

# GyMEA Bay Public School

## 2019 Annual Report



2116

## Introduction

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

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

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### Message from the principal

It is with pleasure I reflect on the year that has been, as the proud principal of Gymea Bay Public School. Throughout 2019, our school has continued to focus on our 2018–2020 school plan, working through change processes, to increase opportunities to improve outcomes for students, increase the quality of professional collaboration and to continue to improve the school as a quality teaching and learning entity. Collectively building the skills of the team for the team has resulted in deep knowledge and understanding of collaborative planning and corporate programming to support staff, and the growing emphasis on evidence informed practices. In my second year at the school it is important to acknowledge that change can cause discomfort, but through resilience and team effort, we have collectively grown. As a whole school team, we acknowledge the importance of partnership with the students, families and wider community, as together we influence the opportunities available to enhance our students' learning experiences. Our students – our community's children, are our future.

Gymea Bay Public School gained valuable opportunity to work and learn with and through others in its alignment with other educational bodies in Communities of Schools. This connection allowed development of professional practice not only with partner primary schools but also in working with local high schools to build a greater sense of our wider community and our collective impact upon and with each other. Our connection with 3Rivers4 Learning, empowered development of our school "Learning Lilies", as a valuable tool to drive improvement in student skills, engagement, motivation and to increase their personal desire to achieve their personal best. Staff continued to lead professional learning both within and beyond our school borders, and the partnership with Apple continued through the year, bringing valuable learning to staff and students alike. Two of our staff secured the prestigious acknowledgment as Apple Distinguished Educators, for which we as a school are most proud. In 2020, this partnership will grow further, with Apple Specialists engaging with staff to support ongoing change in technology and its application in the school environment.

As we continue to develop in 2020, staff will engage with professional experiences around the pedagogy of "Transforming Schools", building collective understanding of the importance of communication, collaboration, critical thinking and creativity to transform learning opportunities and learning culture of the school. These critical components of transformational education will then become part of our overall drivers for our next school plan, which, after development by staff, students and parent consultation, commences in 2021.

Our Student Leadership Team were most pleased to become part of the "Leadership by the Bay" program, encompassing schools in the Port Hacking network. This valuable program gave our leaders an insight into the power of student voice in effecting change within a school environment. Leadership development is an important focus within our student body, and we look to continued opportunities in 2020.

The academic, social and emotional needs of our students are continually being addressed as students and teachers embrace collaboration, growth mindset and increasing self reflection in meaningful ways. Increasing focus on wellbeing and mindfulness practices are supporting mental health and wellbeing of both students and staff. The opportunities afforded the students of Gymea Bay Public School are many and varied, with: band, choir, chess, coding, dance, debating, gardening, guitar, lego–robotics, "One Mob", public speaking, sport, "Strings" and Wakakirri. These ensure the talents, skills and interests of our students are being catered for within a positive environment of learning and achievement. Our students continue to excel in academic, cultural and sporting arenas, with academic, sporting

achievements and creative arts performances showcasing the talents and successes of our remarkable students.

As a staff, we wish to thank our amazing community and our hard working P&C members, led by Ms Cassandra Scott as President, for their ongoing support. Their push for school improvement has been a valuable asset in effecting change. Without the ongoing collaboration and teamwork with parents, friends and relatives, our school would not be the wonderful school it is today. I would personally like to thank the committed, talented and dedicated staff who teach our students daily and provide them with the care they need to feel valued, and skills they need to thrive as learners. Additionally, our exceptional administrative and support staff, who are caring professionals going above and beyond to ensure our school functions effectively and our students are supported in achieving their potential. Our entire professional staff are appreciated for the value they bring to our school, each and every day.

Lastly and most importantly, I acknowledge the students of our school – the awesome children who arrive each day – ready, willing and able to learn and work together as they make our school the great place it is. They are the reason we are all here. They are known, valued and cared for and their future is being built through opportunity to connect, succeed and thrive.

