

Gwynneville Public School

Annual Report



2018



3826

Introduction

The Annual Report for 2018 is provided to the community of Gwynneville 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.

Patricia Payne

Principal

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Message from the Principal

Gwynneville Public School is an outstanding example of great public education, nurturing the different cultures, languages and talents of our students. Our school provides opportunities and challenges to enable our students to grow and develop academically, socially, emotionally and creatively.

We have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do. All teachers have been involved in a rigorous professional learning process in teaching numeracy, literacy, social skills, physical education, technology and 21st Century educational pedagogy. New resources have been purchased throughout the year so that teachers can plan and cater for multiple stages while accommodating all students.

Our students are a passionate and motivated group of young people who are keen to learn and participate in the range of educational opportunities provided for them at the school.

Our school enjoys tremendous support from our parent body and local community. We encourage parents and grandparents to be active participants in their child's learning. All community members are warmly welcomed to school assemblies and special events that occur throughout the year. The P&C meets on the third Wednesday of each month.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parents and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Patricia Payne

Principal

School background

School vision statement

A school community in which all children are treated as equals regardless of gender or cultural background.

Where:

- We value equity, inclusiveness and a holistic approach to learning, in partnership with the wider community.
- The school fosters independent learning habits through the provision of engaging and challenging pedagogy where students learn how to learn.
- Teachers are resourceful and embrace ongoing professional learning.
- Students and teachers will be: motivated, well equipped with knowledge and skills, global citizens, creative, innovative, collaborative, resilient and ethical.
- Contributions from all members of our school community are valued.
- Schooling promotes equity and excellence.
- Students become successful, confident and creative individuals.
- Staff are committed to ongoing professional learning with a focus on 21st Century learning pedagogy.
- A dynamic culture of teaching and learning exists where staff creatively utilise open, modern learning environments to ensure learning is social, open, engaging and real.

School context

Throughout 2018–2020 Gwynneville Public school will undergo a re–build of all core facilities. It is envisaged that Gwynneville Public School will become a Lighthouse school for the Illawarra. The project design is based on 21st Century learning pedagogy with open and flexible learning spaces and outdoor learning areas.

Our teachers are futures focused and understand the needs and talents of their students. Our students collaborate and use critical and creative thinking to solve problems and become mindful citizens.

Gwynneville Public School is located in the Wollongong area and services the learning and welfare needs of 249 students. Student enrolments continue to increase each year.

The school prides itself on providing an inclusive learning environment for students from at least 25 cultural backgrounds.

Our spacious, tree filled grounds offer space for students to play and develop positive friendships. We have received numerous awards for our progressive environmental programs.

The school offers support to meet the individual learning needs of all students. Currently this includes support teachers for EAL/D, Teacher Librarian, School Counsellor and the School Learning Support Teacher (SLST).

Resource Allocation Model (RAM) funding is also utilised to employ extra support teachers to assist students with learning difficulties and to optimise learning outcomes for our Aboriginal students.

Our school encourages parents to be active participants in their child's learning. All community members are warmly welcomed to school assemblies and special events that occur throughout the year. The P&C meets on the third Wednesday of each month.

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.

In the domain of **Learning**, our efforts have primarily focussed on wellbeing, curriculum and learning. Positive and

respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners. We are excelling in creating a positive and productive learning culture amongst staff and students. The results have been evident in the way that students are relating to each other and importantly, in the increased engagement and self-regulation of students in learning. Thus we experience very minimal behavioural issues. Our learning support team meets regularly to monitor individual student needs. Plans are formulated in consultation with the learning support team, teachers and parents. Having a high population of students from diverse backgrounds, programs always are multicultural and inclusive.

Our major focus in the domain of **Teaching** has been on the delivery of quality teaching programs. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Staff members have been involved in planning, teaching and growing as a team in each of our stages. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Staff value the importance of data analysis to inform decision making, the growing of teaching practice through classroom observations, reflections and feedback and the development of expertise in vital literacy and numeracy programs. Professional learning is aligned with the school plan and its impact on the quality of teaching and student learning outcomes is evaluated.

In the domain of **Leading**, our priorities have been to distribute leadership and management practices giving all staff access to leadership roles. Staff have purposeful leadership roles based on professional expertise. The school has productive relationships with external agencies such as Universities, business, industry and community organisations to improve educational opportunities for students. Parents and community members have the opportunity to engage in a wide range of school-related activities. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

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-gui>

Strategic Direction 1

Learning

Purpose

- To ensure that students are provided with opportunities to develop the skills, capabilities and knowledge that are necessary to be successful in a globalized and highly digital society.
- To ensure that students are engaged, reflective learners who are able to access the curriculum through planned explicit and systematic learning activities.
- To ensure learners are provided with opportunities to be engaged through teaching that develops higher order thinking skills, deep knowledge and understanding resulting in self-regulated learners.
- To focus on student mental health and well-being.
- To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated thereby enabling students to develop strong identities as self-directed learners.

