

2020 Annual Report

Gosford Public School



GOSFORD PUBLIC SCHOOL

2049

Introduction

The Annual Report for 2020 is provided to the community of Gosford Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

Gosford Public School with a current student population of 537 students and 21 classes is arguably one of the most culturally diverse school communities on the Central Coast with nearly 49% of students coming from families where English is the second language. The school's EaLD program has grown in significance over the last few years and currently supports 60 students (on actual caseload). The school's 'Aboriginal Education Team' also supports and engages with 29 students and their families who have identified as indigenous. The school currently hosts two opportunity classes in both Year 5 and Year 6, attracting an additional 60 students, from various settings to engage in a two year program of learning.

The culture of continuous self-reflection and assessment has been supported via ongoing professional learning around 'evidence - Impact Vs. Process', rigorous milestone monitoring and the timely use of the 'RAPs panel' self-assessment strategy. The work done by the school in preparing the community for the 2020 external validation has allowed the formal EV panel process to be seen as nothing more than an extension of our normal practice.

We have a committed school community that values strong and meaningful partnerships, a culture of analysis and reflection and the 'smart' use of data. 'Transitions' across the school community are planned, supported and centred on individual needs. Student attendance is closely monitored, respectful relationships are evident across the community and consequently, students are 'known' and cared for. The evidence suggests that our teachers have high expectations and consistently differentiate their delivery - as a result, most students understand and can describe 'next steps' in their learning. Teachers collaborate and share the data collected in relation to student growth, school-based systems allow for the collection of reliable data which can be evaluated effectively.

Our teachers routinely collaborate, exchange and reflect on data. A school-wide approach to effective and positive classroom behaviour is evident. Student achievement data is collected and analysed and is used to inform future practice. This culture is supported by an effective, consistent and compliant approach to Teacher Professional Development and accreditation.

School-based leadership actively supports change for improvement, has been able to embed clear processes which support (and link to) the school plan and in doing, has enabled staff to engage in the school plan so that there is an understanding of its purpose and direction. These systems are flexible in delivery, responsive to need, appropriate to the local context, monitored by the school's leadership team and evaluated in terms of community satisfaction.

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

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

Message from the school community

What a year 2020 has been!

Like many other organisations, Gosford PS P&C Association has faced a number of challenges this year due to the COVID pandemic. To begin with, our Annual General Meeting, normally held in late March, was postponed until 3 June. In addition, our monthly General Meetings did not take place in March, April and May. From June 2020, our meetings recommenced but were conducted via Zoom, in line with COVID restrictions. I would like to take this opportunity to express my gratitude towards all P&C members who showed your continued support by attending any of our Zoom meetings this year. I also appreciate that for some, your specific circumstances prevented your attendance, and appreciate your continued communication with us despite your inability to attend. As newly elected President for 2020, and in consultation with Mr Lewis, we decided to trial a change of our general meeting times from Wednesday evenings to Wednesday mornings. We had hoped to get representation in our P&C membership from a wider range of parents and carers by scheduling our meetings to take place following the school's successful Coffee and Chat social events. Unfortunately, we were unable to make this link in 2020 due to many school events, including Coffee and Chat, being cancelled until further notice, as a result of COVID. However, in 2021, Mr Lewis and I hope to re-visit this idea of pairing Coffee and Chat dates with general meeting dates, dependent upon COVID restrictions at the time. We hope this will provide the opportunity for more parents and carers to come and be a part of one or more of our meetings. Our 2020 community involvement was limited, as events that we are traditionally involved in funding and helping to run, such as Mother's and Father's Day breakfasts and gift stalls, were among the many events that were cancelled this year. We hope in 2021 to be able to resume these if restrictions allow. We will also assess all of our activities in the new year to make decisions as to which events to continue as before, which ones to continue with changes, and which ones to stop. Our two main regular activities - the operation of the canteen and uniform shop - have continued throughout 2020, with a pause in operations during the period when the school moved to remote learning. Thank you to each of the volunteers who has given your time in either of these areas. It is with your continued support that we are able to keep costs as affordable as possible for our school families.

