

2020 Annual Report

Gloucester Public School



7303

Introduction

The Annual Report for 2020 is provided to the community of Gloucester 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.

School contact details

Gloucester Public School
51 Hume St
Gloucester, 2422
www.gloucester-p.schools.nsw.edu.au
gloucester-p.school@det.nsw.edu.au
6558 1303

Message from the principal

I am honoured and feel very privileged to be the principal of Gloucester Public School. Each day, I look forward to working with our students, staff and parents/carers to make Gloucester Public School the best school it can be. My commitment to our community is to lead the school with enthusiasm and passion, to focus on the development of each and every child, strive for the highest academic standards, reflect the values of our community, involve the community in learning and develop true partnerships that value each child. I have an open door policy and encourage you to take every opportunity to discuss anything with me, so that we can always move forward together. We truly have a fantastic school with a supportive and involved parent/carer community, dedicated and highly skilled staff, excellent resources and the most fantastic students.

Yours in education

Leanne Wakefield

Principal



School vision

Excelsior

Our journey for excellence is strategically planned to build each individual's capabilities, ensuring all have an active role in their own learning. We strive to collectively build student resilience as collaborative members of our school and the wider community.

Strongly focused on learning opportunities that are engaging and evidenced-based, our integrated and explicit teaching methods include the sophisticated analysis of student engagement and learning growth.

Our progressive, vibrant community acknowledges that teachers can transform the lives of students, build educational aspiration and improve student learning outcomes.

School context

We are proud of our school and what it has to offer, both in academic and sporting excellence. We provide an environment which is safe and respectful, where students can achieve their full potential.

Gloucester Public School (GPS) provides excellence, opportunity and success in an innovative and caring environment. Our school has had a fluctuating population over the last 5 years and currently has 310 students (16% Aboriginal). This is small enough to ensure every child experiences success, while benefiting from being part of the largest educational system in the southern hemisphere. With our culture of effective performance and development, we nurture and support quality teaching and school leadership, focus on improving student outcomes, ensure consistent evaluation and feedback and strive for continuous improvement.

GPS is situated in a rural farming and mining community at the foot of the Bucketts Mountain range. Our community is family orientated, supportive and conservative. We value community involvement and partnerships, and are part of the Bucketts Way Community of Schools (BWCoS). GPS consists of all permanent buildings, all single storey, has easy access, wet weather access, an assembly hall, interactive whiteboards and air conditioning in all learning spaces. Our dedicated healthy canteen is open 3 days a week and operated by our devoted and supportive Parents and Citizens Association (P&C). Our school has high expectations, an active student body and dynamic and experienced staff. We value diverse learning opportunities, offering music to all students, numeracy and literacy intervention programs, an award winning choir, multiple sporting opportunities, a dedicated computer lab, gardening club, external competitions and extracurricular activities, the Windstar's band, a Schools Spectacular team, an active learning and support team and a full time learning and support teacher. We are fortunate to have actively engaged Aboriginal parents and carers, and staff who identify as Aboriginal. We seek guidance from our Aboriginal community, ensuring strong connections.



Kindergarten 2020

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Collectively acquiring excellence

Purpose

To develop a school culture that is strongly focused on learning, the building of educational aspiration and acquiring excellence across the curriculum. To enhance whole school processes to ensure all can succeed and learn as valued members of our community, while promoting equity and high expectations.

Improvement Measures

Increase the school based writing assessment score by 30% from 2018 to 2020.

Increase the percentage of Year 5 students at proficient standard in NAPLAN numeracy from 24% in 2017 to 39% in 2020.

Selected and tracked students participating in numeracy intervention programs will achieve academic growth of two to four years in one year.

Selected and tracked students participating in literacy intervention programs will achieve reading and fluency growth of twelve months in a six month period.

Progress towards achieving improvement measures

Process 1: Learning progressions

Implement online evidenced-based assessment and school based assessment strategies using the learning progressions.

Introduce and implement learning intentions and success criteria to provide explicit and timely formative feedback for review of student learning.

Evaluation	Funds Expended (Resources)
<p>Initial professional learning on the use of learning progressions and collaborative consultation with staff, led to a joint decision not to use the learning progressions at this point in time.</p> <p>The introduction and implementation of learning intentions and success criteria commenced with professional learning with school services in 2019/2020. Due to COVID-19, the implementation process was diminished and at this stage, learning intentions are being trialed throughout the school. Further professional learning around the explicit use of learning intentions and success criteria will be one of the focus areas in the 2021 - 2024 school improvement plan.</p>	\$28704.00

Process 2: Writing Success

Implement a whole school integrated approach to writing with tailored high quality professional learning, online support and effective assessment through consistent teacher judgement and analysis of growth data.