Overall summary of progress

We have had a specific focus on high quality learning in both literacy and numeracy through the implementation of iMaths, Sound Waves and Seven Steps for Writing Success. We have continued to implement Language, Learning and Literacy (L3) in all of our K–2 classrooms.

Through our ongoing dedication to our HOW2Learn training, we look at 21st Century Learning skills and the habits that we want our students to have to enable them to be lifelong learners. Staff use current research around the brain, how it works and how we can make links with our neural pathways to make greater connections for our students. Our entire school community has focused on changing our mindsets and the mindsets of our students to create resilient, self-regulated learners.

Teachers collaboratively plan units of work which embed the cross curricular capabilities of creative and critical thinking. Teachers focus on ensuring that students develop future focussed learning skills, further develop their problem solving skills, be reflective and independent learners and develop the metalanguage necessary to effectively engage in feedback sessions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students achieving proficiency in line with the Premier's Priorities of an increase of 8% of students in the top two NAPLAN bands.	7257 Literacy / numeracy	56% of year 3 students in bands 5 & 6 for Reading. 60% of Year 3 students in bands 5 & 6 for Writing. 56% of Year 3 Students in bands 5 & 6 for Spelling. 41% of Year 5 students in bands 7 & 8 for Reading. 45% of Year 5 students in bands 7 & 8 for Spelling. Almost half of students in Year 3 and Year 5 achieving in top 2 bands in Numeracy.
Students will achieve their year appropriate expected growth in Literacy and Numeracy increasing each year over the three year period.	75 000 Integration funding	100% of teachers are providing explicit feedback based on learning intentions to provide individual students with personal learning goals to ensure growth and achievement of stage outcomes. Students demonstrate growth on continuums and school based assessments
Increase the number of students who are achieving 'consistently' in all areas of the Social and Emotional report indicators.		Annual review via feedback from staff, students and the wider school community regarding the implementation of learning habits and 21st century learning. Feedback from student, staff and parent surveys

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of students who are achieving 'consistently' in all areas of the Social and Emotional report indicators.		<p>indicate improved student engagement and understanding of 21st Century learning.</p> <p>90% of students are achieving 'consistently' in all areas of social and emotional indicators on reports to parents.</p> <p>100% of staff implementing quality social and emotional intelligence programs within their classrooms (Kids Matter and HOW2Learn)</p>

Next Steps

- Continue professional development in Seven Steps to Writing Success to support students in their writing.
- Purchase 'decodable' readers to support early readers.
- Continued implementation of the Higher Order Ways To Learn (HOW2Learn) and Kids Matter (Mental Health and Well Being Program) whole school strategies in 2019 to enable students to become more effective learners.
- Introduction of "MAPPEN" – a concept based, integrated curriculum program for K–6 classes.
- Purchase ipads for each classroom to support STEM programs.

Strategic Direction 2

Quality Teaching

Purpose

- To ensure teachers are equipped with the knowledge and skills to teach 21st Century skills and capabilities.
- To ensure students are at the centre of what we do as learners and as people. An integrated approach to quality teaching, curriculum planning and delivery and assessment, promotes learning excellence and responsiveness in meeting the learning needs of all students.
- To ensure consistent school-wide practices for assessment and reporting across the curriculum are used to monitor, plan and report on student learning.
- To ensure a culture of collaborative practice where teachers value and participate in professional learning activities based on current pedagogical research to develop learners for the 21st Century.

Overall summary of progress

The continued implementation of the Performance Development Framework has led to staff engaging in a much deeper reflective process that guides the ongoing development of all staff, at an individual and collective level. Teachers worked closely with supervisors and mentors to collaboratively develop and articulate their professional goals and the strategies and support required to achieve those goals.

Staff at Gwynneville Public School are committed to ongoing professional development sessions guided by the HOW2Learn strategy to improve their teaching practices and learning outcomes of all students. Staff have been involved in considering the needs of learners in a 21st century context through examining current research, reforms and policies relating to the changing nature of learning and education. There has been a focus on formative assessment strategies.

Teachers have been involved in ongoing professional learning in Language, Literacy and Learning (L3) and Seven Steps to Writing Success.

Scheduled classroom visits and lesson observations allow teachers to provide and receive planned, constructive feedback to improve teaching practice. Teachers are supported through this process, building trusting, positive relationships amongst the staff. Staff reflected on their progress during the year, making necessary adjustments as needed, to improve their teaching practice thus enhancing the learning outcomes for students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A high performing teaching staff as measured against the Australian Professional Standards.		Staff receiving positive feedback through lesson observations.
Increased use of evidence-informed pedagogy by all teachers including formative assessment strategies.	Programs: 7251 Professional Learning: 11 600	All staff members are part of learning teams to build collaborative practice. Staff completed action plans through HOW2Learn. Whole school digital technologies scope and sequence in implementation. Improved student learning outcomes in digital technologies. 100 % of classes in K–2 have have ongoing implementation of L3 occurring in their classrooms. Resources have been developed and shared across the team with teachers being involved in follow up reflection discussions. 100% of classes in 3–6 have had ongoing implementation of 7 Steps to Writing Success

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Tell Them From Me survey indicates continued social/emotional growth.		92% of students are interested and motivated at school. 88% of students believe they display positive behaviour at school. Continued high percentage of students feel a strong sense of belonging at school.
All teachers maintaining current accreditation standards with Executive teachers aligning to Principal Standards. Lesson observations are linked to the standards.		Lesson observations were carried out with formal feedback reflection meetings scheduled.

