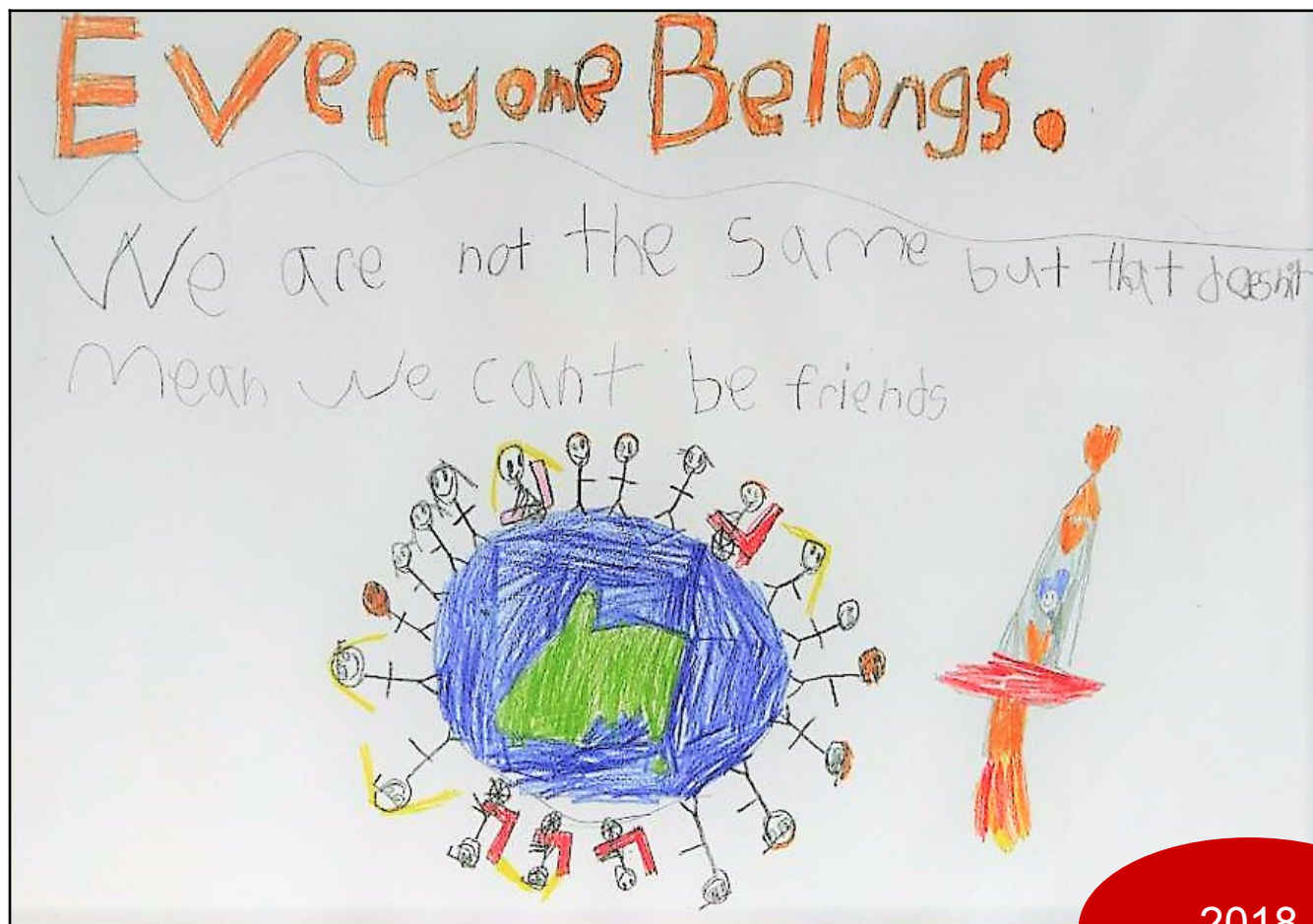


Gwandalan Public School

Annual Report



2018



4320

Introduction

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

Sandy Notley

Principal

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Message from the Principal

Gwandalan Public School. What a great place to be!

We are very lucky to be in such a great environment with such a wonderful group of teachers. Few schools are as new and well organised and have such great facilities. We have a beautiful big, oval and covered play areas that many schools do not have.

At Gwandalan PS we are passionate about students taking responsibility for their own learning. What I really want to see is students looking at their own work and skills and knowing what they are good at or need to improve and developing goals related to both of these things – not only what they need to improve but also looking at the things they are passionate about and developing these as well. Setting goals is central to what we need to do and students are already doing this to some extent in all classrooms. At Gwandalan, teachers are already involving students in interviews. In the old days, teachers would talk to parents about their child's progress but next year I would like to see students from Year 1 or 2 up to Year 6 actually leading the interview and telling their parents what they can do and what they need to learn next to meet their goal. I hope to begin the first lot of these interviews late in Term 1 and then again in Term 3.

