

2020 Annual Report

Gordon West Public School



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Introduction

The Annual Report for 2020 is provided to the community of Gordon West 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 certainly very exciting with so much happening in a school environment operating in the shadow of COVID-19.

I would like to acknowledge and thank the school community for working so closely together to successfully address the many challenges that arose because of COVID-19.

Everyone cooperated so beautifully to minimise disruption to the normal school routine with all stakeholders working together to ensure that our students had as normal a year as possible under the circumstances.

Parents and children efficiently transitioned to online learning using platforms such as Google Classroom (Years 5-6) and Seesaw (Years K-4).

Our Gordon West Parents and Citizens Association offered its full support including financial assistance to ensure that our children didn't miss out on their usual activities.

For the most part we were able to achieve our objectives with all parents and students rising to the many challenges presented.

However this didn't mean that we weren't vigilant in our responsibilities in relation to personal hygiene and maintaining our social distancing to minimise the spread of this pandemic and will continue to do so into 2021.

2020 also highlighted the beginning of a new school planning cycle with the development of the School Improvement Plan for the next four years being a school priority.

This plan will drive our school strategic directions over the next four years and we are very excited as we begin to implement this plan.

Literacy and Numeracy are Department of Education priorities and we have identified specific areas of writing and reading as focus areas that will drive our plan.

Planning for the future will include more rigorous, sequential whole school focused assessment cycles that openly monitor and track student learning with greater transparency. The school will also plan increased professional development for all staff in quality evaluation and data analysis for increased effectiveness in whole school planning, teaching and learning.

The school community will continue to be involved in the review and amendment of the plan so that the impact of the processes, programs and initiatives can be effectively measured including regular evaluation of the planning milestones.

The challenge of course is to balance systemic priorities, to provide an extensive range of extra curricular activities for our students and continue to improve the learning outcomes for all students and perform at the highest level in school,

state and national tests in literacy, numeracy, technology and science.

We are confident that we are up to the challenge.

Underlying all of these exciting challenges is the You Can Do It Student Wellbeing Program. This program supports our students by emphasising and teaching Persistence, Getting Along, Confidence, Organisation and Resilience as keys to success and happiness.

The school emphasises the development of well rounded, happy, resilient and well adjusted children.

We look forward to the challenges that the future may bring and remain confident of our ability to embrace new directions, ensuring that Gordon West remains a centre of excellence with a definite purpose and direction.

Mr J Huckerby

Principal

Message from the school community

2020 was a very challenging year for our school, the students, staff, parents and the community, however it highlighted the community's resilience to adapt during COVID. The P&C has held three meetings throughout the year, with significant contribution by the attendees. Many of the items raised have been discussed and the school has implemented a number of initiatives in the areas that were identified. The P&C would like to acknowledge Mr Huckerby and his staff for their continuing efforts to improve the school and its facilities. Through our joint efforts, the P&C has influenced a number of initiatives and purchases in the school, including:

- Replacement and purchase of Smartboards for classrooms
- significant funds raised at the Welcome Fest held just before COVID
- Support for the Year 6 Farewell
- Operation of the School Canteen and Uniform Shop
- And many other initiatives that improve the daily experience for our children.

The GWPS P&C is incorporated under the NSW P&C Federation. The P&C reviews its policies and procedures against the documents published by the Federation to ensure consistency and effective management of the association. We have also maintained our insurance through this peak body to cover Directors and Officers Liability Cover, Fidelity Cover and Property Insurance. The financial position of the P&C is monitored and reviewed periodically by the Treasurer to ensure financial accountability. A finance committee meeting is arranged on a term basis with the school to ensure fund allocation transparency. The P&C is in a secure financial position and will continue to work with the school to allocate funds into the future. The P&C at Gordon West continues to contribute substantially to a strong sense of school community and I look forward to the continuing contribution from all parents to improve the fantastic facilities of this great school.

Mr J O'Keefe

P&C President

Message from the students

I have loved my time here at Gordon West, especially all the teachers who have guided me from being an extremely shy Kindy kid to a confident Year 6 student.

