Gwynneville Public School

2019 Annual Report

3826

Introduction

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

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

School contact details

Gwynneville Public School

10 Acacia St

Gwynneville, 2500

www.gwynnevill-p.schools.nsw.edu.au

gwynnevill-p.school@det.nsw.edu.au

4229 5728

Message from the principal

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

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

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

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

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

Patricia Payne

Principal

School background

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

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

School context

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

Gwynneville Public School is located in the Wollongong area and services the learning and welfare needs of 255 students. Student enrolments continue to increase each year.

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

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

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

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

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	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Learning

Purpose

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

Improvement Measures

Increase the proportion of students achieving proficiency in line with the Premier's Priorities of an increase of 8% of students in the top two NAPLAN bands in Literacy and Numeracy.

Students will achieve their year appropriate expected growth in Literacy and Numeracy increasing each year over the three year period.

Increase the number of students who are achieving 'consistently' in all areas of the Social and Emotional report indicators.

Progress towards achieving improvement measures

Process 1: **Curriculum and Learning**
- Deliver quality student centred and self–regulated learning experiences which enable students to understand how they learn and to set and achieve their learning goals.
- 21st Century learning tools will be utilised to engage and inspire motivated students (How2Learn) supported by use of flexible learning spaces.
- School development of explicit processes to collect, analyse and report internal and external student and school performance data with implementation of "Grade Xpert" program.
- Implementation of 'MAPPEN', an online curriculum and professional learning program providing integrated project–based units.

Evaluation	Funds Expended (Resources)
Formal, written, highly positive feedback from staff indicates extremely positive feedback about effectiveness of the MAPPEN program. Negative feedback from staff on implementation of Grade Xpert reporting format. Executive review of assessment data on Grade Xpert. The decision was made by the whole staff and executive to discontinue use of grade Xpert and revert to Sentral. This was due to the incompatibility of grade Xpert with DoE systems.	**Funding Sources:** • Grade Expert ($2400.00)

Process 2: **Student Wellbeing**
- Implement a whole school integrated approach to student well–being in which students can connect, succeed and thrive at each stage of their schooling (Kids Matter).
- School Funding to support student wellbeing programs across K–6.
- Strong communication and organisation through ongoing, planned Learning Support Team Meetings.
- Establish a nature garden.
- Purchase new play equipment.

Evaluation	Funds Expended (Resources)
Feedback from student, parent and staff surveys and forums indicate a high	Satisfactions surveys.

Progress towards achieving improvement measures	
level of engagement and student satisfaction. Nature garden established. Play equipment ordered.	**Funding Sources:** • School budget for playground ($23000.00) • school budget for playground equipment ($26000.00)

Process 3:   **Personalised Learning**
> • Ensure learning is data driven and based on formative assessment practices and learning progressions. Timely, targeted intervention and feedback for all students reflects best practice and students access tailored support, extension, or enrichment to maximise outcomes.

Evaluation	Funds Expended (Resources)
Students demonstrate growth on learning progressions and school based assessments. Assistant principal, K–2, released off class to provide literacy learning support for identified students in years 3 to 6. Literacy and numeracy support is provided for K–2 students by the learning support teacher and an extra teacher is employed two days per week to provide extra numeracy support. 145 students were targeted for learning support in numeracy and literacy across the school and an additional 46 EALD students received support.	**Funding Sources:** • AP Release ($109000.00) • Additional Support Teacher ($40000.00)

Strategic Direction 2

Quality Teaching

Purpose

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

Improvement Measures

A high performing teaching staff as measured against the Australian Professional Standards. Lesson observations are linked to the Australian professional Teaching Standards.

Increased use of evidence–informed pedagogy by all teachers including formative assessment strategies.

Tell Them From Me survey indicates continued social/emotional growth.

All teachers maintaining current accreditation standards with Executive teachers aligning to Principal Standards. Lesson observations are linked to the standards.

Progress towards achieving improvement measures

Process 1: **Research Informed Pedagogy– Literacy**
 • Draw on solid research to develop and implement high quality professional learning in literacy teaching practices including L3, 7 Steps for Writing Success and English Stars (Stage 3) .
 • Use of Literacy Learning Progressions to support teachers in meeting syllabus outcomes and to individualise learning.
 • Focus on the development of phonemic awareness through 'Soundwaves' and use of decodable texts.

Evaluation	Funds Expended (Resources)
All K–2 classes implementing L3 pedagogy. All classes 3–6 implementing 7 Steps to Writing Success. Stage 3 implementing English Stars program. All classes K–6 implementing Soundwaves program. Students demonstrate growth on PLAN2 data.	**Funding Sources:** • School budget for seven Steps to Writing Success ($3600.00) • English Stars and Soundwaves funded by students ($0.00)

Process 2: **Collaborative and Evaluative Practice**
 • Develop and implement collaborative processes for consistency in teacher judgement in the literacy and numeracy progressions as well as internal assessments.
 • Strengthen evaluative culture and practice by establishing regular 'pause points' throughout the year and providing professional learning on the use of quality sources of data to inform future teaching and learning.
 • A team of teachers participate in 'Quality teaching Rounds' professional learning with University of Newcastle researchers.

Evaluation	Funds Expended (Resources)
QTR will be implemented in 2020 and funded by the University of Newcastle.	**Funding Sources:** • Funded by University of Newcastle

Progress towards achieving improvement measures	
Regular stage meetings are held where teachers collaborate to develop consistency regarding assessment data. Scheduled regular pause points throughout the year to provide professional learning. Professional learning around PLAN 2 and NAPLAN analysis. Online professional learning in punctuation and grammar. Assessment timeline developed.	($0.00)

Process 3: **STEM**
    • Implementation of the Science and Technology K–6 Syllabus through integrated 'MAPPEN' units.
    • A focus on technologies with all staff receiving ongoing professional development in coding, robotics, STEM and 3D printing.
    • Purchasing of portable technology for all classrooms.
    • Purchase of 3D printer.
    • Release Technology teacher from class 1 day per week to mentor teachers in coding and robotics.

