

2020 Annual Report

Gymea Bay Public School



2116

Introduction

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

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

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Message from the principal

2020 was a significantly challenging year for the school and its community as a result of the COVID19 pandemic.

Despite the challenge, the staff of Gymea Bay Public School worked above and beyond, to bring valuable wellbeing, nurturing and educational opportunity to the students of the school, in their duty of care. Staff gained valuable support from the community to progress with the common goal of meeting the needs of the students. The school community is heartily thanked for their support of COVID19 practices which unfortunately kept them off premises for the most part of the year, however also ensured the safety and wellbeing of all students and staff.

The extensive engagement of staff, placing the welfare and wellbeing of students at the utmost importance, meant many additional hours of work, in their labour of love, and has been the true strength of the wealth of positives which occurred in the school throughout 2020.

Message from the students

As school leaders and members of Year 6 we know that 2020 has been a really challenging year, with events of COVID which meant that the many opportunities that Gymea Bay Public School is known for were unable to be offered for all students, and particularly Year 6. We have all found that hard, some more so than others, facing a year that was not one for which we had hoped.

We thank the many teachers who have been a part of our lives in our educational journey. We thank the lovely office staff who have looked after us, supporting us when unwell or when we needed things. Most importantly we thank our parents who have supported us through thick and thin, as we know we could not have managed without them! And of course our friends! Remote learning provided us with an opportunity to get closer as we were able to communicate through our devices. The support of our friends was most helpful! The important message for us all to remember, is that we made it through this challenging year. We faced it together, we survived and we will go on to flourish in our High School settings.

Jaeva and Jack

School vision

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

School context

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

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

The school has an enrolment of 783 students in 31 classes. The school, whilst predominantly Anglo - Celtic, supports the learning of students from 27 varying language backgrounds, represented by 12.9% of its population and also includes 1.8 % indigenous students. Together with staff of the school, we also house a Vision Team, which supports the needs of students with vision impairment across the Port Hacking, Sutherland and Woronora Networks. Staffing includes a mix of early career teachers, together with a range of mid career and more experienced staff. This staffing mix allows for cross-pollination of ideas, aspirations, best practice and enthusiasm to build a team geared for success. As we progress through times of change throughout the department, the school has a strong focus of improvement for every student, staff member and our community partnerships, through an increasingly collaborative model, as together we create the environment in which our children will flourish. The school values community support, and has an active and growing P & C. There is an onsite 'Out of School Hours Care' centre which provides much needed quality care for students before and after school, as well as during school holidays. Community partnerships see the school being used for a range of activities outside of normal hours.



Gymea Bay School Grounds

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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

The school underwent external validation in 2020, with the peer team viewing much of the practice at the school to be in the realm of excelling. The executive team of the school were of the belief that further embedding of practice across the whole school would be required to determine the school at such levels. The school aims to achieve this by end 2021.

Strategic Direction 1

Future Focused, Goal Oriented, Deep Learners

Purpose

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

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

Improvement Measures

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

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

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

Progress towards achieving improvement measures

Process 1: Project : Visible Learning and Learning Progressions

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

Evaluation	Funds Expended (Resources)
<p>Staff and students are showing pride in their progress. Data shows significant growth in students' ability, and observation shows increased descriptive skills, metacognition and willingness to participate in discussions of learning.</p> <p>SLSO staff support Literacy and Numeracy for students in small groups and in class.</p> <p>Student performance in NAPLAN overall is strong, however, growth from Years 3 to 5 and 5 to 7 still needs to be extended.</p> <p>There is strong evidence of student engagement in creativity, collaboration, critical thinking and reflective practices.</p> <p>DP IL working with leadership staff is building capacity and enabling instructional leadership at AP level with stage teams. There is one stipulated area to follow up in the progressions relating to Quantifying number and staff are starting to elect to review additional parameters personally, to recognise their impact on student learning.. Quality practices in the review of data is evident. Consistent teacher judgement and peer trust is now strong in Year groups and strength in Stage teams developing.</p>	<p>FULL YEAR</p> <p>Deputy - Instructional Leader</p> <p>Professional Learning - Executive Team</p> <p>Professional learning - School Team</p> <p>EALD</p> <p>SLSO support</p> <p>LAST teachers</p> <p>P & C Support of Decodable Readers \$10,000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$146300.00)• Professional learning (\$49680.00)• Literacy and numeracy (\$50494.00)• Aboriginal background loading (\$8000.00)• English language proficiency (\$12498.00)• Low level adjustment for disability (\$127801.00)• Integration Funding Support

