

Gloucester Public School Annual Report



2018



7303

Introduction

The Annual Report for 2018 is provided to the community of Gloucester Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

Excelsior

Our journey for excellence is strategically planned to build each individual's capabilities, ensuring all have an active role in their own learning. We strive to collectively build student resilience as collaborative members of our school and the wider community.

Strongly focused on learning opportunities that are engaging and evidenced-based, our integrated and explicit teaching methods include the sophisticated analysis of student engagement and learning growth.

Our progressive, vibrant community acknowledges that teachers can transform the lives of students, build educational aspiration and improve student learning outcomes.

School context

We are proud of our school and what it has to offer, both in academic and sporting excellence. We provide an environment which is safe and respectful, where students can achieve their full potential.

Gloucester Public School (GPS) provides excellence, opportunity and success in an innovative and caring environment. Our school has had a fluctuating population over the last 5 years and currently has 315 students (16% Aboriginal). This is small enough to ensure every child experiences success, while benefiting from being part of the largest educational system in the southern hemisphere. With our culture of effective performance and development, we nurture and support quality teaching and school leadership, focus on improving student outcomes, ensure consistent evaluation and feedback and strive for continuous improvement.

GPS is situated in a rural farming and mining community at the foot of the Bucketts Mountain range. Our community is family orientated, supportive and conservative. We value community involvement and partnerships and are part of the Bucketts Way Community of Schools (BWCoS). GPS consists of all permanent buildings, all single storey, has easy access, wet weather access, an assembly hall, interactive whiteboards and air conditioning in all learning spaces. Our dedicated healthy canteen is open 3 days a week and operated by our devoted and supportive Parents and Citizens Association (P&C). Our school has high expectations, an active student body and dynamic and experienced staff. We value diverse learning opportunities, offering music to all students, numeracy and literacy intervention programs, an award winning choir, multiple sporting opportunities, a dedicated computer lab, gardening club, external competitions and extracurricular activities, the Windstar's band, a Schools Spectacular team, an active learning and support team and a full time learning and support teacher. We are fortunate to have actively engaged Aboriginal parents and carers, and staff who identify as Aboriginal. We seek guidance from our Aboriginal community, ensuring strong connections.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our three strategic directions for 2018–2020, '*Collectively Acquiring Excellence, Engaged and Progressive Educators and Vibrant Collaborative Community*' are core to our planning and continuous improvement. Our school plan was written in collaboration with the BWCoS through collegial planning and in consultation with students, parents/carers and school community members. Information was gathered from data – internal and external, surveys, focus groups, P&C meetings, staff/stage meetings, the Student Representative Council (SRC) and multiple smaller sources around the school community.

Our school plan was written to correspond with DoE reforms including Great Teaching Inspired Learning, the Australian Professional Standards for Teachers, Wellbeing Framework, Performance and Development Framework, School Excellence Framework (SEF), Quality Teaching Successful Students (QTSS) and Public Schools Strategic Directions 2018–2020. As a school we have collaboratively gauged our progress against the SEF.

Learning

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

Teaching

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

professional dialogue, reflected on classroom observations and gained constructive feedback to evaluate current practices. Teachers participated in professional learning throughout the year and our beginning teachers were provided with targeted support by mentors and professional learning opportunities, to support their accreditation and professional growth.

Leading

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

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

Collectively acquiring excellence

Purpose

To develop a school culture that is strongly focused on learning, the building of educational aspiration and acquiring excellence across the curriculum. To enhance whole school processes to ensure all can succeed and learn as valued members of our community, while promoting equity and high expectations.