A wonderful initiative we already have happening at Gwandalan is Early Action for Success (EAfS). This initiative is all about making sure our K–2 students are all meeting their literacy and numeracy benchmarks at their grade level. These benchmarks are set by the state DoE as the level students should be reading at by the end of each grade. Our teachers have completed training in programs that have been proven to be successful, to ensure they have the very best skills to explicitly teach students at their own particular level. Mrs Tangye works specifically with our teachers to ensure they are doing everything they can so that students are meeting these benchmarks. This year, EAfS is beginning to see real results. Last year 67% of our year 1 students met their reading level benchmark but that has increased to 81% this year while in year 2 77% reached their benchmark last year and has increased to 83% this year.

One of the things Mrs Tangye does to help teachers, apart from training, is to look very closely at which students needs additional support and we employed an additional teacher 3 days week to provide this support. SLSOs are also organised to provide additional support. Some students might need support all year but other students might just get support for 4 or 5 weeks on something with which they need help. A similar thing happens in 3–6 classes where another teacher is employed 3 days a week to support them along with SLSOs. In years 2–4 at the moment we also have a special learning program running for students who are falling behind in their reading called Behavioural Reading. It has nothing to do with behaviour but is a different way of teaching reading. Students on this program work 1:1 with a teacher or SLSO and it is proving very successful for some of our students.

We have a wonderful staff at Gwandalan. I thank them for their hard work. They really are a committed group who want the very best for our students. Each have their special talents and are willing to go above and beyond for the good of our students.

Our P&C this year has really done an outstanding job. A small group of them worked extremely hard to pull our fete together and stayed positive through some challenging times. They have given the school money for teaching resources throughout the year and are putting in \$15 000 to air condition our hall. They are working towards putting in some playground equipment for us. I admire their commitment to our school and thank them for their work.

Sandy Notley

Principal

School background

School vision statement

Gwandalan Public School is committed to supporting the holistic wellbeing of students through innovative, dynamic and inclusive education. Students will be responsible, resilient, confident and creative citizens in a global community.

'Students will have success for today and be prepared for tomorrow.'

School context

Gwandalan Public School is situated at the northern end of the Central Coast and is located on a peninsula on Lake Macquarie. It services the growing communities of Gwandalan and Summerland Point where a number of land developments are currently being finalised. The school currently has an enrolment of 386 students (52% boys and 48% girls) across 16 classrooms of which 12% are of Aboriginal or Torres Strait Islander descent.

The school's motto, **Striving for Success** has been strengthened by a whole school approach to Positive Behaviour for Learning (PBL). At Gwandalan PS **we are S.T.A.R.S.** We display Safety, encourage Teamwork, Aim High, show Respect to ourselves/others and the environment so that we can Succeed. These components underpin the quality education and flexible opportunities that the school offers within a high–expectation learning environment.

Gwandalan PS services a diverse community and is supported by equity funding, school contributions and community links. The school offers an innovative range of academic, creative, cultural and sporting opportunities that focuses on building the strengths and talents of students so that they can succeed. Gwandalan PS is committed towards maximising the potential of all students through a genuine connection to current educational research to drive classroom learning environments and processes. A holistic focus on student wellbeing and student engagement will continue to be key frameworks across the school.

Gwandalan Public School works collaboratively with Murui Bulbi AECG, our local Lion's Club, our P&C members, our student /parents /community leaders and our local management group (Lake Munmorah HS & PS and Mannering Park PS) to ensure a shared commitment to strengthen the community around us. Teachers, support staff, learning support interventionists and clerical staff are all integrated in delivering quality educational experiences for our students, so that they can have success today and be prepared for tomorrow.

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.

Staff at Gwandalan Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated at a number of school evaluation meetings during Term 4 to thoroughly examine the school plan and to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole, based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on wellbeing and assessing and reporting. Positive Behaviour for Learning has been well supported this year. Wellbeing strategies are explicitly taught across the school. 5 weekly snapshots of data relating to Wellbeing, Literacy and Numeracy are analysed to address areas of need. Teachers are routinely using learning progressions and formative assessments. The results have been evident in the decrease in behaviour incidents and suspensions. Positive, respectful relationships between students and staff are evident and wide spread including our Aboriginal students. Executive have created a whole school assessment strategy that is designed to ensure that the learning of all students is systematically monitored.

Our major focus in the domain of Teaching has been on effective classroom practice and learning and development. Evidence based practice such as Language Learning and Literacy(L3) focuses on the collection of data to drive teaching practice. In numeracy a 3–6 Scope and Sequence has been developed and revised and explicit teaching of Early Action

for Success strategies in TEN lessons have taken place. Staff have been provided with shoulder to shoulder mentoring by the instructional leader and other executive. This has ensured continual growth of best practice, including strategies for differentiation and the successful integration of technology.

