

Gosford Public School

2019 Annual Report



GOSFORD PUBLIC SCHOOL

2049

Introduction

The Annual Report for 2019 is provided to the community of Gosford Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made 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.

School contact details

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Message from the principal

The Annual Report is an overview of the school's achievements, programs and activities for 2019. It describes the progress and success of students and the school, brought about by the commitment and dedication of our staff and enhanced by parent support and participation.

Students participated in a wide variety of activities throughout the year. Leadership, arts, environmental education, gifted and talented, cultural and sporting programs were all integrated within the Key Learning Areas to enhance classroom experiences.

The caring, friendly and committed staff of Gosford Public School collaborated in supporting school targets in literacy and numeracy, developing a deep understanding of the quality teaching framework and ensuring that learning experiences for students were engaging and of a high quality.

During 2019, our primary focus was on developing Quality Care strategies in line with what had been communicated via our School Plan. The goal being to provide our students and their families quality, well-rounded education where students were provided with the opportunity to achieve their maximum potential across all Key Learning Areas. The school's academic results in various internal and external literacy and numeracy assessments were again outstanding with our school being recognised as the top performing public school on the Central Coast, a fact we are always proud of. This success will be highlighted throughout this report. However, this is only one aspect of our approach to recognising and developing the individual talents of our students. Many of the enrichment programs we coordinate are discussed throughout the course of this report and contribute significantly to the positive and productive culture our school community enjoys.

Our teachers thoroughly deserve praise and recognition for the work they do and the dedication they demonstrate each day to ensuring that these opportunities occur. However, Gosford Public School is all about teamwork and without the efforts of a committed and supportive parent and community body led by a financially supportive Parents and Citizens Association many of the programs that are offered would not be delivered to the current high standard, if at all.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Brad Lewis – Principal

Message from the school community

Gosford Public School P&C consists of committed volunteers dedicated to ensuring the ongoing welfare of students, teachers and the wider learning community of which this great school forms an integral part.

These volunteers prepare and attend meetings, propose, consider and endorse important decisions for financial support, organise and help at special events and participate in many school committees. The P&C members also participate in

events beyond the school advocating for the best student outcomes and oversee generous volunteers and paid workers within areas such as the School Canteen and Uniform Shop.

It was an honour to be voted as the P&C President for the second time in 2019 and again have the opportunity to work with an amazing P & C executive (John Clissold – Vice-President, Beata Biala, Wendy Norris – Treasurer, Fiona Snare – Secretary) as well as all of the passionate, dedicated P & C members throughout this year.

Without the volunteers in and around our P & C our students and our school would not benefit as it currently does. I want to again sincerely thank all those who have been involved this year.

The P&C has had the pleasure to continue working with the School Executive, led by Brad Lewis as Principal and Peter Allen as Deputy Principal to financially assist with many initiatives throughout and around the school. This is made possible by the funds received from the Chapman Fund as well as fundraising days such as Mother's Day stall, Father's Day stall, Uniform Shop, and Canteen.

Initiatives supported, equating to over \$185,000 include – school hall targe extensions, school oval watering system, Athletics, buses for transport to events, additional technology, supporting the Chaplaincy Program, sporting programs, learning resources, Education Week breakfast, sporting equipment, outdoor learning spaces and many more.

The P & C will continue to work closely with GPS to investigate further initiatives, projects and opportunities to assist with funding etc, and invite all thoughts/ideas/suggestions to be submitted via our email address (gosfordpsandc@gmail.com) for consideration.

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

Lyndon Ainsworth – President

Message from the students

As the School leadership team, we would like to thank you all for your support over the past year we have had a fabulous time. It has been a privilege to be selected by you to represent and lead our school.

During the year, we have had the opportunity to get to know all the students and listen to their bright ideas to help make our school a fun place to learn and come to each day. We have enjoyed leading the SRC meetings, raising the flags each day, running the assemblies and representing our school on various occasions. One of the most memorable for us was ANZAC Day where we were able to lay the wreath together with the Gosford community to commemorate our fallen soldiers.

The Leadership team would like to especially thank Mr Lewis and all the teachers for their guidance during the year and we wish the future captains all the very best for 2020.

Our time at Gosford Public School has been an amazing experience which we will never forget.

School Captains –Lilla, Edward

Vice-Captains – Timothy, Pascale, Tilly, Caleb.

School background

School vision statement

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

School context

Gosford Public School is an active and supportive member of the Gosford City Learning Community (GCLC). Our diverse school population totals 513 students and is made up of approximately 46% of students from non-English speaking backgrounds and 6% of students who identify as Aboriginal.

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

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

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

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

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

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

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

Strategic Direction 1

Quality Systems

Purpose

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

School Excellence Framework v2 links:

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

State Strategic Plan links:

Goals – 1, 8 and 9

Premier's and State priorities:

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

Improvement Measures

TTFM data indicates that the school leadership structures has improved educational leadership:

- educational leadership – 2017 baseline 66% – target 2020 85%.

TTFM data indicates that the school has improved parental input into or opinions about :

- school planning – 2017 baseline 19% – target 2020, 50%
- development or review of school policies – 2017 baseline 18% – target 2020, 49%
- teaching practices – 2017 baseline 11% – target 2020, 35%.

Progress towards achieving improvement measures

Process 1: Implement and embed systems practices that are – accountable, transparent, consistent, evidence-based and sustainable.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| <p>The Gosford Public School Induction Program (GPSIP) for staff has been deemed highly successful in preparing and supporting early career teachers on the path to accreditation at Proficient Teacher level. The program will continue in 2020, with an emphasis placed on further developing the mentoring component in placing staff with effective teacher mentors throughout their beginning teacher journey. This in addition to providing beginning teachers with greater autonomy and inclusion around the effective use of beginning teaching funding resources.</p> <p>Student enrolment systems and practices have been further refined and developed to enable a process that is personalised, student-centered, data informed and welcoming. Modifications did occur to established practices after the roll out of an amended enrolment policy document that took effect in Term 4 2019.</p> <p>The Business and Management (BaM) team continued to manage the allocation of flexible and tied school funding for a range of programs and school based initiatives. The movement towards an online application process for school staff, along with weekly team meetings, ensured consistency in record keeping, transparency for both the applicant and the team and a streamlined approach to operations that positively impacted operational efficiency.</p> | |

Process 2: Implement and embed consistent systems structures and processes that meet (and are compliant with)

Progress towards achieving improvement measures

Process 2: broader system requirements, are sufficiently differentiated to meet individual needs and are supported by quality professional learning. Adequate and responsible resourcing is provided which reflects the wider needs of the community.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| <p>The analysis of the Gosford PS TPL model indicated high levels of engagement in staff professional learning, tailored towards both areas of interest and personal development. Many staff went beyond the system requirements and completed significantly more hours of training and professional learning than their annual target. Feedback from staff has indicated that the highly autonomous and individualised nature of the model has been extremely beneficial allowing them to expand and build upon their skills and knowledge in targeted areas.</p> <p>The school senior leadership team reviewed the annual Professional Development Plan (PDP) process and were pleased with system changes implemented in 2019. The process will continue in its current form moving into the 2020 academic year.</p> | |

Next Steps

- GPSIP to continue in its current for with some minor modifications and enhancements in 2020.
- The BaM team to continue to manage and facilitate expenditure, professional learning and school events and excursion requests in 2020.
- The unique GPS TPL model to continue to operate in 2020 with enhancements around greater levels of 'face-to-face delivery.
- Enrolment systems and practices to fully reflect the policy change implemented in the later half of Semester 2 2019.