Hendrika Green

### Message from the school community

GyMEA Bay Public School (GBPS) has a highly engaged parent and family community with more than 230 people directly volunteering their time and donating their talents in 2019. The fundraising efforts and time spent directly with school students in a voluntary capacity has improved the lives of children at our school.

In 2019 our face-to-face P&C meetings were well-attended with between 30–60 people attending the various meetings throughout the year in weeks 3 and 8 of each term. The P&C executive also met on average twice a term to progress initiatives. This year we have some exciting new initiatives including: solar panel and LED lights, ethics classes and a proposal for a new school hall or multipurpose community facility.

The school's open days and concerts enjoyed more than 500 families attending, ranging from parents to grandparents to aunts and uncles. We are an active community who want the best for our children in the public school setting but infrastructure is wanting. Our school receives around half a million dollars LESS than the average NSW Government school as a result of the socio-economic based formula used to allocate funding. We understand it's up to us as a community to bridge the gap.

Fundraising and community events and initiatives in 2019 included: the GyMEA Lily Festival, fundraising stalls for Democracy Sausage, Mother's Day, Father's Day, the School Disco, BookClub, the Uniform Shop, school banking, school exchanges, Interrelate, a kindy orientation welcome day and many grant applications. Parents were actively involved in developmental play, hosting overseas students, staffing and managing the uniform shop, laminating books and sorting the many BookClub orders.

The commitment of the parents of our school to literacy outcomes is reflected by our inclusion in the top 10 schools ordering Scholastic books in our region. The more books our families order, the more funds are donated to our library to purchase new books to augment the permanent collection for our children. The opening of the newly renovated library, made possible by the extraordinary fundraising efforts of parents past and present, was a special highlight of 2019.

In response to the May 2019 survey, the P&C undertook some rigorous advocacy with Mark Speakman MP, Member for Cronulla and the NSW Attorney General. Following the escalation of some outstanding maintenance requests more than \$500,000 was spent on the school by the Department of Education to complete outstanding works.

Advocacy work included escalating requests for additional licence places to increase the number of available places for before and after school care, working with GBOOSH (a separate entity to the P&C) and exploring other options for working parents.

In response to the highest priority of the school, cooler climate in the classrooms, advocacy is ongoing to encourage the State Government to meet its commitments to the Cooler Classrooms initiative which GBPS is eligible for, and has applied for, however which has yet to be delivered. The P&C remains very disappointed in the continued delays to deliver cooler classrooms to our children.

To support the dissemination of information to the school community, mindful of the many and varied ways in which families access information, we established a new closed Facebook Page for the P&C. As at the time of writing, there were more than 325 school families who are members, active readers and participants. Our volunteers re-posted events and announcements from newsletters and school emails.

A new initiative in 2019 was the establishment of Collaboration Committees reflecting survey results. Based upon the activities of these Collaboration Committees, new permanent sub-Committees are proposed for establishment at the

Our P&C funds teacher positions, printers for the school, curriculum materials and maintenance upgrades to key infrastructure items such as the school library. The P&C also funded an upgrade to the kitchen equipment in the school staffroom for our hardworking teachers. In 2020 we will not waiver in our efforts to deliver a better resourced school and ensure the NSW Government is held to account in meeting its commitments as they relate to our school.

A special thank you to the P&C Executive of 2018, past-president Belinda Shoebridge and all of the hard-working volunteers for their collective efforts to improve our school that continue to benefit the daily lives of our children.

Cassandra Scott

President GBPS P&C 2019

### Message from the students

From School Leaders : We are so honoured to be speaking here on behalf of our Year 6 peers.

It's been an amazing adventure; from making our first friends in Kindergarten to receiving our Year 6 jerseys at the start of this year, and now at the completion of our primary school journey.