In the domain of Leading, our priorities have been focused on planning, implementation and reporting and school resources. Staff understand what they need to do to help address the school plan as they worked together to create mile stones. Staff have aligned the strategic directions to the School Excellence Framework for the first time. Appropriate Numeracy resources were provided to all classes and new resources purchased for 2019.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Connect

Purpose

To promote a positive school culture that fosters authentic partnerships with all key stakeholders to empower all students to achieve excellence.

Major SEFV2 links (not limited to this SD):

Learning – Student Performance Measures, Wellbeing, Reporting

Teaching – Learning & Development

Leading – Educational Leadership, School Resources, Practices and Processes

Overall summary of progress

Professional Learning Networks are developing. All staff participated in a combined staff development day on best practice for students who have experienced trauma. Executive staff participated in Growth Coaching. Staff have regularly been involved in Aboriginal Education Consultancy Group meetings and collaborate on transition to high school programs. Our Community of Schools (CoS) has begun planning in a project to improve reading outcomes for students across the CoS.

Systems are being developed to better communicate and engage parents. Dojo and See–Saw apps are being utilised by teachers and our Facebook and website have been updated. Parents have been invited to engage in review of policies and planning. The school has created staff and parent/community surveys to monitor and refine a whole school approach to wellbeing and engagement to improve learning. The school is beginning to engage in stronger collaboration between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with a typical enrolment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Tell Them From Me Parent Survey data to continue exceed the NSW Government Norm in 'School Supports Learning' (2017 baseline state 7.3 and school 7.4) and 'Parents are informed' (2017 baseline state 6.6 and school 6.9).	\$1500 RAM Equity Teacher Release	'School Supports Learning' was state 7.3 and school 7.1. 'Parents are informed' was state 6.6 and school 6.3.
100% of families using the Family Referral Service report a high level of satisfaction with support offered through a school-based survey to gather baseline data (2018).	\$600 RAM Equity Teacher Release	Ten families were referred to the Family Referral Service in 2018 with five families accepting the support. Of the other five, three families were accepting but had other support services in place.
Focus on Learning Teacher Survey driver of student learning, Collaboration is above state norm. (2017 baseline state 7.8 school 7.4)	\$15000– TPL Growth Coaching	Focus on learning driver of student learning, "Collaboration" is above state norm. 2018– State 7.8 School 7.6.

Next Steps

The CoS Reading initiative will be a focus for 2019. Key staff will be involved in planning. Staff will be provided with training in explicitly teaching comprehension skills and developing deep understanding of the literacy progressions in

relation to understanding text. Staff will engage in the development of assessment tasks to assist in this learning and in accurately assessing students in relation to the progressions.

Further opportunities will be provided for parents and community to have input in school decision making.

Student led interviews will be a focus in 2019 to encourage parents and carers to be authentically involved in the students learning and progress.

Strategic Direction 2

Lead

Purpose

To promote and implement professional learning by creating a culture for teachers, students and school leaders to learn in collaboration with each other or continual growth.

Major SEFV2 links (not limited to this SD):

Learning – Wellbeing, Curriculum

Teaching – Effective Classroom Practice, Professional Standards

Leading – Educational Leadership, Management Practices and Processes

Overall summary of progress

Our school wide focus on Positive Behaviour for Learning (PBL) has enabled us to achieve significant progress in this strategic direction through a consistent approach to student wellbeing and learning culture. The PBL team has worked very effectively. PBL has enabled the teaching of consistent school wide expectations in various school contexts. To support the consistent teaching of behaviours, a support teacher was employed to teach classes K–6 to ensure the consistency of expectations in PBL during Semester 1 in 2018. There have been significant observable improvements in behaviour, a reduction in reported behaviour incidents of an average of 50% and suspensions decreased from 23 in Semester 1 to 4 in Semester 2.

A sustainable culture of instructional and distributive leadership is developing. All staff nominated themselves to work on a particular Strategic Direction. Staff then worked alongside an Assistant Principal to create Milestones. All staff prepared 2018 PDPs and shared their goals with their supervisor. Roles and responsibilities were shared, with staff nominating themselves for various roles. Staff were given an 'observation proforma' to complete PDP observations and encouraged to complete one of their two observations. Staff have evaluated the strategic directions against the School Excellence Framework (SEF).