Evaluation	Funds Expended (Resources)
<p>In the evaluation of the Seven Steps to Writing Success program (whole school integrated approach to writing), students grew approximately 10% per year in their writing results. This positive impact has shown steady growth from 2018 - 2020. We have seen an increase in school based writing assessment scores to 28%, which nearly matches the improvement measure within the school plan of 30%.</p> <p>Teachers now use consistent school-wide practices and collaboratively and</p>	\$1990.00

Progress towards achieving improvement measures

individually mark writing using the NAPLAN writing criteria, as a guide and engage in collaborative practices ensuring consistent teacher judgement.

Process 3: Numeracy

Collate and analyse student data to provide differentiated learning and identification of students for intensive intervention strategies.

Provide professional learning to enhance collaborative practices to support teachers in incorporating numeracy program intervention strategies into teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>The 2020 Check-in assessment provided data for school improvement. Year 3 students achieved 10% above the state and 17% above the Statistically Similar School Group (SSSG) with strengths in number and algebra, measurement and geometry being the area earmarked for growth. Year 5 students achieved 8% above the state and 16.7% above the SSSG with strengths in number, algebra, statistics and probability, measurement and geometry being the area earmarked for growth.</p> <p>Selected and tracked students participating in the QuickSmart numeracy intervention program achieved academic growth of 2-4 years in one year.</p>	\$59858.00

Process 4: Literacy programs

Provide professional learning on data analysis and interpretation to guide student placement in literacy intervention programs.

Provide professional learning and implement InitialLit across Kindergarten.

Evaluation	Funds Expended (Resources)
<p>Students on the MacqLit and MultiLit intervention programs were tested using PAT assessments, with 83% achieving above expected growth.</p> <p>Students on the MiniLit intervention program that were post tested using the YARC (Early Word and Phonemic Awareness test) achieved 12-24 months above expected growth with an average attendance on the program of 6-8 months. These skills were specifically in the area of phonemic awareness.</p> <p>InitialLit F (Kindergarten) - 91% of students achieved 70% or above in the final cumulative review in reading and spelling (phonics).</p> <p>InitialLit 1 (Year 1) - 87% of students achieved 70% or above in the final cumulative review in reading and spelling (mastering phonics).</p> <p>InitialLit 2 (Year 2) - 74% of student achieved 70% or higher and 80% of students achieved 70% or higher in the final cumulative review for comprehension and spelling.</p> <p>Students who participated in the MultiLit literacy intervention programs achieved fluency growth of at least 12 months in a six month period.</p>	\$66650.00

Strategic Direction 2

Engaged and progressive educators

Purpose

To enhance the capacity of all staff to implement effective and explicit evidence-based methods and strategies. To engage in contemporary pedagogy that promotes, nurtures and supports collaboration and feedback, sustaining quality teaching practices.

Improvement Measures

The school improves from delivering to sustaining and growing in the School Excellence Framework Learning domain, in the element of Student Performance Measures.

The school improves from delivering to sustaining and growing in the School Excellence Framework Teaching domain, in the element of Effective Classroom Practice.

An increase in collective responsibility and collaboration focusing on writing using Public Used Data Collective Responsibility survey.

Increase the percentage of Year 5 students at proficient standard in NAPLAN writing from 11% in 2017 to 34% in 2020.

Progress towards achieving improvement measures

Process 1: Learning progressions

Implement professional learning, collaboration and explicit teaching practices to increase teacher capacity, knowledge and understanding of learning progressions.

Evaluation	Funds Expended (Resources)
<p>Evaluation of 'What Works Best' professional learning has assisted staff in their reflection on best practice and quality explicit teaching. Quality Teaching Rounds and high expectations linked directly to improved teacher performance. Teachers actively evaluated, shared and discussed student learning from targeted professional discussions with other staff members. Effective feedback provided students with relevant, explicit and ongoing information about their learning.</p> <p>Professional learning on the use of learning progressions and collaborative consultation with staff led to a joint decision not to implement and use the learning progressions. Further collaboration is required in 2021 to ensure the provision of explicit and specific learning intentions paired with timely formative feedback to students, in line with clearly defined success criteria.</p> <p>The school maintained delivering in the School Excellence Framework Teaching domain element of Student Performance Measures. This element will be addressed further in the 2021-2024 School Improvement Plan.</p>	\$10,000.00

Process 2: Writing Success

Implement a whole school evidence-based approach to writing with professional learning, scope and continuum and effective assessment using the 'Track My Success' tool to analyse growth data.