Evaluation	Funds Expended (Resources)
All teachers implementing MAPPEN units. Portable technology is purchased and utilised across the whole school. Teachers have enhanced their skills, knowledge and confidence in teaching digital technologies, through the STEM teacher mentoring process.	**Funding Sources:** • STEM ($8000.00) • 3D Printer ($300.00) • IPad's ($55000.00) • MAPPEN ($3650.00)

Process 4: **Research Informed Pedagogy– Numeracy**
    • Draw on solid research to develop and implement high quality professional learning in numeracy teaching practices including iMaths and Maths Burst.

Evaluation	Funds Expended (Resources)
Percentage of students achieving expected growth. Improved learning outcomes in spatial awareness and across all four aspects of Mathematics. Implementation of Maths Burst in Years 4, 5 and 6. Year 3 to be involved in 2020.	**Funding Sources:** • Mathsburst ($2500.00) • Casuals for Mathsburst PD ($1000.00)

Strategic Direction 3

Leadership

Purpose

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

Improvement Measures

School self–evaluation data reflects an increase of higher satisfaction rate with school leadership and management each year.

High satisfaction levels amongst staff in regards to in–school professional development learning opportunities delivered by leadership teams.

PDP's clearly aligned to Professional Teaching Standards and the school plan with school leaders aligning to Highly Accomplished and Lead levels.

High percentage of staff involved in curriculum leadership roles and relieving in higher duties when opportunities arise.

Progress towards achieving improvement measures

Process 1: **Quality Professional Development**
  • Professional learning is linked to the school plan and professional standards and its impact on the quality of teaching and student learning is evaluated.
  • Strategic formal and informal professional learning , mainly on site, builds teacher knowledge and understanding through sharing practices, reflection, observation, discussion, mentoring, coaching and collaboration.
  • Targeted professional learning, mentoring and coaching practices will be facilitated for school leaders and aspiring leaders.

Evaluation	Funds Expended (Resources)
Staff PDP's reflect school plan targets and priorities. A strong culture of continuous improvement and collaboration is evident throughout the school. Aspiring leaders and new scheme teachers are regularly mentored by school leaders. All staff are working towards gaining or maintaining accreditation.	**Funding Sources:** • ($20333.00)

Process 2: **Performance Development Framework**
  • Professional Learning Plans for school leaders will be aligned to the higher levels of the Professional Standards for Teachers (Highly Accomplished and Lead). Leaders working towards the principalship will be supported to align their practice to the Professional Standard for Principals. The Leadership Team will drive school management and leadership development.
  • All staff involved in mentoring and coaching roles through lesson observations and follow up discussions as part of the Professional Development Framework process.

Evaluation	Funds Expended (Resources)
All teachers have achieved some, or most of their PDP goals. Those goals not achieved are reviewed and included for 2020.	Time allocation for review meetings.

Progress towards achieving improvement measures

Process 3:   **Distributed Leadership across all levels**
      • Leaders at all levels will be involved in the school self–evaluation and planning process.
      • Effective school curriculum teams and lead facilitators will provide ongoing professional learning, maximise differentiated learning for all students and promote high standard practices.
      • Build the leadership capacity of students through the Student Representative Council.

Evaluation	Funds Expended (Resources)
Teacher Identified Professional Learning (TIPD) indicated leadership experiences. All staff participated in assessment against School Excellence Framework. The SRC were involved in leading and coordinating whole school activities. Staff were provided with opportunities to relieve in higher positions.	**Funding Sources:** • Exec Release ($20000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($7 966.00)	75% of aboriginal students reaching benchmarks.
English language proficiency	**Funding Sources:** • English language proficiency ($65 024.00)	Improved growth in student performance as measured in EALD scales.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($83 162.00)	End of year summative assessments show growth in learning for students receiving learning support and percentage of students achieving personal learning goals.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($41 619.00)	Scheduled meetings were timetabled to provide quality feedback. End of Year iMaths test indicated expected growth.
Socio–economic background	**Funding Sources:** • Socio–economic background ($18 685.00)	All identified students received targeted learning support. Tell Them From Me surveys indicate high levels of engagement.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($13 786.00)	All beginning teachers were allocated a mentor.
Targeted student support for refugees and new arrivals	**Funding Sources:** • Targeted student support for refugees and new arrivals ($5 916.00)	Improved growth in student performance. EALD program targeted these students for intensive literacy and English language sessions.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	125	122	121	132
Girls	114	110	111	119

Student attendance profile

School				
Year	2016	2017	2018	2019
K	88.9	93.2	92.9	87.7
1	88.6	93.6	89.2	88.9
2	93.1	92.9	93.1	89.7
3	95.5	93.6	93.1	83.3
4	93.8	94.4	95	93.5
5	92.8	94.3	93.9	90.9
6	92.2	91.7	91.5	91.6
All Years	91.9	93.4	92.6	89.4
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

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

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
Assistant Principal(s)	3
Classroom Teacher(s)	8.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.46

*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.

Throughout 2019 all staff were involved in professional learning. Early career teachers were mentored and supported in their teacher accreditation process to gain accreditation at proficient level. Staff in their maintenance phase had many professional development opportunities. Aspiring leaders and executive staff had access to lead training, supporting future accreditation as a Highly Accomplished Teacher.