During this challenging year, our school has demonstrated a remarkable ability to quickly adapt to changing circumstances. Our teachers worked tirelessly to modify activities and lessons, and as students we learned how to be more resourceful and independent learners. Our digital technology skills improved by **100%**. Some of us learned how to use Seesaw and make Zoom calls and we got to see into the lounge rooms of all our friends.

I often think about all the things we have missed this year, like sports games, camps, excursions and Showcase. But then I think about the things we have gained: Persistence, resilience, confidence and friendships. 2020 has prompted us to slow down and remember to be grateful for the small things, like being able to sit down at our favourite restaurant or being able to visit our grandparents.

Some people know how much I love dancing and my dance teacher is always telling me, '*Passion needs no motivation*'. But what does this mean? It means when you find the thing you love, it's not hard to devote your time and energy to it. I want to encourage all students, to find the thing that they are passionate about here at Gordon West, whether it be in

study, sport, or creative arts, because if you never try, you'll never realise the wonderful opportunities that are on offer. For those of you who are ending your journey here at Gordon West I wish you every success in whatever school you are going to next. Keep exploring, keep trying new things, because this is how we live life to the fullest. Thank you and I wish you all the best in 2021.

A Leung

School Captain

School vision

Gordon West Public School is a future-focused school committed to nurturing confident and motivated students who are actively engaged in their lifelong learning. Teachers, students and parents work together to build respectful relationships within our school community.

School context

Gordon West Public School is a metropolitan school on Sydney's North Shore in the Department of Education region of Macquarie Park. GWPS has 572 students enrolled in 2020 from Kindergarten to Year 6 with 63% of students from a language background other than English. The school has strong community support and engagement which is integral to our success.

Fine school traditions and a strong feeling of school pride and high standards are promoted with students encouraged to achieve their personal best.

The school's robust community partnerships are reflected in many initiatives and learning opportunities. While the school is committed to maintaining high expectations for student engagement and strives to improve student academic outcomes, innovative projects in which the school is involved across a broad spectrum of the curriculum. These include an extensive creative and performing arts program involving dance groups, bands and choirs, a strong sporting focus and a keen interest in promoting student wellbeing. Our student welfare endeavours include the Student Representative Council, You Can Do It Education and the Peer Support program.

The school staff are united in their commitment to improving levels of student achievement and wellbeing through providing quality teaching and learning. The success of students, to be actively engaged, challenged and informed is our fundamental priority.

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

Strategic Direction 1

Consistent, high quality student learning in literacy and numeracy.

Purpose

To provide an engaging learning environment which promotes high expectations in all key learning areas resulting in improved learning outcomes for all students. To develop successful lifelong learners who are literate, numerate, creative, critical and resilient.

Improvement Measures

100% of students using individual learning goals in literacy and numeracy on a regular basis.

80% of students at or above expected growth in NAPLAN reading from Year 3 to Year 5.

75% of students at or above expected growth in NAPLAN spelling from Year 3 to Year 5.

80% of students at or above expected growth in NAPLAN numeracy from Year 3 to Year 5.

Progress towards achieving improvement measures

Process 1: Embed literacy and numeracy across all key learning areas to ensure high expectations in student learning and engagement.

Evaluation	Funds Expended (Resources)
<p>A thorough review of the 'Get Reading Right' program was undertaken. From this, teachers established a need to amend the learning sequence of the program to ensure deeper knowledge was obtained from our students.</p> <p>This information was communicated to staff through professional development sessions in Term 3. Community consultation is being planned for 2021 parent information evenings to explain the changes that have been made.</p> <p>Numeracy Support programs were continued to allow support teachers to consolidate certain skills and content in mathematics. The support was focused on Stage 1 and 2 students and incorporated building the capacity of early career teachers being led by expert mathematics teachers within the school.</p> <p>A revised English scope and sequence was established in 2020. This document ensured consistency in the content being taught across the grades and allowed greater opportunities for teachers to work collaboratively, share resources and assess more consistently. Consistent Teacher Judgement (CTJ), data analysis and design professional learning were all outcomes from this initiative.</p> <p>Teachers undertook professional learning on 'Big Write' and 'VCOP'. Teacher professional learning was implemented to support these initiatives with staff utilising sharing sessions to increase their knowledge and skills when teaching writing.</p>	<p>Teacher professional development for VCOP and Big Write. 3 teachers x 2 days release each (\$520) = \$3120.</p> <p>Teacher release for executives to develop a scope and sequence. 2 teachers x 4 days release each (\$520) = \$4160.</p> <p>Numeracy Support 0.2Fte = \$22000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$3120.00)• Professional learning (\$4160.00)• Literacy and numeracy (\$22000.00)

Process 2: Implement wellbeing initiatives to support students' cognitive, social, emotional, physical and spiritual needs.