Utilise scope and continuum documents to create teaching and learning programs to engage students in the Seven Steps to Writing Success.

Evaluate and analyse the success of Seven Steps to Writing Success using the program framework and growth data.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Seven Steps to Writing Success language is now embedded in the teaching of writing across the school. Staff and students are confident to use success criteria within writing and NAPLAN marking guides/rubrics.

\$7500.00

A whole school approach to Seven Steps to Writing Success ensures the most effective evidence-based teaching and learning methods, optimising learning for students of all abilities and demonstrating growth. Writing results are tracked through pre and post testing using the 'Track My Success' tool, allowing for deep analysis of strengths and weaknesses. Areas for improvement are then subsequently targeted and explicitly taught and monitored, demonstrating growth.

Writing across the school has improved during 2018-2020. Unfortunately a 2020 comparison was not available due to COVID-19.

Using the School Excellence Framework as a guide to assess and inform our teaching practices, the staff agreed that Gloucester Public School has made improvements in the element of Effective Classroom Practice, to move from delivering to sustaining and growing and in some cases working towards excelling.

Process 3: Quality Teaching Rounds

Draw on research to analyse and refine classroom and assessment practices using the Quality Teaching pedagogical framework.

Implement evidenced-based strategies to collaborate, reflect and improve quality teaching practices.

Evaluation	Funds Expended (Resources)
<p>Quality Teaching Rounds (QTR) enabled staff to work collaboratively in small groups, observing each others teaching and discussing and analysing observations and professional readings specifically around learning intentions and success criteria. Teacher feedback found that QTR built significant improvements in the understanding of quality teaching and learning and had a positive impact on school culture. Staff capacity is continually improving to ensure students experience high quality teaching to improve their learning outcomes. All staff involved found that QTR was professionally rewarding and enabled them to engage in powerful professional dialogue with colleagues. By the end of Term 4 2020, all classroom teachers had been involved in QTR with non-executive staff now running QTR, under the guidance of executive staff. 2021 - 2024 will see the continuation of QTR at Gloucester Public School.</p> <p>The collective responsibility survey was not able to be administered and on discussion was omitted from our processes.</p>	<p>\$10000.00</p>

Strategic Direction 3

Vibrant collaborative community

Purpose

To enhance a school wide culture of high expectations, and a shared sense of responsibility for student engagement, learning and success.

Improvement Measures

The school is able to evidence growth from delivering to sustaining and growing in the Leading domain elements of Educational Leadership and School Planning, Implementation and Reporting, within the School Excellence Framework.

The school is able to evidence growth from delivering to sustaining and growing in the Learning domain element of Wellbeing; and is validated at sustaining and growing in the Learning domain element of Learning Culture, within the School Excellence Framework.

Progress towards achieving improvement measures

Process 1: Writing Success

Implement a whole school integrated approach to writing, promoting explicit teaching and learning practices to develop community engagement and understanding.

Explicitly teach learning intentions and success criteria to students and inform parents/carers of the Seven Steps for Successful Writing language and strategies.

Evaluation	Funds Expended (Resources)
<p>In the evaluation of the Seven Steps to Writing Success program(K-6), students grew approximately 10% a year in their writing. This positive impact has shown steady growth from 2018 - 2020. School based writing assessment scores grew approximately 28%, over the past 3 years.</p> <p>Teachers now use consistent school-wide practices and collaboratively and individually mark writing using the NAPLAN writing criteria as a guide and engage in collaborative practices ensuring consistent teacher judgement. Parents/carers are regularly informed about the language and strategies of the Seven Steps to Writing Success program through regular articles in the newsletter and student academic reports.</p>	\$6500.00

Process 2: Literacy programs

Draw on current pedagogy to implement high quality evidence-based teaching and learning experiences which are shared with parents/carers, ensuring student engagement, achievement and growth.