Strategic Direction 2

Quality Care

Purpose

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

School Excellence Framework v2 links:

Learning – Learning Culture and Wellbeing.

State Strategic Plan links:

Goals – 1, 2, 4, 6 and 10

Premier's and State Priorities:

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

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

Improvement Measures

Parents identify Gosford Public School as being an inclusive school as referenced by TTFM data (baseline 2017 67%). Target by 2020, TTFM data will indicate 90% of parents feel Gosford Public School is an inclusive school.

Students are more positive in relation to the learning culture of Gosford Public School as referenced by TTFM data (baseline 2017 57% felt positive about the learning culture). Target by 2020, TTFM data will indicate 87% of students feel positive about the learning culture of Gosford Public School.

Overall summary of progress

A Learning and Support Assistant Principal was employed to facilitate and implement extensive Wellbeing programs; The Chaplaincy Program encompassed social/emotional support, K–6 support programs facilitated by a LaST teacher for Literacy and Numeracy, and School Learning Support officers supported Individual Learning Plans for students with disability. ILP format was adapted and plans were closely monitored by LaST. These documents became the foundations for the NCCD evidence. Professional learning delivered by LaST improved teacher capacity to provide reasonable adjustments for student individual needs. Successful access requests provided IFS (Integration Funding Support) which funded SLSOs to support students with disability.

Progress towards achieving improvement measures

Process 1: Implement and embed wellbeing practices that are – accountable, consistent, evidence–based and sustainable.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Moving Forward towards 2020, the LaST team will continue with the social/emotional program and will create stage based groupings with high priority students. Participating students will engage in lessons of self–regulation (using the key concepts from the Zones of Regulation), team sports and gardening. | |

Process 2: Implement and embed 'Quality Teaching' practices that are based on sound research and supported by valid evidence.

| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
|------------|----------------------------|

Progress towards achieving improvement measures

Program established throughout the school and all classes on track to implementing the key concepts. Review early 2020.

Process 3: Implement and embed engaging wellbeing strategies and initiatives that meet (and are compliant with) system requirements, are sufficiently differentiated to meet individual needs and are supported by quality professional learning. Adequate and responsible resourcing is provided which reflects the wider needs of the community.

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>National School Chaplaincy Programme (NSCP) for 2020–2022 application rejected by Commonwealth due to insufficient funding.</p> <p>The Chaplaincy program was reviewed by the P&C and approved \$26000 in the continuation of the program, for two days in 2020. Chaplain to continue to liaise with Learning and Support to provide specific programs targeted for specific 'at-risk' students.</p> <p>Individual Learning Program template reviewed and amended for the implementation in 2020..</p> | <p>\$26 000 Funded by the P & C through the Chapman Trust.</p> |

Next Steps

- Social Emotional Wellbeing initiative to be back in 2020 bigger and better
- Zones of Self-regulation lessons to be rolled out to identified students throughout Semester 1 2020.
- School Chaplaincy program to continue 2 days per week with new programs and initiatives to be rolled out in 2020 supported by the School Learning and Support Team.

Strategic Direction 3

Quality Practice

Purpose

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

School Excellence Framework v2 links:

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

State Strategic Plan Links:

Goals – 3, 4, 5, 6, 7

Improvement Measures

By 2020, increase the average number of Year 3 Aboriginal students currently represented in the top two bands of NAPLAN Reading at Gosford Public School to 40% (baseline 2017 33.6%).

By 2020, increase the average number of Year 3 Gosford Public School students in the top two NAPLAN bands – Reading to 65% (baseline 2017 57.7%) and Numeracy to 55% (baseline 2017 48.43%).

By 2020, increase the average number of Year 5 Aboriginal students currently represented in the top two bands of NAPLAN Reading at Gosford Public School to 30% (baseline 2017 23.75%).

By 2020, increase the average number of Year 5 Gosford Public School students in the top two NAPLAN bands – Reading to 85% (baseline 2017 61.3%) and Numeracy to 75% (baseline 2017 52.7%).

Overall summary of progress

Extensive professional learning increased the capacity of all teaching staff in reviewing and updating the curriculum at Gosford PS with a particular focus on for each Key Learning Area: scope and sequence, unit of work, delivery of teaching and assessment schedule. A Deputy Principal – Curriculum was employed who worked shoulder to shoulder with all teaching staff to oversee and lead the review and update.

Progress towards achieving improvement measures

Process 1: Implement and embed high-trust, self-directed, accountable, evidence-based and sustainable professional learning practices.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Staff completed a professional learning survey which highlighted a range of areas including but not limited to professional interest and growth. As a result of the survey as well as other internal data and NSW Department of Education initiatives, a professional learning schedule was developed. Examples of professional learning that were offered include: formative assessment, scope and sequences, units of work and SCOUT. Each PL session that was delivered was filmed and uploaded to the school YouTube channel. As a result, the channel had over 300 views and supported the Gosford PS flexible professional learning model. A post-survey was conducted and completed by staff which supported the qualitative data and highlighted teacher capacity being developed in the focus areas. | |

Process 2: Implement and embed 'Quality Teaching' practices that are based on sound research and supported by valid evidence.

| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
| | |

Progress towards achieving improvement measures

As Gosford PS was successful in receiving funding for Quality Teaching Rounds, four teachers completed the initial part of the training which included peer observations. As a result of the formative assessment, professional learning teaching and learning programs were updated to incorporate a number of strategies including learning intentions, success criteria, checking for students understanding and allowing greater opportunities for teacher/peer feedback. On an opt in system, teacher's were able to request support from the Deputy Principal – Curriculum where lesson observations and demonstrations were completed. All classroom teachers commenced tracking students reading levels on a five weekly basis in a whole school data document. This resulted in an accessible document to all stakeholders and data conversations about a range of students.

Funding Sources:

- (\$0.00)

Process 3: Implement and embed an engaging curriculum that meets system requirements, is sufficiently differentiated to meet individual needs, is supported by quality professional learning. Adequate and responsible resourcing is provided which reflects the wider needs of the community.

Evaluation

Funds Expended (Resources)

A curriculum analysis survey was completed by staff which looked at the following for each Key Learning Area: syllabus outcomes, scope and sequences, teaching and learning programs, assessment and reporting, student work samples, evaluation and feedback and class/school timetables. As a result of the survey, all scope and sequences for each KLA were updated in a consistent pro forma. All stakeholders were involved in the process and they completed this through stage meetings, after school PL and on staff development day. A school unit of work pro forma and assessment schedule was released for each stage to ensure consistency and compliance. To ensure consistency, a unit of work assessment schedule and scope and sequence guide were created and used as a tool by staff.