Evaluation	Funds Expended (Resources)
<p>The You Can Do It (YCDI) program has been embedded more thoroughly this year. To support the implementation of the program, YCDI language has been built into award systems and presented as a principal's award during whole-school assemblies each week. This initiative has strengthened student</p>	<p>You Can Do It stickers (for principal's awards) - \$150</p> <p>Funding Sources:</p>

Progress towards achieving improvement measures

resilience, persistence, confidence, organisation and ability to get along with others by linking these concepts back to observable behaviours within the classroom. Our principal's awards have further promoted the YCDI language within the parent community and aligned our goals and expectations of the school's core values.

GWPS further strengthened its approach to supporting the wellbeing of all students in 2020. Student behaviour tracking is now conducted through our Sentral database so that the school can gain a better insight into strategies for dealing with behaviour. The language used to describe incidents has been made consistent across the school through regular teacher professional learning.

- Integration funding support (\$150.00)

Process 3: Implement whole school structures to engage students and parents in understanding success criteria in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>Learning Intentions and Success Criteria (LISC) is a method of structuring lessons to ensure students are engaging with the purpose of the lesson and are reflecting on their achievement. It is based on research from around the world that has shown that using LISC significantly improves student engagement with their learning as it allows them to think about their success as well as their areas for improvement.</p> <p>Professional learning on LISC has been completed by all staff at GWPS. The school will continue to embed this practice into classrooms in 2021.</p> <p>Formative Assessment school wide planning was conducted as part of the GWPS Strategic Implementation Plan. Formative Assessment professional learning was provided to teachers which emphasised strategies for providing feedback about student progress so that instructional approaches, teaching materials, and modifying academic support can be modified accordingly.</p> <p>Quality Teaching, Successful Students (QTSS) lesson study sessions focused on building teacher capacity through emphasising LISC and Formative Assessment strategies into lessons studies.</p>	<p>Planning for Executive to implement initiatives in Learning Intentions and Formative Assessment - 6 days (\$520) = \$3120</p> <p>.Implementation of Learning Intentions, Success Criteria through QTSS funding. Teacher release for lesson studies 30 teachers x 1 day release each (\$520) = \$15600.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Literacy and numeracy (\$3120.00) • Quality Teaching, Successful Students (QTSS) (\$15600.00)

Strategic Direction 2

Quality, innovative and reflective teaching.

Purpose

To support and inspire all teachers through quality professional development that will result in deep pedagogical knowledge and reflective, responsive practices in order to maximise learning outcomes.

Improvement Measures

80% of staff will be engaged in regular mentoring sessions throughout the year.

All grades have established consistent, rigorous assessment schema.

Progress towards achieving improvement measures

Process 1: Engage in quality professional learning for all teachers to ensure effective, evidence-based teaching methods to optimise student learning.

Evaluation	Funds Expended (Resources)
<p>Teachers have been given Teacher Professional Learning on the consistent marking of writing assessments to ensure valid data.</p> <p>Staff have had the opportunity to attend the Big Write and VCOP (vocabulary, connectives, openers and punctuation) professional learning. This was presented to staff and will continue to build teacher's capacity in 2021.</p> <p>Due to the COVID-19 pandemic, Quality Teaching Rounds (QTR) sessions were postponed until Term 3, 2021.</p>	N/A

Process 2: Initiate mentoring and coaching for all teachers to incorporate collaborative practices and staff expertise in refining teacher strengths for effective classroom practice.