Progress towards achieving improvement measures

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(\$100000.00)

Process 2: Project : Effective Integration of Technology

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

Evaluation	Funds Expended (Resources)
<p>Our Goal is for all students of GBPS to consider themselves as successful learners, when they challenge themselves towards their next step in learning, no matter which level, and across all areas of their continuing education. Studnets reflected on their progress in their school reports.</p> <p>Technology mentoring has empowered staff skill development and student willingness to challenge their own capacity as learners.</p> <p>Teams have worked on their Apple skills through mentoring with key Apple experts, working towards continuing Apple recognition in the next school planning cycle.</p> <p>Staff have embraced the experience of technology mentors working in unison with programming, to empower Key Learning Area correlation, rather than independent learning of skills. This will empower future RFF programming from 2021 and onwards.</p>	<p>FULL YEAR</p> <p>Resourcing - Additional iPads to enable 1 to 1 support for students in Year 2 \$21,000</p> <p>Integration Funding - SLSO and LaST support</p> <p>Technological Support \$13,000</p> <p>Technical Support Officer - \$20,000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$0.00)

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

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

Evaluation	Funds Expended (Resources)
<p>Counsellors, Deputies Welfare, Learning and Support Staff and SLSO team members, are highly engaged "teams" working around the supportive needs of particular students to manage anxiety, and provide scaffolded support to engage in class activities. As student skills develop, staff reduce scaffolding as students become more able to self-regulate their emotional and mental wellbeing.</p> <p>Programs of MultiLit and MiniLit have continued and students have progressed in their levels of reading/decoding capacity. Of Note: 1 Year 2 student who has gone from not being able to read single sounds to now being able to read decodable books.</p>	<p>FULL YEAR</p> <p>DP Welfare and Wellbeing (Additional Staff Member) \$150,000</p> <p>whole School Mental Health and Wellbeing Program for Students \$12,000</p> <p>Mindfulness Trainig \$1500</p> <p>Casual staff - \$1500</p>

Progress towards achieving improvement measures

Targetted writing programs have empowered student growth in capacity to use increased vocabulary and improved structure in writing tasks. There has been substantial skill developmnet in students across the school as a result of engagement wiht the 7 Steps Writing Program.

Chaplain Grant \$20,300

Next Steps

Next steps for GBPS are to continue the process of building self belief in all students through the growth mindset model - making this embedded in practice of all staff.

The school, will continue to integrate technology to allow for ongoing development of skills for students towards the society of tomorrow, as digitally equipped students able to communicate effectively, with critical thinking and collaborative skills in problem solving.

The school will continue to cater for students at all levels with a particular focus on differentiation to meet the needs of all students in any given group, together with the effective use of data to reveal impact in student growth..

Strategic Direction 2

Future Focused, Growth Driven, Professional Collaborators

Purpose

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

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

Improvement Measures

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

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

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

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

Progress towards achieving improvement measures

Process 1: Project : Growth Mindset - Personal and Professional Development

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

Evaluation	Funds Expended (Resources)
Our goal has been to have every member of GBPS staff consider themselves as effective, collaborative team members, who willingly contribute to their own learning and that of others, and to collectively drive improvement throughout the school. The Professional Learning communities of Port Hacking Hlgh and local Primary Schools, Apple, 3 Rivers 4 Learning and 4Cs have contributed to this practice,empowering ongoing embedded growth mindsets, and staff willing to undertake challenges.	Full Year Professional Learning Teams \$20,000 Walker Learning \$5000 Funding Sources: • (\$0.00)

Process 2: Project : Professional Collaboration Within and Without

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

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

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

Evaluation	Funds Expended (Resources)
Data and collection of work samples show student growth in Mathematics and Writing 3Rivers4 Learning - collaborative report of practices reveals extent of	Planning Days and release for collaboration with Instructional Leader \$30,000

Progress towards achieving improvement measures

learning practices.