Overall summary of progress

The school-wide focus on high expectations demonstrates our commitment to a school culture that is strongly focused on learning and acquiring excellence across the curriculum. This is to ensure high quality learning experiences where all students make consistent progress and improve learning outcomes. In 2018, we began implementation of evidence-based literacy programs to systematically and explicitly teach phonics and phonemic awareness skills in small group and whole class settings. Additional School Learning Support Officers (SLSOs) were employed across all classrooms and in particular Kindergarten rooms, establishing effective transition processes and observing changes in learning behaviours and outcomes. Additional programs and strategies offered differentiated learning pathways for students both in literacy and numeracy allowing for enrichment and additional learning support. A whole school integrated approach to writing (Seven Steps to Writing Success) with tailored high-quality professional learning, online support and effective assessment through consistent teacher judgement and analysis of growth data was implemented. A whole school evidence-based approach providing intensive literacy strategies and effective teaching methods was used to facilitate consistent whole school improvement. Professional learning was provided on data analysis and interpretation to guide literacy intervention programs. Initialit was implemented across Kindergarten. MiniLit was implemented by a trained SLSO as an intervention program to assist student to demonstrate mastery through the explicit teaching of correction of errors and misunderstandings as evidenced by progressive assessments. Professional learning was provided to members of staff in the delivery of MacqLit, which was implemented across Stages 2 and 3 in small group contexts. MultiLit was delivered by the Learning and Support Teacher (LaST) for individual students requiring intensive intervention strategies. Peer reading three times a week promoted co-operative relationships between Stage 3 and Stage 1 students, while encouraging daily reading and improved fluency. The QuickSmart mathematics intervention program, with a paid facilitator and parent/carer and community volunteers, guided student engagement and mathematical fluency, providing excellent growth data for selected and tracked students. Numeracy assessment results indicated a strong gain for students with the effect size showing substantial improvement. Newman's prompts, balanced numeracy sessions and a weekly NAPLAN language question for all stages created daily metalanguage, consistency and daily explicit quality teaching. In consultation with the community, an additional temporary teacher was employed throughout 2018. The additional teacher has had an impact with improved suspension and welfare data, given students additional programs both in school and extra curricular (e.g. Science & Engineering Challenge) and allowed staff to work more collaboratively and apply a variety of innovative solutions and practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the school based writing assessment score by 30% from 2018 to 2020.	Equity \$52,211.00 Aboriginal Background \$6500 Numeracy and Literacy Funds \$7616	<p>The program has been successful as the students are positively engaged and excited about writing. All students have grown in their capacity to write. All students have a greater understanding of what is required in a narrative or persuasive piece of writing. Growth data from Seven Steps to Writing Success indicates 5% growth in narrative texts during Term 1 2018. Growth data indicated 47% of students increased their post-Seven Steps test score by one or more NAPLAN bands, with 17% improving by two or more bands. Term 2 and 3 data of student growth in persuasive writing showed an improvement of 6.8%.</p> <p>The greatest areas of improvement in the NAPLAN marking criteria were achieved in paragraphing, punctuations, sentence structure and text structure.</p> <p>It was determined that Seven Steps is not as</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the school based writing assessment score by 30% from 2018 to 2020.		appropriate/effective for Kindergarten. We found that it is difficult for younger students to correctly form sentences. Orally, Seven Steps to Writing Success can be effective, however, to write is at times beyond the capacity of Early Stage 1 students. GPS staff will re-evaluate the program in 2019.
<p>Increase the percentage of Year 5 students at proficient standard in NAPLAN numeracy from 24% in 2017 to 39% in 2020.</p> <p>Selected and tracked students participating in numeracy intervention programs will achieve academic growth of two to four years in one year.</p>	<p>Aboriginal background \$22,000</p> <p>Equity \$82,388</p>	<p>68.2% of Year 5 students performed at or above expected growth compared to State average of 59.8%.</p> <p>27.3% of Year 5 students performed at proficient standard in numeracy in 2018 compared to 24.1% in 2017.</p> <p>When looking at the Premier's Priorities for 8% improvement in students in the Top 2 bands for NAPLAN numeracy, GPS is on track with a 7% improvement since 2015 for Year 5 students and exceeding targets in Year 3 results with a massive 18% improvement since 2015 .</p> <p>Maths growth data for students on the numeracy intervention program (QuickSmart) shows that students made substantial growth when analysing the Effect Size of students response rates and accuracy rates in the comparisons of pre-test versus post-test data.</p> <p>In analysing average Effect Size (0.4 is an average score for one year's growth) of results of student response times across all number operations, there was an exceptional result of 1.72. This is approximately four years growth in a twelve month period.</p> <p>A substantial average Effect Size of 1.23 was also shown in students accuracy rates across all number operations. This is approximately three years growth in a twelve month period.</p> <p>This data shows fantastic student growth during this program. This program will continue in 2019.</p>
Selected and tracked students participating in literacy intervention programs will achieve reading and fluency growth of twelve months in a six month period.	<p>Aboriginal Background \$8852</p> <p>Equity \$75,500</p>	<p>InitialLit (Kindergarten) – All students have shown significant growth. 93% of students are performing at 80% and above for review testing. 7% of students are performing below expected level. These students did not grow due to attendance or other issues.</p> <p>MiniLit (Year 1) – All students have shown significant growth. Students are performing at or above their chronological age in phonemic awareness. All have made an average 12 month gains within 6 months.</p> <p>MultiLit – Students are identified for this program as having the most significant learning needs. The program is used on a one-to-one basis with the Learning and Support teacher. These students showed significant growth, with accuracy, reading</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Selected and tracked students participating in literacy intervention programs will achieve reading and fluency growth of twelve months in a six month period.		<p>rate and comprehension growth of 1–2 years in a six month period.</p> <p>MacqLit (Years 3–6) small group intervention – All students using the PAT comprehension from this program have shown above expected growth. 2 students did not grow due to attendance or other issues.</p>

Next Steps

Continue the Seven Steps to Writing Success program K–6 using the Track My Success data analysis tool to ascertain student growth and improvement.

Continue the QuickSmart program for primary students and provide staff with additional professional learning. Continue to gain growth data for students on the program.

Continue with the InitialLit program in Kindergarten and start the InitialLit One program for all Year 1 students. Provide professional learning for two Stage 1 teachers to ensure that staff are ready to start InitialLit Two in 2020.

Continue the MiniLit small group intervention program across Stage 1.

Continue to provide individual support for students working with the Learning and Support Teacher using the MultiLit program.

Continue the MacqLit program for identified Stage 2 and 3 students for 4 days a week.

Continue to implement PAT maths, spelling and reading assessments across the school and ensure professional learning is provided in data analysis, Hattie's effect size data information and success criteria;



Strategic Direction 2

Engaged and progressive educators

Purpose

To enhance the capacity of all staff to implement effective and explicit evidence-based methods and strategies. To engage in contemporary pedagogy that promotes, nurtures and supports collaboration and feedback, sustaining quality teaching practices.

Overall summary of progress

The Australian Professional Standards and the Quality Teaching Framework aligned directly to our second strategic direction. Professional dialogue at collaborative stage planning days and weekly alternate staff/stage meetings embedded our use of reflective feedback, observation, professional goal setting and consistent professional judgment. Quality Teaching Rounds were introduced with all staff, with a team of staff members implementing evidence-based strategies to collaborate, reflect and improve quality teaching practices. Research was drawn upon to analyse and refine classroom and assessment practices using the Quality Teaching pedagogical framework. Throughout the year, staff and stage meetings were dedicated to the implementation of the whole school evidence-based approach to writing. This was supported using professional learning, scope and continuum development and effective assessment using the 'Track My Success' tool to analyse growth data.