Teachers are keen to embrace future focused learning. Critical and creative thinking is an emerging need for future focused learners and the school has responded to this by engaging in professional learning through the Minds Wide Open training. Staff received training in and are implementing the new Science and Technology syllabus. The teacher for technology at the school shared his knowledge of new technologies from the EDUTECH course he attended in a scheduled professional learning meeting. Teachers are becoming more confident using this new technology in their classrooms and teaching programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students achieving above minimum standard in NAPLAN in reading, writing and numeracy (Year 3 : 78% to 85%, 86% to 90%, 73% to 80% respectively and Year 5: 78% to 85% 73% to 80%, 80% to 85% respectively and Year 7: 77% to 80%, 55% to 60% and 74% to 80% respectively) NAPLAN SMART/SCOUT. Baseline data averaged from 2015 to 2017.	\$6000–TPL \$4000– RAM Equity Exec Planning	Percentage of student achieving above minimum standard in 2019 in NAPLAN in reading, writing and numeracy (Year 3: 70%, 69% and 64% respectively and Year 5: 66%, 54% and 76% respectively. Year 7 data not available)
Tell Them From Me—drivers of student engagement aspect from the student survey shows an increase to meet, or exceed, the	\$4000 RAM Equity–PBL	Student engagement aspect from the student survey – state 84% and school 73%

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
state norm (baseline 2017 state 84% and school 71%).		Student engagement aspect from the student survey – state 84% and school 73%
Divergent thinking improves by 20% by the end of 2020. Divergent thinking test baseline data shows and average score of 23.5 August 2018.	\$2750–RAM Equity–Minds Wide Open Training \$4000–RAM Equity–EDU TECH Conference	Divergent thinking test baseline data shows and average score of 19.43.

Next Steps

AVID (Advancement Via Individual Determination) will be a focus for us in this strategic direction and it works closely with many of our other initiatives.

PBL will continue to be consolidated in 2019. We will finalise the review of the schools wellbeing procedures and share this with community so that everyone has a clear understanding of our wellbeing procedures and expectations. A scope and sequence will be implemented for lessons incorporating values and social skills to build further on our whole school expectations.

We will have a focus on Anti-Bullying during term 1 to change the culture of perceived and actual bullying and better inform everyone about bullying.

Instructional leadership will be further developed with a teaching rounds initiative in 2019. This will involve all teachers in observing lessons and giving feedback to others. This will focus on classroom talk and reading.

"Minds Wide Open" will be incorporated into our programs starting 2019 across K–6.

Growth Mindset will also be extended to 3–6 and will become a whole school initiative in 2019.

Strategic Direction 3

Succeed

Purpose

To provide every student with quality, innovative and dynamic learning experiences through QT programs, assessment and data driven best practices, ensuring that learning is individualised so that every student achieves success.

Major SEFV2 links (not limited to this SD):

Learning – Learning Culture, Curriculum, Assessment, Reporting Student Performance Measures

Teaching – Data Skills and Use

Leading – School Planning, Implementation and Reporting, School Resources

Overall summary of progress

Literacy teaching practices continue to be further implemented and embedded. Stage I teachers completed training in Language, Learning and Literacy (L3). 2 Kindergarten teachers and our instructional leader completed the first year of Kindergarten L3. Teachers and School Learning and Support Officers (SLSO) have completed training in Behavioural Reading. Behavioural Reading is supporting a number of at risk students and we are seeing pleasing results. Our Instructional Leader provides in class support to teachers by coaching and mentoring all teachers at their individual level of development. This ensures the ongoing development and improvement for all teachers. Teachers have engaged with the learning progressions and have assessed studentst against the "Creating Text" element. Last year 67% of our year 1 students met their reading level benchmark but that has increased to 81% this year while in year 2 77% reached their benchmark last year and has increased to 83% this year.

In numeracy a 3–6 Scope and Sequence has been developed and is organised so that number strategies are taught along side the space or measurement strand to which they are related. Pre and post testing takes place every five weeks and intervention is provided to students based on the pre–test results. Results for this testing has shown very positive results. Explicit teaching of Early Action for Success strategies in TEN lessons have taken place. Teachers have engaged with the learning progressions and have assessed student against the "Quantifying Number" element. Appropriate Numeracy resources were provided to all classes and new resources purchased for 2019.

Executive have worked with stage teams to create a whole school assessment strategy that is designed to ensure that the learning of all students is systematically monitored. All staff have been provided with training in SCOUT and executive have engaged in item analysis.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students in the top two bands in reading: Year 3– 34% to 42%, Year 5 – 23% to 31%, Year 7– 20% to 28% and in numeracy: Year 3 – 22% to 34%, Year 5 – 17% to 29%, Year 7 – 14% to 26%. Baseline data averaged from 2015–2017.	\$6500–TPL–Literacy and Numeracy Progressions Training \$2300–TPL–Behavioural Reading	Percentage of students in the top two bands in reading: Year 3– 18.6%, Year 5 23.8% and in Numeracy: Year 3 11.2%, Year 5 11.7%. Year 7 results are not available.
By 2020, the percentage of Aboriginal students in the top two bands increases in Reading: Year 3 – 5% to 30%, Year 5 – 25% to 30%. Baseline data averaged from 2015–2017.	Additional Intervention \$20000.	Percentage of Aboriginal students in the top two bands in Reading: Year 3 0%, Year 5 28.6%.
The percentage of students achieving expected growth	Teacher relief for Maths scope and sequence and	Percentage of students achieving expected growth increases in reading in Year 5 64% and in

