

2020 Annual Report

Gwynneville Public School



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Introduction

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

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

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Message from the principal

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

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

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

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

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

Patricia Payne

Principal

School vision

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

Where:

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

School context

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

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

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

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

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

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

2020 saw the beginning of a new era of teaching and learning at Gwynneville Public School. The opening of the new school with its flexible learning spaces and open plan design has facilitated collaborative and innovative teaching and learning practices in a 21st Century learning environment.

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

Strategic Direction 1

Learning

Purpose

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

Improvement Measures

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

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

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

Progress towards achieving improvement measures

Process 1: Curriculum and Learning

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

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19, many of the planned activities and initiatives were not implemented this year. The quick set up and running of home learning activities became a major priority for all staff in Terms 1 and 2, with many fast changes and adaptations required. Staff were extremely effective in implementing these challenges and were able to provide students and their families with quality online learning, paper based learning and communication methods.</p> <p>As NAPLAN did not proceed due to COVID-19, no NAPLAN data was available for analysis. Internal school assessment data was utilised to measure student success with a modified school student report in Semester 1 and a more comprehensive student report in Semester 2. Storing student data using the Sentral system has been highly effective, allowing for ease of data analysis and tracking and monitoring of student progress.</p> <p>Positive feedback from students and families, as well as the high levels of student engagement and completion of work during home learning assisted in the evaluation of student learning outcomes.</p> <p>Using the School Excellence Framework as a self-evaluation tool we note that we are Sustaining and Growing' in the element of 'Curriculum' within the Learning domain.</p>	<ul style="list-style-type: none">• Google Classroom• Home Learning Packs• Student Textbooks

Progress towards achieving improvement measures

Process 2: Student Wellbeing

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

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19, many of the planned activities and initiatives have not been implemented this year. Whilst a large proportion of Semester 1 involved students being off site and completing home learning, teachers utilised regular check-ins and constant communication as a means for monitoring student welfare. The feedback from parents was positive and high percentages of students engaged in their home learning.</p> <p>In Semester 2, the nature garden was maintained and well-utilised by students both during play time and during class lessons. Positive feedback from students and teachers.</p> <p>The installation of the play equipment in Semester 1 has been a positive and it is well-utilised by students. The number of students accessing the playground is very high and student feedback is positive.</p> <p>Using the School Excellence Framework as a self-evaluation tool we note that we are Sustaining and Growing' in the element of 'Wellbeing' within the Learning domain.</p>	<ul style="list-style-type: none">• Ongoing maintenance of Nature Garden• Installation of Playground Equipment• Online Learning Communication tools.• Teacher time

Process 3: Personalised Learning

- Ensure learning is data driven and based on formative assessment practices and learning progressions. Timely, targeted intervention and feedback for all students reflects best practice and students access tailored support, extension, or enrichment to maximise their learning outcomes.

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19, many of the planned activities and initiatives have not been implemented this year. The quick set up and running of home learning activities became a major priority for all staff in Terms 1 and 2, with many fast changes and adaptations required. Learning support teachers had access to online learning and provided modifications to teaching and learning programs and individualised learning support for students in need.</p> <p>In semester 2, many learning support programs were able to be re-implemented. Teachers and support staff worked collaboratively to identify students in need and put processes in place to support these students.</p> <p>Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Using the School Excellence Framework as a self-evaluation tool we note that we are Sustaining and Growing' in the element of 'Assessment' within the Learning domain.</p>	<ul style="list-style-type: none">• Google Classroom• Learning Support Teachers and Teachers Aides• Modified resources• Visuals

Strategic Direction 2

Quality Teaching

Purpose

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

Improvement Measures

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

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

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

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

Progress towards achieving improvement measures

Process 1: Research Informed Pedagogy- Literacy

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

Evaluation	Funds Expended (Resources)
<p>Although COVID-19 had a huge impact on teaching and learning programs, English Stars and Soundwaves were still able to be effectively implemented due to being both digital and printable.</p> <p>Students were given access to PM Readers online to support reading at home and L3 continued to run in classrooms. All K-2 teachers were involved in a form of L3 training. Student assessment data was used to evaluate the impact of this pedagogy.</p> <p>Using the School Excellence Framework as a self-evaluation tool we note that we are Sustaining and Growing' in the element of 'Curriculum' within the Learning domain.</p>	<ul style="list-style-type: none">• PM Online library - \$1200• Sound Waves online and textbooks• L3 Training - \$3500

Process 2: Collaborative and Evaluative Practice

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

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

The migration to at-home learning due to COVID-19, then a staged return followed by fully operational classrooms, enhanced the need for teachers to collaborate in a multitude of ways in order to plan quality home learning experiences and programs, exchange ideas and resources and discuss student learning.