Next Steps

- Continued ongoing Professional Learning in order to build staff capacity to achieve professional learning goals.
- Continuation of classroom observation visits ensuring improvement of quality teaching and learning.
- Quality teaching practice that aligns with the Quality Teaching Model and Australian Teaching Standards.
- Continue ongoing professional learning sessions to complete all modules of the HOW2Learn strategy.
- Continued focus on formative assessment and effective feedback to improve student achievement and raise teacher quality.
- Promote stage planning and CTJ through scheduled stage meetings.
- Implementation of MAPPEN integrated program.

Strategic Direction 3

Leadership

Purpose

- To ensure staff build their capacity through focused professional learning and development. This will create a culture where every staff member is engaged in and responsible for, ongoing, relevant and evidence-based learning and practice at an individual and collective level.
- To provide strategic and effective leadership as the cornerstone of school excellence. Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.
- To have processes in place that ensure succession planning for the future.

Overall summary of progress

At Gwynneville our Leadership team promotes school capacity building. Productive relationships exist with external agencies such as local school groups, community organisations and universities. Staff are provided with purposeful leadership roles based on their professional expertise. Leadership teams make deliberate and strategic use of partnerships and relationships to access resources.

Monitoring, evaluation and review processes are embedded and undertaken routinely. Clear processes accompany timelines and milestones, to direct school activity toward the effective implementation of the school plan.

Strategic financial management is used to maximise resources available to implement the school plan. Opportunities for students and the community to provide constructive feedback on school practices and procedures is evident.

We have streamlined and flexible processes in place to enable the school community to deliver services and information and to strengthen parent involvement. Students are provided with multiple opportunities to provide constructive feedback on school practices and procedures. Physical learning spaces are used flexibly and technology is accessible to all staff and students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School self-evaluation data reflects an increase of higher satisfaction rate with school leadership and management each year.	13 600	Increased community engagement. Increased attendance at school social gatherings. The 'Tell Them From Me' parent survey indicated a very high satisfaction rate with school leadership and management.
High satisfaction levels amongst staff in regards to in-school professional development learning opportunities delivered by leadership teams.		Effective school curriculum teams and lead facilitators providing ongoing professional learning, to promote high standard practices. Tell Them From Me Teacher Survey feedback states high numbers of teachers are satisfied with in-school professional development opportunities.
PDP's clearly aligned to Professional Teaching Standards and the school plan with school leaders aligning to Highly Accomplished and Lead levels.		Learning goals are aligned to the School Plan and revised regularly in consultation with mentors and leaders. 85% of staff learning goals achieved or partially achieved.
High percentage of staff involved in curriculum leadership roles and relieving in higher duties when		HOW2Learn leadership team meets regularly to plan the delivery of professional development sessions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
opportunities arise.		<p>7 Steps for Writing Success leadership team plan and deliver quality professional development sessions.</p> <p>Several staff members have had opportunities to relieve in higher duties.</p> <p>Various staff members involved in the organisation and running of extra-curricula activities (Chess/Band/Choir/Sport etc.)</p>

Next Steps

- Staff involved in leadership opportunities based on interests and abilities.
- 2 Staff members leading the introduction of "MAPPEN
- Formalised mentoring and coaching opportunities, to improve teaching and leadership practice, offered to all staff.
- Creation of three leadership teams based on the three strategic directions in the school plan.
- Whole staff monitoring of the milestones as this will be related to the strategic directions teams.
- Calendar of expected leadership team meetings twice a term. Team leaders to provide meeting minutes and updates on the progress of milestones.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8 701	<p>Teachers met with aboriginal families to discuss PLP's and were released off class to write PLP's with the School Learning Support Teacher.</p> <p>Students are making progress across the literacy and numeracy continuums and continue to demonstrate improvement in NAPLAN results.</p> <p>Harmony Day activities were once again a huge success with many parents and grandparents attending the day.</p> <p>Aboriginal students reaching benchmarks.</p>
English language proficiency	\$ 55 615	<p>Improved growth in student performance as measured in EALD scales.</p> <p>Learning Support Officers were timetabled to support student programs.</p> <p>Targeted support for refugee students.</p> <p>EAL/D progress evaluation and monitoring of learning progressions.</p>
Low level adjustment for disability	\$ 19 132	<p>Improved learning outcomes for all students.</p> <p>Students show growth on the literacy and numeracy continuums and school based assessments.</p> <p>Identify students requiring learning adjustments. Engage SLSO to support students. Support timetabled. All students requiring adjustments and learning support are catered for with in class programs and by the learning support teacher.</p> <p>In 2018, 29 students were referred to the learning support team to receive learning support.</p> <p>Learning support team met twice per term to monitor student progress.</p>
Quality Teaching, Successful Students (QTSS)	\$41 645	<p>Executive staff release time for mentoring, lesson observation and whole school planning.</p> <p>Evidence of quality feedback.</p> <p>Timetable for scheduled meetings.</p>
Socio-economic background	\$ 20 504	<p>Continuum tracking, school based data analysis and LST monitoring.</p> <p>Tell Them From Me surveys indicate high levels of engagement.</p> <p>Additional SLSO time to support teachers and targeted students (timetabled).</p> <p>Identification of students with learning difficulties.</p>