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
increases in reading in Year 5 from 58.5% to 65% and Year 7 from 70% to 73%, in numeracy in Year 5 from 39% to 45% and in Year 7 from 57.7% to 60% with a combined value-add moving from Sustaining and Growing to Excelling.	assessment \$3000. Exec relief for assessment schedule \$2000.	numeracy 48%. Year 7 results not available. Year 3 to 5 value added is Delivering and Year 5 to 7 is Sustaining and Growing.

Next Steps

All kindergarten teachers will complete or revise L3.

4 new teachers will begin stage 1 L3.

Students progress will be monitored using the learning progressions from K–6. In 2019 we will assess student progress for "Creating Text" and "Understanding Text". Teachers will engage in training and develop assessment task to assist this process.

Stage 1 will developed a scope and sequence so that number strategies are taught alongside the space or measurement strand to which they are related. Pre and post testing will take place every five weeks and intervention will be provided to students based on the pre-test results similar to what has been done in stage 2 and 3.

Assessment will be a focus in 2019. Teachers will closely follow the assessment schedule and develop assessment tasks as needed. Student quality assessment will be kept and monitored.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$42 263	<p>Aboriginal student population reached 44 students.</p> <p>Successful NAIDOC day celebrations.</p> <p>Three staff trained in cultural competence.</p> <p>Three Aboriginal students held positions of responsibility. Two Sports Captains and School Captain.</p> <p>One Aboriginal student represented the school in Regional Public Speaking Competition, and won the competition with her speech about Multicultural Perspectives.</p>
Low level adjustment for disability	\$135 599	<p>Gwandalan Public School employed five Student Learning and Support Officers during 2018. The year began with four SLSO's working across five days per week and one working three days. This increased by Term 4 with five SLSO's working across five days. Programs included BR/POD, individual social programs, Drumbeat, Structured play/quiet area options on the playground.</p> <p>All SLSO's, Instructional Leader, Interventionist and Stage 2 teachers received half day Behavioural Reading training by Philip Gruhl. This included training in delivering the program and the methodology and research behind the program. The program was implemented across grades 2–4 targeting students reading below a level 14. Results indicate 26 students (completed training) obtaining on average of an increase of 5 reading levels after the BR/POD intervention.</p>
Quality Teaching, Successful Students (QTSS)	0.652 teacher entitlement	<p>QTSS funds were utilised at by providing executive staff with additional time to;</p> <p>Mentor and provide support to colleagues.</p> <p>Led professional development (at whole school and stage level).</p> <p>Undertook regular lesson observations.</p> <p>Completion of the three phases of 'Growth Coaching', Assistant Principals had a new set of skills to use when giving colleagues timely and relevant feedback after lesson observations, which resulted in a number of Professional Development Plans (PDPs) demonstrating a growth in areas such as explicit instruction practices.</p> <p>Provided classroom teachers with support when confronted with various wellbeing incidents, which resulted in less classroom disruptions. This was reflected in our wellbeing data.</p>

Socio-economic background	Socio-economic background \$494700	<p>Students from low-socio-economic backgrounds are effectively targeted to cater for their learning and wellbeing.</p> <p>1.2 intervention teachers were employed to support student learning.</p> <p>The Behavioural Reading program provided support for students not meeting their benchmarks and saw significant results.</p> <p>An instructional leader is employed full-time to support the self funded Early Action for Success initiative.</p> <p>PBL initiatives supported student wellbeing with a reduction in reported behaviour incidents of an average of 50% and suspensions decreased from 23 in Semester 1 to 4 in Semester 2 .</p>
Support for beginning teachers	\$13 000	Two teachers received funding which incorporated practice-focused mentoring by an expert colleague. Classroom observations, collaborative program development and targeted professional learning align with Strong Start, Great Teachers.
Early Action for Success	<p>\$13 216 Literacy and Numeracy Funds</p> <p>\$8500 Teacher Professional Learning Funds</p> <p>\$169 056 Socio-economic background</p>	<p>Training for two teachers in L3K took place.</p> <p>Training for five teachers in their second year of L3 Stage 1 training– One day per semester</p> <p>Employment of an Interventionist teacher in Semester 1 –this position was three days per week. Two days a week – Support teacher also employed.</p> <p>Semester 2– Four days a week interventionist employed.</p> <p>Two Professional Learning days given to both Stage 2 and Stage 3 teachers in use of PLAN2– ALAN</p> <p>Professional learning took place for ES1/Stage 1 teachers in using PLAN2–ALAN.</p> <p>BEST START revised training– Half day training for four teachers in using the online BEST START Kindergarten assessment.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	174	180	192	181
Girls	148	159	174	194