Next Steps

- Continuation of employment: Deputy Principal – Curriculum for 1.0 FTE
- Implementation of a synthetic phonics program K–2 and school-based writing program 3–6
- Implementation of stage planning days.
- Commence implementation of Quality Teaching Rounds.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--------------------|---|
| Aboriginal background loading | \$18 427 | <p>All Aboriginal students have a PLP in place and have made progress towards educational, cultural, and social outcomes. Parents, students and staff were actively engaged with this process. Our Aboriginal Education Coordinator was employed for three days to facilitate these PLP meetings.</p> <p>Significant cultural events are celebrated in partnership with Aboriginal and EAL/D students and their families, ensuring inclusivity for all students.</p> <p>Collaborative partnerships with the local AECG and Aboriginal families are strengthened through the PLP process, ensuring Gosford Public School and its stakeholders are represented in these forums</p> |
| English language proficiency | \$ 153, 729 | <p>Current and newly arrived English as an Additional Language or Dialect (EAL/D) students were assessed by specialised EAL/D teachers and placed on the EAL/D learning progression. This was performed at the beginning of the year and within a few days for newly arrived students.</p> <p>In consultation with classroom teachers and supervisors, EAL/D programs were designed for students who were identified with educational needs such as students on Beginning English and Emerging Progression level. The method of delivery varied from team teaching and in class support to withdrawal.</p> <p>Staff realise the importance of creating links with EAL/D students and their families to develop their cultural connectedness to show how this partnership will improve student learning outcomes, ensuring all students receive a deep and meaningful education.</p> |
| Low level adjustment for disability | \$131, 126 | <p>Collaborative planning sessions took place among staff to ensure students that adjustments were in place for students with disabilities through providing appropriate support structures.</p> <p>Personalised Learning and Support Plans (PLPs & ILPs) developed for students with learning needs and communicated with key personnel.</p> <p>Behaviour Management Plans developed for students with behavioural needs and communicated.</p> <p>SLSO support provided for implementation of curriculum and environmental adjustments.</p> |
| Quality Teaching, Successful Students (QTSS) | \$94, 124 | <p>School leaders recognise the significance of providing strong and effective leadership to support the professional development of staff as they aim to improve teacher quality and</p> |

| | | |
|--|------------------|---|
| <p>Quality Teaching, Successful Students (QTSS)</p> | <p>\$94, 124</p> | <p>teacher learning outcomes. Staff felt supported in developing strategies within classrooms and across stages to address the learning needs of all students. This additional support allowed students to respond with greater engagement in literacy and numeracy activities</p> <p>During 2019 QTSS funds were used to release an executive member off class four days a week. The executive's off class responsibilities included additional welfare support for students K–6, support for all staff, program differentiation, evidence collection and developing innovative processes and policies to meet DoE and NESA standards as well as develop a future focused curriculum that addresses the school's strategic directions.</p> |
| <p>Socio–economic background</p> | | <p>Improved student outcomes and engagement in extra–curricular activities as measured by student participation rates and reported in Semesters 1 and 2.</p> <p>Community partnerships strengthened and enriched with an increase in the number of parents responding to school surveys.</p> |
| <p>Support for beginning teachers</p> | | <p>All beginning teachers are accredited or working toward accreditation by NESA at the level of proficient. All beginning teachers were provided with school–based induction, learning community induction and support centred on the needs of a new teacher.</p> <p>They transitioned smoothly into the role of classroom teacher. Beginning teachers were allocated additional release time to engage in lesson observation and lesson preparation with allocated mentors. This contributed to increased confidence and employment of a wider variety of teaching techniques.</p> <p>Beginning teachers also used allocated funding to attend additional PL opportunities, purchase resources for their classrooms and additional time to support and reduce their teaching load.</p> <p>The beginning teachers were provided advice and support in the collection of evidence around the Australian Teaching Standards for Teachers. Executive staff assisted beginning teachers in the development of their Performance and Development Plans which enhanced teacher learning priorities.</p> <p>As a result, all beginning teachers were provided with thorough professional learning and support, allowing them to take on their full time roles with the confidence and skills necessary to perform their duties.</p> |
| <p>Targeted student support for refugees and new arrivals</p> | | <p>New Arrivals Program (NAP) funding provided additional teacher time to support students who had newly arrived in Australia. This consisted of language acquisition skills</p> |

| | | |
|---|--|---|
| Targeted student support for refugees and new arrivals | | through a range of in-class support and individualised instruction. |
|---|--|---|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 273 | 288 | 262 | 278 |
| Girls | 252 | 250 | 255 | 240 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 93.3 | 94.7 | 93.6 | 92.7 |
| 1 | 94.2 | 93.3 | 94.1 | 93.9 |
| 2 | 94.5 | 95.3 | 93.3 | 93.7 |
| 3 | 94.4 | 95 | 94.7 | 93.6 |
| 4 | 93.1 | 94.2 | 93.5 | 93.7 |
| 5 | 94.1 | 95.5 | 95.2 | 95.1 |
| 6 | 94.1 | 94.3 | 95.1 | 93.1 |
| All Years | 94 | 94.7 | 94.4 | 93.8 |
| State DoE | | | | |
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 94.4 | 94.4 | 93.8 | 93.1 |
| 1 | 93.9 | 93.8 | 93.4 | 92.7 |
| 2 | 94.1 | 94 | 93.5 | 93 |
| 3 | 94.2 | 94.1 | 93.6 | 93 |
| 4 | 93.9 | 93.9 | 93.4 | 92.9 |
| 5 | 93.9 | 93.8 | 93.2 | 92.8 |
| 6 | 93.4 | 93.3 | 92.5 | 92.1 |
| All Years | 94 | 93.9 | 93.4 | 92.8 |

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 18.52 |
| Teacher of Reading Recovery | 0.42 |
| Learning and Support Teacher(s) | 0.8 |
| Teacher Librarian | 1 |
| Teacher ESL | 1 |
| School Administration and Support Staff | 3.96 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

| Staff type | Benchmark ¹ | 2019 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 7.20% |
| Teachers | 3.30% | 2.90% |

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2019 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 421,491 |
| Revenue | 5,037,107 |
| Appropriation | 4,718,395 |
| Sale of Goods and Services | 9,238 |
| Grants and contributions | 307,398 |
| Investment income | 1,276 |
| Other revenue | 800 |
| Expenses | -5,050,210 |
| Employee related | -4,499,285 |
| Operating expenses | -550,925 |
| Surplus / deficit for the year | -13,102 |

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

| | 2019 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 130,371 |
| Equity Total | 338,391 |
| Equity - Aboriginal | 18,427 |
| Equity - Socio-economic | 35,109 |
| Equity - Language | 153,729 |
| Equity - Disability | 131,126 |
| Base Total | 3,589,529 |
| Base - Per Capita | 121,308 |
| Base - Location | 0 |
| Base - Other | 3,468,221 |
| Other Total | 426,393 |
| Grand Total | 4,484,684 |