We can all agree that we have made some great and funny memories and formed friendships that will last a lifetime. We have been privileged to have been given so many opportunities to learn and shine in many diverse ways. From music, sport, dance, art, public speaking; to things such as abseiling down the rocks, kayaking across the lake and other challenges that we achieved at the Year 6 camp.

Another highlight this year was taking the teachers' job for a few weeks in Peer Support, not to mention games day. And to finish off a great year, one of our last major events at primary school – the Performing Arts Night – which was one of our best ever. I think I speak for everyone when I say that we couldn't have asked for a better Year 6.

Our learning experience here at Gymea Bay has been enriched by having some wonderful and passionate teachers who have supported and guided us all the way and really care about making a difference in our school lives. For this we are very grateful.

We'd like to take this time to thank our dear parents and guardians for the sacrifices they have made, the opportunities they have given us and the love they have shown. For the early morning school drop offs, band practice, gala days etc, etc. We know we drive you crazy at times but we are sincerely grateful for everything you have done for us and know we would not have been able to achieve like we have if it weren't for your continued and unwavering support.

We would like to conclude by wishing the whole Year 6 group all the very best for High School. We hope that the friendships we have developed will continue on into the future. Year 6 –you are a special and talented group, who have so much to offer our community and the world. We are young, but if we care about the people and world around us we can achieve so much. Try to remember that, as we face big changes, we are not alone. We have done so much together here at Gymea Bay Public School and it is this unity that will help us in high school and beyond. Never forget – You are braver than you believe, you are stronger than you seem and smarter than you think.

Alira L and Finn A

School Captains





## School background

### School vision statement

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

### School context

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

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

The school has an enrolment of 806 students in 31 classes. The school, whilst predominantly Anglo – Celtic, supports the learning of students from 27 varying language backgrounds, represented by 12.9% of its population and also includes 1.8 % indigenous students. Together with staff of the school, we also house a Vision Team, which supports the needs of students with vision impairment across the Port Hacking, Sutherland and Woronora Networks. Staffing includes a mix of early career teachers, together with a range of mid career and more experienced staff. This staffing mix allows for cross-pollination of ideas, aspirations, best practice and enthusiasm to build a team geared for success. As we progress through times of change throughout the department, the school has a strong focus of improvement for every student, staff member and our community partnerships, through an increasingly collaborative model, as together we create the environment in which our children will flourish. The school values community support, and has an active and growing P & C. There is an onsite 'Out of School Hours Care' centre which provides much needed quality care for students before and after school, as well as during school holidays. Community partnerships see the school being used for a range of activities outside of normal hours.

## Self-assessment and school achievement

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>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

Future Focused, Goal Oriented, Deep Learners

### Purpose

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

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

### Improvement Measures

Individual improvement on internal and external assessments with value added growth and appropriate progressions on PLAN 2, learning progressions, together with an increased proportion of students in the top two bands of Literacy and Numeracy.

Student samples (work samples, student voice, digital media, student reflections) show increased understanding of, and engagement with areas of creativity, collaboration, critical thinking, reflection and technology use.

An increase in the collaborative use of valid, reliable, quality data to inform planning, practice, and interventions needed to positively impact the teaching and learning cycle.

### Overall summary of progress

The school staff have worked collaboratively and diligently to create a dynamic learning environment throughout the school, employing pedagogy which increasingly embraces current best practices. The impact of changing staffing has meant ongoing learning has been required, and has hindered the overall progress in the school in the shorter term. There has, however, been significant progress in establishing practices throughout the school in visible learning, use of data comparing formative and summative assessment, learning progressions, increased knowledge and application of technology and improved understandings of catering for both remediation and gifted students.

