result is unable to show data to support its continuing trend of high achievement of standards.

With particular strengths in Year 3 achievements who maintained greater than 50% of students in the top two bands for numeracy, the school identifies the focus for targetted improvement is numeracy. With significant positive changes to pedagogy in numeracy in the later half of 2018, it is expected that results in 2019 will reflect differently.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Premier's Priorities: Improving education results : –
Gymea Bay Public School has

State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands : Gymea Bay Public School has

Parent/caregiver, student, teacher satisfaction

Throughout the year parents have had the opportunity to engage in forums and surveys. The number of responses have been limited and as such can not be deemed to be indicative of the school's opinion. When

considering letters of support and those of complaints about the school, the school is held in high regard both within the school community, and in the wider community of the Sutherland Shire. Its renown as an Apple Distinguished school continues to draw attention to the calibre of learning which occurs in this area of learning.

Success in the Wakakirri competition led to acknowledgement beyond the school, and again shows the community level of support.

Recognition of staff at the Directorate Awards ceremony attests the calibre of staff of the school.

Staff have a strong sense of commitment to the students in their duty of care and hold a high opinion of the school in which they work.

Students have a high sense of belonging and whilst able to identify areas of possible improvement, are proud members of our school.

Policy requirements

Aboriginal education

Indigenous students at Gymea Bay Public School are acknowledged, valued and always encouraged to excel. Staff at Gymea Bay Public School have ensured that the appropriate 'Acknowledgement of Country' protocols are adhered to at all formal school community meetings and all staff have continued to successfully integrate Aboriginal studies throughout their teaching of the six Key Learning Areas. This has been done by focusing on raising student awareness of Aboriginal Culture and history through excursions, visual arts and teaching of history and geography.

During 2018, led by the Aboriginal teacher, the indigenous students collaboratively created a individualised Gymea Bay "Acknowledgement of Country" which was accepted by elders and their own image, graphically enhanced to enable signwriting. That acknowledgement is proudly shared at assemblies.

Attendance at 'One Mob' events and professional learning about connection to country has increased capacity to engage and promote indigenous Australia.

Multicultural and anti-racism education

Students are valued and cared for at Gymea Bay Public School. Harmony Day celebrations, White Ribbon Ambassadors and Gymea Guardians empower respectful relationships throughout the student groups, across the school. The school has an Anti-Discrimination Coordinator who has the responsibility to record any incidents of concern. The school values are promoted to build student capacity as individuals, members of social groups and members of

Other school programs

Dance

The '2116 Dance Group' met every Thursday morning before school with their brilliant choreographer, They worked hard all year and performed beautifully on various occasions.

The 'Boys Dance Crew' was made up of eight hard-working boys who rehearsed each Wednesday lunch with enthusiasm. Their choreographer did a fantastic job of guiding the boys in their performance item 'All around the world.' They made an excellent effort to achieve a great result.

The 'Infants Dance Ensemble' delighted many an audience this year with their performance to 'Ease on Down the Road'. The girls looked wonderful in their Dorothy costumes and the three boys depicted the Wizard of Oz's Tinman, Scarecrow and the Lion. Their choreographer did a wonderful job this year and the children were always eager to come to rehearsals. They were definitely a crowd favourite and their supportive teachers were very proud of them.

The 'Junior Dance Ensemble' actively created, learned and rehearsed dances on Friday mornings. These lessons fostered the development of the dancers' talents and provided opportunities to meet new friends in an enjoyable environment. The Junior Dance Ensemble worked extra hard with their choreographer in Term 4 to rehearse a second new dance 'My Declaration' which they performed at the PAN concert. The students did a remarkable job and their supportive staff were so proud of them.

The 'Senior Dance Ensemble' wowed audiences performing their item 'All Stars' at many concerts. The girls looked amazing in their sequined costumes, shining bright like stars in the sky. Their choreographer did a wonderful job and the students were always excited about going to rehearsals each week. There has been such positive feedback from the audiences this year and their supporting teacher was very proud of how they both represented the school and themselves. A wonderful achievement.

Wakakirri

The 100 members of the Wakakirri group worked tirelessly through the year and presented a story 'Believing Gives You Wings to Fly' which was a combination of The Greatest Showman and Dumbo. Throughout their performance, the students depicted the storyline in a most wonderfully polished presentation, which highlighted that it is okay to be different, and that everyone has something of value to add to the community in which they belong.

The school is so proud to say that the 2018 Wakakirri performers were awarded the New South Wales Division 1 Winner and were also awarded Best Blockbuster Story for 2018. A wonderful achievement! The performance was also nominated for the National Story of the Year, a testament to the calibre of workmanship and performance achieved. We congratulate the students for their dedication, the

choreographers for their excellent skills and all staff involved in supporting this group – an incredible result.

Choirs

The Junior and Senior Gymea Bay Singers enthusiastically rehearsed during their lunchtimes all year. They learnt some very valuable singing techniques and had the opportunity to perform at the Sutherland Shire Music Festival. One student was selected as a soloist at the festival, representing our school with great pride.

Other performances included Westfield Miranda as a part of Education Week, and visits to the Gymea Bay Nursing Home which contributed to making residents at happy again through their performances of songs which inspired residents to sing again.

The year culminated in the PAN performance where Junior Singers began with a beautiful ballad, originally sung by Ernie from Sesame Street, explaining how he 'doesn't want to live on the moon'. The Senior Singers joined the Junior Singers to sing in two part harmony, 'I am the Earth', before performing on their own, the song 'Electricity' composed by Elton John for the musical theatre 'Billy Elliot'. Their voices were an amazing testament to their dedication and the support of staff of the school.

Band

Band attended events including Band Fest, where performing band received silver and training band received gold for their music performances. Training Band went to Bandtastic and some Performing band members went to Band Camp. Band had a number of 'in school' performances, as well as at a local spring fair. Band students should be commended on their dedication to music and their attendance in rehearsals and tutorials weekly. Band at Gymea Bay would not be possible without the support of our conductor and tutors. We thank our families and students as well as teachers, for the continued support of Band at School.

Gymea Bay String Ensemble

The Gymea Bay String Ensemble consists of students from Years 2–6. All students rehearse weekly at Tuesday lunchtimes with their instructor, a teacher of the school. A number of the string players represented the school, performing on the stage of the Sydney Opera House for the Instrumental Festival of Music. They joined over 100 string students from public schools across the state to perform 3 pieces from memory.

Throughout the year, the String Ensemble were actively involved within our community. They performed regularly at the local Nursing Home and were in regular collaboration with students from Kirrawee High School. Together, they have performed a number of collaborative concerts and participated in their annual charity Christmas Busking to raise money for the Dandelion Support Network. They went on to perform at the PAN concert, which included two staff members. The remarkable performances of this group are a real

credit to their determination and the enthusiastic instruction of their teacher. An excellent result.

Guitar Group

This year, guitar students participated in guitar lessons fostering their talent and developing their skills on Friday mornings before school. The group consisted of musicians from Years 2 to 6, led by a number of tutors. They performed at the school PAN concert, and were well received by the audience.