Staff collaboration is now showing to be an area of strength across teams and strengthening in Stages.

Staff are more willing to undertake new challenges in pedagogy, both amongst and beyond their teams.

Deputy Instructional Leader (already accounted for in Strategy 1)

Process 3: Project : Expertise in Technology Use

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

Evaluation	Funds Expended (Resources)
<p>Future planning - consider technology as an RFF program - with collaborative planning with staff teams to target KLA content in the skills development.</p> <p>New personnel of school to be able to learn practice from skilled staff, some workshops may be needed.</p> <p>QTSS funds may be able to be diverted to learning walks and observational practices.</p>	Apple Instruction Leader \$12,000

Next Steps

Maintain professional growth and development for all staff with a view to continual improvement.

Continuing workshopping to improve skills of new employees in technology use.

"Brekkie with" sessions to inform best practice across the school.

Focus learning in Reading comprehension and Numeracy skills - where continual improvement in pedagogy will support potential growth of student outcomes.

Strategic Direction 3

Future Focused, Transformational Leadership Embracing Community Support.

Purpose

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

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

Improvement Measures

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

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

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

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

Progress towards achieving improvement measures

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

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

Evaluation	Funds Expended (Resources)
<p>Our aim is to ensure we present as a successful community who support one another to be the best we can be for the children and community we serve.</p> <p>Our new families are supportive of all efforts made to assist the transition process. Current families have a strong desire to re-engage with the school, particularly those with children in Year 6, who have had limited opportunity to take part in their usual ongoing events towards graduation.</p> <p>Our whole school program of transition from one year level to the next has been a valuable addition to the school program, with all students experiencing the opportunity to visit the next grade level classes and meet some of the teachers of the grades. This was an effective means of reducing anxiousness about progression within the school.</p>	<p>Full Year</p> <p>Integration Support Funding - Wellbeing and Welfare</p> <p>Departmental Strategic Support - Casuals \$22,000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Integration funding support (\$54675.00)

Process 2: Project : Our Community Partnerships

Sponsorships, local and beyond.

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

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

Evaluation	Funds Expended (Resources)
<p>Community partnerships have been minimal due to COVID 19 restrictions. The school is very well supported by the community in spite of the same,</p>	

Progress towards achieving improvement measures

however, limited contact has impacted this.

Community has placed a community grant application, looking to secure a covering over the Kindergarten play area at the rear of KG and KC.

Community grant for playground equipment awaiting advice of propose dates for completion.

Process 3: Project : Our Extended Community

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

Local community visitations

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

Evaluation	Funds Expended (Resources)
GBPS has still engaged in programs which empowered growth of staff skills in 2020, however the COVID19 impact has been that this engagement has been remote, without the full benefits of interaction across a network of peers. This has impacted the opportunity for levels of success, however, nevertheless, staff of GBPS have contributed significantly to whole school growth in 2020, and shared that experience beyond the school through videos, presentations and conferencing through Zoom.	

Next Steps

After COVID 19 - to rebuild sense of community as families are again able to begin entering premises on a more regular basis to take a more active part in the school as partners in their children's learning.