Support for beginning teachers	\$ 13 786	<p>Review of 2018 goals and planning for 2019.</p> <p>Planning days with supervisor.</p> <p>Professional Learning Plan completed.</p> <p>Mentoring sessions ongoing with supervisor.</p> <p>Ongoing attendance at beginning teacher conferences.</p> <p>Weekly release for classroom observation visits.</p>
Targeted student support for refugees and new arrivals	\$ 12 147	<p>Improved growth in student performance as measured by school-based assessments.</p> <p>Students demonstrate growth on EAL/D scales.</p> <p>A teacher was employed to support the new arrival EAL/D students. Students were provided with in class and also withdrawal support.</p> <p>A Bilingual School Learning Support Officer was available to assist new arrival refugee students and to provide a communication link between school and home.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	122	125	122	121
Girls	109	114	110	111

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.7	88.9	93.2	92.9
1	94.9	88.6	93.6	89.2
2	95.7	93.1	92.9	93.1
3	96.6	95.5	93.6	93.1
4	96.2	93.8	94.4	95
5	94	92.8	94.3	93.9
6	95.6	92.2	91.7	91.5
All Years	95.2	91.9	93.4	92.6
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

Students attendance levels fluctuate due to our international parents travelling back to their home countries for family reunions.

Class sizes

Class	Total
RED	19
YELLOW	19
BLUE	22
GREEN	21
LIME	22
ORANGE	23
PINK	24
GOLD	11
BROWN	24
MAROON	28
PURPLE	26

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.22
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.46

*Full Time Equivalent

In 2018 the staffing composed of: the principal, two assistant principals, eleven classroom teachers, two EAL/D teachers, three learning support teachers, a school administration manager and a school administration officer. Due to the building program the library program was unable to operate.

In 2018 the school had one Aboriginal teacher and one Aboriginal School Learning and Support Officer.

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	5

Professional learning and teacher accreditation

Throughout 2018 all staff were involved in professional learning. Early career teachers were mentored and supported in their teacher accreditation process to gain accreditation at proficient level. Staff in their maintenance phase had many professional development opportunities. Aspiring leaders and executive staff had access to lead training, supporting future accreditation as a Highly Accomplished Teacher.

The school's professional learning plan reflected the needs and directions outlined in the school's Strategic Plan as well as individual, school, regional and state priorities. Staff Development Days focused on professional learning activities using data to inform teaching practice, assessment for learning, planning and implementation, stage planning, child protection updates, mandatory training updates and ongoing sessions delivering Focus on Reading (3–6), KidsMatter and HOW2Learn, of which staff received professional readings and in-between tasks to complete.

All staff participated in CPR/Emergency care, anaphylaxis, child protection, first aid and asthma training.

Staff were also involved in professional learning in the following:

- Primary Connections Science
- Visible Learning
- Coding/Stem/Robotics
- Sound Waves
- iMaths
- L3 Literacy
- Seven Steps to Writing Success
- Positive Schools conference
- Assistant Principal conferences
- EduTech conference

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	284,718
Revenue	2,377,926
Appropriation	2,258,886
Sale of Goods and Services	29,189
Grants and Contributions	86,413
Gain and Loss	0
Other Revenue	1,350
Investment Income	2,088
Expenses	-2,202,894
Recurrent Expenses	-2,202,894
Employee Related	-1,970,547
Operating Expenses	-232,347
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	175,031
Balance Carried Forward	459,749

Financial management relies upon the effective and efficient use of SAP to support student learning. During 2018 \$ 50000 was spent on purchasing ipads to support our STEM and technology programs.