Gosford Public School P&C Association aims to partner with GPS to build our school community and contribute towards additional resources and programs to give our students increased educational opportunities. Financially, we are able to do so at a level beyond what many P&C associations can do, because we are fortunate to be a beneficiary of the Chapman Trust. For this, we are very grateful. In 2020, our Chapman funds enabled our P&C to make the following contributions to the school:

- \$104,000 to purchase 24 new Promethean Boards which were installed in all learning spaces throughout the school
- \$31,000 to upgrade Callistemon Creek, transforming it from an unused area into a wonderful new outdoor learning space available for all classes to utilise
- \$29,500 for the school chaplaincy program
- \$25,000 for the purchase of equipment and instruments for the school band program
- \$18,000 for extra cleaning of shared bathroom areas
- \$6,650 to provide a Mathletics subscription for every GPS student
- \$3,500 for the whole school drumming program
- \$3,000 towards Year 6 farewell and graduation activities and resources
- \$2,600 towards Kindergarten T-shirts, given as a gift to every new Kindergarten student
- Varying amounts provided to purchase assorted classroom supplies for each Stage, sporting equipment, library books and typing tournament subscriptions

A big thank you to the Chapman Trust for your continued support of our school via the P&C.

Independent from the Chapman Trust, our P&C also earns some money through fundraising activities and profits made by the uniform shop. This year, \$2,500 of the proceeds from the uniform shop were used to purchase new GPS sports singlets, which are worn by students when they represent GPS at inter-school sporting events. Also, due to the accumulation of these funds over several years, we made an additional \$15,000 general donation to the school, with our intention that this money be spent at the school's discretion. On behalf of the P&C, I would like to thank Mr Lewis and his executive team for your open communication with us. You have made the P&C Exec team and I feel welcome in our new roles within the P&C. I look forward to seeing what the new year brings and how our P&C can continue to work in partnership with you to provide the best we can for our GPS students.

Fiona Snare

President GPS P&C Association

Message from the students

What a year we have had! There's been so many random events in the entirety of one year. 2020 has been full of surprises. We've been battered and beaten by ash, smoke and heat waves. We've been through the great drought of toilet paper and the monotonous quarantine. We've been swamped with rain. Through all this, we've managed to pull through. We've all been reminded of the importance of kindness and support.

Kindergarten in particular has been exceptionally wonderful. Only a few weeks into your school journey, and you were put under lock down. You had to start school without the opportunities to make many friends. Then, that was all upheaved again by a few days a week being allowed at school. It's not just our youngest students who have done extremely well. All the students at Gosford Public School have managed to uphold all our school values through these troubling times, showing great dedication and perseverance in their learning. Parents and carers of the students have also played a major part. So much of their time and effort has been put into making the best learning environments for their kids, so thank you to the wonderful GPS community.

Although COVID made it hard for us to do the normal excursions in the year, we still had some events that made 2020 memorable in a good way. Stage 3 had their fun three days, which included a movie day, a games day, and a Big Day In run by Motiv8 Sports. Stage 2 had their Colonial day, in which they all got to dress up as people from the Colonial era in Australia and do a whole lot of fun related activities. Kindergarten had their Reptile Park Incursion, bringing in a lot of cool animals for students to look at and learn about. Then, there was the Book Parade. Albeit slightly modified, it was still immense fun for the whole school to dress up as their favourite book character and parade around in their fabulous costumes. There was also the big Year 6 send off, with all of Year 6 getting the opportunity to dress nicely and have a whole day dedicated just for them. The presentation day assembly left many students with awards and prizes, and the new school leadership team were introduced. The last day of school saw the 2020 Year 6 students leave Gosford Public School and start a new journey, but also gave us hope for the future.

Thank you once again Gosford Public School for giving us this wonderful and enriching opportunity, and good luck 2021 captains.

Scarlett E, Aidan C, Charlotte R, Jo H, Samira S and Finn R.

School vision

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

School context

Gosford Public School is an active and supportive member of the Gosford City Learning Community (GCLC). Our diverse school population totals 537 students and is made up of approximately 49% of students from non-English speaking backgrounds and 6% of students who identify as Aboriginal.

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

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

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



Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 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	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Systems

Purpose

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

School Excellence Framework v2 links:

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

State Strategic Plan links:

Goals - 1, 8 and 9

Premier's and State priorities:

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

Improvement Measures

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

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

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

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

Overall summary of progress

Consistent and transparent financial systems are firmly in place to effectively and responsibly manage the distribution of finances and resources across the school community. Systems implemented utilise current technology to collect, monitor and manage BaM applications including activity event proposals, professional learning requests and financial applications.

