



2020 Annual Report

Gillwinga Public School



4421

Introduction

The Annual Report for 2020 is provided to the community of Gillwinga 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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School vision

We strive to:

- Provide a safe environment where respect, trust and responsibility are expected.
- To provide students with a range of academic, leadership, sporting and cultural opportunities that will contribute positively toward their overall physical, social and emotional development .
- Develop enthusiasm and commitment to Life Long Learning.
- Develop strong Literacy and Numeracy skills in all students.
- Foster partnerships within the community and the community of schools that can assist our school to continually improve.
- To provide high quality teaching and learning for all students through the continual professional development of all teaching and non-teaching staff employed throughout the school.

School context

Gillwinga Public School is a single site school and will have an enrolment of approximately 140 students. The School's FOEI ranking attracts additional funds to help cater for the needs of these students. A proportion of these funds are used to employ additional teaching and non-teaching staff to provide support for all students. A breakfast program is run each morning to help ensure that students are ready to begin learning when they attend class.

Under the Early Action for Success project an Instructional Leader develops teacher's ability to develop teaching and learning programs that cater for the diverse of our students. The school is well resourced and is structured to offer smaller learning groups to all its students, catering for learning support and enrichment.

We have a young enthusiastic staff and focus on developing academic, social, emotional and physical skills in our students. We are a Positive Behaviour for Learning school focused on creating an environment where all students can succeed.

In 2019 the school will continue its involvement with ACARA's Digital Literacy project that aims to improve the capacity of staff to successfully implement the National Digital Literacy Curriculum.

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

Strategic Direction 1

Quality Teaching

Purpose

Process: Explicit Instruction

Teachers use evidence based teaching strategies to cater for the diverse needs of students to improve all outcomes.

Linked to Standards

1.5.2 - Develop teaching activities that incorporate differentiated strategies meeting the needs of students across the full range of abilities

2.6.2- Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful

3.1.2 - Set explicit, challenging and achievable learning goals for all students

3.2.2 - Plan and implement well-structured teaching programs or lesson sequences that engage students and promote learning.

3.6.2 - Evaluate personal teaching and learning programs using evidence including feedback from students and student assessment data to inform planning.

6.3.2 - Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and skills

Improvement Measures

All students show growth on grade appropriate levels on Learning Progressions, data wall, and student tracker

All teachers to demonstrate proficiency or above in Standard 1.5.2

Teacher reflection and evidence sheets demonstrate increase teachers ability to cater for the diverse needs of all students.

Assessment overview including a range of formative and summative strategies

Progress towards achieving improvement measures

Process 1: 3.6.2 - Evaluate personal teaching and learning programs using evidence including feedback from students and student assessment data to inform planning.

Evaluation	Funds Expended (Resources)
Teachers conducted lesson obs and feedback to a colleague on their implementation of their DEN's program focusing on explicit instruction and students understanding of learning intentions and success criteria	Teacher release time Resources Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$2000.00)• Professional learning (\$3500.00)

Process 2: 3.2.2 - Plan and implement well-structured teaching programs or lesson sequences that engage students and promote learning

Evaluation	Funds Expended (Resources)
Scope and sequences developed for all but PDHPE Teachers planning and programming using checklist demonstrating sequenced learning and reflection on practice	Teacher release for PL Funding Sources: <ul style="list-style-type: none">• Professional learning (\$3000.00)

Strategic Direction 2

Leadership and Wellbeing across the school community

Purpose

Process: Positive relationships

Positive and respectful relationships are evident and widespread among staff and students and promote student wellbeing to ensure optimum conditions for learning across the whole school.