The Quality Teaching Rounds in which 3 staff members participated in were highly effective and saw significant improvements in the quality of teaching. There was positive impact on teacher morale and school culture as a result of encouragement and recognition of teachers' good work.

Using the School Excellence Framework as a self-evaluation tool we note that we are Sustaining and Growing' in the element of 'Effective Classroom Practice' within the Teaching domain.

- Teacher time to participate in QTR

Process 3: STEM

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

Evaluation	Funds Expended (Resources)
<p>Many students gained additional access to technology due to the nature of online learning during COVID-19. There was a percentage of students who did not have access to technology who benefitted from the loan of school devices.</p> <p>STEM activities continued from mid Term 2, with a specialist teacher collaborating and team teaching STEM activities with classroom teachers. The feedback from both teachers and students was extremely positive.</p> <p>Class sets of laptops and iPads were utilised within all classrooms and noticeable improvements in student learning outcomes occurred.</p>	<ul style="list-style-type: none"> • Google Classroom • iPads and laptops - \$40,000 • 3D Printer - \$500 • STEM resources - \$10,300

Process 4: Research Informed Pedagogy- Numeracy

- Draw on solid research to develop and implement high quality professional learning in numeracy teaching practices including iMaths and Maths Burst.

Evaluation	Funds Expended (Resources)
<p>Whilst COVID-19 had an impact on students accessing high quality hands-on mathematics activities in Semester 1, in Semester 2 students were able to gain access to these opportunities again. Teachers used iMaths to foster inquiry by immersing students in real-life maths investigations and student assessment data was used to evaluate the success of this method.</p> <p>Mathematics instruction was varied across the year in order to cater for the diverse needs of students and impacts of COVID-19. Internal student assessment data identified areas of need and learning support was adjusted accordingly.</p>	<ul style="list-style-type: none"> • iMaths- online and textbooks • Mathematics resources - \$3,200

Strategic Direction 3

Leadership

Purpose

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

Improvement Measures

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

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

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

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

Progress towards achieving improvement measures

Process 1: Quality Professional Development

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

Evaluation	Funds Expended (Resources)
<p>As a result of COVID-19 many planned professional learning opportunities were put on hold during 2019. Teachers were able to access online only training and the evaluation of this was that it was not as effective as face-to-face professional development opportunities.</p> <p>Coaching and mentoring on a school based level was able to continue and the feedback from teachers was positive.</p> <p>Using the School Excellence Framework as a self-evaluation tool we note that we are Sustaining and Growing' in the element of 'Learning and Development' within the Teaching domain.</p>	<p>Teachers release time - \$10,000</p> <p>Access to online learning modules</p> <p>Professional learning - \$6,800</p>

Process 2: Performance Development Framework

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

Evaluation	Funds Expended (Resources)
All staff had PDP's in place. Whilst not all goals were able to be achieved due	

Progress towards achieving improvement measures

to COVID-19 greatly impacting on access to quality professional development, teachers were very adaptive and modified goals to suit the needs of both the school and themselves.

The leadership team was highly effective in supporting staff during the year of disruption due to COVID-19. Staff welfare was of extreme importance and staff feedback was positive.

Using the School Excellence Framework as a self-evaluation tool we note that we are Sustaining and Growing' in the element of 'Professional Standards' within Teaching domain.

