

# 2021 Annual Report

Gosford Public School



GOSFORD PUBLIC SCHOOL

2049

# Introduction

The Annual Report for 2021 is provided to the community of Gosford 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 Strategic Improvement 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

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Gosford Public School

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## Message from the principal

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The Annual Report is an overview of the school's achievements, programs, and activities for 2021. It describes the progress and success of students and the school, brought about by the commitment and dedication of our staff, and enhanced by parent support and participation.

Unfortunately, the 2021 school year was significantly impacted upon by the continuing COVID-19 pandemic. Whilst some annual school events such as the swimming carnival were able to be held (as usual) many events, celebrations, excursions, and extra-curricular activities had to be either cancelled or modified to meet the needs of NSW Health COVID regulations and restrictions at that time.

'Remote Learning', virtual meetings, rostered staffing, and schools "open only to those who need it" became the "new norm". Despite these restrictions and variations to routine our school and community adapted to the changes and transformed itself into an educational facility that was flexible and reactive to community needs as they arose.

'New learning' thrived in this complex environment with our dependence on technology never more important. 'Zoom', Microsoft Teams, YouTube and Google Classrooms became the school's priority platforms and enabled us to engage with our students and their families. The welfare of our students and their families whilst always a priority became a challenge to monitor and support so priority was given to implement 'remote' opportunities to 'meet' with our students and 'check-in'.

Because of these world changing events, the school's priorities for 2021 shifted significantly and many school targets, programs and initiatives were put 'on hold'. As I write this summary, I hope that the 2022 school year provides all in our community a chance to return to our usual routines and practices and the opportunity to refocus on priorities and targets as described in our current School Plan.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Brad Lewis

Principal

## Message from the school community

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It has been such a privilege to serve the Gosford Public School community for a second year in the role of P&C President for the year of 2021, despite the limitations placed upon us by the continuing COVID pandemic. One of our primary goals this year was to rebuild some community within the school, following the COVID restrictions of 2020. With parents being allowed back on site under certain guidelines, we were able to kick off the year with face-to-face P&C meetings conducted once a month at school on Wednesday mornings. In my 2020 report, I mentioned that Mr Lewis and I hoped, in 2021, to have a school-run informal monthly Coffee & Chat meeting, followed by the P&C-run General meeting, giving parents the option to attend one or both meetings. We were both very happy to be able to do this in February-June and it was unfortunate that due to COVID, we were unable to continue for the rest of the year. My hope is that in future, the school and the P&C will once again partner together to facilitate community participation.

During the early months of the year, attendance at both meetings was good, and it was especially wonderful to welcome new faces at each meeting. It will come as no surprise to you to hear that this year, our community involvement was limited by the pandemic again. In May, P&C hosted a sausage sizzle at the Cross Country carnival and ran a Mother's Day stall. Sadly, any other plans for the remainder of the year were cancelled.

Our school Canteen operated as normal during the months prior to lockdown, and after lockdown, operated on a modified basis in accordance with COVID restrictions.

Our school uniform shop went under a significant change. It went from being operated on site by P&C to being contracted out to Lowes. Due to a lack of volunteers, the P&C uniform shop was unable to provide enough opening times to adequately serve the needs of our students, particularly new students to the school. A big thank you to Judy Singer for organising and ensuring the smooth transfer of all our uniform stock to Lowes and negotiating the handover deal with them. Another significant change to our P&C operations took place in the first half of the year. At our April general meeting, P&C approved an Expenditure Policy Document that provides guidelines for use of the money that is so generously given to us by the Chapman Trust every year. This document can be provided to any member of our school community upon request. The document provides a helpful list of expenditures to which the P&C traditionally donate Chapman funds every year, including our end of year Presentation Day, Year Six Formal, Opportunity Class Orientation, Kindergarten welcome gift, SRC projects, and Student Excellence & Representative sponsorships. After allocating the funds towards these items, P&C will then decide upon and vote each year on a lump sum of money to donate to the

school, to be used for educational purposes for our students, as decided by the school.