Gosford PS has demonstrated a continued commitment to managing student attendance in a very responsible manner - providing clear and explicit system requirements, highlighting Work Health and Safety (WHS) and legal requirements, monitoring attendance rates across the school and identifying both whole-school trends and individual concerns - the management of attendance issues, how the school escalates its response and the communication shared with the community when concerns are identified.

Throughout 2020 the school continued to rationalise the number of various operating systems it was working under, provide professional learning around the identified preferred operating system and then developing a consistent approach to the collection of saved documents and their storage.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
The Gosford Public School Induction Program (GPSIP) for staff has been deemed highly successful in preparing and supporting early career teachers on the path to accreditation at Proficient Teacher level. The program will continue in 2021, with an emphasis placed on further developing the mentoring component in placing staff with effective teacher mentors throughout their beginning teacher journey. This in addition to providing	

Progress towards achieving improvement measures

beginning teachers with greater autonomy and inclusion around the effective use of beginning teaching funding resources.

Student enrolment systems and practices have been further refined and developed to enable a process that is personalised, student-centered, data informed and welcoming. Modifications did occur to established practices after the roll out of an amended enrolment policy document that took effect in Term 4 2019. The process now includes representation and input by both our Aboriginal Education team and EAL/D staff.

The Business and Management (BaM) team continued to manage the allocation of flexible and tied school funding for a range of programs and school based initiatives. The movement towards an online application process for school staff, along with weekly team meetings, ensured consistency in record keeping, transparency for both the applicant and the team and a streamlined approach to operations that positively impacted operational efficiency.

Process 2: Implement and embed consistent systems structures and processes that meet (and are compliant with) broader system requirements, are sufficiently differentiated to meet individual needs and are supported by quality professional learning. Adequate and responsible resourcing is provided which reflects the wider needs of the community.

Evaluation	Funds Expended (Resources)
<p>The analysis of the Gosford PS TPL model indicated high levels of engagement in staff professional learning, tailored towards both areas of interest and personal development. Many staff went beyond the system requirements and completed significantly more hours of training and professional learning than their annual target. Feedback from staff has indicated that the highly autonomous and individualised nature of the model has been extremely beneficial allowing them to expand and build upon their skills and knowledge in targeted areas.</p> <p>The school senior leadership team reviewed the annual Professional Development Plan (PDP) process and were pleased with system changes implemented in 2020. The process will continue in its current form moving into the 2021 academic year and will form part of the new 2021-2024 Strategic Improvement Plan.</p>	

Next Steps

- Developing greater and more sustainable partnerships with outside agencies, community groups and learning communities.
- Establishing procedures and processes which allow for the monitoring and maintenance of the current successful systems.

Strategic Direction 2

Quality Care

Purpose

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

School Excellence Framework v2 links:

Learning - Learning Culture and Wellbeing.

State Strategic Plan links:

Goals - 1, 2, 4, 6 and 10

Premier's and State Priorities:

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

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

Improvement Measures

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

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

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Aspects of existing practices in student wellbeing and Learning Support were modified and enhanced. A detailed and accountable referral process flowchart was developed and communicated with staff outlining the clear site-specific process for student referrals from identification to intervention through to review. This, coupled with a detailed overview of LaST roles and responsibilities, protocols and overall organisational structure. Close connections were identified with both the English as an Additional Language or Dialect (EAL/D) team and the Aboriginal Education committee which resulted in the amalgamation of the three groups under the one banner 'Student Support Services'. This resulted in a stronger more efficient team that provides a multi-disciplinary approach to student learning support across the school.	

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

Evaluation	Funds Expended (Resources)
Explicit school systems focused on quality care in developing frameworks to create quality learning environments to better meet the needs of all students. The school leadership team led and developed school-wide systems of support including strategies for defining, explicitly teaching, supporting and acknowledging appropriate student behaviour and consequences.	\$15,000 RAM Equity funds

Progress towards achieving improvement measures

Communicated and displayed extrapolation of data using various data analysis tools have been used to provide a clear visual to staff when reporting and seeking feedback. Due to the effective leadership of whole school student wellbeing (working in partnership with the school principal), the senior leadership team, identified a need to reinvigorate and strengthen current whole school welfare practices.

