

# 2020 Annual Report

## Gunning Public School



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# Introduction

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

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

## School contact details

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Gunning Public School

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## School vision

Gunning Public School strives to create resilient, future focused, global citizens.

## School context

Established in 1871, Gunning Public School is a small rural school situated half way between Goulburn and Yass on the Hume Highway. The school is part of the Southern Tablelands Network of Public Schools and works closely with both the Yass Community and Goulburn Community of Schools.

Initially established as a central school GPS is set in spacious grounds and has excellent facilities with large classrooms, an assembly hall, specialist rooms for craft, cooking and music.

In 2020, there are currently 117 students from K-6 across three classes. With 8% of students identifying as Aboriginal.

The town of Gunning is currently experiencing a growth in population, resulting in an anticipated increase in enrolments in the coming years.

Community support is valued, aiming for partnerships in education between students, teachers, parents and the broader community.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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

### Learning

#### Purpose

To ensure every child is known, valued and cared for through quality teaching and whole school practices.

#### Improvement Measures

School-based assessment data indicates that students are achieving at or beyond expected stage standards. Measured against Literacy and Numeracy continuums. With all students experiencing growth and further development of knowledge.

Increased percentage of students in the top two NAPLAN bands by 8% by 2020

Increase the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019

#### Progress towards achieving improvement measures

**Process 1:** Develop assessment, planning, programming and teaching models from K-6 to improve consistency for students and teachers whilst ensuring the school is adhering to state policy guidelines

Evaluation	Funds Expended (Resources)
<p>There is a shared vision around collaborative practice and team teaching and an Inquiry Based Model has been developed for Inquiry Based learning lessons in Science, technology, History and Geography. Targeted Numeracy Groups have been developed and number talks are occurring in the infants classrooms. All classrooms display signage that depict the future focused learning spaces model and observed practice indicates this in use. Inquiry Based Learning units are being taught collaboratively across the school in and across stage groupings.</p> <p>Next Steps:</p> <ul style="list-style-type: none"><li>• Continue to develop Number Talks through Targeted Numeracy Groups across the school.</li><li>• Develop a framework for collaborative practice with agreed protocols.</li></ul>	<p>PL for additive strategies and release days</p> <p>Course Cost \$384.45 staff cost \$4860</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$5208.45)</li></ul>

**Process 2:** Differentiate programming and pedagogy in Literacy and Numeracy using NSW continuum and Quality Teaching elements to support school-wide systems and structures to support differentiation in the classroom.

Evaluation	Funds Expended (Resources)
<p>Whole school scope and sequences have been developed for Mathematics and Inquiry Based Learning. All teaching programs indicate the implementation of Soundwaves in classrooms. Situational analysis data analysed.</p> <p>Next Steps:</p> <ul style="list-style-type: none"><li>• Create a programming checklist</li><li>• Input SENA data into Plan2</li><li>• Scope and Sequence for Literacy, PD/H/PE and Arts</li></ul>	<p>iMaths and Soundwaves- \$770.74</p> <p>Inquisitive PL- \$163.64</p> <p>Home learning packs \$750.73</p>

**Process 3:** Professional learning around and opportunity to engage in improved teacher practices in alignment with the National Standards for Teaching.

Evaluation	Funds Expended (Resources)
<p>Analysis of Sentral behavioural data indicates a consistent whole school</p>	<p>PBL training \$330 and casual days</p>

## Progress towards achieving improvement measures

approach to data collection and expectations across the school. How2Learn deliverables indicate a changing culture around improving teacher practice. A learning culture was developed through the implementation of How2Learn and Positive Behaviour for Learning (PBL). All staff participated in professional learning in How2Learn and PBL and whole school practices were embedded from this. All staff place emphasis on a positive learning culture in all classroom settings.

Next Steps:

- Quality Teaching Rounds or another form of observations
- Must have developed for How2Learn in every classroom

\$525. PBL resources \$857.14

QTR release for Regan \$1050

MAPA Training course cost \$340 Staff replacement \$1260

**Funding Sources:**

- (\$6205.00)

**Process 4:** Shared and active engagement of all staff in distributed leadership process to further develop leadership capacity and sustained improvements in teaching and learning.

### Evaluation

### Funds Expended (Resources)

There is a shared understanding of distributed leadership and staff are encouraged to lead. Collaboration and team teaching is seen as valuable professional learning and colleagues learn from one another. All staff hold various roles of leading initiatives throughout the school.

Next Steps:

- Team teaching agreements

Step up program costs in 2020 \$650- Course fee

Casual release \$1050

**Funding Sources:**

- (\$1700.00)

## Strategic Direction 2

### Connecting

#### Purpose

Preparing students to be actively engaged in all levels of their community. Whilst building confidence in Public Education within the wider community.

#### Improvement Measures

Connections across our Networks of schools continue to provide learning and well-being opportunities for students K-6.

Engagement in the school supports student attendance rates above 96%.