Evaluation	Funds Expended (Resources)
<p>The COVID-19 pandemic made it difficult to give opportunities for beginning teachers to attend professional learning sessions. The Department of Education released a variety of online professional learning that teachers accessed and completed throughout 2020.</p> <p>The beginning teacher program was enhanced through pairing early career teachers with more experienced teachers. Teacher mentors were released from the class using beginning teachers funding to observe lessons and give feedback to their team.</p>	<p>Beginning Teacher Funding</p> <p>Relief teachers per beginning teacher for 2 lesson observations. 5 teachers x 2 days release each (\$520) = \$5200.</p> <p>Teachers receive 1 hour per week release to support early career development. 1 teacher 0.2 Fte = \$22000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Support for beginning teachers (\$27200.00)

Process 3: Refine whole school data collection and analysis of assessment for reporting to ensure consistent judgement and future learning directions are paramount.

Evaluation	Funds Expended (Resources)
<p>Stages collaborated to develop assessment schedules and consistent assessments for the stage to utilise in future years. Stage assessments were created and saved in the faculty Google Drives.</p> <p>Professional learning on National Literacy and Numeracy Progressions was</p>	<p>Quality Teaching, Successful Students (QTSS) planning days: 4 days allocated for each stage per year.</p> <p>Funding Sources:</p>

Progress towards achieving improvement measures

put on hold for 2020 due to COVID-19. However, the school embedded teacher observations as part of its professional learning program for teachers.

The senior executive team presented data as part of the School Improvement Plan for 2021 to justify future direction for the school.

- Quality Teaching, Successful Students (QTSS) (\$15000.00)

Strategic Direction 3

Organisational effectiveness and leadership capacity.

Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of empowered leadership and inclusive organisational practices.

Improvement Measures

Increased opportunities as identified in staff PDPs for leadership opportunities.

Increased opportunities for connections with 'Community of Schools'.

Progress towards achieving improvement measures

Process 1: Design organisational structures and management practices to have a significant impact on change for continuous improvement.

Evaluation	Funds Expended (Resources)
<p>In a review of roles and responsibilities within the school, supervision responsibilities were disseminated so that assistant principals could refocus on instructional leadership and developing teacher capacity and effectiveness. This also provided greater leadership opportunities for targeted staff members who were willing to take on leadership roles by leading a grade. These goals were supported and documented in Performance and Development Plans (PDP).</p> <p>A review of student leadership was conducted by the teachers. The Student Representative Council (SRC) presented awards at assemblies regarding wellbeing and the You Can do It (YCDI) program. SRC leaders utilised its members to maintain school organisation such as lost property and promote positive behaviours including the responsible disposal of rubbish within the school.</p>	N/A

Process 2: Strengthen 'Community of Schools' (CoS) partnerships and establish a professional learning community where a culture of high expectations in quality service delivery occurs.

Evaluation	Funds Expended (Resources)
<p>Preparations for this initiative were put on hold due to the COVID-19 pandemic. The plan for this will be carried over to 2021 with the possible inclusion of Quality Teaching Rounds or Instructional Rounds with our learning community.</p>	N/A

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$3 503.00)	Funding was used to support students who were identified as being of Aboriginal or Torres Strait Islander background. Personalised Learning and Support Plans were written, delivered and monitored. These plans increased their learning opportunities and acknowledged indigenous culture.
English language proficiency	Funding Sources: • English language proficiency (\$264 165.00)	Our EAL/D (English as an Additional Language or Dialect) program continued to expand in 2020, as 65% of our students came from language backgrounds other than English and represented 49 languages. Intensive support was provided for students to progress through the phases of English proficiency. Learning programs included small group withdrawal with explicit teaching, support in class and team teaching in class. Resources including reading materials, furniture and digital resources were purchased to enhance our EAL/D students' learning.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$87 051.00)	A learning support teacher and School Learning Support officers (SLSOs) provided literacy support for students from K-6 with additional literacy or learning needs. This was delivered through intensive small group withdrawal sessions, one on one support sessions and in class team teaching. Early intervention was a priority and targeted programs were provided in phonics and sight word recognition. Differentiated learning was a focus and programs were designed and implemented collaboratively with the classroom teacher. Experienced SLSOs provided support to individually funded students and targeted students in academic, social and behavioural areas. Teachers continued to conduct the Mini-Lit and Multi-Lit programs. Resources purchased included the Mini-Lit program and a range of teaching and assessment tools.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$104 899.00)	<p>Quality Teaching Successful Students (QTSS) funding provided the school with release for grade teams and specialist teachers to collaboratively plan, evaluate and reflect on teaching practices and learning programs. Examination of student work samples, consistent teacher judgement and assessment data were used to evaluate the effectiveness of current practices.</p> <p>The school's allocation for QTSS funding allowed for every class teacher to participate in lesson studies. This was a practical process for planning, teaching, observing, refining and reviewing effective teaching strategies. All class teachers had two days per semester to participate in a lesson study (two days for numeracy- working mathematically and two days for literacy- Focus on Reading).</p>
Socio-economic background	Funding Sources:	This funding was used to support families