Evaluation	Funds Expended (Resources)
<p>Students on the MultiLit intervention programs were tested using PAT assessments, with 83% achieving above expected growth.</p> <p>Students on the MiniLit intervention program that were post tested using the YARC (Early Word and Phonemic Awareness test)achieved 12-24 months above expected growth with an average attendance on the program of 6-8 months. These skills were particularly in the area of phonemic awareness.</p> <p>Key conclusions from an evaluation report which supports the implementation of the MultiLit programs at Gloucester Public School are:</p> <ul style="list-style-type: none">• at 6 months of intervention, students on the MultiLit programs scored higher on all the aspects of the York Assessment of Reading Comprehension (YARC) than those in Usual Learning Support.	\$3935.00

Progress towards achieving improvement measures

- students performed higher if they received intervention for at least four days per week.
- students performed higher when there was high implementation fidelity. Regular phone calls were made to parents/carers of all students in literacy intervention programs, updating them on their child's achievements, engagement and growth. Class teachers received regular feedback with weekly reports, sent by intervention staff, on student achievement and growth, so that their learning could be further supported in the classroom.

Process 3: Expectations

Implement comprehensive and inclusive strategies which create an optimum learning environment with clearly defined expectations across the school community.

Professional dialogue with staff, students and parents/carers regarding behaviours, attitudes and expectations enhance wellbeing and lead to improved student outcomes.

Evaluation	Funds Expended (Resources)
<p>GPS has moved from delivering to sustaining and growing in the Learning domain element of Wellbeing with evidence of the creation of the Be You action team who have directed and initiated the implementation of the wellbeing with the Weaving Wellbeing program implemented in all classrooms in Term 4 2020, Tribe Tuesday, Gratitude Week and weekly wellbeing articles in the newsletter. There is now a wellbeing focus at GPS with students able to identify a staff member to turn to confidently, a planned and evidenced based approach to meet individual learning needs and high expectations to optimise learning.</p> <p>The school collects and analyses Be You and Tell Them From Me data to monitor and refine the whole school approach to well-being.</p> <p>In 2016 and 2020, students reported positive well-being using the Tell Them from Me survey. In 2016, 79.51% and in 2020, 78% of students reported high well-being and high expectations. 89% of students reported positive expectations for success in 2016 compared to 92% in 2020, 76% advocacy at school in 2016 compared to 79% in 2020 and 74% a sense of belonging at school compared with 68% in 2020.</p> <p>Continued implementation of the school welfare, discipline and effective learning policy supported positive respectful relationships through explicit school expectations.</p>	<p>\$9608.00</p>



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$75921.00	<p>Aboriginal funds supported the improvement of student outcomes, wellbeing and welfare. An SLSO who identifies as Aboriginal and additional SLSO's worked in most classrooms each week and supported student learning. The SLSOs employed are rostered onto the playground, providing additional support to teachers and students. NAIDOC Day was celebrated at a local school level this year due to COVID-19 restrictions. We hope to run NAIDOC Day in 2021 and include schools within the Bucketts Way Community of Schools and parents/carers and community members. Funds were used to support the QuickSmart program with a substantial percentage of Aboriginal students attending and being individually supported. Funds purchased additional reading resources, particularly for the K-2 classrooms in 2020. Aboriginal funds supported our wellbeing programs of Weaving Wellbeing and Tribe Tuesday and resources to support students and staff. Funds were used to ensure Aboriginal Personalised Learning Plans (PLPs) were completed and goals set for all student learning, with most PLP's being completed via phone interview in 2020. A percentage of funds were also used to employ an additional staff member to support student learning outcomes and improve the capacity of staff. Some Aboriginal funds were used to support and implement Quality Teaching Rounds and collaborative stage planning days to enhance the delivery of quality teaching and learning practices. Student assistance was provided for families that needed/requested support. Funds also supported our Inquisitive membership, the Skool Bag App and the Seven Steps to Writing Success teaching and learning resources.</p> <p>NAPLAN was unable to take place in 2020. In its place, Year 3 and 5 participated in the Check-in assessments, with 81.8% of Year 3 Aboriginal students performing in the middle and top 2 bands in the check-in assessment, compared to 71.9% of Statistically Similar Schools Groups (SSSG) and 70.9% of the state. In numeracy, 100% of the Aboriginal students in Year 3 at Gloucester Public School performed in the middle and top 2 bands.</p> <p>80% of Year 5 Aboriginal students performed in the middle and top 2 bands in reading compared to 61.6% of SSSG and 57.2% of the state. Similarly, 80% of Year 5 Aboriginal students performed in the middle and top 2 bands in numeracy, compared to 65.5% of SSSG and 56.9% of the state.</p>
English language proficiency	\$2576	Funds were used to support the English Language Learning (EAL/D) needs of identified students in 2020 to ensure