The school's professional learning plan reflected the needs and directions outlined in the school's Strategic Plan as well as individual, school, regional and state priorities. Staff Development Days focused on professional learning activities using data to inform teaching practice, assessment for learning, planning and implementation, stage planning, child

protection updates, mandatory training updates and ongoing sessions delivering Focus on Reading (3–6),KidsMatter and HOW2Learn, of which staff received professional readings and in–between tasks to complete.

All staff participated in CPR/Emergency care, anaphylaxis, child protection, first aid and asthma training. Staff were also involved in professional learning in the following:

- MAPPEN
- Visible Learning
- Coding/Stem/Robotics/3D Printing
- Sound Waves
- iMaths
- L3 Literacy
- Seven Steps to Writing Success
- Positive Schools conference
- Assistant Principal conferences
- EduTech conference
- Future Schools Conference
- Maths Burst
- Data Analysis
- Best Start Assessment

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	459,749
Revenue	2,721,481
Appropriation	2,614,905
Sale of Goods and Services	21,047
Grants and contributions	81,200
Investment income	2,129
Other revenue	2,200
Expenses	-2,485,630
Employee related	-2,236,173
Operating expenses	-249,457
Surplus / deficit for the year	235,851

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	121,880
Equity Total	176,613
Equity - Aboriginal	7,966
Equity - Socio-economic	18,685
Equity - Language	65,024
Equity - Disability	84,938
Base Total	1,861,603
Base - Per Capita	54,436
Base - Location	0
Base - Other	1,807,167
Other Total	138,095
Grand Total	2,298,191

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.
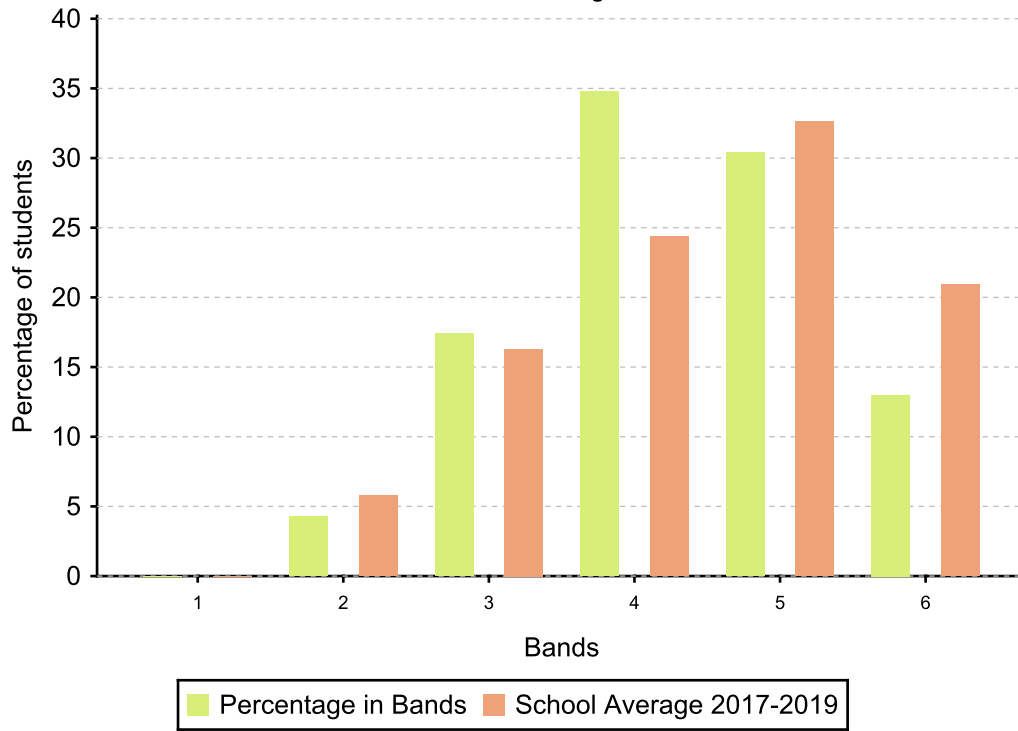
Literacy and Numeracy Graphs

Percentage in bands:
Year 3 Grammar & Punctuation
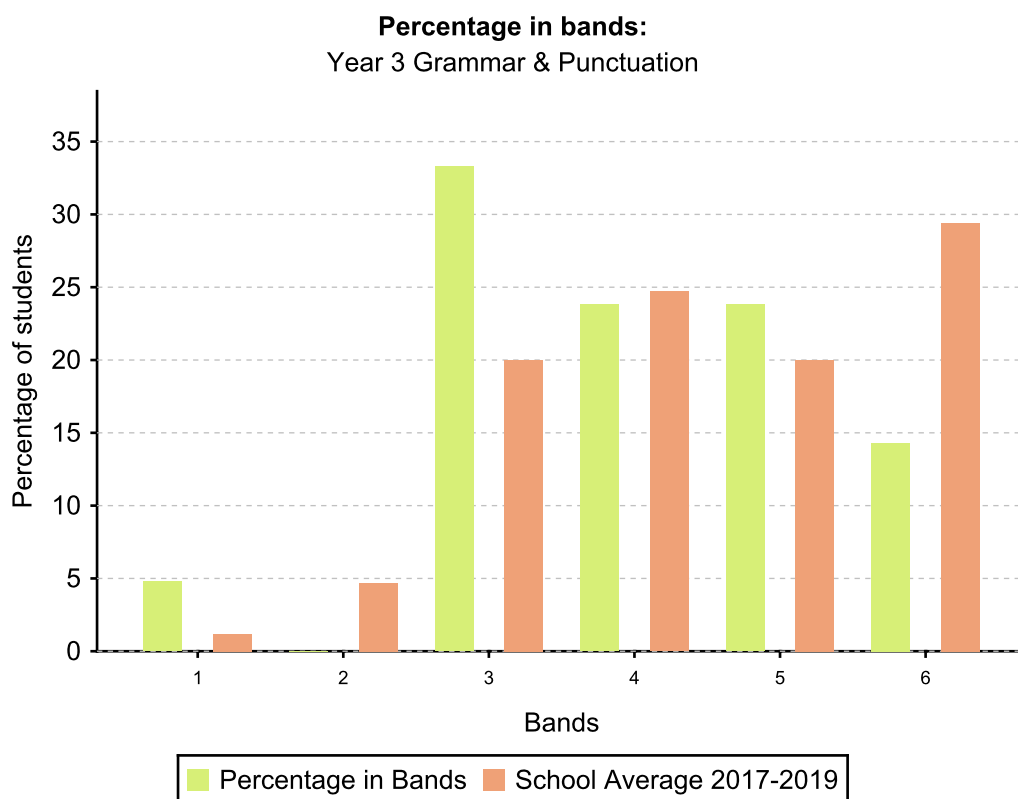
Band	1	2	3	4	5	6
Percentage of students	4.8	0.0	33.3	23.8	23.8	14.3
School avg 2017-2019	1.2	4.7	20	24.7	20	29.4