Socio-economic background	<ul style="list-style-type: none"> • Socio-economic background (\$5 595.00) 	<p>experiencing financial hardship. Assistance was provided to fund excursions, books, overnight camps, specialist teacher programs and stationery. This enhanced the students' educational experiences.</p>
Support for beginning teachers	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$57 924.00) 	<p>Funding was used to release early career teachers from face-to-face teaching and work directly with mentors, focusing on the 'What Works Best' document and using evidence of data to enhance and provide best possible learning for students. Further to this, all staff working towards accreditation goals were able to meet NESA expectations. Teacher mentors were released from the class using beginning teachers funding to observe lessons and give feedback to their team.</p>
Targeted student support for refugees and new arrivals	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$36 314.00) 	<p>The English as an additional language New Arrivals Program (NAP) provided GWPS students initial, on arrival intensive English tuition for newly arrived students at the beginning and emerging levels of English language proficiency. Support was provided to newly arrived students in order to develop their English language skills so that they were able to participate in learning with their peers in mainstream classes.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	274	290	292	288
Girls	294	307	290	284

Student attendance profile

School				
Year	2017	2018	2019	2020
K	97	96.2	95.5	93.6
1	95.3	95.1	93.8	91.8
2	95.4	95.5	96.5	93.2
3	93.6	95.7	96.5	93.7
4	95.5	94.8	95.3	94.3
5	97	97	95.4	93.9
6	95	95.8	95	90.7
All Years	95.5	95.7	95.5	93
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)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.87
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	2
School Counsellor	0.6
School Administration and Support Staff	4.06

*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	757,634
Revenue	5,188,092
Appropriation	4,819,257
Sale of Goods and Services	40,077
Grants and contributions	325,308
Investment income	2,949
Other revenue	500
Expenses	-5,073,795
Employee related	-4,543,157
Operating expenses	-530,639
Surplus / deficit for the year	114,297
Closing Balance	871,930

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	70,710
Equity Total	360,313
Equity - Aboriginal	3,503
Equity - Socio-economic	5,595
Equity - Language	264,165
Equity - Disability	87,051
Base Total	3,971,222
Base - Per Capita	139,973
Base - Location	0
Base - Other	3,831,249
Other Total	313,793
Grand Total	4,716,039

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.

Overview

Throughout the course of 2020, we continued to gauge and seek feedback on student, staff and community satisfaction. The community was surveyed on how the school performed with implementing learning from home and how well their child could articulate their learning if asked by a parent. Students were also surveyed a number of times throughout the year, the most comprehensive of which was the Tell Them From Me survey (TTFM). From this, we were able to determine the effects of the pandemic on student's satisfaction, engagement and learning at school. Staff had many opportunities to offer feedback, including qualitative interviews with the leadership team, as well as written responses on a number of occasions throughout the year.

Student Survey

Positive Behaviour at School and Positive Relationships remain notable areas that Gordon West Public students identify strongly with when surveyed. School pride was represented by 83% of students feeling proud of their school and 81% of students recognising that they set challenges that encourage them to do their best at school.

Tell Them From Me (TTFM) student survey results indicated that we are making continual progress in a variety of areas of student wellbeing as 80% have a sense of belonging, 90% of students believe they have reliable and trustworthy friends at school and 85% believe they have advocacy at school. Teacher interactions and relationships have proven key to these results. In addition, 93% of students believe they behave positively at school compared with NSW Government norm of 83%.

Student Question One: How do you know what you are expected to learn in a lesson? This could be in an area of mathematics, reading, writing, geography, history, science, PDHPE, computers etc. Please provide some examples.