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	1,813,152
Base Per Capita	44,862
Base Location	0
Other Base	1,768,290
Equity Total	166,419
Equity Aboriginal	8,701
Equity Socio economic	20,504
Equity Language	55,615
Equity Disability	81,600
Targeted Total	114,105
Other Total	80,686
Grand Total	2,174,362

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

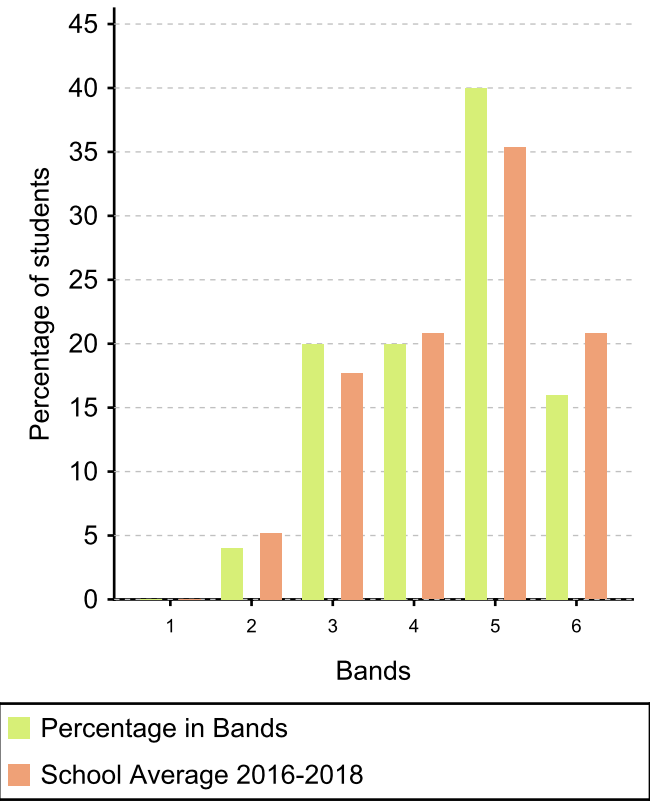
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

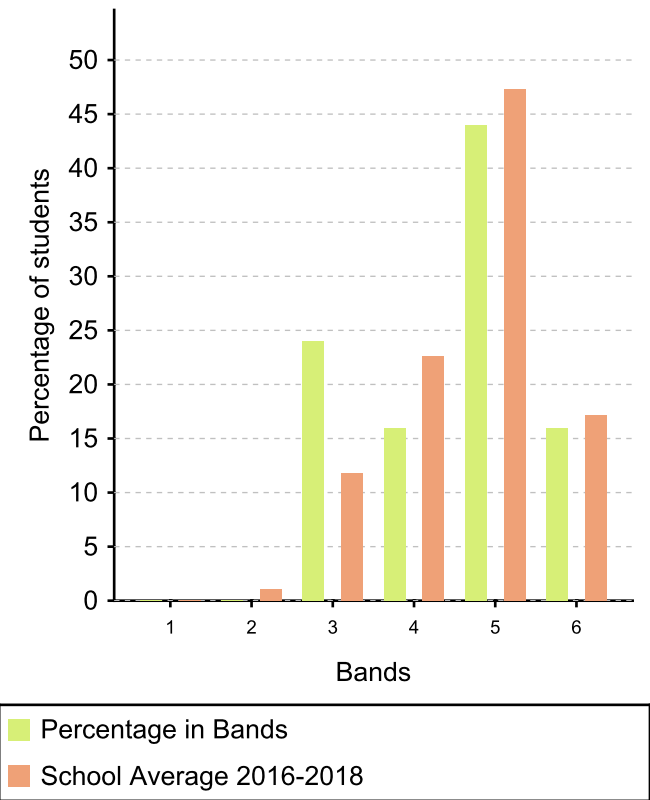
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

Year 3 Literacy results are outstanding with high percentages of our students achieving above state average. More than half of Year 3 students are achieving in the top 2 bands for Literacy. Year 5 Literacy results were also very strong. Our students often gain entry into the Opportunity Class and academically Gifted and Talented programs in Year 5 and our Literacy results reflect this. Almost half of Year 5 are achieving in the top 2 bands for Literacy.

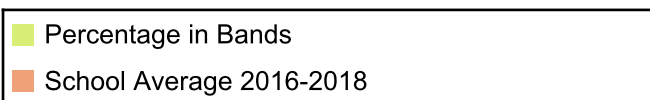
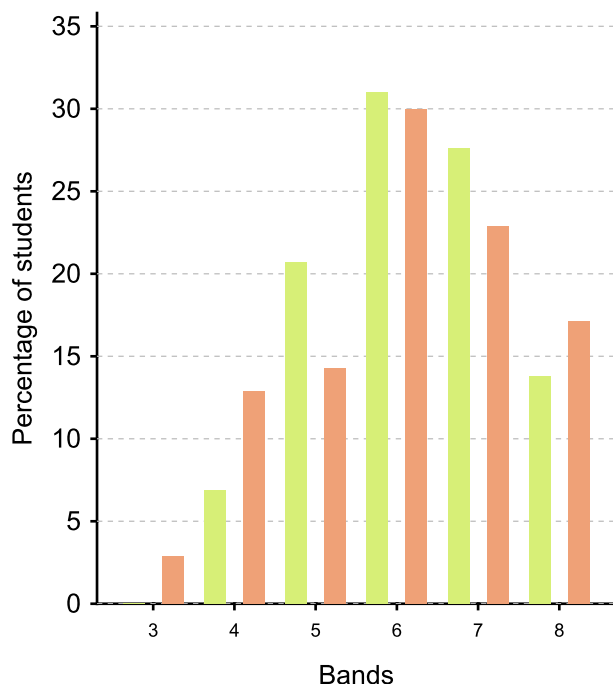
Percentage in bands:
Year 3 Reading