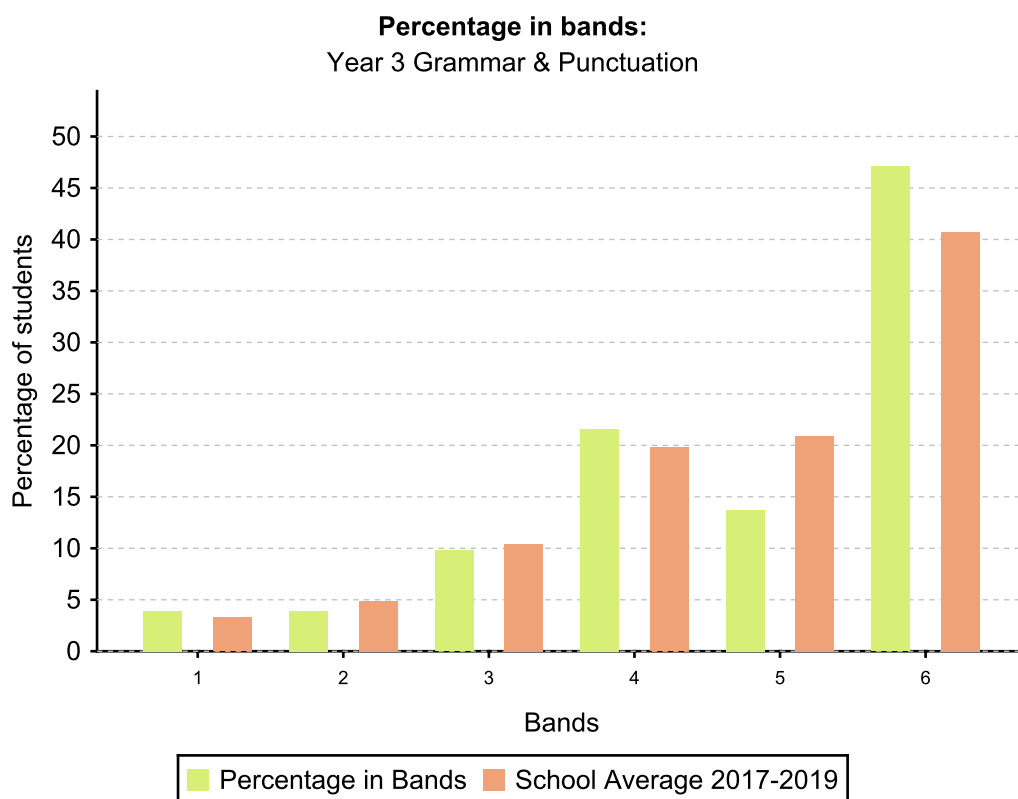
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

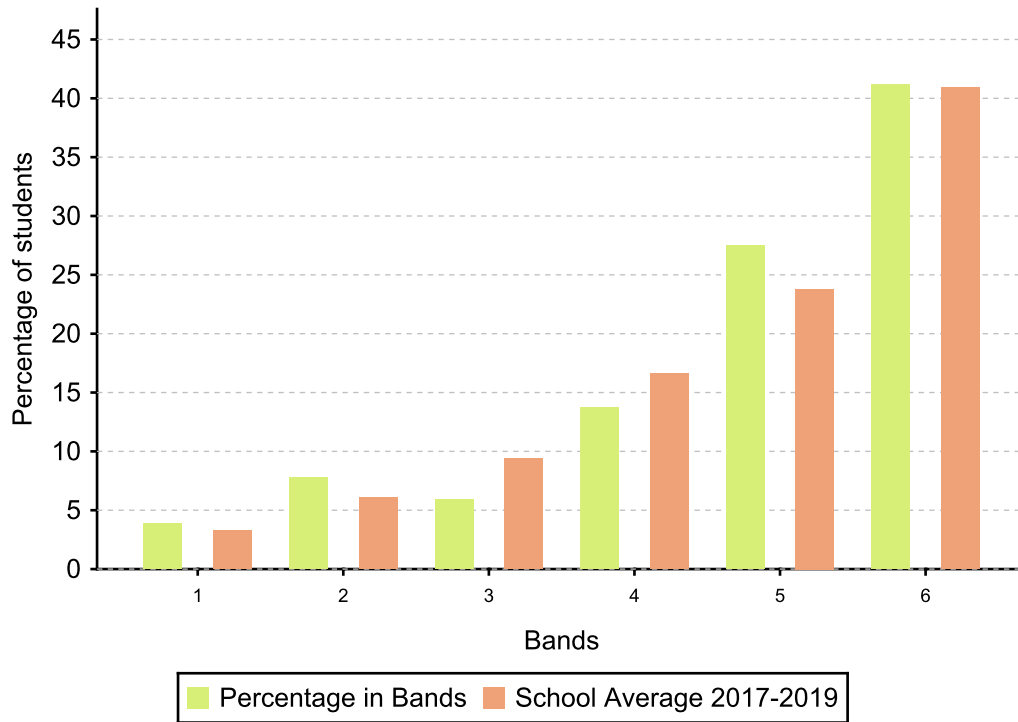
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



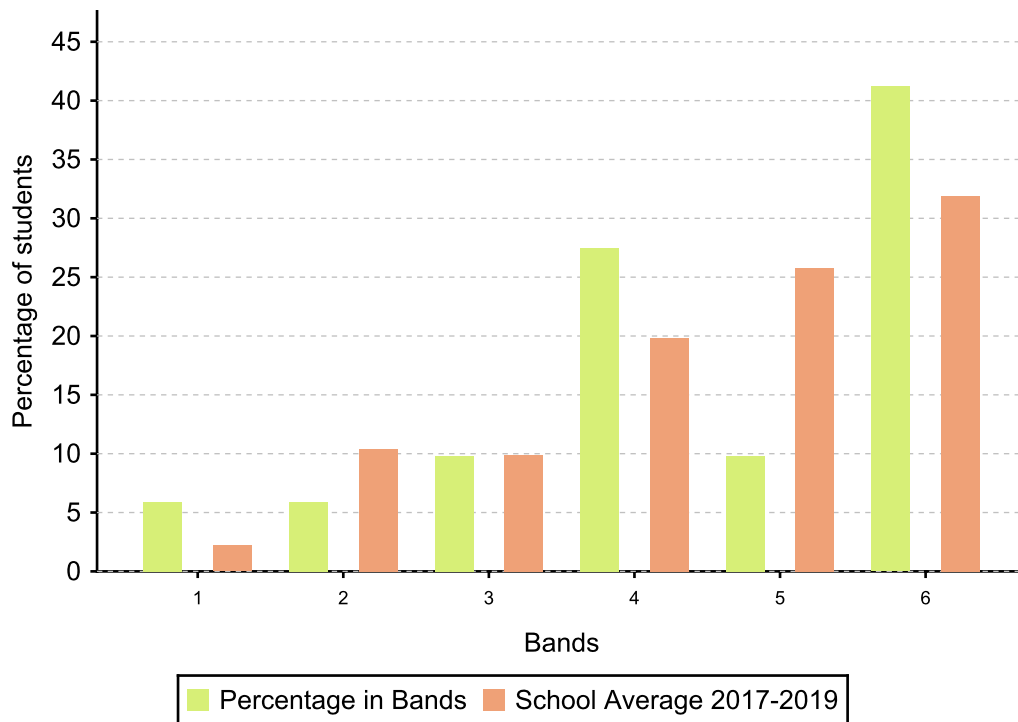
| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 3.9 | 3.9 | 9.8 | 21.6 | 13.7 | 47.1 |
| School avg 2017-2019 | 3.3 | 4.9 | 10.4 | 19.8 | 20.9 | 40.7 |

