

2020 Annual Report

North Gosford Learning Centre



5760

Introduction

The Annual Report for 2020 is provided to the community of North Gosford Learning Centre 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

The year of 2020 was one of many changes at North Gosford Learning Centre (NGLC), to begin the year students were impacted by bushfires and other challenges, the school itself had a number of staff changes for the first time in a number of years. As the year progressed the changes and challenges persisted, the impact of COVID-19 was felt significantly by the staff, students and family of North Gosford Learning Centre. However, the school community worked together to support student learning in the face of these challenges, whether that was continuing to provide a safe learning space for students to attend or supporting students through providing resources and online learning platforms the school community was able to overcome an enormous amount of challenges.

The impacts of COVID were felt in a number of ways throughout 2020 at NGLC, a number of our regular community based programs had to be cancelled, staff adapted to creating online learning programs and accessing school data remotely, school camps and reward programs needed to be cancelled or adapted to suit the environment. Students and families identified that there was significant hardship in accessing suitable technology at home and the school implemented a program of loaning school resources to support these students.

The creation of a new Deputy Principal role and additional School Learning Support Officer (SLSO) through the SSP supplementary funding model allowed for NGLC to develop high quality, remote learning programs and an additional staff development model. The SLSO role allowed for flexibility to support individual student learning needs and support of remote learning programs through COVID. Staff also engaged with a local community of schools to begin the support of instigating a trauma informed framework in these schools with NGLC taking the lead on this implementation. NGLC also engaged with a number of new programs to support student engagement including STEMshare kits, provided by the Technology 4 Learning team, as well as a PCYC Fit 4 Life program and Top Blokes, self improvement program. The school grounds were also upgraded during the COVID isolation period with the installation of artificial turf inside the school grounds, a new playground, new classroom and new administration building, this regeneration of the school is likely to continue in 2021 with a number of new plans underway.

Overall, 2020 was a challenging year for all NSW schools and particularly settings similar to NGLC. Staff managed significant changes to the way they operate on a daily basis and accomplished significant growth in their own professional learning but also in student achievement. The students, themselves, handled the constant change in various ways but all managed to display significant growth in some area of their educational program. With a new school planning cycle underway in 2021 it is hoped that this growth and regeneration of staff, students and the school environment will continue unabated.

School vision

NGLC VISION

North Gosford Learning Centre is a specialist behaviour centre striving for excellence in the delivery of quality educational programs and support processes to maximise student learning and wellbeing.

We provide quality behaviour support, personalised, flexible and engaging learning options, future pathways planning, family, inter-agency and inter-school collaboration to achieve success.

School context

North Gosford Learning Centre (NGLC) caters for students with significant behavioural and emotional difficulties aged 10 - 16 years (Years 5 to 10). Students have documented patterns of behavioural difficulties.

NGLC's primary aim is to facilitate successful student reintegration to home schools. Students learn new skills in a highly structured environment whilst maintaining attendance and contact with home schools.

Programs teach students the social, emotional, behavioural and academic skills necessary for successful transition to home schools and further study. Learning activities promote student engagement through use of evidence-based teaching strategies and resources. Programs focus on recognition, accreditation, "hands on" and outdoor activities promoting engagement and motivation. Alternative placement pathways are considered when students identify this option within individualised planning processes.

Students and their families are supported to participate in equitable partnerships with schools to connect with community support services and agencies.

Executive, teaching and support staff strive for high levels of personal commitment and professionalism. A collaborative team approach enables all members to contribute ensuring quality programs within an evolving improvement process.

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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Creative Programs Promoting Engagement.

Purpose

To develop academic, social and emotional well being programs matched to stimulating learning environments that engage students through the use of technology (ICT), collaboration and choice. Students success and satisfaction will lead to higher attendance and greater involvement in the programs.

Improvement Measures

Present evidence shows 25% of students achieving outcomes in all KLAs. There will be supporting evidence to show 100% of students having access to and achieving outcomes in all KLAs.

90% of students will achieve an 85% attendance rate or higher. Any attendance below this will be explained and documented as to attendance policy. 90% of students recognised for engagement each semester averaged from 2018 to 2020.

Currently 15% of eligible students are involved in integration programs. Average from 2018 to 2020 will see an increase to 75%. 100% of students will move to a less restrictive environment or relevant educational / vocational setting as identified in their PLP.

Progress towards achieving improvement measures

Process 1: Identify and implement academic and social/ emotional development strategies and programs relevant to our ever changing cohort. Networks with outside agencies and mainstream schools will be cultivated and managed to benefit all parties.

Evaluation	Funds Expended (Resources)
Due to the impact of Covid-19 in 2020, external providers and activities were unable to run. The internal data showed significant impact on student engagement and achievement due to the limited ability of the school to offer reward and external programs. Student and parent feedback data also supported this conclusion. Success of this priority was severely hampered by the limitations imposed due to Covid-19.	<ul style="list-style-type: none">• Deputy Principal Position• External Programs• Internal Programs

Process 2: Embed the use of ICT in class programs and the use of online platforms to enhance teaching, complete surveys and support both individual and group assessment and planning.