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.8	94.4	94	94.2
1	92.7	93.3	93.6	92.4
2	92.3	93.6	90.5	91.9
3	93.1	92.9	92.5	92
4	92.7	92.7	91.9	91.3
5	93.6	92.8	93	90.8
6	91.6	93.9	92.6	92.4
All Years	92.9	93.4	92.7	92.2
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

At Gwandalan Public School a rigorous program of monitoring attendance and a daily text message home is in place. Each week the teachers check student attendance and contact parents where there are concerns or students have been absent unexplained. Twice each term an executive assesses the absentee record and any student attending less than 85% is invited to a meeting to develop an attendance plan. The Home School Liaison Officer meets regularly after examining school attendance records and follows up problems. Every family is expected to give a written explanation of absences or doctor's certificates when required.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	14.98
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	3.02

*Full Time Equivalent

Three staff members identified as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	81
Postgraduate degree	9

Professional learning and teacher accreditation

During 2018 staff were engaged in significant professional learning, with an additional \$56 000 spent in this area.

During 2018 we were involved in a regional initiative that provided additional expertise to train staff. The Writing initiative enabled executive staff to be trained and to share this training with staff.

Language, Learning and Literacy continued to be a significant initiative for K–2 teachers as parts of EAFS. Teachers have further developed their ability to interpret data and cater for students needs through data sharing meetings. The new Learning progressions have been a significant area for development and training along with PLAN 2.

Four staff took part in Cultural Competencies training with the Aboriginal Education Consultative Group.

Executive staff were trained in Growth Coaching to further enable them to assist staff development.

Staff have engaged in future focused learning with a focus on quality pedagogy which emphasises collaboration, critical thinking, creativity and communication, to equip our students to successfully meet the challenges of the future. All staff were trained in "Minds Wide Open".

All staff engaged in training along with the Lakes Learning Community in "Trauma Informed Practice".

Staff have been trained in developing milestones and evaluating those milestones using the School Excellence framework.

Teacher accreditation

Staff at Gwandalan PS are at various career stages. There are new scheme teachers who are seeking accreditation, teachers who are maintaining their accreditation and a number of staff who will need to be accredited in 2019. 2 Staff gained their accreditation at competent in 2018.

The Performance Development Framework process was consolidated with all staff in 2018. Teachers set goals and presented evidence of their progress toward meeting those goals. Goals were linked to the Professional Standards, which enabled teachers to develop greater understanding of the standards in preparation for accreditation. The school executive completed some training in the accreditation process.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	176,246
Revenue	3,717,675
Appropriation	3,503,414
Sale of Goods and Services	57,837
Grants and Contributions	154,436
Gain and Loss	0
Other Revenue	0
Investment Income	1,988
Expenses	-3,633,820
Recurrent Expenses	-3,633,820
Employee Related	-3,232,441
Operating Expenses	-401,378
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	83,855
Balance Carried Forward	260,101

Gwandalan Public School ensures it complies with the Department of Education policies and procedures and processes are in place for effective use of finance to establish a positive impact on the learning and wellbeing of students. Expenditure of funds in 2018 and identifiable patterns included:

- Majority of our RAM equity in 2018 has been spent on funding Early Action for Success.
- Funding SLSO's through integration funding increased.
- A teacher was funded for part of the year to strengthen the implementation of the Positive Behaviour for Learning program.
- Technology was updated in classroom with the purchase of 10 Commboxes.

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	2,673,214
Base Per Capita	70,773
Base Location	0
Other Base	2,602,441
Equity Total	476,956
Equity Aboriginal	42,263
Equity Socio economic	294,195
Equity Language	4,899
Equity Disability	135,599
Targeted Total	214,020
Other Total	110,784
Grand Total	3,474,974

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.

NAPLAN results for both Years 3 and 5 show an over-representation of students in the middle bands. The focus in 2019 will be 'bumping' those students up into the top two bands.

NAPLAN results for both Years 3 and 5 show an over-

representation of students in the middle bands. The focus in 2019 will be 'bumping' those students up into the top two bands.

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

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

Gwandalan Public School has shown an improvement from 13.64% of Aboriginal students in the top two band in 2017, to 12% in 2018. There will continue to be a focus in 2019 on achieving the Premier's target, of 30%.