Percentage in bands:
Year 3 Reading



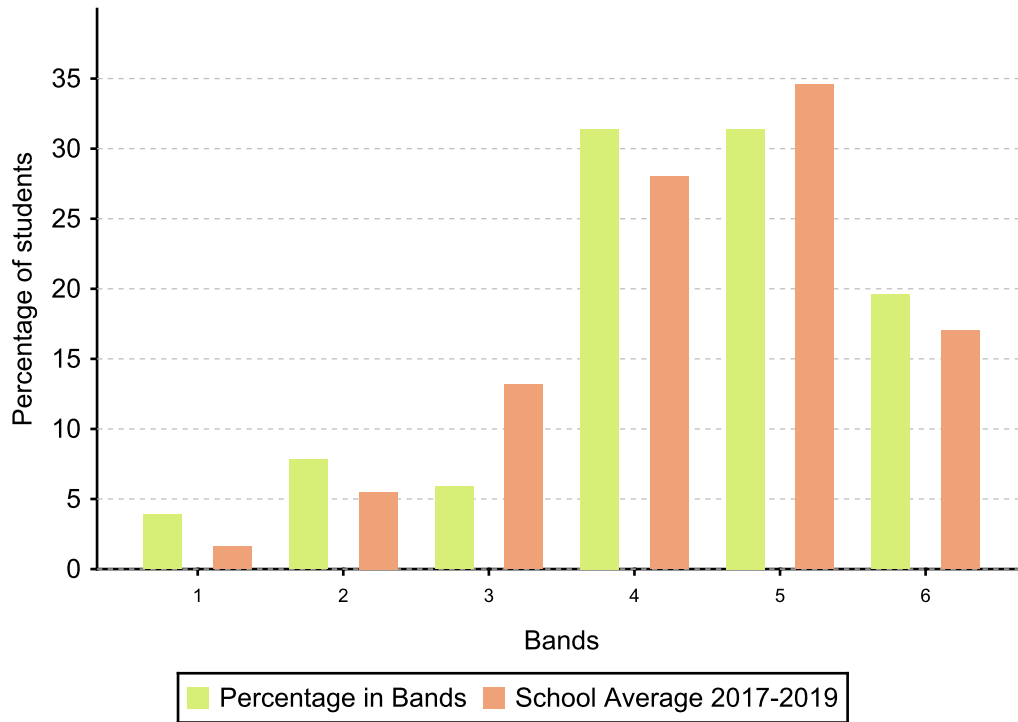
| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 3.9 | 7.8 | 5.9 | 13.7 | 27.5 | 41.2 |
| School avg 2017-2019 | 3.3 | 6.1 | 9.4 | 16.6 | 23.8 | 40.9 |

Percentage in bands:
Year 3 Spelling



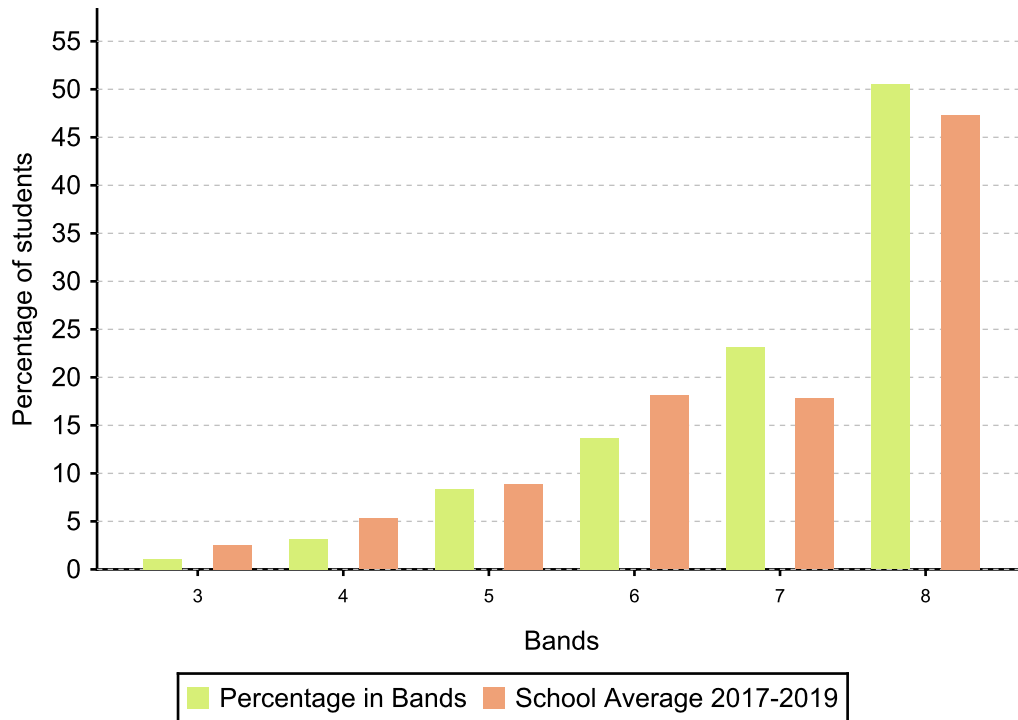
| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|------|-----|------|------|------|
| Percentage of students | 5.9 | 5.9 | 9.8 | 27.5 | 9.8 | 41.2 |
| School avg 2017-2019 | 2.2 | 10.4 | 9.9 | 19.8 | 25.8 | 31.9 |