Percentage in bands:
Year 3 Reading

Band	1	2	3	4	5	6
Percentage of students	0.0	4.3	17.4	34.8	30.4	13.0
School avg 2017-2019	0	5.8	16.3	24.4	32.6	20.9

Percentage in bands:
Year 3 Spelling
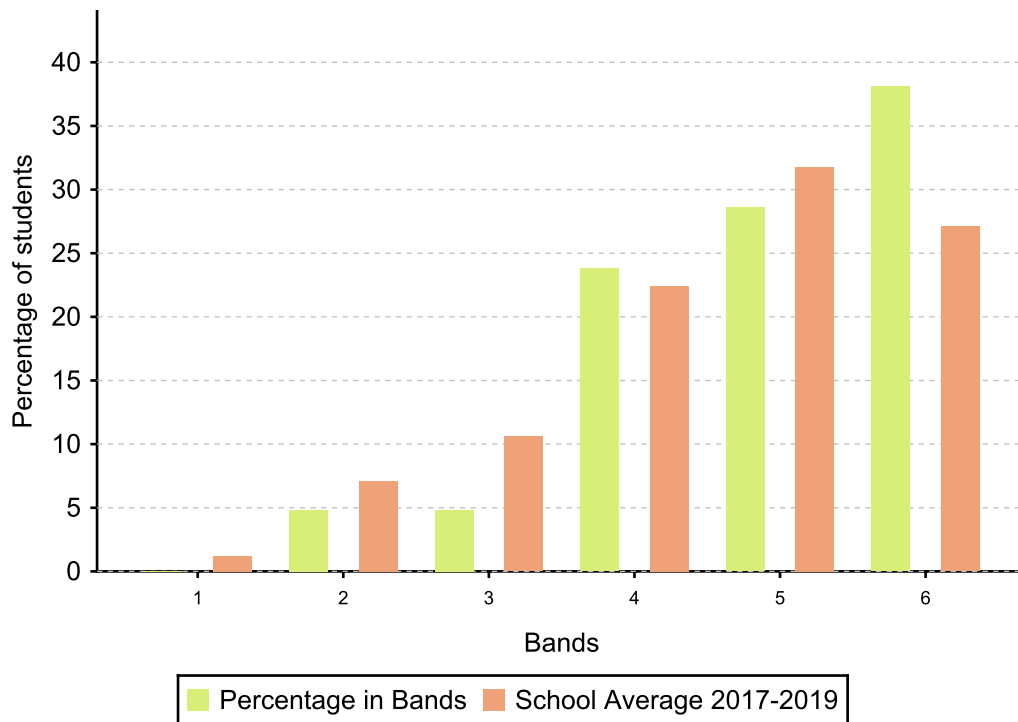
Band	1	2	3	4	5	6
Percentage of students	0.0	4.8	4.8	23.8	28.6	38.1
School avg 2017-2019	1.2	7.1	10.6	22.4	31.8	27.1

Percentage in bands:
Year 3 Writing
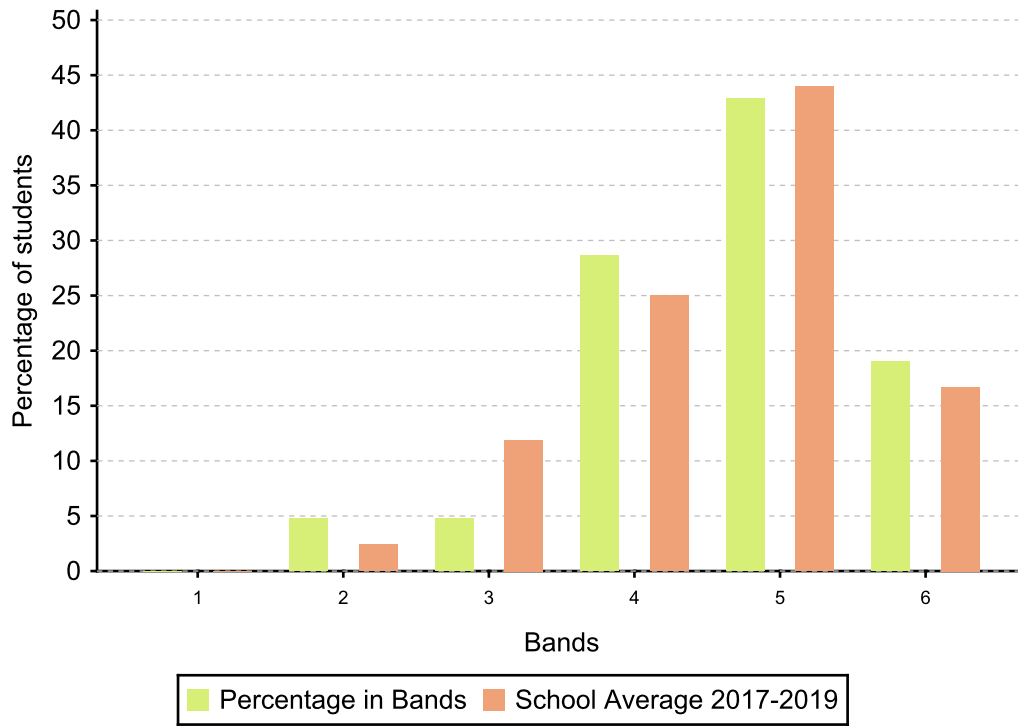
Band	1	2	3	4	5	6
Percentage of students	0.0	4.8	4.8	28.6	42.9	19.0
School avg 2017-2019	0	2.4	11.9	25	44	16.7