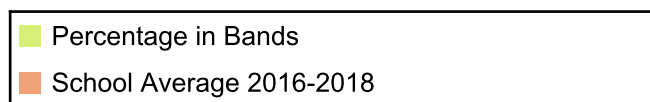
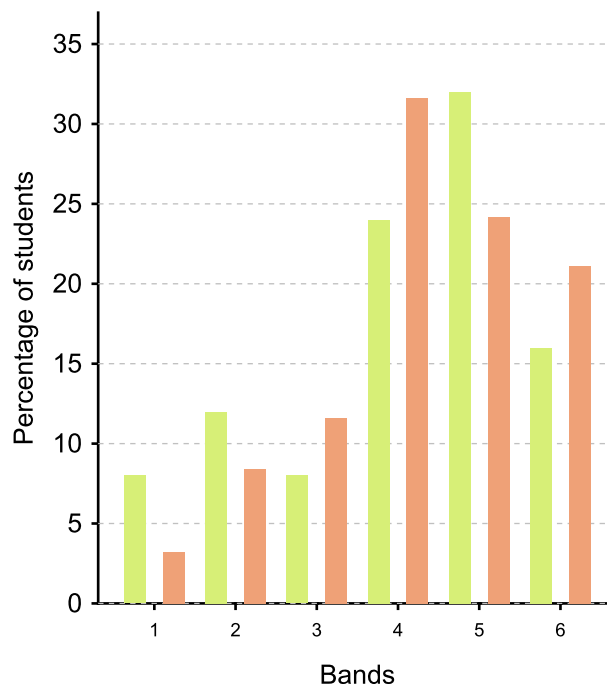
Percentage in bands:
Year 3 Writing



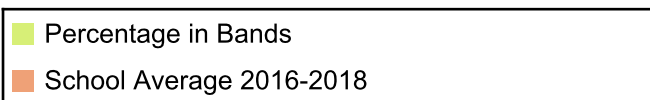
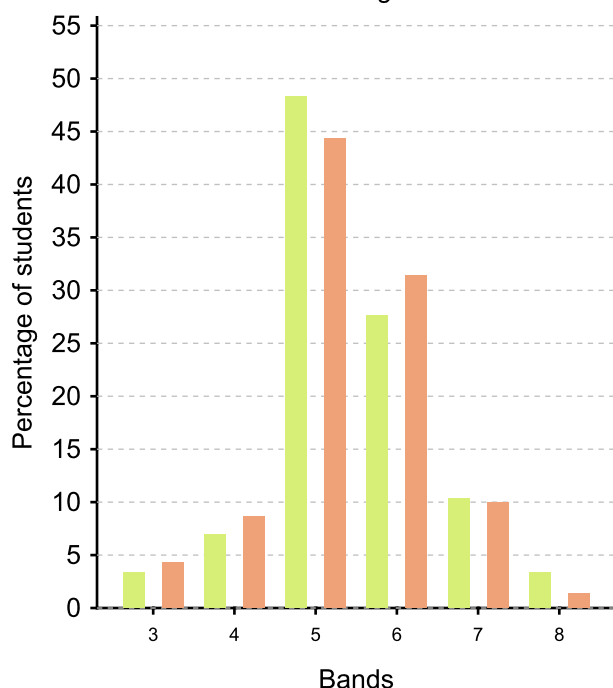
Percentage in bands:
Year 5 Reading



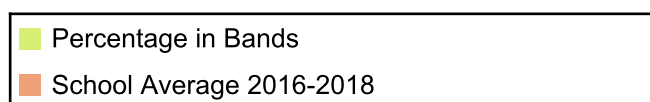
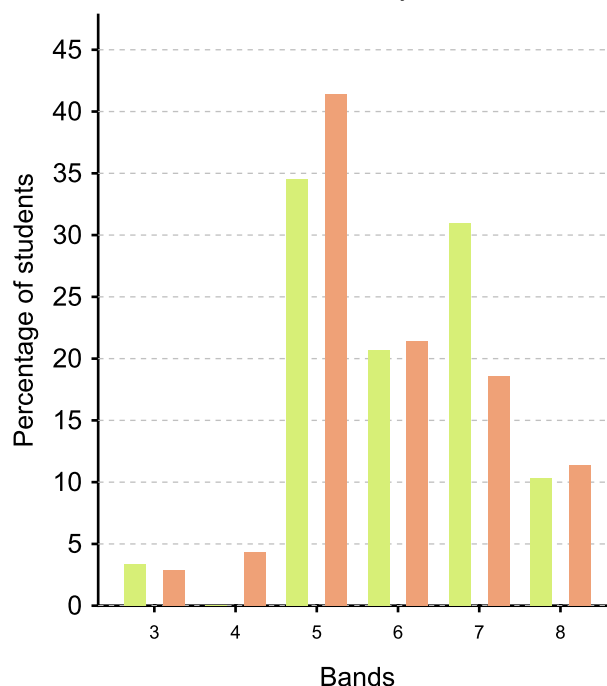
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Both Year 3 and Year 5 Numeracy results are very strong. Almost half of all students are achieving in the top 2 bands in Numeracy. High percentages of Year 3 students are above state average in 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.