Parent/caregiver, student, teacher satisfaction

Our Partners in Learning Parent survey indicates a high level of parent satisfaction in some areas. The measures of 'Parents Support Learning at Home', 'School Supports Learning', 'School Supports Positive Behaviour' and 'Safety at School' all score a 7 or above, where 10 indicates strong agreement and 5 indicates neutral. 'Parents Support Learning' at home scored 1.1 above the state average. We are concerned with the score of only 6.9 for 'Parents Feel Welcome' and this will be an area we will focus on in the next planning cycle.

Students Tell Them From Me surveys indicate mixed results. A notable result was only 57% of students perceived they participated in extra curricula activities as compared to the state norm of 55%. 92% of students valued school outcomes. 81% of students believed they tried hard to achieve at school. 79% of students had positive behaviour and 73% thought they had friends who helped them make positive choices.

Most concerning was a result of 43% for students who perceived that they were bullied. The highest result for groups showed 51% of year 5 girls perceived that they were bullied. This will be a focus for 2019.

The Focus on Learning Teacher Survey indicated mixed results. However, encouragingly results for the driver of 'Data Informed Practice', 'Technology' and 'Parent Involvement' were above state average. We were concerned that the drivers of 'Collaboration' and 'Learning Culture' were below state average. This will be a focus for 2019.



Policy requirements

Aboriginal education

The Aboriginal student population of Gwandalan Public School reached 44 students during 2018.

In 2018 our school provided opportunities for students and staff to develop understanding and respect for Aboriginal and Torres Strait Islander histories and cultures, promoting reconciliation and fostering positive relationships and sense of connectedness with our school. In 2019 we will continue to develop our plan to empower all students to achieve and thrive.

School Learning Support Officer, Leah Ingram and Teacher, Jennifer Pooley, have worked to consolidate and strengthen many initiatives related to Aboriginal Education. Many of our staff have joined our School Aboriginal Education Committee. Parents and family members, also Elders of our community, have attended meetings with our principal and staff. We have sought advice and guidance from them regarding enhancing and strengthening our school and community relationships. Several staff members regularly attend the local AECG meetings, further enhancing and developing our community network.

Throughout 2018 Gwandalan Public School was part of the 'Ngara Wumara' research project. The project was based around four areas that underscore Indigenous students thriving in educational settings. Our staff attended professional learning that better developed their knowledge and confidence, in teaching Aboriginal perspectives across the curriculum. Sessions of School Development Days were dedicated to the development of our Local Aboriginal Curricula.

Consultation with Community Elders for an Aboriginal Bush Garden have begun.

As part of NAIDOC Week celebrations Mrs Ingram planned a whole school Cultural awareness program. All students were involved in a range of Indigenous cultural activities that included food tasting, art, weaving, beading and games. Students wore a t-shirt in the colours of the Aboriginal flag i.e. red, black or yellow.

In 2018 three Aboriginal students held positions of responsibility. Two Sports Captains and School Captain. Our Aboriginal students represented our school in many sporting events. In the Regional Public

Speaking Competition, Annalise Redman in Year 6, represented Gwandalan Public School and won the competition with her speech about Multicultural Perspectives.

Students in Years 3 – 6 attended the Bilby Bash at Budgewoi and our Senior Aboriginal Dance Group performed, receiving tumultuous applause. The dance group also performed at 'The Central Coast Dance Festival' over two evenings. Students in Year 5 & 6 attended Gibalee Day held at Mannering Park, our dance group again, performing admirably. Our infant students K–2 went to the Aboriginal and Torres Strait Islander Children's Day, enjoying a wide variety of activities. In Term 2, Adam Ingram visited the school to teach didgeridoo to both Aboriginal and Non Aboriginal boys each Wednesday.

Multicultural and anti-racism education

Gwandalan Public School's implementation of the Multicultural Education and Anti-racism Policies have included:

- Classrooms that promote intercultural understanding and respect for diversity.
- Teachers providing a differentiated curriculum to support students from diverse backgrounds.
- A whole school commitment to Supported Students, Successful Students and the Wellbeing Framework.
- Trained Anti Racism Contact Officer available to all.
- A range of strategies have been incorporated in the school's communication with parents/carers and community members from culturally diverse backgrounds.

In March, Harmony Day was celebrated throughout the school where a variety of activities were enjoyed across the school to encourage students to understand how all Australians from diverse backgrounds equally belong to and enrich our nation.

Other school programs

Targeted Social Programs

The Crew Boys Group

The Crew was a wellbeing program for Year 6 boys which provided experience that led to a pathway to self-awareness, and increased self-confidence and social functioning.

The program helped support young boys in finding their grounding, learning how to centre oneself, learning how to self-manage in social settings and understanding the benefits of physical activity. Topics covered in the program included:

- Developing a growth mindset
- Sensible and safe use of social media
- Teamwork and conflict resolution
- Body image and peer pressure

Each session finished with a reflection and various fitness activities.