Percentage in bands:
Year 5 Grammar & Punctuation
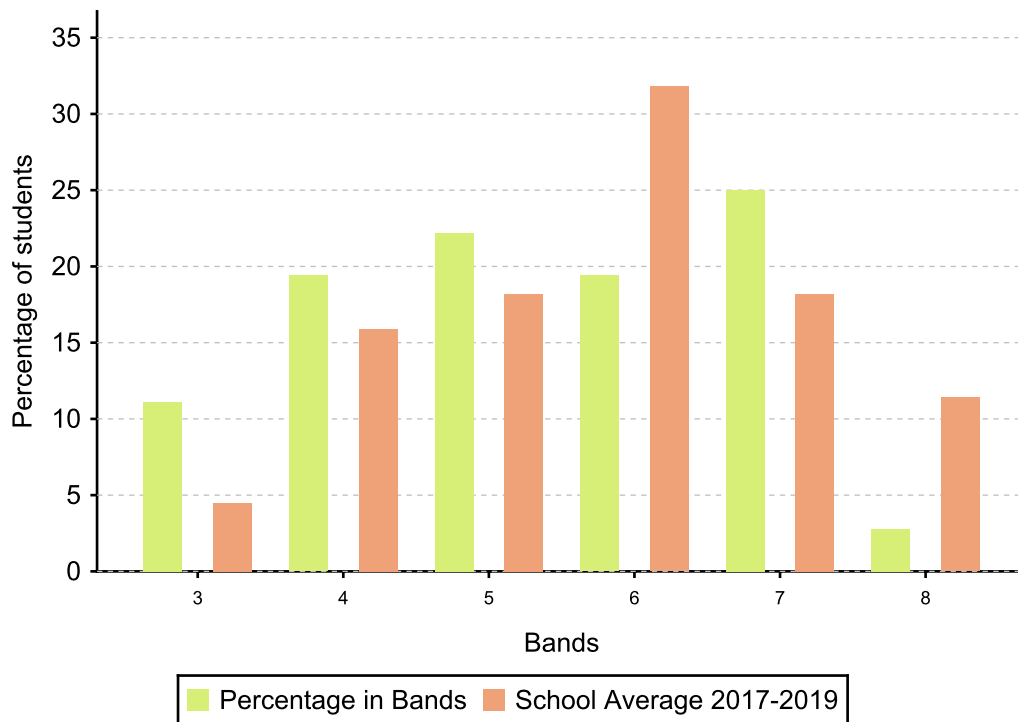
Band	3	4	5	6	7	8
Percentage of students	11.1	19.4	22.2	19.4	25.0	2.8
School avg 2017-2019	4.5	15.9	18.2	31.8	18.2	11.4

Percentage in bands:
Year 5 Reading
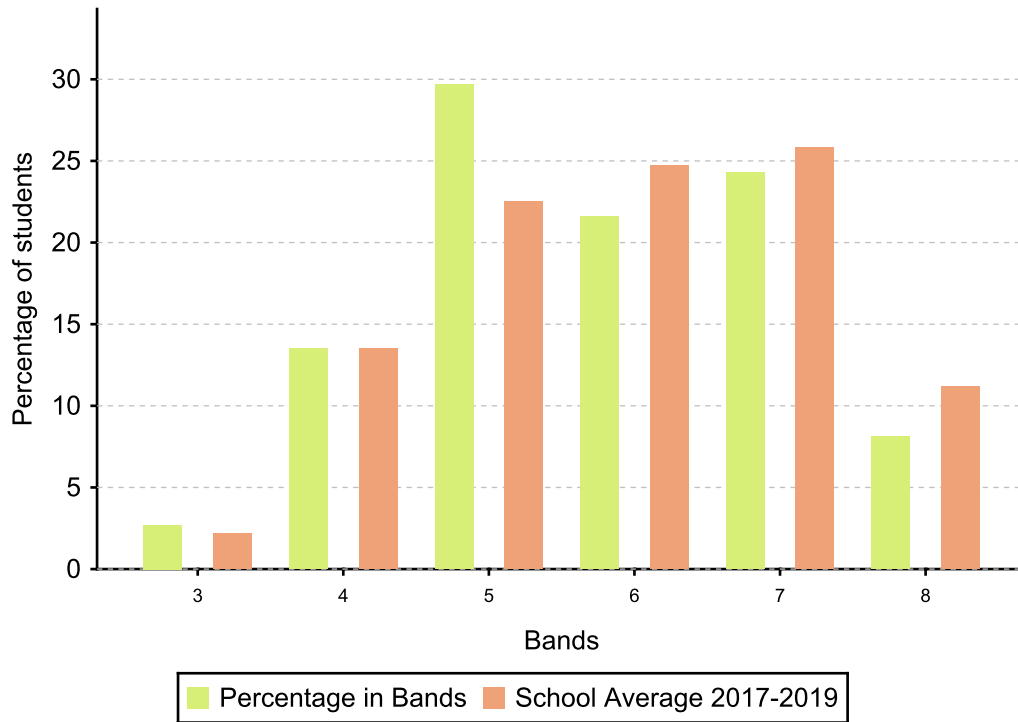
Band	3	4	5	6	7	8
Percentage of students	2.7	13.5	29.7	21.6	24.3	8.1
School avg 2017-2019	2.2	13.5	22.5	24.7	25.8	11.2