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

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

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>The school improves from delivering to sustaining and growing in the School Excellence Framework Learning domain, in the element of Student Performance Measures.</p> <p>The school improves from delivering to sustaining and growing in the School Excellence Framework Teaching domain, in the element of Effective Classroom Practice.</p>	<p>QTSS Funds \$62,749</p> <p>Aboriginal Background \$3535</p>	<p>Teachers collaborate across stage teams to develop and evaluate programs and teaching experiences to enhance students learning. They use student data to inform lesson planning, as evidenced by the whole-school corporate programming and a focus on student growth, and expected growth on internal school achievement data.</p> <p>All teaching staff continue to work towards enhancing students understanding of growth and achievement measures through analysis of work samples and individual growth, and the use of summative and formative assessment.</p> <p>Quality Teaching Rounds model pedagogy, guide teaching and assessment and enhance teacher learning while refining teaching practice. QTR helped facilitate a common understanding and a common language across the school setting. Collaboration allowed participants to explore deeply the pedagogy that is happening at GPS and link this to the school targets to inform improvement measures.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>The school improves from delivering to sustaining and growing in the School Excellence Framework Learning domain, in the element of Student Performance Measures.</p> <p>The school improves from delivering to sustaining and growing in the School Excellence Framework Teaching domain, in the element of Effective Classroom Practice.</p>		<p>School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.</p> <p>38% of GPS students performed in the Top 2 bands for NAPLAN in reading and numeracy.</p>
<p>An increase in collective responsibility and collaboration focusing on writing using Public Used Data Collective Responsibility survey.</p>		<p>Staff have participated in a variety of professional learning opportunities around Seven Steps to Writing Success, from specific training days, designated staff/stage meetings for collaboration, professional discussion and consistent teacher judgement, data analysis and the use of NAPLAN writing criteria to evaluate student writing samples.</p> <p>Staff are using NAPLAN marking criteria more effectively and take collective responsibility for marking across stages to gain precise growth data in writing, reading comprehension and numeracy.</p> <p>All staff are implementing new writing programs into the weekly teaching and learning activities and are using whole-school assessment models to track individual student growth.</p>
<p>Increase the percentage of Year 5 students at proficient standard in NAPLAN writing from 11% in 2017 to 34% in 2020.</p>	<p>Equity \$3800</p>	<p>While internal assessments of writing showed great improvements through the Seven Steps program, we have not yet seen this flow into NAPLAN results in 2018 with 5% of students achieving Top 2 bands in Year 5. This was a major shift in teaching writing which occurred only months prior to NAPLAN 2018. We are expecting to see greater results as the students become more familiar with the writing program into 2019–2020.</p> <p>Internal assessment/growth data indicated 47% of students increased their post–Seven Steps test score by one or more NAPLAN bands, with 17% improving by two or more bands. Term 2 and 3 data of student growth in persuasive writing showed an improvement of 6.8%.</p> <p>The greatest areas of improvement in the NAPLAN marking criteria were achieved in paragraphing, punctuations, sentence structure and text structure.</p>

Next Steps

- Continue to implement the whole school evidenced based Seven Steps to Writing Success program with continued professional learning and collegial support and the use of the effective assessment tool 'Track My Success' to analyse growth data.
- Continue Quality Teaching Rounds to support staff and enhance quality teaching.
- Continue to implement Collaborative planning days each term to provide professional learning and dialogue around educational impact and Quality Teaching.

Strategic Direction 3

Vibrant collaborative community

Purpose

To enhance a school wide culture of high expectations, and a shared sense of responsibility for student engagement, learning and success.

Overall summary of progress

Our school has comprehensive and inclusive strategies which create an optimum learning environment with clearly defined expectations across the school community. Professional dialogue with staff, students and parents/carers regarding behaviours, attitudes and expectations enhance wellbeing and lead to improved student outcomes. To support continuity of learning at transition points, teachers, parents/carers and students engage in successful collaborations with feeder high schools and preschools to share information. Positive, respectful relationships are evident and widespread amongst students and staff and promote student wellbeing to ensure optimum conditions for student learning. Students are working towards developing clear learning intentions and success criteria to become responsible, engaged and active learners. Staff understand what they need to do to help address the school plan's and strategic directions and meet the school's improvement measures. Professional learning is aligned with Professional Development Plans (PDPs) to ensure the school's strategic priorities are achieved.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school is able to evidence growth from delivering to sustaining and growing in the Leading domain elements of Educational Leadership and School Planning, Implementation and Reporting, within the School Excellence Framework.	Equity \$5400	<p>The school leadership team has engaged in professional learning with Quality Teaching Rounds (QTR). All teaching staff were then introduced to QTR and a multi-stage team was formed with one round of Quality Teaching completed in Terms 3 and 4. This allowed for participating staff to develop significant improvements in the quality of teaching and have positive impacts on teacher morale and school culture.</p> <p>Staff have participated in a variety of professional learning opportunities, including training days, professional discussions around the use of NAPLAN marking criteria, the analysis of collated data, and the implementation of a whole school teaching focus through this program.</p> <p>Staff have been supported in the development of teaching and learning programs and the delivery of such programs into weekly classroom activities. The specific language around writing is now familiar with students across Year 1–6 and staff use this to support student understanding. This language is also consistently used in aspects of homework and in all forms of parents contact.</p> <p>Both staff and students have showed a real engagement with this program, with all staff implementing this into classrooms through teaching programs and data sources demonstrate improved results for writing.</p> <p>The Track My Success reports show that student growth in narrative writing has improved by 5% and student growth in persuasive writing has improved by 6.8%. Communicated to community through newsletters.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school is able to evidence growth from delivering to sustaining and growing in the Leading domain elements of Educational Leadership and School Planning, Implementation and Reporting, within the School Excellence Framework.		Collaborative planning days support student progress and achievement and high-quality service delivery.
The school is able to evidence growth from delivering to sustaining and growing in the Learning domain element of Wellbeing; and is validated at sustaining and growing in the Learning domain element of Learning Culture, within the School Excellence Framework.	Equity \$3560 Aboriginal Background \$3600	<p>Teaching staff worked collaboratively to engage in student writing data, collectively analysing results and reflecting on teaching practice.</p> <p>Positive, respectful relationships are evident across the school and expectations of behaviour are developed with students, staff and the school community.</p> <p>GPS expectations are explicit, consistent and applied across the whole school to ensure optimum conditions for student learning.</p> <p>All teachers worked with parents/carers of Aboriginal students to create jointly constructed Personalised Learning Plans to plan for learning and set mutually agreed targets for student achievement.</p> <p>Our Skoolbag app continues to have a good following, with 745 devices accessing this app. It allows for fast and effective communication from the school to reach our parent and community body with school-based information.</p> <p>We have met our target of employing additional support staff to work with individual students and classes to support student learning.</p> <p>Kindergarten Orientation and SmoothStart programs continues to work well.</p> <p>Our Orientation to High School programs for Year 6 continue to be a comprehensive way to support student transition to secondary schooling. We are looking to make improvements to this program in collaboration with the high school and are planning to hold meetings early in 2019 around evaluating this process.</p> <p>Staff continue to work closely with students and their families to uphold clear expectations for behaviour and learning, collaborating regularly with parents about their students development at school.</p>