The establishment of planning days were resourced and the team has worked collaboratively to redesign whole school wellbeing and welfare systems under the leadership and guidance of the Deputy Principal. The welfare program/initiative encouraged self-directed and cooperative learning, a deep understanding of school rules and expectations both inside and outside of the classroom, the improved harmony of the school, excellent student behaviour, minimal bullying and fewer disruptions to learning time. This resulted in increased student outcomes.

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

Evaluation	Funds Expended (Resources)
<p>A consistent, systemic, and planned approach to student behaviour and welfare was developed by the school executive in consultation with a welfare committee as a direct result of school RAPS panel recommendations. These included the development of a K-6 welfare initiative guided by the principles of Positive Behaviour for Learning and You Can Do It!. As a direct result of this planning, the measurable impact can be summarised as the development of a common and shared language, classroom resources, guiding documents and a program of professional learning to support the implementation.</p> <p>Student Support Services worked collaboratively with relevant stakeholders in the development of student plans. These plans are updated and reviewed on a 5 weekly basis to ensure that they are ever evolving and meeting the needs of the relevant student.</p> <p>Behaviour wellbeing data has been effectively analysed by key staff to identify trends. In response to the data key 'Skills of the Week' are developed and explicitly taught to students.</p>	

Next Steps

Developing initiatives and strategies that allow for:

- Personalised and individual management of students
- Genuine and sustainable community alliances
- Transparent collaboration with all stakeholders.

Strategic Direction 3

Quality Practice

Purpose

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

School Excellence Framework v2 links:

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

State Strategic Plan Links:

Goals - 3, 4, 5, 6, 7

Improvement Measures

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

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

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

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

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>Multiple professional learning sessions were delivered on 'Scout' and 'Using Data with Confidence' for staff to access through the Gosford Public School (GPS) teacher professional learning (TPL) model. During the 'Scout' session, staff analysed value-add, NAPLAN and student growth functions where it was evident that GPS results were significantly above the results of the average school group. Staff also learnt how to utilise and navigate Scout, to analyse data from Scout and the Microsoft Excel platform to further understand student assessment and data concepts.</p> <p>The transformation of the reporting process at GPS continued to be developed and refined throughout 2020. The Sentral reporting template was updated, to include information about student performance, including academic and non-academic growth, and areas for further development. An EAL/D comment was also included due to the high number of students with language backgrounds other than English. School guidelines, checklists and processes were updated to be more accessible for staff.</p>	

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

Evaluation	Funds Expended (Resources)
<p>Gosford PS is committed to developing collective efficacy. An initiative identified by the Principal to assist with this was Quality Teaching Rounds (QTR). The school was successful in being accepted into 'The Peer</p>	

Progress towards achieving improvement measures

Observation Group' which involved four staff completing peer observations and two of their classes undertaking PAT testing. The four staff delivered professional learning to colleagues, which resulted in other staff implementing their own peer observations. The group is currently in the process of moving into Phase 2, which is the commencement of the actual QTR.

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

Evaluation

Funds Expended (Resources)

Quality Practice'; evidence has been collected, mapped against the 'School Excellence Framework' (SEF), annotated and analysed. The school's senior leadership team has been meeting on a regular basis - liaising with staff and community around the collection of evidence, critically reviewing the evidence collected, mapping against and establishing links to the SEF, developing annotations and analysing the evidence sets so as to form 'on-balance' judgements against the domains and elements as described in SEF v2.

The primary executive researched current evidence-based teaching in the area of writing. From this research and current situational analysis, 'Write Well' was created. It is based upon data-informed practice, explicit teaching, student and peer assessment and the 'I Do We Do You Do' philosophy. Student and teacher surveys were administered regularly and used to reflect upon areas of success and areas of focus. The data is then analysed by the 'Write Well' team. Data from summative assessments was recorded in a whole school data spreadsheet and this was/is analysed by stages to identify student growth and areas for focus.