This document was the result of many discussions conducted over the course of a year, before being approved by vote in April. We believe that giving the school a known amount to work with in advance will allow for greater efficiency and flexibility for the school's planning of activities. This was particularly evident in 2021 when the school allocated some of these funds towards subsidising school excursions to increase affordability for each family, but had the flexibility to divert these funds to other areas that would benefit our students when all excursions were cancelled due to COVID, without needing to seek P&C approval to do so. As such, for 2021 I do not have a specific list of items to report as to what the Chapman Funds have been spent on this year. However, Mr Lewis will be presenting a summary of expenditure at the March 2022 AGM, so you can request a copy of the report following the meeting. I have the utmost confidence that Mr Lewis and his team will always make their financial decisions with the best interests of our students as their priority and as such I would encourage our P&C to trust Mr Lewis and his team with the decision making.

I would like to say a big thank you to the Chapman Trust for your continued support of our school via the P&C.

I would also like to take this opportunity to thank Mr Lewis, Mr Allen, Mr Gray and Mrs Powe for your support of the P&C, for your participation in our meetings, and for our candid discussions and correspondence.

Thank you to Judy, Larissa and the rest of the P&C executive team. Your hard work and organisational skills behind the scenes have been invaluable. And finally, thank you to any parents and community members who participated in any P&C meeting in 2021.

Fiona Snare

President, GPS P&C Association

### Message from the students

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2021 has been a very weird but exciting year with loads of strange events that have changed our daily lives. Probably the main battering we had was from COVID-19, which forced us to wear masks, constantly wash our hands, not be able to see friends or family, sometimes not even be able to go outside for long and forced us to cancel most activities, including school itself!

Although we have been smothered with these challenges we still were able to push through and learn the importance of being kind and motivating to others, especially during lockdown. During our 14 weeks of online learning we had to change the way we did things, including making time for daily zoom check-in meetings that were hosted by the hard working teachers, which we always enjoyed as we got to see our classmates and teachers. For this we would like to thank both the teachers and students for making lockdown much more fun and bearable.

Our school was still lucky enough to be able to hold our Cross Country and Swimming carnivals. Congratulations to everyone that represented our school in both Zone and Sydney North carnivals.

However, after our grueling 14 week lockdown where we learnt to persevere and manage our work ourselves, we finally came back to school and had loads of fun seeing friends and participating in enjoyable activities. Sadly we didn't get to participate in our school camps, but to make up for it, we were able to hold some exciting events including the Stage 3 fun days which consisted of a movie day and the 'Big Day In', which was hosted by Motiv8 Sports. We've also been able to hold the Year 6 formal and farewell with the help of the Chapman Fund and our amazing teachers and volunteer parents. As well as that we were also able to run the Book Fair with the help of our library teacher, Mrs Haley.

On behalf of all the student leaders and house captains, thank you so much Gosford Public school for giving us this wonderful and enriching opportunity. Good luck to the future 2022 student leaders.

Tiki W, Emeliana K, Koen M, Bethany W, Emily R and Jade S.

## School vision

Gosford Public School will embody an environment of care and compassion underpinned by a culture of understanding, tolerance and inclusion. Foundations built upon strong and sustainable systems and processes will support up-to-date and innovative pedagogy. Quality practice will be evident in every learning space with all students being provided with equitable and consistent access to quality learning opportunities. Our community will interact with us on a daily basis in a variety of ways, our 'reach' will extend well beyond the school's boundaries. Learning and positive outcomes will flourish, be celebrated and be what is 'expected'. We will realise this vision through respectful interactions, with a sense of integrity and a strong understanding of (and commitment to) our shared responsibilities.

## School context

Gosford Public School is situated on a shared site with Henry Kendall High School and was re-established on the 'new' site in 2014 after providing over 60 years of continuous service on the 'old' site situated on the waterfront of Gosford. Consequently, our school community enjoys wonderful and relatively 'new' school facilities. Our school also benefits as a recipient of the 'Chapman Trust' which was established in 1963 and provides annually, a very generous financial donation which is managed and distributed by the school's P&C.

Gosford Public School with a Family Occupation and Education Index (FOEI) of 55 and a current student population of 531 students is arguably one of the most culturally diverse school communities on the Central Coast with nearly 45% of students coming from families where English is the second language. The school's EaLD program has grown in significance over the last few years and currently supports 60 students (on actual caseload). The school's 'Aboriginal Education Team' also supports and engages with 29 students and their families who have identified as indigenous. The school will continue to maintain its strong connection with the Coinda AECG, this partnership provides valuable consultation which in turn leads to positive educational outcomes for our students.