Next Steps

Continue with high expectations across the school and professional dialogue with staff, students, parents/carers regarding behaviour, attitudes and enhancing wellbeing. Continue using the Skoolbag app to engage and communicate with the whole school community. Continue ensuring 8 Ways of Knowing is implemented across the curriculum 2018–2020. Continue to improve and ensure quality relationships at transition points into primary school and exiting GPS to high school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • School Learning Support Officer (SLSO) who identifies as Aboriginal in the majority of classrooms • NAIDOC Day celebrations and resources • Student assistance • Aboriginal Art/Dance group • Crunch and Sip – fruit purchased weekly for all students • Lego packs for the Lego Club established by Mission Australia • literacy and numeracy resources with an Aboriginal focus • Aboriginal Personalised Learning Plans (PLPs) • Quick Smart numeracy intervention program, with an agreed percentage of Aboriginal students to increase engagement and achievement • Collaborative Planning Days • Executive Planning days • Quality Teaching Rounds • Additional support in classrooms employing SLSOs • Connecting to Country <p>\$60,146</p>	<ul style="list-style-type: none"> • Improved PLAN, SMART and school based assessment data throughout 2018. • School based assessment data showing student growth and improved student outcomes. • Value added NAPLAN data results show students excelling between Years 3 and 5 in 2018. • There was only twelve Year 3 Aboriginal students that sat NAPLAN in 2018 with 56% performing at proficient standard in reading, 22% at proficient standard in grammar and punctuation and spelling and 11% at proficient in numeracy and writing. • There was only eight Year 5 students that identified as Aboriginal who sat the NAPLAN assessment in 2018 with 20% performing at proficient standard in reading and grammar and punctuation.
Low level adjustment for disability	<ul style="list-style-type: none"> • Additional Kindergarten transition • Ensure the Learning and Support Teacher (LaST) is employed fulltime. Employ the LaST for half a day a week. • School Learning and Support Officer employed to work in Stage 3 classrooms for the year • InitialLit and InitialLit One programs and training purchased • Peer reading program • P to H high school transition program • MiniLit program resources • MacqLit program resources <p>\$39,971</p>	<ul style="list-style-type: none"> • School based assessment data showing student growth and improved student outcomes. • Clear learning and support processes that benefit all stakeholders. • Peer reading evidencing improvements in fluency and increasing strong relationships across the school setting. • Data analysis informs and supports students' successful transitions from preschool to GPS and GPS to high school.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • collaborative staff planning days focused on professional learning, teaching and learning programs and syllabus implementation. 	<ul style="list-style-type: none"> • Collaborative planning days and professional learning increased teacher capacity to identify and target student growth. • 100% of all teaching staff using the Australian professional standards and working towards accreditation, maintenance