Students commented predominately that their teacher used Learning Intentions and Success Criteria (LISC) to frame the lesson and its objectives. Most students expanded on this by saying that this helped them understand what they were learning and how they would know they were on track with their learning.

"The teachers usually explain what we are expected to learn in a lesson or they write the learning intention and success criteria on the board. Sometimes we copy it into our book. An example in maths for percentages, we wrote the learning intention in our book so we know what to focus on". Student response

Student Question Two: How do you know if you have been successful in a lesson? This could be in an area of mathematics, reading, writing, geography, history, science, PDHPE, computers etc. Please provide some examples

From this survey question, a large portion of students specified that the Success Criteria was often used to gauge success in lessons. Students further commented that they valued teacher feedback as a means of determining success.

"We have a thing called a success criteria, which means you know what you have to achieve. This is provided in every lesson that our teacher teaches." Student response

Teacher Survey

Our teachers identified collaboration as a major focus for 2020 with a 0.3 increase in survey results.

When asked about their ability to cope with the demands of delivering a remote learning program, 69% of teachers felt they were still connected with their students and understood their learning needs. 88% of teachers advocated for feeling prepared for remote learning with strong school support.

In response to our Lighthouse Writing Project, 88% of teachers indicated that they used Learning Intentions to begin their lessons and clearly communicate what students would be learning. 96% of teachers nominated that they use modelled writing as part of their gradual release of responsibility with 80% of teachers at the school now using strategies such as Think-Pair-Share and Activating Prior Knowledge.

Parent Survey

Gordon West Public School continued to foster a close relationship with parents in 2020. Although the circumstances around the world wide pandemic limited our parents physically attending the school premises, we found alternative ways to ensure our parents were valued as stakeholders in their child's development. When asked how many times parents had spoken to their child's teacher in our Tell Them From Me Survey (TTFM), 74% of parents identified that they had

engaged with their child's teacher on three or more occasions.

The school's close ties with the parent community were evident in the participation of parents in school committees with 87% of parents recording in the TTFM survey that they engage with the school on a regular basis.

Home learning formed a significant portion of the children's education during the beginning of Term 2. 81% of parents agreed or highly agreed that the school provided quality learning support for children during this time. A further 84% of parents agreed that the resourcing was appropriate to meet the ongoing educational needs of the children.

Our physical environment continues to exceed expectations with 95% of parents agreeing that the school environment is welcoming.

As in previous years, Gordon West Public School continues to outperform the state in key areas of inclusive school and learning environments with a strong focus on student welfare and building positive relationships between home and school.

93% of parents responded that they would recommend Gordon West Public School to other parents.

Our Tell Them From Me Survey Responses addressed the following questions.

Parent Question One: This year GWPS has introduced the use of online platforms such as Seesaw and Google Classroom. In your opinion, what are the elements of these platforms that you like the most? What recommendations would you offer to improve the use of Seesaw and Google Classroom at GWPS?

In response to this survey question parents were supportive of the platforms chosen to manage online learning (Seesaw and Google Classroom). The majority of parents expressed that they were satisfied with the materials and support received from Gordon West School during this time. Recommendations from parents suggest that they would like to have programs such as Seesaw included as an ongoing feature of their child's learning and communication methods from the school.

Parent Question Two: Does your child/children inform you and/or discuss their learning at school? How often do they share this information? Can you provide some examples of the discussions that take place?

In response to this survey question parents expressed that they often need to prompt discussions about what their child is learning at school. Most commented that their child could articulate their learning programs when prompted.

A number of parents commented that social welfare and friendship groups formed a major portion of the discussions had regarding school.

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.

Other School Programs (optional)

Student Representative Council

The 2020 Student Representative Council found it challenging to operate as usual due to the COVID-19 restrictions. Student representatives from each 3-6 class were elected by their peers. The class representatives' responsibilities included attending meetings, a fundraising initiative, organising the end of year commendation assembly, communicating with Mr Huckerby and teachers about important causes in the school.

Students in the SRC raised awareness for important issues. These awareness initiatives included continuing our schools recycling initiative and encouraging Gordon West students to be sun safe on the playground.