Process 3: Distributed Leadership across all levels

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

Evaluation	Funds Expended (Resources)
<p>Streamlined, flexible processes were in place to deliver services and information and to support parental engagement and satisfaction. The leadership team provided extensive support to classroom teachers and parents during COVID-19 home learning and in the transition back to school.</p> <p>The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.</p> <p>Using the School Excellence Framework as a self-evaluation tool we note that we are 'Excelling' in the Leadership domain.</p>	<p>Skoolbag app \$600</p> <p>Sentral app \$7,300</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$8 056.00)	All Aboriginal students received targeted learning support to assist in achieving goals in PLP's. Due to COVID-19 restrictions, NAIDOC Week celebrations were in class and also impacted on the inclusion of our Aboriginal parents and wider community.
English language proficiency	Funding Sources: • English language proficiency (\$45 881.00)	Providing extensive, targeted learning support for EAL/D students has resulted in increased student learning outcomes and engagement at school. Parents and students received ongoing support during COVID-19 home learning, with modified learning programs on offer. Improved growth in student performance as measured in EALD scales.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$23 621.00)	End of year summative assessments show growth in learning for students receiving learning support and percentage of students achieving personal learning goals.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$43 972.00)	The provision to have Executive staff released off class has been highly effective particularly during the major disruptions to schooling due to COVID-19. High impact and quality mentoring and support systems are in place resulting in strong collaboration and professional development amongst staff. Scheduled meetings were timetabled to provide quality feedback.
Socio-economic background	Funding Sources: • Socio-economic background (\$22 024.00)	All identified students received targeted learning support. During COVID-19 home learning, support teachers provided students with access to modified learning activities targeted at their level. Tell Them From Me surveys indicate high levels of engagement.
Support for beginning teachers	In school support during teacher release	All beginning teachers were provided with a mentor and received regular advice and support. Teachers worked collaboratively to plan lessons for home learning and for the transition back to school.
Targeted student support for refugees and new arrivals	Funding Sources: • Targeted support for refugees and new arrivals (\$3 299.00)	The employment of a bilingual SLSO has been highly effective in supporting students and their families, especially during the home schooling side of COVID-19. Improved growth in student performance. EALD program targeted these students for intensive literacy and English language sessions.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	122	121	132	134
Girls	110	111	119	118

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.2	92.9	87.7	88.3
1	93.6	89.2	88.9	90.7
2	92.9	93.1	89.7	91.9
3	93.6	93.1	83.3	83.7
4	94.4	95	93.5	80.3
5	94.3	93.9	90.9	85.5
6	91.7	91.5	91.6	85.9
All Years	93.4	92.6	89.4	86.8
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
Assistant Principal(s)	3
Classroom Teacher(s)	9.36
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher ESL	0.6
School Administration and Support Staff	2.56

*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	695,600
Revenue	2,668,649
Appropriation	2,631,214
Sale of Goods and Services	8,914
Grants and contributions	27,097
Investment income	725
Other revenue	700
Expenses	-2,639,866
Employee related	-2,343,208
Operating expenses	-296,657
Surplus / deficit for the year	28,783
Closing Balance	724,383

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	147,167
Equity Total	230,842
Equity - Aboriginal	8,056
Equity - Socio-economic	22,024
Equity - Language	111,511
Equity - Disability	89,251
Base Total	2,075,490
Base - Per Capita	60,367
Base - Location	0
Base - Other	2,015,124
Other Total	133,957
Grand Total	2,587,457

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

Parents indicated a high level of satisfaction with the school.

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

Teachers indicated a high level of satisfaction with the school.

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

Students indicated a high level of satisfaction with the school.

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

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Gwynneville Public School continues its programs to enhance the learning outcomes of our Aboriginal students. Aboriginal students account less than 1% of our student population. This has been achieved through the continuation of the development of the Personal Learning Pathways (PLP's). These PLP's continue to support the teachers, parents and students in the further development of a strong commitment to learning and increased performance and achievement of outcomes. PLPs were designed for each Aboriginal student with specific learning goals. Each PLP aimed to target individual academic, social and behavioural needs.

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

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.

Gwynneville Public School continues to reflect Australia's diverse multicultural society. In our school, EAL/D students (English as an Additional Language or Dialect) account for 42% of the total student population. The school continues to have a transient population due to its close proximity to the University of Wollongong. Visiting academics and university students coming from overseas, on temporary resident visas, enrol their children for periods ranging from a few months to several years. Several other EAL/D students have come to Australia on refugee visas and require substantial support with their language development and their cultural acclimatisation.

The specialist EAL/D teacher provides support to EAL/D students and classroom teachers across the school, Kindergarten to Year 6. This support has been given within small group settings to enable all students to reach their full potential. Cultural events are celebrated throughout the year. In 2020, due to COVID-19 restrictions, cultural celebrations were conducted at a class level.