At completion of this program, students demonstrated greater confidence and awareness of themselves as they prepared for future endeavours going into high school

Malala Girls Group

As part of Gwandalan Public Schools wellbeing portfolio in 2018 the Malala Girls Group was initiated to assist our students in celebrating their uniqueness. Selected students were invited to participate in the program. Each Wednesday afternoon during term 4 the girls met with two mentors and explored a vast array of topics on social and emotional wellbeing. Each session was held within a trusting environment in which members could openly share their thoughts, visions and dreams. Each session included discussions and activities aimed at improving the students' self-esteem, understanding of relationships and empowering the participants to make positive life choices as they transition into high school.

. Topics covered included:

- Exploring our identity
- Developing a growth mindset
- The dangers of social media
- Friendships and relationships
- Teamwork and conflict resolution
- Body image and peer pressure
- Graduation and reflection.

On completion of the program the students reflected on their increased self-esteem, self-awareness and empathy towards others. They were able to communicate the standard of behaviour, ethics and achievement which help us to be successful.

Drumbeat

Throughout 2018 Gwandalan Public School were involved in a wellbeing initiative offered by Uniting. The program focussed around music therapy and students learned to play the Djembe drums. During each session, time was allocated for discussion and exploration on a variety of topics ranging from friendships, growth mindset, making positive choices and general wellbeing. Two groups were held each Wednesday for stage 2 and 3 and were made up of eight to ten male and female students. On completion of the program students performed several pieces for their peers and teachers.

Sport

2018 was a wonderfully successful and rewarding year for the students of Gwandalan Public School. Our school participated in a wide variety of sporting pursuits including Rugby League, Australian Rules, Touch Football, boys' Cricket, girls' Cricket, girls' Rugby League, Swimming, Cross Country running, Athletics, boys' Soccer, girls' Soccer, Netball, boys' Oz tag, Surf Awareness days and girls' Oz tag. All students involved thoroughly enjoyed the experience.

The Open Boys Rugby League team progressed to final of the Central Coast All Schools competition. This was a wonderful achievement for our team to reach this stage, only to be beaten by the first try scorer rule. It was wonderful to see students committing to training and parents willing to assist at gala days, knockouts and carnivals.

It was extremely pleasing to witness numerous students representing Wallarah Zone PSSA. Students from our school represented the zone in Athletics, Swimming Cross Country, Touch Football, Rugby League, Hockey, Orienteering and Soccer. A clear highlight was year 5 student Tori Adamson making Sydney North Regional Hockey team in 2018. An outstanding effort from this student to reach this level and compete at the state carnival held in Term 3. Mr. Vine also travelled as coach of the Sydney North Regional Rugby League team to Kingscliff to compete in the NSW state carnival, where the team achieved a great result, finishing 3rd overall.

Weekly sport at G.P.S has enabled all students to consolidate skills and techniques while having fun and competing against fellow students. Weekly sport included visits to nearby Point Wolstoncroft Sport and Recreation Centre. Students walked to the venue where they rotated between activities such as Fishing, Tennis, Swimming, Kayaking, Rock climbing, Orienteering, Disk Golf and Archery. We thank the management of Point Wolstoncroft for their continued support of our school and for the opportunity to use this wonderful facility.

It has been extremely pleasing to see students becoming involved in sport outside school hours, which they were first given the opportunity to play when at Gwandalan Public School. Students at our school were provided with a wide variety of opportunities to develop their skills. These included regular visits by the Rugby League development team, attendance at boys and girls Oz tag carnivals, AFL development officer visits, Soccer development officer visits, Milo cricket events and the swimming scheme for beginning swimmers. The Backyard League program was very popular amongst students, with Mark O'Meley from the National Rugby League development team visiting the school and providing each student with a free steeden football at the conclusion of the program. Students also participated in activities such as Gymnastics and Soccer through the Sporting Schools grant allocation. Specialized coaches visited the school and provided expertise in various sports.

Gwandalan Public School was very fortunate to be selected to have specials visits to our school by the Sydney Roosters and South Sydney Rabbitohs NRL teams. Visits included a focus on healthy eating, anti-bullying and overall wellbeing. The visits coincided with visits from oral hygiene specialists who gave informative talks to all students regarding the importance of brushing teeth properly. Five students from our school were selected to meet the Rabbitohs players and film a promotion for oral hygiene during term 2. The students were also selected to run onto the

playing surface with an NRL player during a game held at Gosford in May 2018.

Gwandalan Public School continued to be involved in the Premiers Sporting Challenge in 2018. Children enjoyed the process of recording their daily physical activity over a ten week period and were encouraged to participate in a variety of sport and games. We look forward to our schools continued involvement in this program in the future.

Thank you to all parents and community members who supported our school in all sporting areas in 2018. We look forward to continued support.

Wade Vine

G.P.S Sports Coordinator