<p>Quality Teaching, Successful Students (QTSS)</p>	<ul style="list-style-type: none"> • additional staff member to support programs in classrooms across the school and extra-curricular activities. <p>\$62,749</p>	<p>or higher.</p> <ul style="list-style-type: none"> • Teacher Professional Development Plans (PDPs) are supported by a coordinated whole school approach to develop professional practice and provide targeted professional learning
<p>Socio-economic background</p>	<ul style="list-style-type: none"> • Quick Smart facilitator to implement program • additional classroom teacher support • fruit purchased weekly for the Crunch and Sip program to support the Live Life Well @ School program • support and awards for the expectation system • Reading Eggs online program implemented across the school K-4 • Science and Engineering Challenge supported • 745 devices connected to the Skoolbag app across the community • additional administration support • MiniLit kit and professional learning • MiniLit Tutor for 2018 • MacqLit program 4 days a week • casual computer coordinator • Toots and Doods (Windstars) band conductor/coordinator • MultiLit Resources • student assistance • Smart Bots program • student leadership programs and events e.g. GRIP Leadership program • InitialLit program and resources • Additional WHS support • Collaborative Planning Days • Executive Planning Days • Additional funds to support with Library resources • Seven Steps to Writing Success program <p>\$193,186</p>	<ul style="list-style-type: none"> • Quick Smart data evidencing student growth for GPS students. • Crunch and Sip – 100% of all fruit eaten each week with lessons to reinforce healthy eating in PD lessons and classrooms. • increased communication and contact with members of the GPS and wider community. • high expectations for all, encouraging active and engaged citizens. • student assistance allowing all students to participate in all aspects of school life e.g. excursions, performances etc. • Using the Seven Steps to Writing Success program, 47% of students increased their NAPLAN scores by one or more bands against the NAPLAN writing criteria. In term 1, the average school growth in narrative writing improved by 5% and in Term 2, 7% in persuasive writing. • An additional staff member decreased numbers in classrooms and improved suspension data. In 2013, 1.22% of students were suspended compared to only 0.64% in 2018.
<p>Support for beginning teachers</p>	<ul style="list-style-type: none"> • Beginning teacher supported with 2 additional hours release a week for planning and professional development guided by the professional standards for teachers. Casual staff member employed to release an executive to support and mentor in 2018. 	<ul style="list-style-type: none"> • Beginning teacher supported with 2 hours per week additional release time for professional development guided by the Australian Professional Standards for Teachers • Beginning teacher planning and preparing for accreditation • Beginning teacher attended professional learning on behaviour management strategies.

Support for beginning teachers	\$11,062	<ul style="list-style-type: none">• Beginning teacher supported with 2 hours per week additional release time for professional development guided by the Australian Professional Standards for Teachers• Beginning teacher planning and preparing for accreditation• Beginning teacher attended professional learning on behaviour management strategies.
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	175	164	173	157
Girls	160	166	169	157

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.7	93.5	96.7	93.4
1	93.4	91.5	93	94.1
2	94.4	93.2	93.2	94
3	92.5	93.2	92.8	93
4	94.1	92.4	94.9	91.6
5	93.6	93	93	92.1
6	92.8	92.6	94	92.4
All Years	93.5	92.8	94	92.9
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

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

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.59
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	3.02

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

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

The stage teams met once a fortnight to engage with and review existing scope and continuums, reflecting on transference and developing appropriate learning experiences for students while engaging in professional and reflective dialogue. All staff engaged in online professional learning modules. The Learning and Support Teacher (LaST) attended external professional learning on Learning Centre/Difficulties professional learning, MacqLit training and a variety of online training modules to ensure personalised learning and support is provided across the school.

Changes to teacher capacity were evident by the quality of teaching and learning programs. Staff analysed NAPLAN school performance data, PAT assessment data, student writing using the NAPLAN marking criteria and school based assessment data in conjunction with student tracking information, to effectively plan and set targets to improve student outcomes. One Assistant Principal attended the Collegial Leadership Network (CLN) held on a termly basis to engage with school leaders in deeper reflection and analysis, building capacity to lead effective change and focus on student learning in the 21st century. Staff both casual, temporary and permanent worked closely with their supervisor and then the Principal to achieve accreditation and maintenance. Seven Steps to Writing Success professional learning was delivered throughout the year and Learning Progressions were a focus for professional learning in Term 3 and 4. All three Assistant Principals attended professional learning on Quality Teaching Rounds. Professional learning for all staff was then delivered by the executive staff with Quality Teaching Rounds established in Terms 3 and 4 . Two beginning staff members are in the process of gaining accreditation at the proficient career stage and all other staff members are now maintaining proficiency using the Australian Professional Standards for teachers.

Throughout 2018, approximately \$42,000 was spent on professional learning. Although the financial table information displays a differing amount, professional learning was acquired from additional sources such as RAM Aboriginal background, equity socio economic, beginning teacher and quality teaching, successful student funding. Professional learning included CLN and BWCoS meetings, primary principal (PPA) and principal network days, Quality Teaching Rounds, beginning teacher support and professional learning , collaborative stage planning days for all teaching staff, executive planning days, Learning Progressions professional learning in Newcastle, Seven Steps to Writing Success, CPR/Anaphylaxis training and InitialLit, InitialLit One and MacqLit professional learning.

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	324,730
Revenue	3,164,131
Appropriation	3,045,365
Sale of Goods and Services	9,565
Grants and Contributions	106,397
Gain and Loss	0
Other Revenue	0
Investment Income	2,804
Expenses	-3,016,413
Recurrent Expenses	-3,016,413
Employee Related	-2,677,056
Operating Expenses	-339,357
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	147,718
Balance Carried Forward	472,448

The school has a financial committee consisting of the Principal, an executive member and the School Administration Manager. Regular meetings are held to monitor the school finances in line with audit requirements. The new SAP portal and finance system has aided school planning. A copy of the schools finance statement is tabled at the annual general meeting of the school P&C in term one.. The school is currently saving for new playground equipment and a new sound system for the hall and under the COLA area.

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	2,208,690
Base Per Capita	66,132
Base Location	33,456
Other Base	2,109,103
Equity Total	387,005
Equity Aboriginal	60,146
Equity Socio economic	193,186
Equity Language	0
Equity Disability	133,672
Targeted Total	214,201
Other Total	105,099
Grand Total	2,914,995

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.