### Progress towards achieving improvement measures

#### Process 1: Project : Visible Learning and Learning Progressions

Use of Agile Sprints (short terms of intervention, with feedback and review of process for progress)

Evaluation	Funds Expended (Resources)
<p>A decision was made that collaborative planning sessions would be used to look at Literacy and Numeracy Progressions and syllabus documents as a means of differentiation, providing students with a learning goal and a future focus. This increased understanding of learning progressions and supported the successful introduction of new style reporting structures in 2019., identifying student capabilities in learning and identifying a future focus goal. The students reports now contain highly personalised information about individual student progress and achievement and provide plans for future learning goals.</p> <p>Through instructional leadership, teachers have and will continue to become more confident using PLAN2 software, with continued focus and practice.</p> <p>Teachers are increasingly using evidence of learning including formative assessments to inform teaching, adapt practices and meet learning needs. Further development and embedding practices is the focus for 2020.</p> <p>Student work samples are increasingly including reflective practice, showing increased metacognition. This needs to be embedded in practice across the</p>	<p>Instructional Leader 3 days a week.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$167335.00)</li></ul>

## Progress towards achieving improvement measures

school to improve critical and creative thinking.

The use of visible learning strategies and formative assessment is becoming more consistently applied across the school. Changing staff and new teams in 2019 have meant more professional learning has been required in this area. This will continue in 2020. Ongoing instructional leadership is required to further develop knowledge and application of skills, to enhance differentiation for students at all levels..

### Process 2: Project : Effective Integration of Technology

Shared implementation of best practice, through regular "Brekkie with a Techie" sessions.

Evaluation	Funds Expended (Resources)
<p>Brekkie with" sessions reduced in intensity and regularity as skills were shared, and additional professional learning time was incorporated in working with the department's Health and Safety Unit. Some additional workshops were undertaken during breaks and after school. Apple support for lessons particularly focused on Apple badging were included. Nevertheless the "Brekkie With" created opportunities for staff to learn with and through one another, leading to shared practice. and an increased willingness to seek support within the school.</p> <p>High levels of leave impacted the capacity for whole school improvement in technology expertise.</p> <p>Identification of expertise in technology shows how the school draws on staff skills to further develop its learning community. Additionally, the school used expertise to support and address identified areas of development for teachers. Staff were supported to trial innovate future focused practices.</p>	<p>1.6 FTE Technology specialist staff \$175,014</p> <p>In-School staffing – teachers leading teachers in areas of expertise pertaining to specific technological programs, devices, cyber safety, and extending beyond apps and programs.</p>

### Process 3: Project : Learning and Support : Remedial and Gifted Students

Collaborative planning, effective intervention strategies and team teaching for impact.

Evaluation	Funds Expended (Resources)
<p>The Learning and Support team collaborates with key stake holders to inform provision of evidence based intervention programs, and lessons to meet the needs of identified students. Student needs are increasingly being met behaviourally, socially and academically, empowering increased engagement with learning activities.</p> <p>In 2020, planned increase in number of Learning and Support meetings to cater for identifying and program development for students with need.</p>	<p>Learning and Support Teachers FTE 2.2</p> <p>EALD FTE 0.2</p> <p>SLSO Support – Integration Funding and additional school funds.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$128966.00)</li> </ul>

## Next Steps

Continued focus on understanding of learning progressions, use of learning sprints, with assessment for, as and of learning to enhance explicit targetting of student point of need in learning, regardless of level of achievement. Increased opportunities for Assistant Principals to collaborate and gain deeper knowledge and understanding of each stage contribution to whole school practice and impact of particular evidence informed practice on student outcomes.

Ongoing development of skills in technology use for all staff, to support the learning opportunities for students across a variety of platforms to cater for transformational learning, focused on communication, collaboration, critical thinking and creativity. To empower risk taking in the use of higher order tasks in technology to develop student and staff technological skills.



To increase staff capacity in differentiation of teaching and learning, to meet the needs of students at their point of need and support thier development to their highest potential. To continue to make use of Learning and Support personnel to support student learning, through use of evidence based programs and evidence informed practice for in class support. To engage with learning dispositions to support student skill development and extend their higher order thinking.