Linked to Standards

4.1.2 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities

4.2.2 Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks

4.3.2 Manage challenging behaviour by establishing and negotiating clear expectations with students, and address discipline issues promptly, fairly and respectfully

4.4.2 Ensures students wellbeing and safety within school by implementing school and/or system curriculum and legislative requirements

7.3.2 Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing

Improvement Measures

- Reduction in suspension data
- Improved attendance data
- All teachers meet proficiency level for 4.3.2, 4.2.2
- Increases in TTFM student survey data

Progress towards achieving improvement measures

Process 1: • Manage challenging behaviour by establishing and negotiating clear expectations with students, and address discipline issues promptly, fairly and respectfully through use of data

Evaluation	Funds Expended (Resources)
Data collected and used to identify areas of need	Positive rewards system resources
Reduction in suspension and increase in students achieving gold and principals awards	Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$3000.00)

Process 2: Learning Support Team established to support student learning and wellbeing

Evaluation	Funds Expended (Resources)
Meeting minutes, IEP'S & PLP's show evidence of parent/carer agency consultation	Learning Support Teacher Student Support Officer
	Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$106000.00)• Low level adjustment for disability (\$67000.00)

Process 3: Wellbeing and Positive Behaviour Policy

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Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Completed document signed off by school community. Document to be reviewed annually by wellbeing committee	

Strategic Direction 3

Digital Technologies

Purpose

Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

Select and/or create and use a range of resources, including ICT, to engage students in their learning.

Improvement Measures

* Staff plan using Digital Technologies Curriculum

* Report on Digital Technologies Curriculum

Progress towards achieving improvement measures

Process 1: Consolidation of Digital Technologies Curriculum

Evaluation	Funds Expended (Resources)
To what extent have staff developed their confidence and ability to implement the Digital Technologies Curriculum Student reports included grades for Digital Technologies Curriculum Digital Literacies Program completed and signed off	Technology teacher employed Funding Sources: • Aboriginal background loading (\$106000.00)

Process 2:

Evaluation	Funds Expended (Resources)
Program Completed and Signed off by ACARA	

Process 3:

Evaluation	Funds Expended (Resources)
Employment of Teacher to embed the teaching of Digital Literacies curriculum.	Funding Sources: • Low level adjustment for disability (\$106000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$250000	Increase in student advocacy Tell Them From Me Survey Increase in positive behaviours
Low level adjustment for disability	\$70000	Reduction in suspension data Increase student advocacy Tell Them From Me Survey
Socio-economic background	150000	Increase engagement in first session of the school day High expectations of student behaviour- reduction in incidents in the playground
Early action for success	80000	Improved planning documentation Assessment data Stage meeting minutes Planning scope and sequence documentation

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	84	80	84	81
Girls	48	53	59	69

Student attendance profile

School				
Year	2017	2018	2019	2020
K	90.9	89.5	84.8	91.1
1	82.8	92.7	85.2	85.9
2	90.8	87.3	92.4	85.6
3	89.7	89.7	87.5	84.9
4	86.6	90.3	87.4	81.1
5	89.8	90.6	88.5	87.9
6	84.5	88.8	84.1	85.7
All Years	87.8	89.7	87.1	86.1
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)	2
Classroom Teacher(s)	6.2
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Administration and Support Staff	1.81

*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	500,397
Revenue	2,602,536
Appropriation	2,581,603
Sale of Goods and Services	5,345
Grants and contributions	14,603
Investment income	984
Expenses	-2,855,933
Employee related	-2,504,250
Operating expenses	-351,683
Surplus / deficit for the year	-253,397
Closing Balance	247,000

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	92,115
Equity Total	713,517
Equity - Aboriginal	213,020
Equity - Socio-economic	379,346
Equity - Language	0
Equity - Disability	121,151
Base Total	1,289,415
Base - Per Capita	34,392
Base - Location	1,492
Base - Other	1,253,531
Other Total	462,158
Grand Total	2,557,204

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

Tell Them From Me Surveys were conducted for Students, Parents and Teachers in 2020 to provide feedback on their satisfaction with Gillwinga Public School.

Parental Survey was in line with the state average for most indicators specifically:

Parents are informed

Parents support learning at home

From this information we are putting into place ways to support parents involvement in the education of their child at Gillwinga Public School.

Teacher Survey results were above state average for :

Leadership

Technology

Collaboration

Below State for

Parental involvement

Teaching Strategies

Our School Strategic Improvement Plan priorities include evidence based teaching strategies to improve student growth and attainment.

Students survey results were above state average for

Effective learning time

Advocacy at school

Below State average for

Expectations for success

Students who were interested and motivated

As a result of this survey we are developing teachers ability to cater for the learning needs of all students and continuing to develop extra curricular programs to engage students.

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.