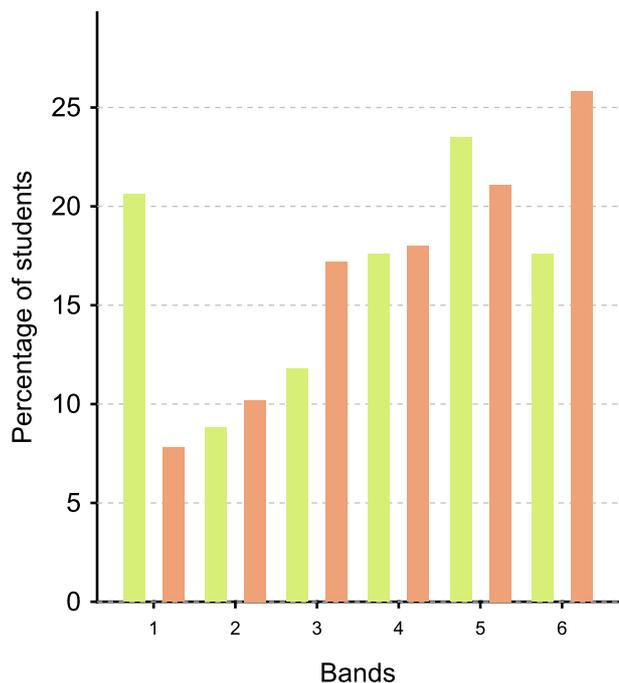
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

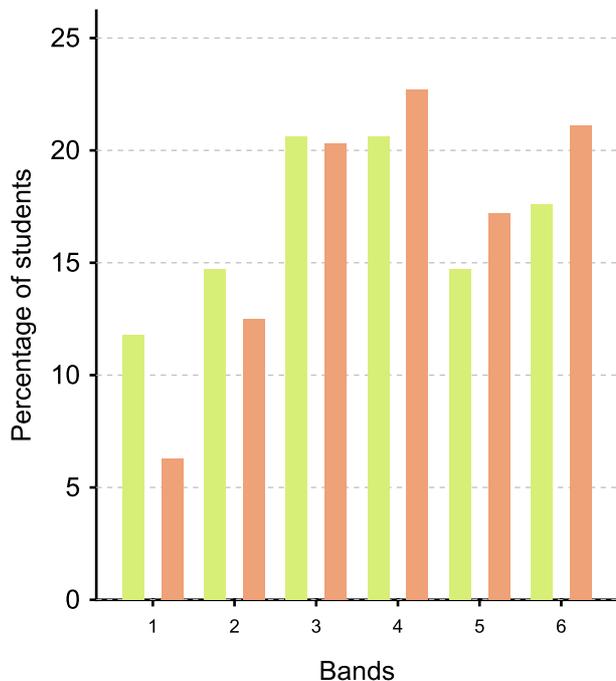
In 2018, we had some great results in NAPLAN, achieving above State average for Grammar &

Punctuation and Reading average scores. In spelling, 67% of GPS Year 5 students performed At or Above Expected Growth compared to State growth of 58%.

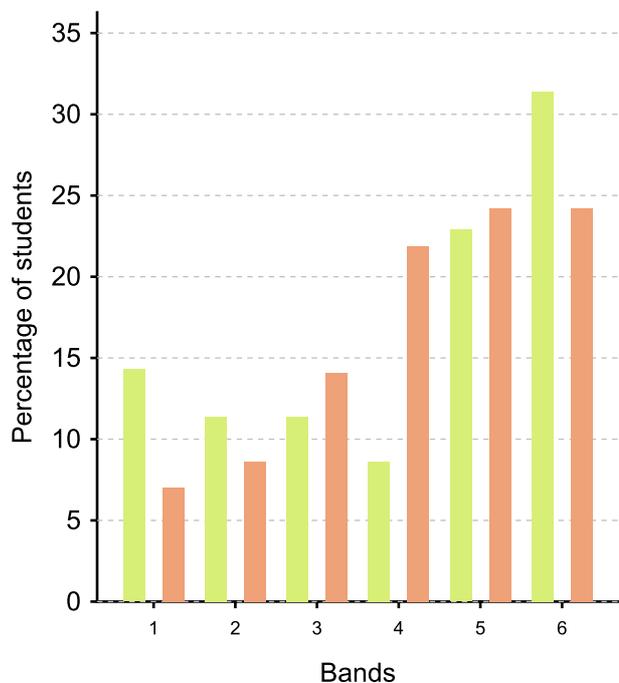
Percentage in bands:
Year 3 Grammar & Punctuation