## Strategic Direction 2

Future Focused, Growth Driven, Professional Collaborators

### Purpose

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

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

### Improvement Measures

Increasing proportion of staff with growth focused PDPs experience success in professional learning and personal and/or professional and/or student achievement.

Teacher programs, observations and reflections show increased opportunities for deeper collaboration throughout the school (Shared planning, shared units, shared rich assessment tasks, shared examples of quality practices and expertise).

Staff developed rubrics and assessment tasks show both :- increasing opportunities for students to be engaged in contemporary learning practices (critical, creative thinking, critical reflection, feedback, collaboration and use of technology AND consistent teacher judgement across the team.

Staff expertise is increasingly shared within school (learning pods) and with other schools (networks, professional leadership)

### Overall summary of progress

Staff Performance and Development Plans (PDPs) show focus in development of skills related to school program, Year level focus, and personal area of needed /desired professional learning. Whole school focus based on extending knowledge and understanding of growth mindset in personal and classroom practices. PDPs reflected cohesion in Year levels and further promoted collaborative practices, embracing technology specialists, Learning and Support Personnel, Instructional Leaders and Learning Hub focus.

Whole school professional support through Health and Safety Unit was provided for the year, and discussions held with Miranda Office for supportive frameworks to further enhance Learning and Support and Wellbeing in the School. Executive Coaching support provided to empower increased collaborative practice throughout the leadership team, and effective leadership of Year levels. Teacher programming has become a reflection of collaborative practice – with enabled use of registration of content, amendment to suit particular cohorts, and evaluative comments impacting the teaching and learning cycle of peers. Increased use of collaboratively constructed rubrics for achievement have included collegial and student voice, empowering development of consistent teacher judgement. The introduction of Learning Lilies, through 3Rivers4 Learning has shown strength in effective use of success criteria to impact student learning, driving self motivation of students to achieve higher potential, in some stages and will continue to be expanded in 2020.

Learning Pods opportunities were limited due to additional commitment to whole school learning activities. Professional Learning Communities were developed with local primary schools, Cronulla and Sylvania Heights, and in a Community of Schools through Port Hacking High School. Close partnerships were maintained with Kirrawee High School for combined cultural activities and local primary schools for demonstrations of technology.

### Progress towards achieving improvement measures

#### Process 1: Project : Growth Mindset – Personal and Professional Development

Active engagement of staff reflected in PDPs and embedded practice of growth mindset for students.

Evaluation	Funds Expended (Resources)
Staff professional goals are supported for achievement when aligned to school, plans and opportunity for extension in quality teaching practices. Innovation is valued and evidence informed practices are increasingly being	Executive and peer supportive mentors

## Progress towards achieving improvement measures

explored.

### Process 2: Project : Professional Collaboration Within and Without

PSL – Early Career Leaders' support; Instructional Leaders – Literacy and Numeracy, Beginning Teacher.

Whole Staff : Collaborative planning in school, establishment of whole school scopes and sequences of learning across all KLAs, embedding of technology and 4C's of contemporary learning; Learning Pods.

Development of Communities of Practice and partnerships in Communities of Schools.

Evaluation	Funds Expended (Resources)
Through employment of a specialist coach, supporting each executive member at their point of need through coaching services and leading whole team professional learning, impact was felt across stage teams. Teamwork across stage leaders has increased and with continued promotion of positives will further enhance the leadership of the school. Scope and Sequences and curriculum mapping need to be finalised for the two year cycle for stages.	Professional Learning \$49,000  Casual relief staff as needed for planning days.

### Process 3: Project : Expertise in Technology Use

"Brekkie with a Techie" – shared expertise – regular sessions – rotational roster ; Professional and collaborative leadership in technology, Apple Distinguished Staff

Evaluation	Funds Expended (Resources)
Many staff progressed in their achievement of Apple Badging and two staff of the school received acknowledgement from Apple as Apple Distinguished Educators, highlighting expertise in technology leadership and placing them in a unique field in a world wide team of educators. Staff have progressively upskilled in technology use in both apple (iOS) and PC platforms. Collaborative tools through Google Suite are being utilised by staff to maximise sharing of resources and programming, together with allowing for teacher impact across teams through registration and evaluation of teaching tasks.	Technology expertise of RFF and team teaching staff together with Apple partnership.