This year the SRC fundraising initiative included raising money and awareness for the Cancer Council with the inclusion of Daffodil Day. Students were asked to wear a touch of gold and donate a gold coin to Cancer Council.

Although it has been a difficult year for the SRC they have enjoyed working with their peers and teachers to make our school a better place.

PSSA Touch Football

We had two teams representing Gordon West for PSSA Junior Touch this season at Hassall Park, St Ives. The boys and girls teams showed excellence on the field every week. In PSSA Senior Touch, Gordon West competed in the competition with two teams. Division 1 for boys and Division 2 for girls. At the North Turrumurra Recreation Area (NTRA) our students demonstrated great team play; fast and efficient passing, utilising dummy half and upholding good sportsmanship. The touch team's all finished around the middle of the points table.

PSSA Soccer

Gordon West Public School fielded eight highly competitive teams in the Ku-ring-gai PSSA soccer competition. We entered three senior teams and five junior teams. The players represented Gordon West with great sportsmanship and pride. Although the season was short it was a tough competition but the teams strived to be their best at every game and showed great improvement. The season was very short and therefore there were no final placings.

PSSA Cricket

The junior and senior cricket teams played in the competitive Division 2 Ku-ring-gai PSSA Cricket Competition. The training program aimed to develop and consolidate the fundamentals of batting and bowling. The cricketers were lucky to have Mrs Evans to assist with the coaching and umpiring during the season. The juniors and seniors have played some very competitive teams throughout the year and they have acquired many new skills. The cricket teams final placings were as follows: Juniors 1st and Seniors 2nd. Well done Gordon West cricketers.

PSSA Modball

The 2019 Junior and Senior Modball teams consisted of dedicated, enthusiastic players who demonstrated team work every training session and during the PSSA games. Both teams were strong competitors and won a number of games with some impressive highlights. Most importantly everyone had fun and encouraged each other along the way. It was a pleasure to coach such talented and respectful players. The modball team's final placings were as follows: Juniors 8th and Seniors 1st. Well done modball teams.

PSSA Netball

The PSSA Netball season was affected by COVID-19 restrictions. There were around 60 students that were chosen to represent Gordon West Public School. The students played with integrity and enthusiasm every week. Congratulations to all our students for their commendable results throughout the competition. The season was very short and therefore there were no final placings.

Dance group

The 2020 Year 6 Dance Group held auditions at the end of 2019 and selected a group of 20 students. On Tuesdays and Thursdays this handpicked group of dancers rehearsed an original piece 'Waves' performed to the song 'Riptide by Vance Joy'. It was a high energy jazz style dance with lots of turns and leaps.

In Term 4, the dance group performed at the Presentation Day live stream for the school and community. The energetic performance wowed the online audience and the entire school. A special thank you to all of the teachers and students that were part of the dance group for 2020. Well done!

Gordon West School Bands

In 2020, Gordon West PS transferred the organisation of the school bands to Teaching Services Australia. The feedback received from parents regarding their organisation and communication has been positive.

Conducting band practice and performing during COVID-19 was extremely challenging. Miss Harvey, Mr Nurlanov, Mr Hamilton and the TSA team had to design flexible learning solutions for band practices and their performances. This led the teams to conduct their band activities using online platforms such as Google Classroom and Zoom. Although this wasn't ideal, it was a very engaging way to continue playing instruments and being part of the band.

In Term 4, when the bands could rehearse in person again, they put together a video submission for the Australia School Band and Orchestra Festival. This was sent for adjudication, where experienced conductors watched the recording and judged their performances. The CB1 received a Silver award, and CB2 received a Gold award. This is a wonderful achievement in very trying circumstances, and Miss Harvey and the school are very proud.

Miss Harvey has accepted a job with the Royal Australian Navy as a professional musician playing the trumpet, and the Gordon West community wishes her the very best in her next chapter.

Debating

In 2020 Gordon West conducted an internal debating workshop and competition. Students from Year 6 created six teams that participated in the debating competition. The knowledge and skills developed by each debater included the structuring of arguments, research techniques, and awareness of current affair issues and the importance of cooperation in team work.

Each team was passionate and hardworking in the preparation and participation of each debate. It was a successful debating season and each debater and team should be proud of their achievements. Congratulations to each team.