**Percentage in bands:
Year 3 Writing**



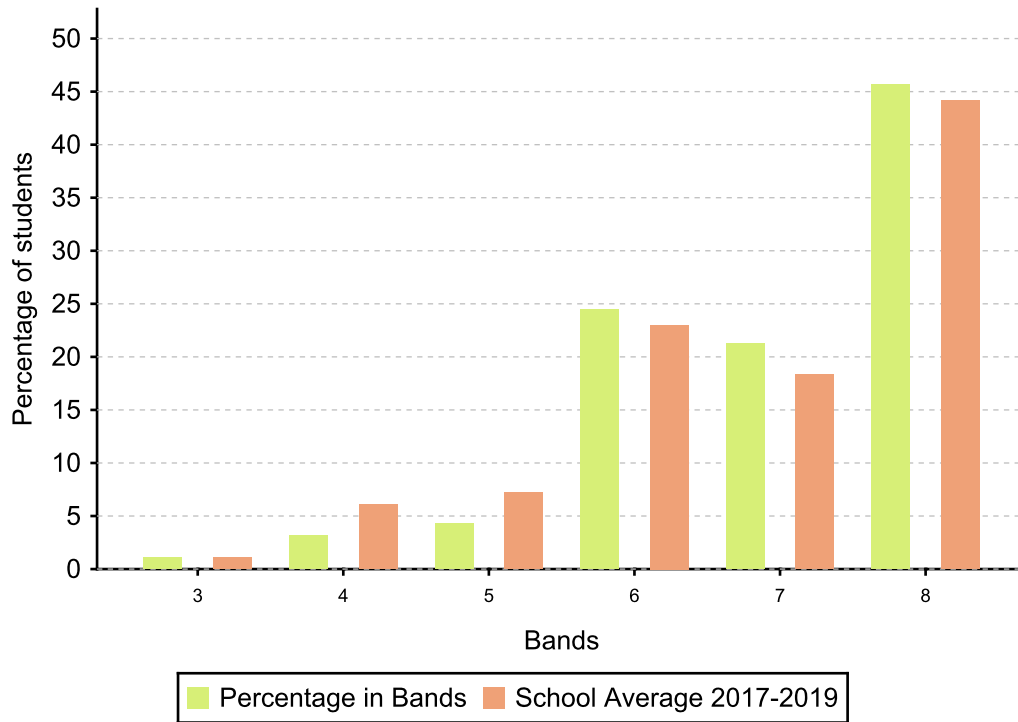
| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 3.9 | 7.8 | 5.9 | 31.4 | 31.4 | 19.6 |
| School avg 2017-2019 | 1.6 | 5.5 | 13.2 | 28 | 34.6 | 17 |

**Percentage in bands:
Year 5 Grammar & Punctuation**



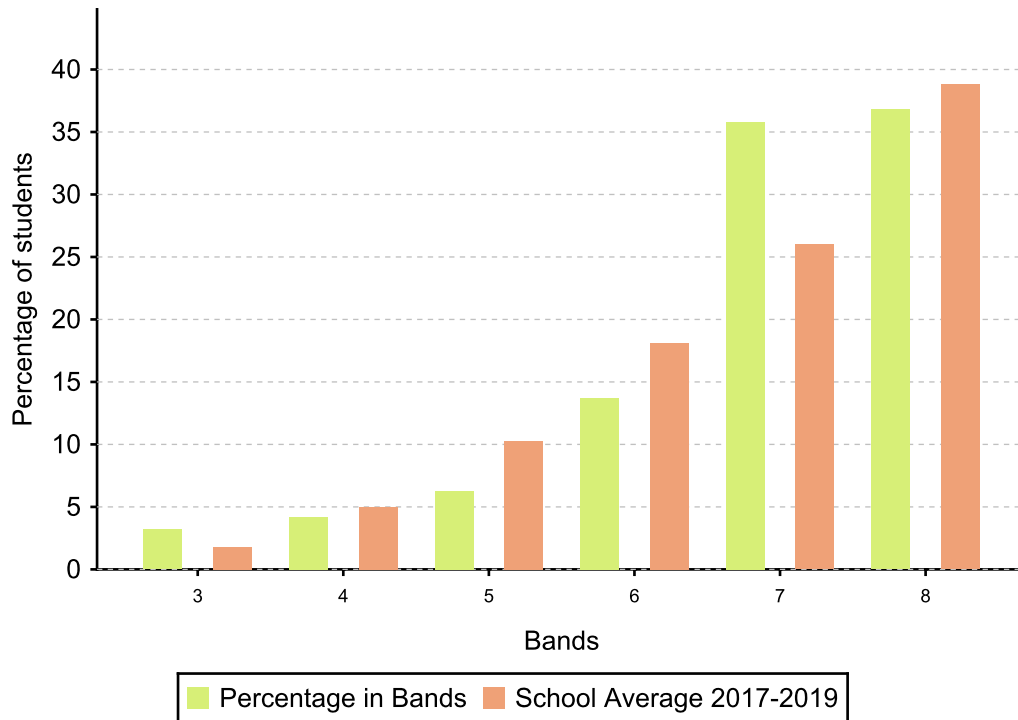
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 1.1 | 3.2 | 8.4 | 13.7 | 23.2 | 50.5 |
| School avg 2017-2019 | 2.5 | 5.3 | 8.9 | 18.1 | 17.8 | 47.3 |

Percentage in bands:
Year 5 Reading



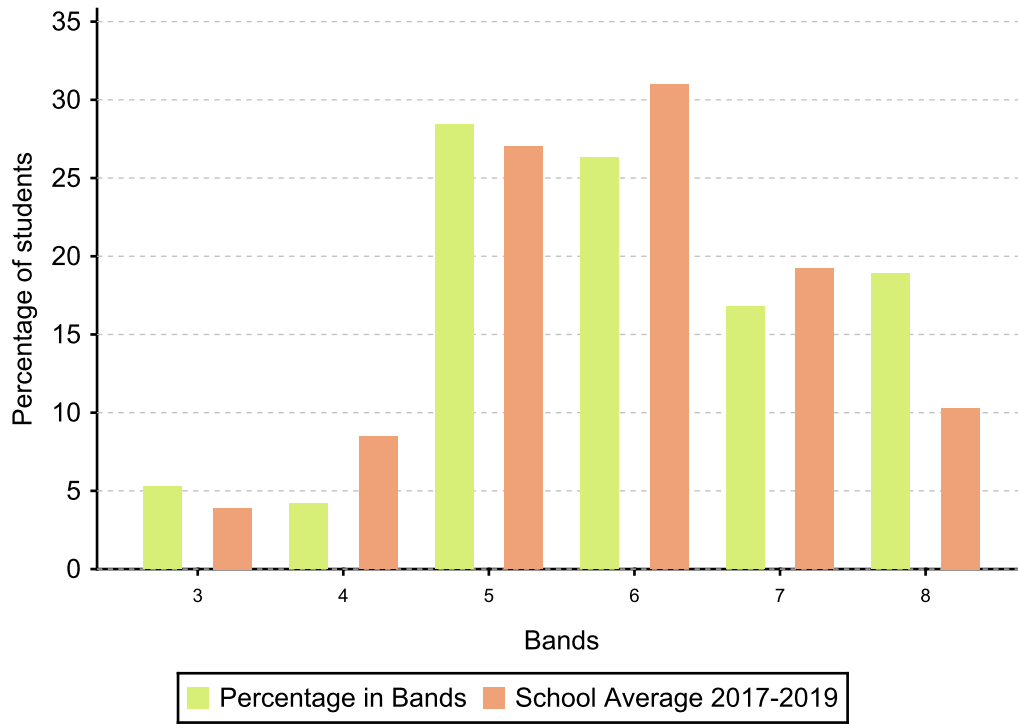
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 1.1 | 3.2 | 4.3 | 24.5 | 21.3 | 45.7 |
| School avg 2017-2019 | 1.1 | 6.1 | 7.2 | 23 | 18.3 | 44.2 |