## Next Steps

2020 to see the finalisation of Scopes and Sequences of Learning for Stage groups and Curriculum maps in place to support professional sharing and movement of staff within the school. In 2020 to have all stages completing corporate programming across digital platforms, in the cloud – to empower self and class management practices and provide ease of access – anywhere, anytime. Use of technological expertise to drive higher order thinking tasks and challenges which focus on students considering solutions to real world problems. Increased team teaching and stage based activities focused on student level for progression, rather than aged based classes.



### Strategic Direction 3

Future Focused, Transformational Leadership Embracing Community Support.

#### Purpose

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

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

#### Improvement Measures

Improved wellbeing as shown on the wellbeing survey and Tell Them From Me survey results. Parent Survey results show strengthening connections with school. Increased community engagement and support in school activities. Extended community partnerships are increasingly evident.

The school's planning process will embed clear processes with timelines and milestones which direct school activity towards effective implementation. Valid data and evidence will support improvement measures. There will be increased transparency of practice.

Improved administrative systems and management practices will be evident in better workflow practices across the teaching and administrative staff.

The school's physical resources and facilities will show improvement in quality and allow for more flexibility in use of learning spaces.

#### Overall summary of progress

Wellbeing is a continuing focus of the school, and evaluations from the staff themselves, the Health and Safety Unit, together with the Executive Coach and school surveys shows there has been growth in this area, which needs to be capitalised upon and further enhanced. The Wellbeing team of 2019, has grown with team members contributing to the overall sense of wellbeing of staff. The increased collegiality enhances communication within teams and is extending across teams progressively. The P & C are increasingly working in partnership with the school to assist in enhancing the physical improvements of the environment. Community engagement has grown with community helpers engaged in many areas supporting the teaching and learning for students.

Planning processes have timelines and milestones, which are engaged with by executive personnel more than classroom teacher level. Forums with staff, students and the parent body still need further enhancements. Throughout the school, there are improved administrative systems in place to enhance workflow practices and support the wellbeing and safety of students, staff and community members.

There has been marked improvement of the physical buildings of the school through re-roofing, painting and minor building works. The school has a focus on increasingly improving the internal environment of the classrooms to empower more flexible use of learning spaces and improving the quality of furnishings in each room, to make them more conducive to comfort and learning. There is an increasing sense of school pride evident throughout the community.

#### Progress towards achieving improvement measures

##### Process 1: Project : Connect, Succeed, Thrive (Wellbeing)

Our collective wellbeing is valued – students, staff and community.

Evaluation	Funds Expended (Resources)
Increasing wellbeing is developing overall, as relational trust builds across each area of the school. Staff from nearby schools recognise leadership and attend the school to view practices in the learning hub, technology support, Synthetic Phonics teaching and learning cycles and the use of the Sensory Room. The school is held in regard for expertise in apple technology, which is valued beyond the borders of the local network area.	Wellbeing Team activities for staff \$1500 Sensory Room \$4000 Professional Development \$2000



## Progress towards achieving improvement measures

### Process 2: Project : Our Community Partnerships

Sponsorships, local and beyond.

Community users making use of facilities will provide benefit to the students of the school.

Improving Community Engagement in school activities and opportunities to learn and share.

Evaluation	Funds Expended (Resources)
Parents enjoy being a welcome part of the school environment. Staff partnership with parent helpers is building.	School premises maintenance, Administrative personnel for developing Community User agreements.

### Process 3: Project : Our Extended Community

Connected Country (Joining the Dots) – Support rural and remote schools

Local community visitations

APPLE community – building expertise within and beyond the school in Apple technology

Evaluation	Funds Expended (Resources)
Our extended community was built upon the relationships through professional learning communities and our Aboriginal students connection with One Mob experiences.	