Our NAPLAN results indicate growth in literacy and numeracy for our Aboriginal students. Our Aboriginal

students received targeted learning support in literacy and numeracy based Individual Learning Plans. Overall Year 5 NAPLAN results indicate growth in the number of students achieving in the top two bands across most areas.

Parent/caregiver, student, teacher satisfaction

The 'Tell Them From Me' parent, student and teacher surveys displayed the following data:

- Parents indicated a high level of satisfaction with the school.
- Parents feel welcomed and well-informed and support learning at home
- Staff are appreciated and held in high regard.
- High percentages of teachers believe school leaders are supportive and have taken time to observe their teaching.
- High percentages of teachers value collaboration and willingly work with other teachers in developing cross-curricular or common learning opportunities.
- Parents place value and importance on the broad range of programs and experiences that are offered at our school.
- Minimal behaviour and suspension rates indicate a happy and supported student body.
- 88% of students stated that they are motivated and interested in their learning.
- 83% of students felt a strong sense of belonging whilst at school
- 90% of students actively participate in school sport.
- 92% of students demonstrate positive behaviour at school.
- 95% of students value school learning outcomes
- A high level of students feel they have positive relationships with teachers.

Policy requirements

Aboriginal education

Gwynneville Public School continues its programs to enhance the learning outcomes of our Aboriginal students. Aboriginal students account for 3.8% of our student population. This has been achieved through the continuation of the development of the Personal Learning Plans (PLPs). These PLPs continue to support the teachers, parents and students in the further development of a strong commitment to learning and increased performance and achievement of outcomes. Personal Learning Plans were designed for each Aboriginal student with specific learning goals. Each PLP aimed to target individual academic, social and behavioural needs.

Throughout 2018, a School Learning Support Teacher was employed to work with our Aboriginal students to improve their literacy and numeracy skills. The students have been supported both within the classroom and through withdrawal in small groups.

Gwynneville Public School continues to focus on the teaching of Aboriginal Education across the curriculum. Each year a "Doing Things Together Day" is held during Naidoc Week. The children are placed in groups across K–6 and rotate through interesting and fun cultural activities.

The NSW Department of Education and Communities including schools, TAFE NSW and community education settings (The Department), is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.

It is the goal of the Department that, Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.

The Department is committed to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia.

The Department will provide Aboriginal cultural education for all staff and education about Aboriginal Australia for all students, as it is everybody's business. The strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are respected, valued and promoted.

The Department is committed to collaborative decision making with Aboriginal Peoples, parents, caregivers, families and their communities.

The Department recognises the NSW Aboriginal Education Consultative Group Incorporated (NSWAECC Inc.) as the peak community advisory body on Aboriginal education and training at all levels and in all stages of planning and decision making.

Multicultural and anti-racism education

Gwynneville Public School continues to reflect Australia's diverse multicultural society. In our school, EAL/D students (English as an Additional Language or Dialect) account for 45% of the total student population. The school continues to have a transient population due to its close proximity to the University of Wollongong. Visiting academics and university students coming from overseas, on temporary resident visas, enrol their children for periods ranging from a few months to several years. Several other EAL/D students have come to Australia on refugee visas and require substantial support with their language development and their cultural acclimatisation.

The specialist EAL/D teacher provides support to EAL/D students and classroom teachers across the school, Kindergarten to Year 6. This support has been given within small group settings to enable all students to reach their full potential. Cultural events are celebrated throughout the year. In 2018 GPS held Multicultural days that embraced our diverse cultures within the school. Parents and grandparents attended the days.

The NSW Anti-Discrimination Act (1977) along with the Commonwealth Racial Discrimination Act (1975) makes racial discrimination and vilification illegal in New South Wales. These Acts provide the legislative context and foundation for the Anti-Racism Policy of the department.

Gwynneville Public School has 1 trained Anti-Racism Officer (ARCO) to whom any complaints regarding expressions of direct indirect Racism is referred to. The Multicultural NSW Act (2000), the NSW Government Plan for Aboriginal affairs, education, employment and accountability: OCHRE (2013), the National Framework For Values Education In Australian Schools (2005) as well as the Department's Aboriginal Education and Training Policy, Code of Conduct Policy, Multicultural Education Policy, Student Welfare Policy and the Values in NSW Public Schools Policy provide related requirements that complement the implementation of this policy. The Complaints Handling Policy Guidelines establish the standard approach to resolving complaints about racism that must be used in all learning and working environments.