Percentage in bands:
Year 5 Spelling



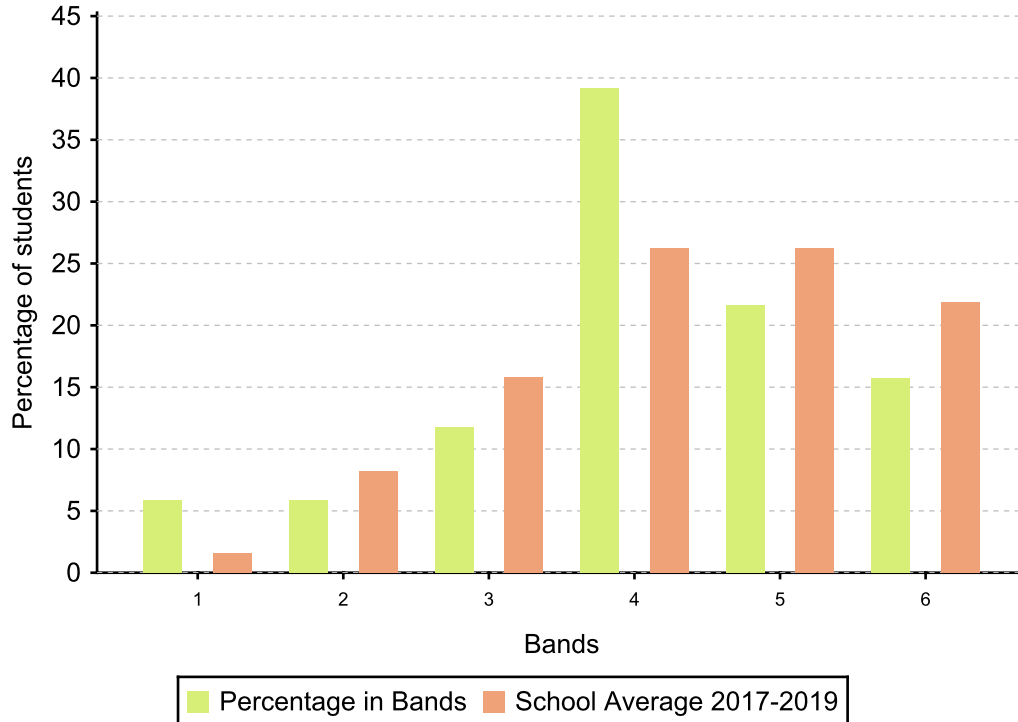
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 3.2 | 4.2 | 6.3 | 13.7 | 35.8 | 36.8 |
| School avg 2017-2019 | 1.8 | 5 | 10.3 | 18.1 | 26 | 38.8 |

Percentage in bands:
Year 5 Writing



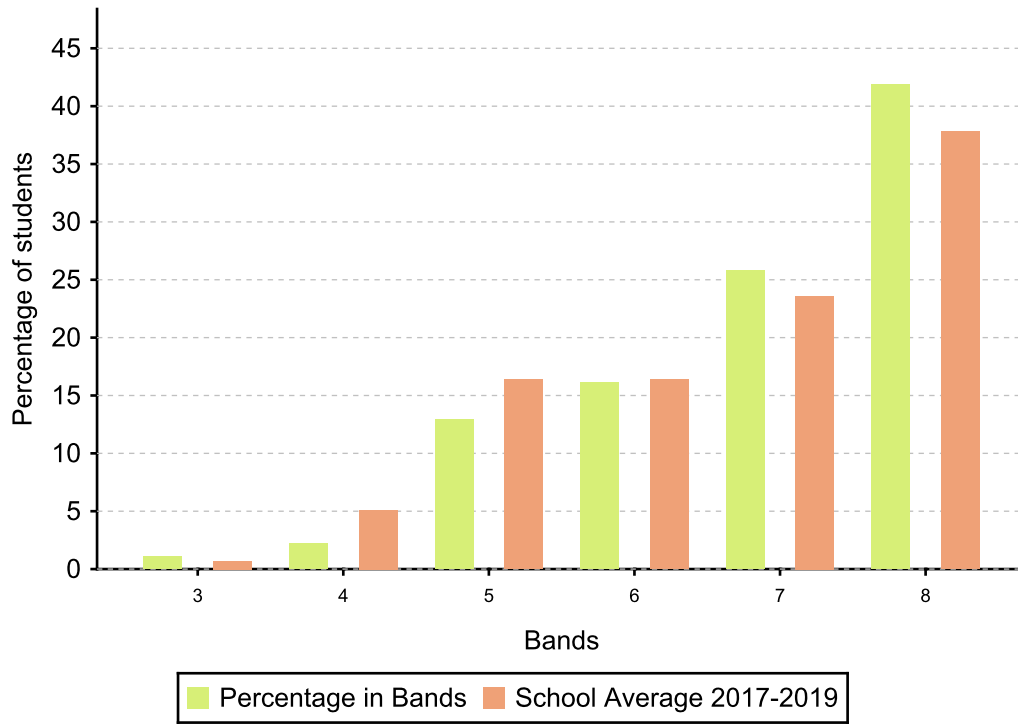
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 5.3 | 4.2 | 28.4 | 26.3 | 16.8 | 18.9 |
| School avg 2017-2019 | 3.9 | 8.5 | 27 | 31 | 19.2 | 10.3 |

Percentage in bands:
Year 3 Numeracy



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 5.9 | 5.9 | 11.8 | 39.2 | 21.6 | 15.7 |
| School avg 2017-2019 | 1.6 | 8.2 | 15.8 | 26.2 | 26.2 | 21.9 |

Percentage in bands:
Year 5 Numeracy



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 1.1 | 2.2 | 12.9 | 16.1 | 25.8 | 41.9 |
| School avg 2017-2019 | 0.7 | 5.1 | 16.4 | 16.4 | 23.6 | 37.8 |

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about the school. A summary of their responses are presented below. The school community was surveyed in regards to a number of areas including: school reception, communication, parent participation, support, homework and safety/security.

Some key findings from **student surveys** (Years 4–6) were:

- 67% of students had a high sense of belonging (accepted and valued by their peers)
- 84% of students felt they had positive peer relationships
- 90% of students valued their education and school outcomes
- 90% of students felt they had positive behaviour (do not get in trouble for disruptive or inappropriate behaviour)
- 85% of students tried hard to succeed.
- 80% of students felt they had positive teacher–student relations.

60% of students felt they had not been the victims of physical, social or verbal bullying

Some anecdotal comments from student surveys in relation to the concept of 'feedback'

- 'My Teacher and I have a strong relationship and I take the feedback very well to use in my future work. My teacher talks to me most days'.
- 'When we are doing some work in class time and the teacher sees that I am struggling a little bit, she often comes over and helps me and gives me feedback to improve my work more'.
- 'My teachers give me personal feedback whenever they can and sometimes when I leave, I feel like I understand something better or I feel better about something'.
- 'They give me feedback everyday on how I can improve my learning'.
- 'My teacher gives us feedback, sometimes as a class or on–to–one pretty often'.