Evaluation	Funds Expended (Resources)
The online learning platforms were implemented effectively to support students throughout 2020, the lack of technology in student homes made the implementation of a number of these programs problematic during the Terms 1 & 2. However, upon the resumption of regular schooling, staff were more comfortable with implementing these online programs which allowed more regular take up of these programs and successful implementation. The implementation of the STEM share kits was successful as identified through student surveys and feedback forms, as well as increased engagement.	<ul style="list-style-type: none">• Laptops• Staff Professional Learning• Online learning programs such as Clickview, G Suite, Lexia, Mathletics, Prodigy etc.• STEM share kits as determined by student need and availability

Strategic Direction 2

Personal Best In Academic Performance.

Purpose

To ensure all students have increased confidence and reach their full potential in all key learning areas (KLAs). This will be supported by individual planning linked to explicit teaching of learning strategies.

Improvement Measures

Presently students are only completing or attempting 75% of NAPLAN or VALID components. 100% of eligible students will take part in all components of the NAPLAN and VALID.

Internal assessment using Australian Council for Educational Research (ACER) Compass online assessment tool shows 30% of students demonstrating stage improvement over two years. This figure will be raised to 85% in the 2018/2020 cycle.

100% of staff have a PDP reflecting the goals of the school plan and demonstrate this by implementation of strategies and programs identified through collaboration and professional development through a school based survey (baseline 2018).

Progress towards achieving improvement measures

Process 1: Develop and review whole school programs, addressing each KLA. Programs will be developed in line with whole school planning and individual student needs.

Evaluation	Funds Expended (Resources)
The implementation of whole school scope & sequences has been implemented and moved into a cloud based system so that staff have access to these offsite and can plan and program as appropriate. Data collection has been problematic due to the numerous storage systems in the school. Due to Covid there was an impact on the ability to engage with out of school activities which created difficulties in ensuring that programs were effectively supporting transition of students to post school options.	Programs Professional Learning

Process 2: Identify and embed proven literacy and numeracy strategies into all KLA's with an emphasis on explicit teaching.

Evaluation	Funds Expended (Resources)
Through Term 2 staff completed online learning of the Literacy and Numeracy Progressions which developed their understanding of the implementation process for these progressions across North Gosford Learning Centre. Some students were mapped against the PLAN2 framework, however, due to the impact of COVID-19 these results were not representative of actual student ability. Extended periods of school absence created an impact on numerous students and the capture of data on PLAN2 was delayed until 2021 when students were more regularly participating in a variety of school activities.	<ul style="list-style-type: none">• PLAN2• Professional Learning

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Support Worker Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$10 188.00) 	Aboriginal Support worker was employed throughout 2020 and all students engaged completely with the mentoring program. Significant impact on local school environment and traditional knowledge regarding local plant and vegetation including input into new native gardens. Due to Covid the implementation of a whole school program was delayed until 2021, however effective planning for this has been entered into by a number of stakeholders including school staff, students and other interested groups.
Socio-economic background	<ul style="list-style-type: none"> • Music Therapy Teacher 0.2 FTE • Musical Instrument updates • Creative Art resources inc IT projects Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$52 137.00) 	All students had access to the school Music Therapy program, which increased in its range of instruments through 2020. All students expressed a growing understanding of mental health supports through the implementation of these programs and have accessed a number to support their own mental health. The schools Creative Arts program has increased to involve a production component and various other resources.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	24	26	26	24
Girls	7	3	4	3

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)	3.61
Teacher Librarian	0.2
School Administration and Support Staff	6.61
Other Positions	0.2

*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	302,548
Revenue	1,880,652
Appropriation	1,877,047
Sale of Goods and Services	285
Grants and contributions	2,804
Investment income	515
Expenses	-1,844,630
Employee related	-1,623,613
Operating expenses	-221,017
Surplus / deficit for the year	36,022
Closing Balance	338,570

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	0
Equity Total	62,325
Equity - Aboriginal	10,188
Equity - Socio-economic	52,137
Equity - Language	0
Equity - Disability	0
Base Total	1,482,852
Base - Per Capita	16,090
Base - Location	324
Base - Other	1,466,438
Other Total	280,791
Grand Total	1,825,968

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.

Parent/caregiver, student, teacher satisfaction

Students through the year identified a number of positive aspects of North Gosford Learning Centre (NGLC), they identified the feeling of belonging as a strong part of being a student at NGLC, students also identified the willingness of staff to change planned activities and work closely with students to ensure success at tasks as a key motivating factor in increasing attendance. Students identified the tired look of some of the areas of the school as attributes that should be improved to ensure the engagement of students is continued to develop.

Staff feedback was positive in 2020 with the majority of staff feeling that they were contributing to the success of the school through their engagement and effective pedagogy. Staff identified the willingness of executive to support innovative practices and collegiality as the positive aspects of North Gosford Learning Centre.

In 2020 NGLC conducted a parent feedback form and the following results were found from these surveys. Parents identified that on a whole there was a feeling of success with the implementation of the program at NGLC, successful areas include student belonging, engagement and wellbeing support. Parents identify with the school and our values around individual student program, community engagement and trauma informed practice. 76% of families surveyed are loyal supporters of the program we implement at North Gosford. Environmental aspects of the program are described as problematic these things include: Being a behaviour school, lack of support for family not at NGLC, students feeling labelled.

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.