Other school programs

Assemblies

School assemblies are held fortnightly and are run by the student leadership team. Families are invited to attend and each class takes it in turn to perform for the assembly. These assemblies are well attended by the parents and community and are a means of highlighting students' work and achievements. They also maintain and strengthen community support.

Aboriginal Education

Gwynneville Public School continues to provide an awareness of Aboriginal culture, history and contemporary Aboriginal Australia. This year our NAIDOC Week celebrations were a cultural experience for our school community with a whole school assembly to end the day. As a mark of respect, acknowledgement and understanding, students and teachers use the protocols for DET Welcome to Country that acknowledges the traditional owners of the land.

Multicultural Education

The school has maintained a focus on multicultural education in all areas of the curriculum by providing learning experiences which develop the knowledge, skills and attitudes required for a culturally diverse society.

HOW2Learn

HOW2Learn is a strategy that allows schools to focus on what matters most in schools which is learning. Gwynneville Public School has been involved in HOW2Learn training for 3 years. As a result of implementing this strategy, students across the school display a positive attitude to their learning and have a strong sense of themselves as learners and their own

learning needs. Students show increased independence and confidence and are able to articulate what learning is and what it might look like in the classroom. All staff use a common language about learning and encourage students to embrace challenge. We have continued our focus on effective learning habits, with students displaying growth mindsets, resulting in growth in learning across all Key Learning Areas in all classes.

Personal Development, Health and Physical Education

2018 was another successful year in sporting endeavours for Gwynneville Public School students. Student participation in sport and the development of skill based P.E programs in both our K-2 and years 3-6 classes has continued to be refined in 2018. In-school programs have been an integral part of the improvement and development of sport this year. Students in Kindergarten to Year 2 have been in a specific fundamental movement program where the students have been working on throwing, catching, striking and movement skills. This has seen a positive development in the students' understanding and application of key sporting skills.

Students in Years 3 -6 have been exposed to the same fundamental movement skills but have implemented them into a game focused program teaching tactics and strategy. Students are all eager to participate each week. Students from Years 2 - 6 completed the annual School Swimming Scheme. This program teaches water confidence, stroke development and stroke correction.

Gwynneville Public School was again actively involved in The Central Wollongong PSSA competitions on Friday mornings during Term 2 playing Tag Rugby and in Term 3 basketball.

Students from Gwynneville Public School were again heavily involved in the three major carnivals: Swimming, Cross Country and Athletics. This year we have had record numbers of participants at all three of our school carnivals. This success was carried over into Zone, District and State Carnivals.

Our swimming team this year consisted of over 20 students with 3 of our relay teams competing at regional carnival and two teams then going on to The NSW PSSA Carnival. We also had one student go on to represent at The National Swimming Carnival. In Cross Country, Gwynneville Public had a squad of 30 students represent at The Zone carnival with 2 students going on to the regional carnival. Finally, in athletics we had 30 students compete at the zone carnival with 3 students going on to the regional carnival in Canberra.

This year we had 6 students participate in a range of individual PSSA trials for sports such as rugby league, netball, basketball and soccer. These trials are held through the Central Wollongong District and are aimed at supporting talented athletes with the goal of representing South Coast and eventually NSW PSSA. This year we had one student represent at The NSW PSSA Football carnival.

Crunch and Sip is a program that Gwynneville has been running for many years. This year we have worked with both The Shoalhaven Area Health and The Sydney Fruit marketsto provide the students with the understanding the importance of healthy eating .

Archibull

During 2018 Year 6 participated in The Archibull Prize which is a national program that teaches students about the agricultural industry, the importance of climate change, sustainability and waste. The children decorated a fibreglass cow about their given industry of Horticulture,. The children also created a blog about their industry and animation about biosecurity. This was our sixth year participating in the program.

Throughout the rest of the school, lessons were conducted throughout the RFF program teaching students about the importance of the farming industry and where our food and fibre comes from. This program has been a valuable asset to our learning programs over the past six years.

KidsMatter

In 2018 KidsMatter was an ongoing program throughout our school. Student wellbeing has been a priority in terms of professional development. Our goal through our KidsMatter training and lessons with students is to make both students and staff feel welcome and safe at our school.

Band

The children worked hard throughout the year collaborating in instrumental and vocal workshops, as well as full band rehearsals. The students developed their ability to be creative and expressive during practise and performance. The children exhibited great musicianship and poise during their performances.

Illawarra Choral Festival

Our year 3–6 choir once again participated in the Illawarra Choral Festival. Seventy students rehearsed regularly in the preceding months and performed at the Wollongong Town Hall along with five other schools. It was a wonderful evening where our children were able to showcase the considerable talent among our students.