Some key findings from the **parent surveys** were:

- 73% of parents feel welcome
- 78% of parents believe the school supports positive behaviour
- 72% of parents feel their child is supported in their learning at GPS
- 79% of parents found electronic communication 'very useful' or 'useful'
- 67% of parents feel that GPS is an inclusive school
- 94% of parents would recommend GPS to someone else

Some anecdotal comments from parent surveys in relation to community engagement and school communication were:

- 'More info and stories on Facebook page'
- 'Coffee'n'chat with the Principal and other teachers and parents is the greatest idea ever'
- 'Further use of social media, feedback forms/surveys and open meetings to allow interested parties to provide input into the school structures and processes'.
- 'The school has done very well in keeping an effective and efficient communication with parents through emails, app and newsletter'.
- 'I like the remind app. Great idea! Facebook I feel is very general but great to update families in general info'
- 'As much feedback as possible re: students behaviour and progress and what parents can do to assist'

Some key findings from **teacher surveys**:

- 71% of staff indicated that school leaders have helped them to create new learning opportunities for students.
- 84% of staff talk with colleagues about strategies that increase student engagement.
- 88% of staff set high expectations for student learning.
- 96% of staff establish clear expectations for classroom behaviour
- 69% of staff feel students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.
- 89% of staff strive to understand the learning requirements of students with special needs.

Some anecdotal comments from teacher surveys:

- 'I believe the school leadership team are doing a wonderful job at leading change and encouraging teachers to reach their full potential'
- 'Provide staff even more Professional Learning sessions as I find these all very helpful'.
- 'It is important to try to maintain a work–life balance most of the time'.
- 'My professional practice could be further improved through access to whole school classroom initiatives in Literacy/Numeracy'.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

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

* Aboriginal perspectives and strategies being embedded within the regular teaching and learning programs of classroom teachers and these programs complement the Quality Teaching model.

* The development of cultural competencies for staff, students and families continued to be supported throughout 2019 with the employment of a dedicated Aboriginal Education teacher working 0.2FTE with Aboriginal Students. At Gosford Public School we have a small number of students, approximately 5% of the school population, who identify as being Aboriginal.

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

* All Aboriginal students having a Personalised Learning Plan prepared in Semester 1 and 2 by their class teacher. Three way interviews, with the class teacher/s, Aboriginal Education Teacher and parents/carers are held throughout Term 1.

* Aboriginal families are informed via the newsletter, Facebook, School App and flyers about specific programs and events.

* Teachers continue to implement '8 Ways Pedagogy' in their class programs.

* The school principal, Aboriginal Education teacher and other staff members actively attend the local AECG meetings to support links between school and community.

Engagement and Connection

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

* Acknowledgement of Country being presented at each assembly by our Aboriginal students.

* School banners reflecting Aboriginal culture are regularly on display at the front of the school.

* Students participated in establishing and maintaining a Bush Tucker garden.

* Some students had the opportunity to take part in our 'Little Sprouts' program where they learnt to cook using simple cooking traditional skills.

NAPLAN

A small number Aboriginal students sat the NAPLAN tests in 2019. Aboriginal students who did not meet the minimal standards in some aspects of the 2017 NAPLAN testing, received additional help through LaST support. The majority of students reached the expected growth in literacy and numeracy, while writing and was identified as an area requiring additional support in 2020

Future Commitment

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

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Our school maintains a focus on multicultural education by providing perspectives in curriculum areas that develop the knowledge, skills and attitudes for a culturally diverse society.

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

The school has a commitment to fostering a learning culture where all students are treated equally so that they may become engaged, respectful, responsible and reflective learners who, in a culture of high expectations, achieve their personal best. In 2019, approximately 49% of the students at Gosford Public School had a Language Background other than English (LBOTE). These students had backgrounds from forty different countries. There were forty-eight first languages represented. Students were supported in the classroom, in small group situations and some received individual support. The specific outcome was to enable all these students to use English to access the curriculum in their classrooms. In 2019, there was an EAL/D teacher allocation of 1.0, with a further 0.4FTE allocation sourced through local school funds. Further to this, Gosford Public School attracted a 0.2FTE allocation for students on the New Arrivals Program (NAP).

Other School Programs (optional)

Learning and Support

The LaS team met weekly throughout 2019 led by a school funded Assistant Principal. Representatives from K-6, additional programs and SLSOs were regular participants in the 'LaS' meetings. Students were referred by classroom teachers, members of the executive and parents/carers. Issues addressed related to students' overall academic, social, emotional and behavioural well being. Support was offered through various means, including Integrated Funding Support (IFS) and emergency funding applications, SLSO time, playground support, sensory items, school counsellor and chaplain sessions, and communication to external agencies where necessary.

'Ready, Set, Go' Transition to School

'Ready, Set, Go' Transition to School In 2019, approximately 55 children attended our transition to school program 'Ready, Set, Go'. Over 6 consecutive weeks, these children enjoyed meeting the staff and students of GPS, getting to know their peers, familiarising themselves with the school environment and beginning the transition to school process, ready for Kindergarten in 2019. Whilst the children were enjoying participation in activities, parents attended valuable workshop sessions, designed to help support their children at home, introduce them to the procedures and routines of GPS to ensure a smooth start to the 2019 school year.

Little Sprouts Kitchen Garden Program

Students in Kindergarten to Year 6 participated in cooking lessons using fresh produce from our school garden. Kindergarten enjoyed making bread snakes and Stage 1 prepared food for a Teddy's Bear Picnic. Students in Stages 2 and 3 participated in 5 two hour lessons where they cooked a variety of quick and healthy dishes from a range of cuisines. This program encompassed many areas of the curriculum and provided students with life skills and experiences to help them make healthier choices about what they cook and eat. This program was well supported by our community volunteers. The school gardening group met once a week and students were involved in growing seeds, planting, harvesting, watering, weeding, composting and caring for the chickens. We were victorious at the Central Coast Regional Show and our produce received numerous ribbons and a trophy for the most successful exhibiting school. The students also planted trees at school as part of National Tree Day.

Swim School – Intensive Swim Skills Program

Another year committed to improving water safety at Gosford Public School through the 'learn to swim' program and safety unit that connects to the curriculum. We partnered with the Department of Education, to provide 80 students from Years 2 and 3 the opportunity to take part in a practical and intensive program at Gosford Olympic Pool. This important scheme aims to develop water confidence and provide students with basic skills in water safety and survival, while the theoretical component supports safe practice around water & protective factors to keep our kids safe.

Choir

Our 2019 Senior Choir consisted of students from across grades 3–6 who enjoyed coming to lunchtime rehearsals. They performed at a range of special events at school including Education Week and the Grandparents Day of Stars. This year, 17 of our enthusiastic Stage 3 choir members were selected to participate in the Central Coast Choral Festival. They attended rehearsals throughout the year to learn a repertoire of 13 songs, which culminated in a performance at Wyong Art House in a combined choir of over 200 students.