Percentage in bands:
Year 5 Spelling
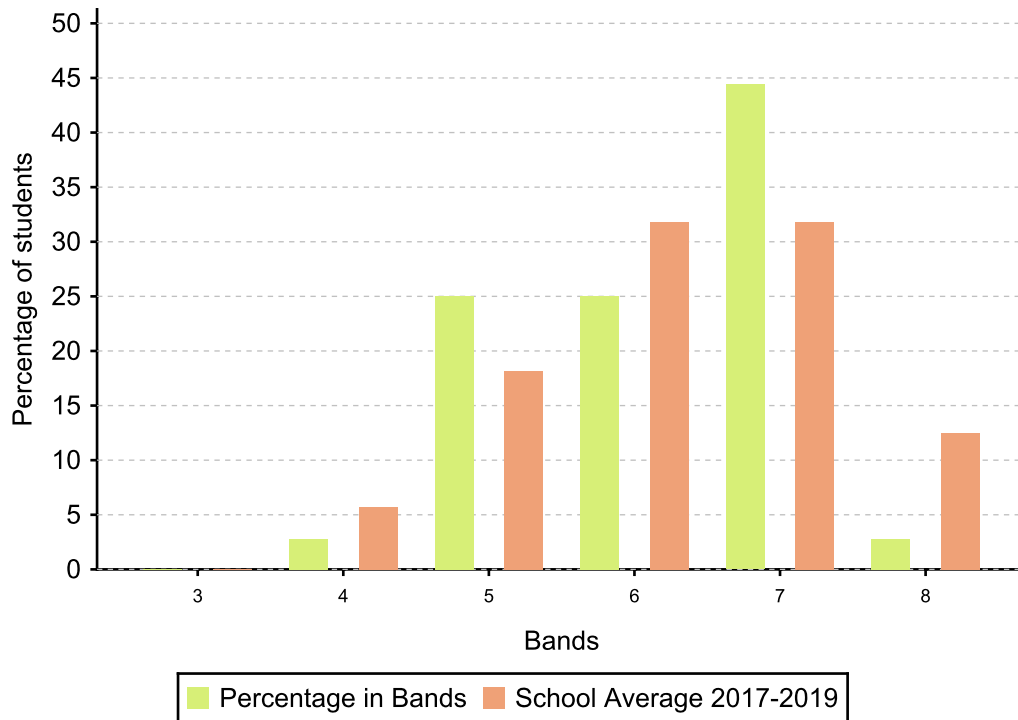
Band	3	4	5	6	7	8
Percentage of students	0.0	2.8	25.0	25.0	44.4	2.8
School avg 2017-2019	0	5.7	18.2	31.8	31.8	12.5

Percentage in bands:
Year 5 Writing
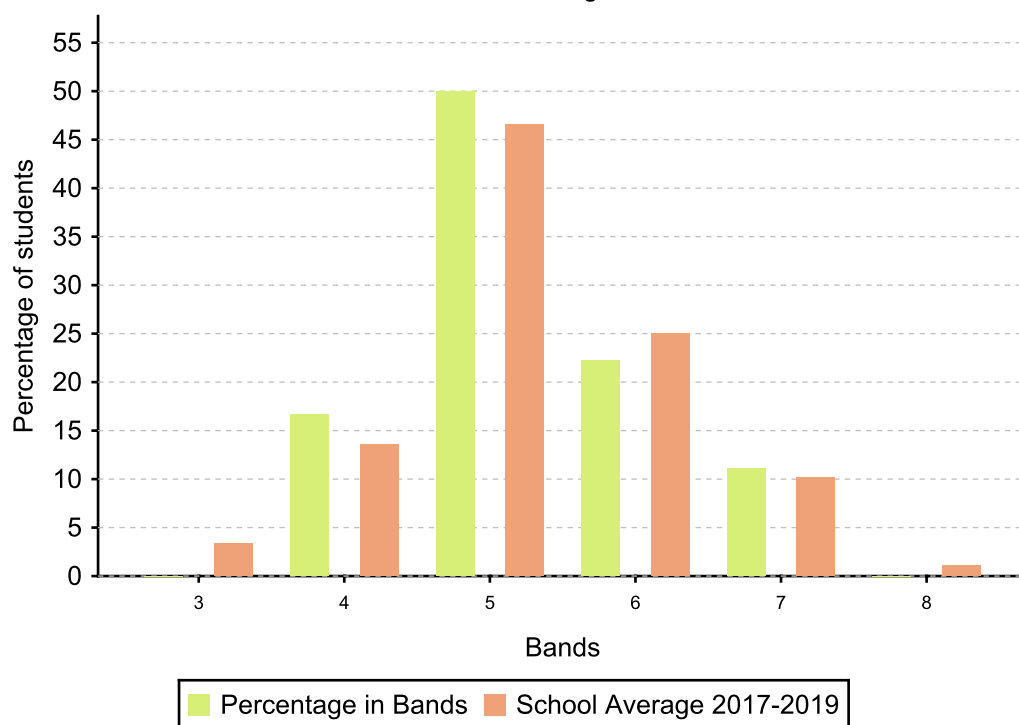
Band	3	4	5	6	7	8
Percentage of students	0.0	16.7	50.0	22.2	11.1	0.0
School avg 2017-2019	3.4	13.6	46.6	25	10.2	1.1