Next Steps

- A whole school approach to ensure the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.
- Engage in stronger collaborations with the Gosford Learning Community of Schools to strengthen learning and further current transition processes.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$23 893	<p>The creation of an above establishment position during Semester 2 (0.2 FTE) of a Learning and Support Teacher who identifies as being Aboriginal to work with our Aboriginal and Torres Strait Islander students focusing on their academic potential to be 'as good as or better than those of the general student population of New South Wales as per the new AECG partnership agreement'. Data and evidence was collected and an improvement in writing (as per GPS goal for writing) was shown. There has been ongoing collaboration with 'Aunty' Bronwyn Chambers, Elder in Residence at the University of Newcastle to assist in giving our learning space in the library a name in language. It is now called 'Wiri-li gulgul', pronounced wirralie goolgool, which means 'standing strong.' All PLPs were updated every 5 weeks to ensure all goals are being met. Our strong partnership with Coinda AECG is evident with two staff members taking on leadership roles on the Coinda AECG executive team.</p>
English language proficiency	\$121 936	<p>Gosford Public School received an EAL/D staffing allocation 0.8FTE which provided targeted language support to our EAL/D students. The EAL/D teacher delivered differentiated learning, with the aim to improve student outcomes for EAL/D learners.</p> <p>English Language Proficiency funds were used for professional learning for staff to gain a deeper understanding of the EAL/D Learning Progressions in order to accurately assess the language development of our EAL/D learners.</p> <p>In 2020 the school was selected to participate in the Leading EAL/D Project in collaboration with the Multicultural Education in state office. As part of the project we implemented new systems using Microsoft Teams to better support EAL/D students in mainstream classrooms.</p>
Low level adjustment for disability	\$130 850	<p>Collaborative planning sessions took place among staff to ensure students that adjustments were in place for students with disabilities through providing appropriate support structures.</p> <p>Personalised Learning and Support Plans (PLPs & ILPs) developed for students with learning needs and communicated with key personnel.</p> <p>Behaviour Management Plans developed for students with behavioural needs and communicated.</p> <p>SLSO support provided for implementation of curriculum and environmental adjustments.</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>\$91 992</p>	<p>School leaders recognise the significance of providing strong and effective leadership to support the professional development of staff as they aim to improve teacher quality and teacher learning outcomes. Staff felt supported in developing strategies within classrooms and across stages to address the learning needs of all students. This additional support allowed students to respond with greater engagement in literacy and numeracy activities</p> <p>During 2020 QTSS funds were used to employ an above establishment Deputy Principal Curriculum Leader. The executive's off class responsibilities included curriculum and quality teaching support for students K-6, support for all staff, program differentiation, evidence collection and developing innovative processes and policies to meet DoE and NESAs standards as well as develop a future focused curriculum that addresses the school's strategic directions.</p>
<p>Socio-economic background</p>	<p>\$35 951</p>	<p>Above establishment employment of an additional Learning and Support Teacher targeting Literacy and Numeracy intervention for Stage 1 & 2 students throughout Semester 2, 2020</p>
<p>Support for beginning teachers</p>	<p>\$31 096</p>	<p>As part of the 'Great Teaching, Inspired Learning' initiative of the Department beginning teachers were released to work closely with an experienced mentor to complete their proficient accreditation aligned to the professional teaching standards.</p> <p>All beginning teachers are accredited or working toward accreditation by NESAs at the level of proficient. All beginning teachers were provided with school-based induction, learning community induction and support centred on the needs of a new teacher.</p> <p>They transitioned smoothly into the role of classroom teacher. Beginning teachers were allocated additional release time to engage in lesson observation and lesson preparation with allocated mentors. This contributed to increased confidence and employment of a wider variety of teaching techniques.</p> <p>Beginning teachers also used allocated funding to attend additional PL opportunities, purchase resources for their classrooms and additional time to support and reduce their teaching load.</p> <p>The beginning teachers were provided advice and support in the collection of evidence around the Australian Teaching Standards for Teachers. Executive staff assisted beginning teachers in the development of their Performance and Development Plans which enhanced teacher learning priorities.</p> <p>As a result, all beginning teachers were provided with thorough professional learning</p>

Support for beginning teachers	\$31 096	and support, allowing them to take on their full time roles with the confidence and skills necessary to perform their duties.
Targeted student support for refugees and new arrivals		A 0.2FTE EAL/D teacher position was funded to support Newly Arrived students with limited English. These students participated in explicit language lessons in order to build the language skills required to successfully access the curriculum at point of need.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	288	262	278	282
Girls	250	255	240	262