English language proficiency	\$2576	classroom teachers were confident and equipped to support EAL/D students, particularly in literacy and numeracy.
Low level adjustment for disability	\$43472.00	<p>Low level adjustment for disability funds were used to employ SLSO's to ensure all classrooms gained support to improve student learning outcomes. Additional funds were used to employ our Learning and Support Teacher (LaST) full time from 0.9 to 1.0. Additional support was provided for literacy groups to support the MiniLit and InitialLit programs. Funds were also used for the peer reading program, kindergarten transition and the smooth start program. Additional funds were needed to ensure the P to H transition program (Primary to High School) ran smoothly and supported specific students during and after transition.</p> <p>Students received support through the comprehensive Learning and Support Team (LST) processes, which benefited all stake holders. Peer reading evidenced improvement in fluency and the development of strong relationships across the school. A thorough start to school was ensured and the transition to high school was successful, with staff ensuring information was delivered and shared and staff consistently met with high school and preschool staff to ensure success.</p>
Quality Teaching, Successful Students (QTSS)	\$53480.99	<p>Collaborative stage planning days focused on professional learning and increased teacher capacity. Teachers were able to identify areas for improvement and target student growth using school data and NAPLAN data. 100% of all teaching staff used the Australian Professional Standards and all are working towards accreditation and maintenance. An additional staff member was employed to support and ensure effective classroom practice, with staff implementing the most effective teaching methods that are evidence-based and explicit. Teacher Professional Development Plans (PDP's) were supported by a whole school approach and completed in a collaborative manner. Staff identified targeted professional learning which related directly to the school targets and improvement measures. Quality Teaching Rounds allowed staff to collaboratively refine their teaching and reflect on their teaching practice, to benefit student outcomes and provide discussion on future directions, specifically around learning intentions and success criteria.</p>
Socio-economic background	\$222935.00	<p>Socio economic background funds were used to facilitate the QuickSmart program tutor in conjunction with some Aboriginal background funds. An additional classroom teacher was employed to implement support and deliver specific explicit programs. Funds supported additional assistance for students such as excursions and uniforms, and supported our school expectation award system. Reading Eggs and Inquisitive were purchased for all</p>

<p>Socio-economic background</p>	<p>\$222935.00</p>	<p>students and implemented at school and at home. The Skoolbag app was purchased to allow easy access and effective communication across our school community. Additional hours were provided for administration of programs and employment of a dedicated casual computer coordinator. The Windstar's band conductor was employed for a small part of the year due to COVID-19, an enrichment program in differing areas was provided and the further employment of the teacher librarian (additional time) to ensure the effective use of the library and helped provide some executive release to ensured all staff were supported, providing quality teaching and learning at GPS. The MiniLit tutor worked throughout the year with small intensive groups throughout the day, supporting students across Stage 1. Library resources were purchased. Additional hours were used for kindergarten transitional programs and classroom support. Collaborative stage planning days for staff were implemented and provided collaboration across stages and across the school.</p> <p>The QuickSmart data evidenced student growth with most students growing 1-2 years within 6 month period. Crunch and Sip reinforced healthy eating habits and was supported through the Live Life Well program and a study through New England Health and Newcastle University on healthy lunchboxes.</p> <p>There was increased communication with 451 community members using the Skoolbag app. High expectations are set daily with 92% of students attaining their daily expectation and gaining their term expectation certificate. The high expectations encourage responsible school citizenship and engagement. Student assistance allowed all students to attend all events and excursions, in and out of the school and ensured all students were in uniform and developing pride in their school.</p>
<p>Support for beginning teachers</p>	<p>\$28962.00</p>	<p>Funds were used to support two beginning teachers in 2020 to provide additional weekly release time, mentoring support and enhance professional growth. Both teachers participated in Quality Teaching Rounds which supported capacity development, reflection on practice and built capabilities. Both beginning teachers worked towards the attainment of their accreditation of proficiency, with one teacher gaining accreditation by the end of 2020 and the other to complete in early 2021. Professional goals were met within each staff member's professional development plans, measuring against the Australian professional standards to identify and monitor specific areas for development and continual improvement. Additional professional learning was sought and attended.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	173	157	143	162
Girls	169	157	147	148

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.7	93.4	92.8	91.9
1	93	94.1	92.1	92.4
2	93.2	94	93	90.9
3	92.8	93	91.9	92.1
4	94.9	91.6	93.7	90.4
5	93	92.1	90.3	90.8
6	94	92.4	92.3	89.8
All Years	94	92.9	92.2	91.1
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.