Percentage in bands:
Year 3 Numeracy
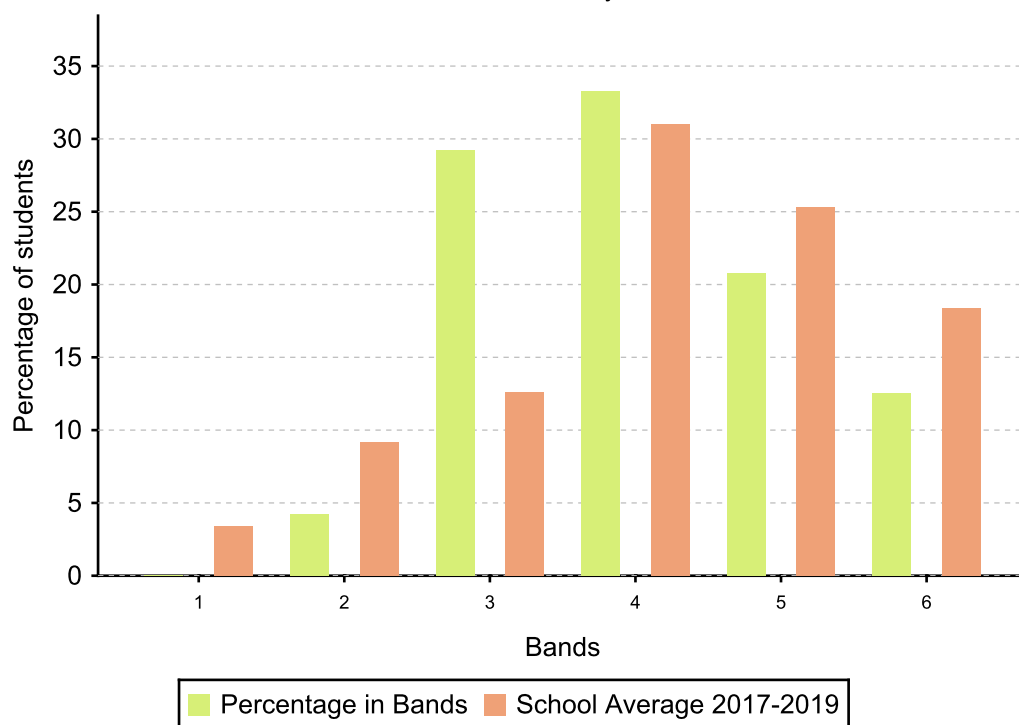
Band	1	2	3	4	5	6
Percentage of students	0.0	4.2	29.2	33.3	20.8	12.5
School avg 2017-2019	3.4	9.2	12.6	31	25.3	18.4

Gwynneville Public School 3826 (2019) Printed on: 11 May, 2020

Percentage in bands:
Year 5 Numeracy
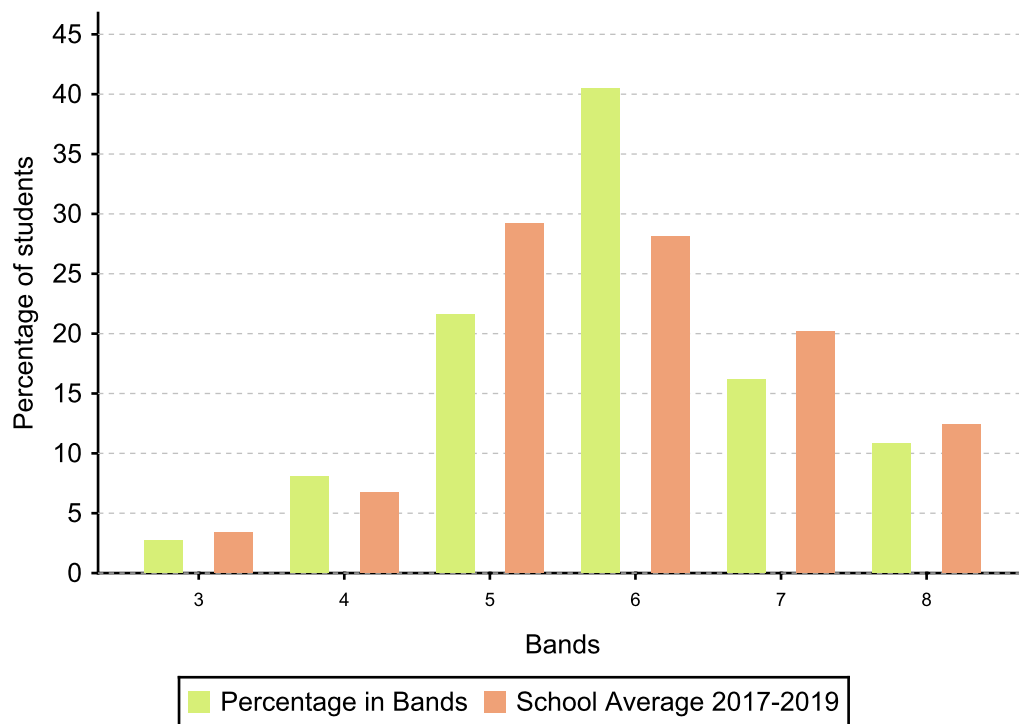
Band	3	4	5	6	7	8
Percentage of students	2.7	8.1	21.6	40.5	16.2	10.8
School avg 2017-2019	3.4	6.7	29.2	28.1	20.2	12.4

Parent/caregiver, student, teacher satisfaction

Parents indicated a high level of satisfaction with the school.