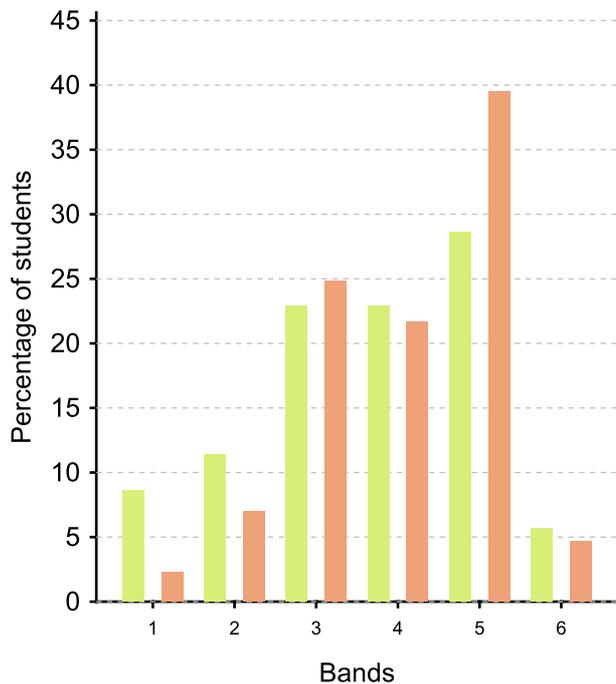
Percentage in bands:
Year 3 Spelling



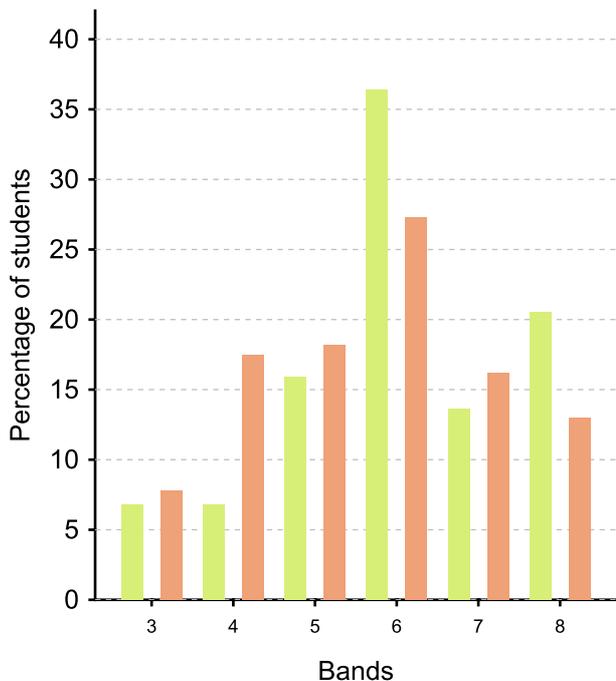
Percentage in bands:
Year 3 Reading



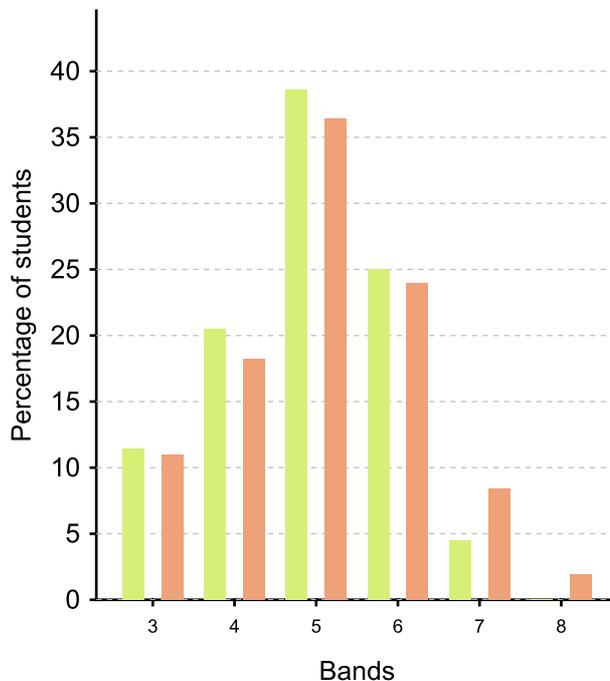
Percentage in bands:
Year 3 Writing



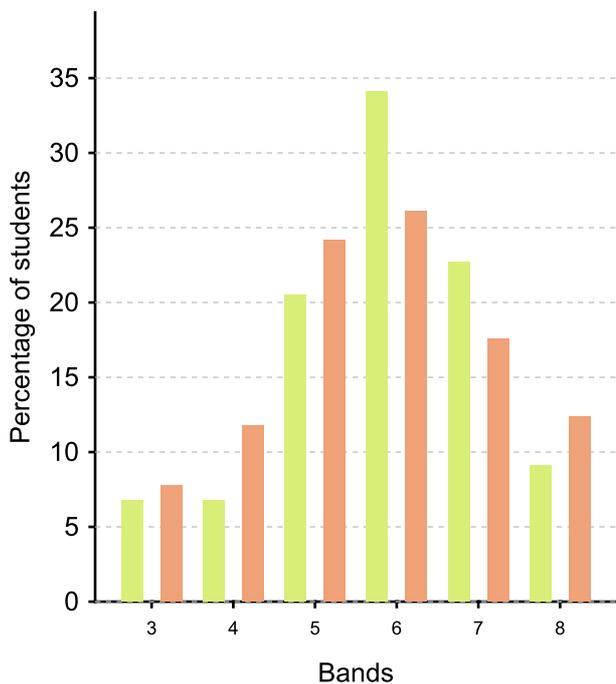
Percentage in bands:
Year 5 Grammar & Punctuation



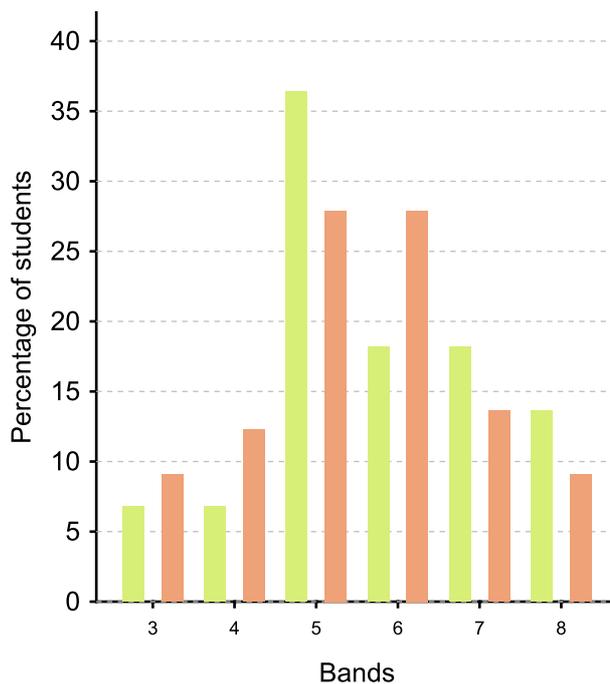
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Reading