Continue to build partnerships beyond the school to allow for effective sharing of expertise within and beyond the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Rollover of funds to 2021 - \$600</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$9 400.00) 	<p>Increased wellbeing and welfare support for students as a result of impact of COVID19</p> <p>Building community - increasing number of students and parents acknowledging their Aboriginality.</p> <p>Commencement of a Reconciliation Action Plan at GBPS</p> <p>Reconciliation Walk - around school premises - as a result of COVID19.</p> <p>Building our community as "One Mob"</p>
English language proficiency	<p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$12 498.00) 	<p>Ongoing support of students in their learning needs has enabled progression of all students in their capacity to read and encode texts.</p>
Low level adjustment for disability	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$127 801.00) 	<p>LaST teacher funded for 0.7 FTE and additional funding used by teaching personnel and SLSO staff to support learning, wellbeing and mental health of students of the school.</p> <p>COVID 19 saw an increased impact of anxiousness across the school, impacting attendance, and capacity of some students to attend to academic tasks. Additional support was required to support students to re-engage with curriculum and relationships to empower personal growth and success.</p>
Quality Teaching, Successful Students (QTSS)	<p>Deputy - Instructional Leader</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$145 590.00) 	<p>The Instructional Leader was instrumental in building capacity of executive staff in the effective use of data to impact programming for differentiation for learners.</p> <p>In turn this knowledge was shared with teaching personnel, to enable more accurate reflection and reporting of teacher impact in student learning, as student progression occurred.</p>
Socio-economic background	<p>SLSO</p> <p>Financial Support for families (Especially during COVID19 impact)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$24 978.00) 	<p>Support for student learning enabled progression of skills and outcomes.</p> <p>Financial Support for families as a result of impact of COVID19, was much appreciated in relieving financial burdens.</p>
Support for beginning teachers	<p>Mentoring and Induction support towards Accreditation</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$14 000.00) 	<p>Staff supported in their beginning year, with effective mentoring support to allow for progression towards accreditation.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	425	423	418	426
Girls	391	394	388	362

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.6	96.6	95.2	94.9
1	96	94.4	95.2	95.3
2	95.7	95.1	94.5	95.5
3	95.5	95.2	94.7	95.5
4	96	94.2	93.7	94.4
5	95.6	94.2	94.6	93.8
6	95	93.9	93.6	94.8
All Years	95.8	94.8	94.5	94.9
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)	5
Classroom Teacher(s)	33.01
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
School Counsellor	0.5
School Administration and Support Staff	4.67

*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	1,198,147
Revenue	6,955,868
Appropriation	6,598,737
Sale of Goods and Services	35,035
Grants and contributions	319,940
Investment income	2,056
Other revenue	100
Expenses	-7,972,897
Employee related	-6,837,738
Operating expenses	-1,135,159
Surplus / deficit for the year	-1,017,029
Closing Balance	181,118

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	130,171
Equity Total	175,498
Equity - Aboriginal	10,221
Equity - Socio-economic	24,978
Equity - Language	12,498
Equity - Disability	127,801
Base Total	5,243,445
Base - Per Capita	193,846
Base - Location	0
Base - Other	5,049,599
Other Total	948,423
Grand Total	6,497,538

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

2020 was a very different year for Gymea Bay Public School, being a large primary school. It was challenging due to our sheer student numbers to manage the COVID19 restrictions to the satisfaction of parents and community, as we had to exclude our community from attending the school, and had to remove the opportunity for many of the preferred activities of students and families.

Remote Learning impacted student mental health and wellbeing, as did the reduced opportunities to participate in sporting and cultural events beyond the school.

This provided students with a lessened sense of belonging, despite their strong sense of advocacy in the school. . There was value for teachers, who set high standards, and students felt they applied themselves to learning tasks, however, there was a high percentage of students who indicated they were not motivated to learn.

Parental input in the survey about school satisfaction was high, with 127 responders. The majority of families expressed their sincere satisfaction with the school staff in terms of the support and management of students throughout the COVID19 period, with significant support of staff with recognition of the transition from school to remote learning and the management of safety aspects for students in terms of the COVID 19 practices.

Families were highly supportive of testing requests - and significant leave resulted, whilst awaiting COVID responses.

Families still feel increased communication is a high need in the school.

Staff found 2020 to be a challenging year as a result of the additional workloads placed upon them in managing both on-line and physical classes. They felt they had a deeper knowledge of their students as a result of increased contact with families and wellbeing checkins. Staff placed great value in the collaborative support of the whole school team.

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.