Kindergarten Orientation -Smooth Start

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.48
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	2.72

*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	390,078
Revenue	3,142,649
Appropriation	3,032,684
Sale of Goods and Services	10,256
Grants and contributions	98,883
Investment income	826
Expenses	-3,229,537
Employee related	-2,808,505
Operating expenses	-421,032
Surplus / deficit for the year	-86,888
Closing Balance	303,189

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.



Student Leaders 2020

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	121,753
Equity Total	443,350
Equity - Aboriginal	75,921
Equity - Socio-economic	222,935
Equity - Language	2,576
Equity - Disability	141,918
Base Total	2,257,414
Base - Per Capita	69,746
Base - Location	30,847
Base - Other	2,156,821
Other Total	150,558
Grand Total	2,973,074

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.



Welcome Back to School !

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.

The 2020 Year 3 check in assessment reading data, showed that students performed 1.9% below the state and 5% above Statistically Similar School Group (SSSG) with strength in comprehension and the area for growth being vocabulary. The 2020 Year 5 check in assessment reading data showed that students achieved 3% above the state and 9% above SSSG with strength in processes and area for growth being vocabulary.

The 2020 Year 3 check in assessment numeracy data indicated that students achieved 10% above the state and 17% above SSSG with strengths in number and algebra and with areas for growth being measurement and geometry. The 2020 Year 5 check in assessment numeracy data indicated that students achieved 8% above the state and 16.7% above SSSG with strengths in number and algebra and statistics and probability and areas for growth being measurement and geometry.



Official Opening of Our New Play Equipment. Thanks go to NSW Government - My Community Project, our P and C and Michael Johnsen MP Upper Hunter.

Parent/caregiver, student, teacher satisfaction

In 2020, the school sought the opinions of parents, carers, students and teachers about the school.

2020 was a challenging year for parents, carers, students and teachers. The Remote Learning Phase (RLP), due to unforeseen circumstances surrounding COVID-19, was demanding. Implementing learning from home, involved teachers preparing thorough work packages that parents/carers could deliver and work through with their child. Using comprehensive knowledge of adaptable and engaging teaching strategies, staff prepared work for outside the whole school context. Learning activities were linked to the curricula and scope and continuum. Staff ensured each day contained a cover sheet to ensure parents/carers and students understood what was expected. Information sheets and the sharing information was also provided through Google Classroom, Class Dojo and our Skoolbag App, specifically around supporting students to access technology and other online information that students could use and access. Work packages, instead of online daily learning, were created for students and for Gloucester Public School (GPS), this was a more comprehensive and inclusive way for students to complete learning activities, as many families living on the outskirts of Gloucester, did not have access to the internet or had intermittent service. Apart from work packages and some online interaction, staff at GPS rang each student twice a week to personally talk to parents/carers and the student. GPS created a communication log book for each staff member. Each staff member used the log book to record all phone calls and note a brief description of each conversation with parents/carers and students, to ensure that questions or concerns were dealt with promptly. Informative timely feedback for parents/carers and students was provided using a feedback template, regarding students learning packages and achievement, during the remote learning from home phase.

A survey was provided to gain opinions once the remote learning phase ended, and learning at school recommenced. 81% of parents/carers felt that the learning from home packages provided them with appropriate opportunities to be involved in their child's learning. Similarly, the student work samples demonstrated authentic and meaningful student engagement with the content, in a time of instability and uncertainty. 89% of parents/carers felt they had adequate communication throughout the remote learning phase and 92% of parents/carers felt that staff responded promptly and were supportive regarding their child's learning and wellbeing.

The 'GPS Communication Expectations and Guidelines' developed during the remote learning phase provided the parent/carer/staff with clear expectations around communication. The guidelines ensured that communication was ethical and respectful and linked directly to the learning and wellbeing of students.



Crazy Sock Day !

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.



Pyjama Day !