## Next Steps

2020 – continued focus on wellbeing of staff, students and the community to ensure all students are known valued and cared for and staff believe they are supported, valued and thriving in their learning environment. Focused planning for community grant applications for further enhancement of the school environs, and to build recognition of the school as a key hub of the community it serves. Continued partnership with community users – GBOOSH, CACK, Canteen Operators, Kelly Sports, Community Languages (Mandarin) and Code Camp. Professional learning communities to be expanded – undertaking 3 Rivers 4 Learning and focused learning in 4C's (Communication, Collaboration, Critical Thinking and Creativity) to build wider community partnerships. Continued Partnership with Apple – inviting further opportunities for skills development of staff and leadership in and beyond our school .



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal teacher supporting students for all indigenous events.</p> <p>Building materials, concrete, rocks and paint for the Yarning Circle area.</p> <p>SLSO support for MultiLit program</p> <p>Note : Some funds rolled into 2020 for further programs to support the 250 years since Cook commemorations.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$12 301.00)</li> </ul>	<p>Indigenous students have a sense of value in our school community. They express their sense of belonging and highly value their "One Mob" activities. Their participation in illustrating a book for the One Mob series was valued from their personal experience and their cultural contribution to reading materials throughout the nation.</p> <p>Students have pride in their cultural heritage and are increasingly willing to share knowledge and understandings with their peers and school community.</p> <p>Aboriginal students gained the benefit of additional learning support as needed, and their attendance rates were equal to that of the remainder of the school.</p>
<b>English language proficiency</b>	<p>0.2 FTE EALD staff</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$22 268.00)</li> </ul>	<p>Students progressed in the EALD scales and individualised reports were provided for all who gained intervention.</p>
<b>Low level adjustment for disability</b>	<p>Learning and Support Teachers 2.2 FTE</p> <p>SLSO personnel</p> <p>Instructional Leader – Wellbeing intervention</p> <p>School operational funding to support programs and staffing.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$128 966.00)</li> </ul>	<p>Students were supported through Learning and Support personnel, both teaching staff and Student Learning Support Officers to build capacity in learning, behaviour management and social skilling through planned interventions and wellbeing activities. The introduction of sensory regulation opportunities, learning of "Zones of Regulation" and social skill opportunities has empowered self regulation for students and improving wellbeing.</p> <p>Specific intervention in learning programs has supported improve student outcomes in Literacy and Numeracy.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>0.6 FTE Instructional Leader</p> <p>Staff across school, in team teaching – collaborative planning.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$167 335.00)</li> </ul>	<p>Experiences in the Library saw some grades teams effectively using the opportunity to shared learning experiences in partnership with the Librarian and Instructional Leader. Readiness for progression into more collaborative teaching models requires more opportunity for practice of skills.</p> <p>Professional learning in Learning Progressions shows developing understanding of specific measurable steps in learning.</p>
<b>Socio-economic background</b>	<p>Student Learning Support Officers</p> <p>MultiLit and MiniLit Program consumables</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$23 238.00)</li> </ul>	<p>The school is effectively catering for the learning, social and wellbeing needs of students with socio-economic challenges.</p>

<p><b>Support for beginning teachers</b></p>	<p>0.6 Instructional Leader</p> <p>Peers – for collegial support</p> <p>Collaborative planning and teaching opportunities.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$89 049.00)</li> </ul>	<p>Beginning teachers value the support provided by their mentor Instructional Leaders and the quality of feedback provided to enhance their learning of quality teaching practices.</p> <p>Staff have progressed in the accreditation process, with two gaining accreditation at the end of the year, and the remainder working towards accreditation early in 2020.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	452	425	423	418
Girls	418	391	394	388

## Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.9	96.6	96.6	95.2
1	96.5	96	94.4	95.2
2	94.6	95.7	95.1	94.5
3	96.1	95.5	95.2	94.7
4	94.7	96	94.2	93.7
5	94.8	95.6	94.2	94.6
6	95	95	93.9	93.6
All Years	95.4	95.8	94.8	94.5
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

Gymea Bay Public School consistently achieves an attendance rate above the Departmental average.