#### Progress towards achieving improvement measures

**Process 1:** Create meaningful links between GPS and other DoE and local educational sites. This includes continuing working with the Binit Binit Learning Community whilst making connections with the newly formed Yass Network of Schools.

Evaluation	Funds Expended (Resources)
<p>Professional learning across Professional Learning Communities is valued and staff actively engage in cross school networks. There is a shared vision that working collaboratively across school context is a valuable professional learning tool. All teachers have been engaged in professional learning community meetings and events throughout the year. Creating across school opportunities for our students is valued by all Gunning Public School staff.</p> <p>Next steps:</p> <ul style="list-style-type: none"><li>• Form PLC with Gundaroo and Sutton Public Schools</li><li>• Re-establish links in Binit Binit Learning Community and Yass Community of School post COVID</li></ul>	<p>Small Schools Conference \$180.00</p> <p>Author Visit \$350.00</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$530.00)</li></ul>

**Process 2:** Empowering students to communicate with their local and wider communities. Students initiate connections with the wider community.

Evaluation	Funds Expended (Resources)
<p>Community is valued as an integral part of daily school life at Gunning Public School. Communication to parents around their child learning and how parents can be partners in their learning is paramount and communicated consistently across Class Dojo. Community members consistently share skills and expertise with our students in a variety of ways: presentations, workshops, reading parents. Evaluation of TTFM data and parent surveys indicates that parents feel engaged and welcome as part of the Gunning Public School community, however, would like to increase this further through participating in community projects and programs to increase their sense of belonging.</p> <p>Next Steps:</p> <ul style="list-style-type: none"><li>• Kitchen/ Garden program</li><li>• Improve structure around portfolios on Class Dojo to further engage parents</li></ul>	<p>Chinese Lessons \$5500</p> <p>Parent meet and greet \$420</p> <p>Breakfast Club \$1032.26</p> <p>Interest Groups \$65.88</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$7018.14)</li></ul>

## Strategic Direction 3

Living

### Purpose

Preparing students to be digital citizens of the future.

### Improvement Measures

Data collection indicates an improved use of technology K-6.

Increased growth against syllabus requirements with specific emphasis on digital texts.

Increased knowledge of digital technologies by all staff.

### Progress towards achieving improvement measures

**Process 1:** All staff have a Professional Learning Goal to develop knowledge and/or skill around the use of technology such as 3D printing, Coding, interactive devices and/or Robotics.

Evaluation	Funds Expended (Resources)
<p>Technology is valued as part of our school culture and teaching future focused skills across all Key Learning Areas (KLAs) is paramount in all stages of the teaching and learning cycle. Teachers program specific technology skill lessons and integrate technology across all KLAs. Technology is explicitly taught and integration in all KLAs.</p> <p>Next steps:</p> <ul style="list-style-type: none"><li>• Technology across KLAs Scope and Sequence or 'must do's'</li><li>• Increase technology in classrooms</li><li>• STEAM lab</li></ul>	<p>Reading Eggs \$2705</p> <p>PM Online Readers \$570.00</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$3275.00)</li></ul>

**Process 2:** Teaching and learning programming reflects the use of technology K-6 and is linked to syllabus documents.

Evaluation	Funds Expended (Resources)
<p>There is a strong culture of future focus learning pedagogy at Gunning Public School and all staff value life long learning skills. Teachers research and embed current research into their teaching practice and are willing to trial new ideas and approaches. All teachers at Gunning Public School participate in collaborative planning and programming and team teaching on a daily basis.</p> <p>Next steps:</p> <ul style="list-style-type: none"><li>• Team teaching agreements</li><li>• Model of IBL documented</li><li>• Non-negotiables for all learning areas</li><li>• New furniture purchases</li></ul>	

**Process 3:** Students use of technology is supported through explicit teaching and integration of technology.

Evaluation	Funds Expended (Resources)
<p>Teachers explicitly teach technology skills and utilise the Digital Technologies Hub to ensure current pedagogy. In 2020 a specialist teacher taught Technology skills explicitly K-6. All teachers value technology as a future focused learning skill and value the importance of teaching technology and integrating it across the curriculum.</p>	



## Progress towards achieving improvement measures

Next steps:

- STEAM room
- ensure integrated technology in all programming

Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Integration funding support</b></p>	<p>SLSO time to support students who attracted integration funding.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Integration funding support (\$144 312.00)</li> </ul>	<p>Total Integration received amounted to \$144,312. This money was used to support 7 children who attracted integration funding. Integration funds was supplemented by \$13,685 from low level disability and \$7405.66 from school funds.</p>
<p><b>Aboriginal background loading</b></p>	<p>Additional staff to support PDP Process \$3832</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$5 205.00)</li> </ul>	<p>All indigenous students and their families were involved in the PDP process and goal setting activities were used to guide learning in the classrooms. All students including Indigenous students engaged in cultural activities.</p>
<p><b>Low level adjustment for disability</b></p>	<p>School Learning Support Officer Salaries.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$13 685.00)</li> </ul>	<p>All students with disabilities were supported in the classroom with SLSO assistance this enabled students to engage successfully in the curriculum.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>Additional learning and support teacher time.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$19 580.00)</li> </ul>	<p>Additional learning and support teacher time was utilised to provide additional reading support, additional numeracy and literacy support both in the classroom and for individual students. The learning and support teacher also facilitated professional development for teachers to support students with additional needs</p>
<p><b>Socio-economic background</b></p>	<p>\$716 flexible equity spend on home learning supplies.</p> <p>\$150 spent on Music lessons.</p> <p>\$262.27 for developmental and sensory resources</p>	<p>Supplies were provided to students learning from home to ensure that they had all of the items required for success in the home learning environment and to assist in the transition back to school. The provision of supplies enabled all students to participate in set learning activities during COVID.</p> <p>Music lessons and developmental resources</p>

<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$716.00)</li></ul>	were provided for students with specific needs.
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# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	44	47	52	56
Girls	38	49	51	58

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.1	94.9	94.4	96
1	95.6	94.7	93.8	95.6
2	97.2	93.3	94.4	96.5
3	96.7	92.6	94	93.9
4	96.4	95.6	94.1	96.1
5	94.5	94.2	94.3	96.1
6	95.8	93	94.4	95.7
All Years	96.1	94.1	94.2	95.7
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
Classroom Teacher(s)	4.69
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.61

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	91,021
<b>Revenue</b>	1,346,937
Appropriation	1,285,571
Sale of Goods and Services	14,658
Grants and contributions	46,333
Investment income	376
<b>Expenses</b>	-1,315,077
Employee related	-1,174,413
Operating expenses	-140,664
<b>Surplus / deficit for the year</b>	31,860
<b>Closing Balance</b>	122,881

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	145,922
<b>Equity Total</b>	52,420
Equity - Aboriginal	5,205
Equity - Socio-economic	11,654
Equity - Language	0
Equity - Disability	35,562
<b>Base Total</b>	986,976
Base - Per Capita	24,772
Base - Location	20,877
Base - Other	941,327
<b>Other Total</b>	91,992
<b>Grand Total</b>	1,277,311

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

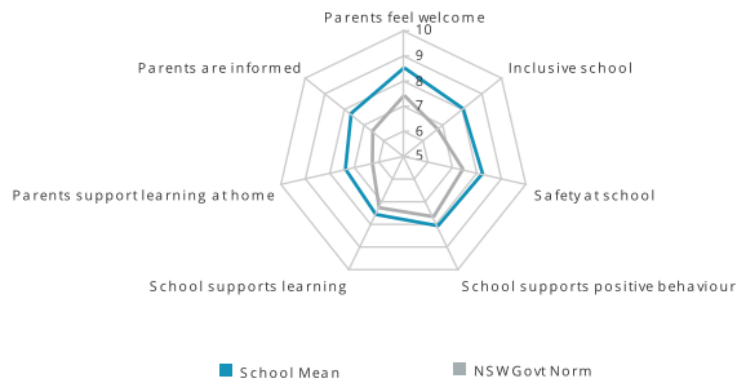
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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity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

See below for student, teacher and parent satisfaction graphs.



## 'Focus on Learning' Teacher Survey Report

NSW CESE Project

Gunning Public School

### NSW DoE Custom Measure(s)

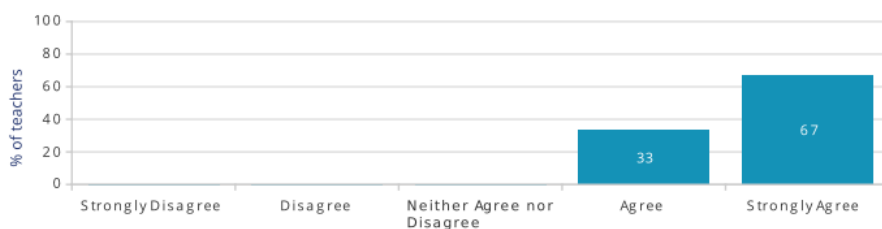
#### School leaders leading improvement and change

School leaders in my school are leading improvement and change.



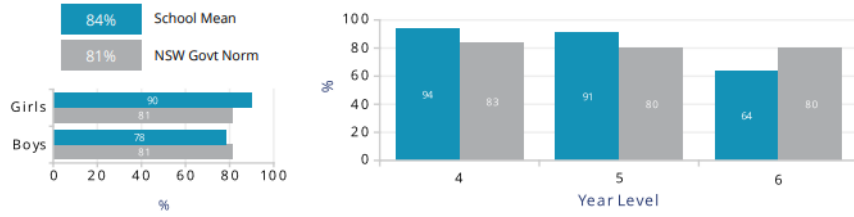
#### Communication of strategic vision

School leaders clearly communicate their strategic vision and values for our school.



### Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.