- Parents feel welcomed and well–informed and support learning at home. Parents state that teachers are approachable and listen to concerns. They believe that written feedback is in clear, plain language.
- Staff are appreciated and held in high regard. Parents believe that the school supports student learning, with high expectations and by showing interest in their child's learning.
- Parents believe that Gwynneville Public School is a safe learning environment where their child feels safe at school and that processes are in place to prevent bullying.

Teachers indicated a high level of satisfaction with the school.

- High percentages of teachers believe school leaders are supportive and have taken time to observe their teaching.
- High percentages of teachers value collaboration and willingly work with other teachers in developing cross–curricular or common learning opportunities.
- Teachers agree that they work collaboratively with other teachers in developing cross–curricular and common learning opportunities. Teachers discuss their learning goals and assessment strategies with colleagues.

Students indicated a high level of satisfaction with the school.

- High percentages of students are interested and motivated to learn. They enjoy learning new things and working on class projects.
- Students value positive behaviour at school.
- 98% of students believe that what they are taught is important and useful in their everyday life.

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.

Gwynneville Public School continues its programs to enhance the learning outcomes of our Aboriginal students. Aboriginal students account for 5% of our student population. This has been achieved through the continuation of the development of the Personal Learning Plans (PLP's). These PLP's continue to support the teachers, parents and students in the further development of a strong commitment to learning and increased performance and achievement of outcomes. Personal Learning Plans were designed for each Aboriginal student with specific learning goals. Each PLP aimed to target individual academic, social and behavioural needs.

Throughout 2019, a School Learning Support Teacher was employed to work with our Aboriginal students to improve their literacy and numeracy skills. The students have been supported both within the classroom and through withdrawal in small groups.

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

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

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

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

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

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

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.

The NSW Anti–Discrimination Act (1977) along with the Commonwealth Racial Discrimination Act (1975) makes racial discrimination and vilification illegal in New South Wales. These Acts provide the legislative context and foundation for the Anti–Racism Policy of the department. Gwynneville Public School has 1 trained Anti–Racism Officer (ARCO) to whom any complaints regarding expressions of direct indirect Racism is referred to. The Multicultural NSW Act (2000), the NSW Government Plan for Aboriginal affairs, education, employment and accountability: OCHRE (2013), the

National Framework For Values Education In Australian Schools (2005) as well as the Department's Aboriginal Education and Training Policy, Code of Conduct Policy, Multicultural Education Policy, Student Welfare Policy and the Values in NSW Public Schools Policy provide related requirements that complement the implementation of this policy. The Complaints Handling Policy Guidelines establish the standard approach to resolving complaints about racism that must be used in all learning and working environments.

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.

Gwynneville Public School continues to reflect Australia's diverse multicultural society. In our school, EAL/D students (English as an Additional Language or Dialect) account for 44% of the total student population. The school continues to have a transient population due to its close proximity to the University of Wollongong. Visiting academics and university students coming from overseas, on temporary resident visas, enrol their children for periods ranging from a few months to several years. Several other EAL/D students have come to Australia on refugee visas and require substantial support with their language development and their cultural acclimatisation.

The specialist EAL/D teacher provides support to EAL/D students and classroom teachers across the school, Kindergarten to Year 6. This support has been given within small group settings to enable all students to reach their full potential. Cultural events are celebrated throughout the year. In 2019 GPS held Multicultural days that embraced our diverse cultures within the school. Parents and grandparents attended the days.

Other School Programs (optional)

Assemblies

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

Choir

2019 was another successful year for the Gwynneville School Choir. Their performance at the Choral Festival, at the Wollongong Town Hall, was expressive and well received. One student, Chanelle, also performed a solo for the massed choir on the night of the Choral Festival performance. She did so with beautiful tone and rhythm.

The 60 strong choir also performed in front of a whole school assembly, entertaining the other students with delightful harmonies and eye–catching actions. With the assistance of Mr Burns, Mrs Eshman and Mr Jennings, the Gwynneville School Choir were able to master a range of melodies and ballads.

Band

This year the Gwynneville School Band had core group of students that displayed musicianship, dedication and creativity. With regular rehearsals the band members were able to experiment with chord progressions, musical interludes and vocal echoes. The band comprised of 8 instrumentalists, including keyboards, guitars and drums; and 14 vocalists.

The band performed for the school in Term 4, Week 8. The students practiced and fine tuned their repertoire of songs for the school community to enjoy. The songs that the band will performed were Twist and Shout – The Beatles, Best Day of my Life – American Authors and Impossible – James Arthur.

Picasso Cow Program

As a whole school initiative we participated in The Dairy Australia program " Picasso Cow".

Throughout the program students from kindergarten to year 6 investigated both the Dairy Industry and farming within Australia.

Stage 3 students produced a learning journal about their learning as well as developing a design for a fibreglass cow which is displayed within the school.

Live Life Well @ School

Our school has been implementing the Live Life Well @ School program this year to take a whole of school approach to the nutrition and physical activity of our children. This has included:

School Community Partnerships:
- Encouraging active transport – parents walking students to school instead of driving
- The school newsletter promotes healthy eating, physical activity and limiting small screen recreation
- Fundraising is healthy or neutral
- Parents and/ or local sports groups are invited to participate in healthy food preparation or sports events

School Ethos & Environment:
- School has promoted nutrition campaigns such as "Fruit & Veg Month" and "Crunch & Sip".
- Sports equipment is available at recess and lunch
- Healthy food is provided at school functions
- Canteen meets healthy school's guidelines

Teaching & Learning:
- Students learn about healthy eating and physical activity
- Students participate in hands on nutrition learning experiences
- Food or PE related topics are linked across the KLAs or canteen
- Students are involved in 150 minutes of physical activity a week
- Fundamental Movement Skills are taught in all years
- Students participated in P.S.S.A Basketball, Premier's Sporting Challenge, Sporting Schools, Athletics. swimming and cross country
- Several students participated in trials for District and State