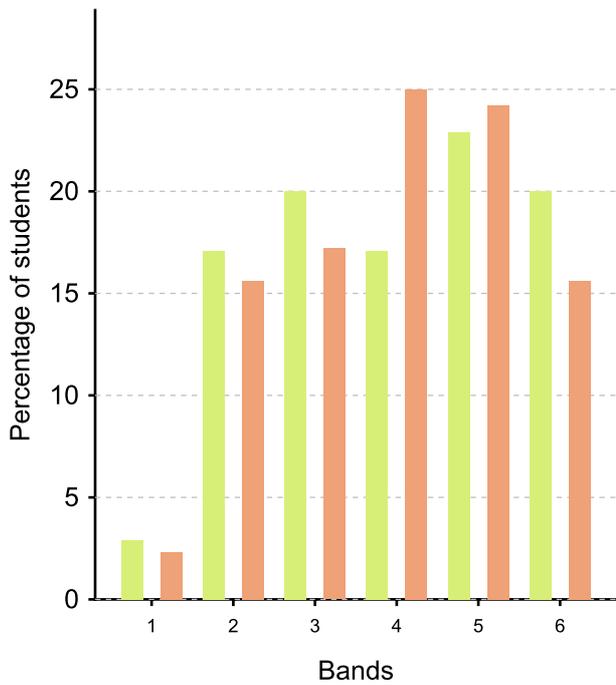


Percentage in bands:
Year 5 Spelling

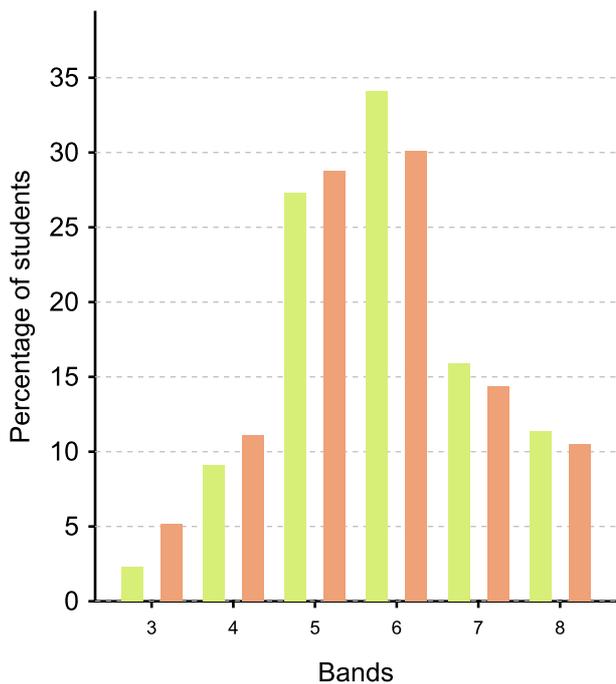


In numeracy, 68% of GPS Year 5 students performed At or Above Expected Growth compared to State growth of 60%. In Year 5 NAPLAN results, we had an Average NAPLAN score of 500.7, which was above that of the State Average of 493.7. Compared to 2017, this was a 24 point score improvement in 2018.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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

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

In 2018, in accordance with the *Premier's Priorities: Improving education results*, schools are required to report on their performance for the Top 2 NAPLAN bands in Reading and Numeracy.

When analysing data compared with the *Premier's Priority* of an 8% improvement of students in the top two NAPLAN bands for Reading and Numeracy by 2019, GPS is exceeding expectations, with over an 11% increase from 2015 to 2018. The Premier's Priorities target of at least 35% of students achieving in the Top 2 bands in Reading and Numeracy by 2019 was met in 2018, with GPS achieving 38%.

Our analysis of proficient data compared to Statistically Similar Schools Groups (SSSG) shows that on average in numeracy, GPS students in Year 3 performed 13.3% higher, in Reading 12% higher, in Grammar & Punctuation 7.7% higher, in Spelling 6.7% higher and in Writing 7% higher.

In Year 5, when compared to Statistically Similar Schools Groups (SSSG) GPS students performed 8% higher in numeracy, 6.5% higher in Reading, 6% higher in Grammar & Punctuation, and 5.5% higher in Writing.

We are working towards the *State Priority: Better Service – Improving Aboriginal Education Outcomes* to increase the number of Aboriginal students in the Top 2 bands for reading and numeracy to 30% by 2019, with GPS student achievement data showing an improvement of 12.5% in 2015 to 25% in 2018.



From 2018–2020, 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

Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of parents, students and teachers about the school.

The majority of parents and caregivers believe the school communicates well with school community. The school is always welcoming to parents and values the input of parents and carers in the learning experiences provided for students. The school is responsive to the needs of the whole school community and wellbeing of its students. Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

The Skoolbag App is used regularly to communicate current events and information about the school with an average of 1270 downloads from the app in a 60 day period.

Parents have responded with comments from the survey based around the school being clean and well-maintained, with enthusiastic staff and an approachable educational environment for their children.

Reporting to parents will be enhanced in 2019 in

Policy requirements

Aboriginal education

Gloucester Public School consistently engages with the local Aboriginal community and consults the local and wider community ensuring Aboriginal education is our core business. The school provides multiple opportunities for all students to increase their understanding (listed in Aboriginal Background funding section, within this report). We provide quality education and training for all staff, increased employment opportunities, employ an SLSO who identifies as Aboriginal and value and acknowledge Aboriginal education and culture. Our commitment provides all 52 students with personalised learning plans, NAIDOC celebrations, a bush tucker garden and a commitment to complete the Connecting to Country program in 2018–2020. 8 Ways of Knowing pedagogy was implemented in 2017 and continues to be a focus of our planning and implementation.



Multicultural and anti-racism education

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