## 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)	5
Classroom Teacher(s)	36.06
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
School Counsellor	0.5
School Administration and Support Staff	4.87

\*Full Time Equivalent

### 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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

Throughout 2019, instructional leadership, coaching and mentoring was provided to support Beginning Teachers in their development of sound pedagogy, modelled classroom practices and towards achievement of their accreditation as proficient staff.



## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,187,482
<b>Revenue</b>	7,686,046
Appropriation	6,953,071
Sale of Goods and Services	51,066
Grants and contributions	672,361
Investment income	9,048
Other revenue	500
<b>Expenses</b>	-7,675,381
Employee related	-6,340,245
Operating expenses	-1,335,136
<b>Surplus / deficit for the year</b>	10,665

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	94,071
<b>Equity Total</b>	186,773
Equity - Aboriginal	12,301
Equity - Socio-economic	23,238
Equity - Language	22,268
Equity - Disability	128,966
<b>Base Total</b>	5,277,871
Base - Per Capita	191,699
Base - Location	0
Base - Other	5,086,172
<b>Other Total</b>	1,193,427
<b>Grand Total</b>	6,752,142

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.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

## Parent/caregiver, student, teacher satisfaction

Approximately 13% of families responded to the opportunity to voice their satisfaction or otherwise of the school. Of these, 40% advised they would recommend Gymea Bay Public School to new neighbours and that they were satisfied with the school as an educational entity. Families were particularly positive about the caring nature of teaching staff, and the helpfulness of the administrative staff of the school. Of high value to families was the provision of opportunities to students in extra-curricular activities, supportiveness of student needs, the nurturing environment of the school and the capacity to cater for students. With such a limited response it is difficult to know whether this reflects the whole school community.

Students were overwhelmingly positive about the school, being thankful for the many opportunities they have to undertake sporting and cultural activities, together with the opportunity to engage with caring staff who support their needs. Students valued learning experiences with technology and in the learning hub, where they got to mix with students from other classes. Students have a sense of belonging and value the relationships they develop with their peers, buddy classes, classroom teachers, and staff of the school.

Approximately 80 % of teachers responded to the opportunity to voice their satisfaction of the school. 87 % felt they would recommend the school to new families. More than 66 % were satisfied in their workplace. Some were still missing previous leaders of the school. Of high value to staff was the supportive nature of the administrative staff of the school. 95% of teachers believe they cater for the needs of students well, with 75% indicating the school delivers high quality education.

Staff have commented favourably about the manner in which school staff are becoming more collaborative. They value the dedicated and supportive nature of their peers, and the opportunity to learn from one another. They have valued professional learning opportunities and the opportunities the school provides in supporting extra curricular activities. They are pleased about the initiative for collaborative planning, amended programming to support scope and sequences and increased support of wellbeing of staff and students. The amended reporting structure is valued by staff and they also value how much the school has grown in 2019. Staff are most thankful for the ongoing improvements to the physical environment of the school, internally and externally, being thankful for the P & C for their contributions. They value the increasing contribution of staff in enhancing the physical appearance to make it more welcoming for students and families.

Continuing areas for improvement highlighted by both parents and staff are increased differentiation for students, improved processes for communication and more resourcing for wellbeing.

# 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.

The Aboriginal teacher of the school has been instrumental in embedding supportive strategies to enhance Aboriginal education. Aboriginal students of Gymea Bay are proud of their culture and a growing sense of connection is being built with the indigenous families of the school. There is a strong connection being built through active engagement in AECG activities and supportive networks within the local area.

## 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.