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.7	93.6	92.7	93.7
1	93.3	94.1	93.9	90.4
2	95.3	93.3	93.7	92.7
3	95	94.7	93.6	93.1
4	94.2	93.5	93.7	93
5	95.5	95.2	95.1	93.6
6	94.3	95.1	93.1	92.5
All Years	94.7	94.4	93.8	92.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

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

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to

record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	19.62
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	1
School Administration and Support Staff	3.96

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	408,389
Revenue	5,184,735
Appropriation	4,852,069
Sale of Goods and Services	5,420
Grants and contributions	316,019
Investment income	577
Other revenue	10,650
Expenses	-5,247,401
Employee related	-4,722,760
Operating expenses	-524,641
Surplus / deficit for the year	-62,666
Closing Balance	345,723

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.

	2020 Approved SBA (\$)
Targeted Total	355,165
Equity Total	334,507
Equity - Aboriginal	23,893
Equity - Socio-economic	35,951
Equity - Language	143,813
Equity - Disability	130,850
Base Total	3,824,764
Base - Per Capita	124,581
Base - Location	0
Base - Other	3,700,183
Other Total	406,821
Grand Total	4,921,257

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about the school. A summary of their responses are presented below.

Parent / Caregiver

76 parents completed the *Tell Them From Me* survey, which focused on parent feedback and ways in which Gosford encouraged positive parental involvement and communication.

Some key findings from the parent surveys were:

- 74% of parents feel welcome
- 80% of parents found their child's report written in terms they understood.
- 82% of parents find the information received from the school is in clear, plain language.
- 84% of parents of parents feel the school supports positive behaviour

Some anecdotal comments from the parent surveys:

- 'GPS is a very friendly and safe environment for my kids to learn'.
- 'Gosford PS is the best school. I thank all teachers and the Principal for their excellent work'.

Student

221 students in Year 4-6 participated in the *Tell Them From Me* survey.

Some key findings from the student surveys were:

- 83% of students have friends at school they can trust and who encourage them to make positive choices
- 91% of students stated they had positive behaviour at school (do not get in trouble for disruptive or inappropriate behaviour)
- 82% of students believe that schooling is useful in their everyday life.
- 75% of students try hard to succeed in their learning

Some anecdotal comments from the student surveys:

- 'I like my school because the teachers are caring and help students understand hard or confusing things. Classes are fun and interesting'.
- 'I really like the technology and access to knowledge. The teachers are amazing at teaching and enforcing the school rules'.

Teacher

14 teachers completed the *Tell Them From Me* survey.

Some key findings from the student surveys were:

- 88% of teachers share their lesson plans with one another.
- 84% of teachers use results from formal assessment tasks to inform their lesson planning.
- 86% of teachers use a range of teaching strategies in each lesson.
- 92% of teachers establish clear expectations for classroom behaviour

Some anecdotal comments from teacher surveys:

- 'Gosford PS is a happy place where staff and students feel valued and are encouraged to do their best. A place where both staff and students feel safe and supported. A quality learning environment academically, socially and emotionally. A place all members of our learning community are proud to belong to'.
- 'I would like Gosford PS to continue on the path it is going. I feel like in the short time I have been here, there have been changes made to make policies and procedures more consistent and workable for staff. I feel like things are always being reassessed, and feedback is given between staff to improve students' teaching and learning experiences'.

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.

Anti-Racism Policy

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

Multicultural Education Policy

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

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

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

The school has a commitment to fostering a learning culture where all students are treated equally so that they may become engaged, respectful, responsible and reflective learners who, in a culture of high expectations, achieve their personal best. In 2020, approximately 53% of the students at Gosford Public School had a Language Background other than English (LBOTE). These students had backgrounds from forty different countries. There were forty-eight first languages represented. Students were supported in the classroom, in small group situations and some received individual support. The specific outcome was to enable all these students to use English to access the curriculum in their classrooms. In 2020, there was an EAL/D teacher allocation of 1.0, with a further 0.4FTE allocation sourced through local school funds. Further to this, Gosford Public School attracted a 0.2FTE allocation for students on the New Arrivals Program (NAP).