'Reflective practice', continuous self-assessment and 'evidence-based' decision making has been embedded in the school's culture since 2017. In preparing for the inevitable 'External Validation' process, Senior Leadership has provided ongoing professional learning to staff to prepare and develop a culture that embraces continuous self-assessment practice. In 2017, staff were asked to identify where they perceived the school to be against a number of generic markers, in providing their 'situational analysis' statements staff were asked "How do you know?" This leading question allowed the Principal to establish the purpose of 'evidence' in supporting a position and thus began the 'journey' of creating a culture of 'evidence-based' decision making. Following on from this initial professional learning was the establishment of the "RAPs panels" or 'Reflect, Review, Analyse, Action, Plan, Share'- a site-specific self-assessment process which allowed representatives from all stakeholder groups to have a voice in a review process around whole-school practice. Several 'RAPs' panels were established and from those respective processes findings were made and recommendations put forward. The recommendations from each panel informed the development of the 'Processes & Practices' as described in each Strategic Direction as found in the current School Plan.

The culture of continuous self-reflection and assessment has been supported via ongoing professional learning around 'evidence - Impact Vs. Process', rigorous milestone monitoring and the timely use of the 'RAPs panel' self-assessment strategy. The work done by the school in preparing the community for an external validation has allowed the formal EV panel process to be seen as nothing more than an extension of our normal practice.

### Learning

The results of this process indicated that in the School Excellence domain of Learning:

The school is 'Sustaining & Growing' in *Learning Culture, Wellbeing, Curriculum and Assessment* - the evidence submitted supports a committed school community that values strong and meaningful partnerships, a culture of analysis and reflection and the 'smart' use of data. 'Transitions' across the school community are planned, supported and centred on individual needs. Student attendance is closely monitored, respectful relationships are evident across the community and consequently, students are 'known' and cared for. The evidence suggests that our teachers have high expectations and consistently differentiate their delivery - as a result, most students understand and can describe 'next steps' in their learning. Teachers collaborate and share the data collected in relation to student growth, school-based systems allow for the collection of reliable data which can be evaluated effectively.

The school is 'Excelling' in *Reporting and Student performance measures* - the evidence supports that the school achieves excellent value-added results as measured against both state and statistically 'like' schools with most students achieving in the top-two bands for NAPLAN reading, writing and numeracy. The successful implementation of the 'Quality Communication' school-based policy evidences direct and regular engagement between staff and parents to provide parents a greater understanding of their child's strengths and weaknesses.

## Teaching

The results of this process indicated that in the School Excellence domain of Teaching:

The school is 'Sustaining & Growing' across all elements - the evidence submitted supports a culture of explicit teaching where teachers routinely collaborate, exchange and reflect on data. A school-wide approach to effective and positive classroom behaviour is evident. Student achievement data is collected and analysed and is used to inform future practice. This culture is supported by an effective, consistent and compliant approach to Teacher Professional Development and accreditation. Teachers are proficient in their teaching with evidence to support a self-directed approach to seeking higher accreditation.

## Leading

The results of this process indicated that in the School Excellence domain of Leading:

The school is 'Delivering' in *Educational Leadership* - whilst there is a strong commitment to developing 'leadership capacity' across the school through formal programs of coaching and mentoring the evidence submitted reflects a culture of meeting system requirements (only) particularly in relation to performance development and management processes.

The school is 'Sustaining & Growing' in *School planning, implementation and reporting, School resources and Management practices and processes* - the evidence submitted supports that school-based leadership actively supports change for improvement, has been able to embed clear processes which support (and link to) the school plan and in doing, has enabled staff to engage in the school plan so that there is an understanding of its purpose and direction. In relation to Resources - the evidence presented demonstrates the presence of strong and innovative systems which are transparent, compliant and provide for the equitable and strategic distribution of resources - time & money. There are clear links between the school plan and its strategic financial management processes and evidence which supports that the school avails its physical resources with the broader community. These systems are flexible in delivery, responsive to need, appropriate to the local context, monitored by the school's leadership team and evaluated in terms of community satisfaction.

This Strategic Improvement Plan (SIP) was informed by a thorough and rigorous situational analysis.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

A strong commitment to ensuring the implementation of evidence-based literacy and numeracy pedagogies with an emphasis on collecting and analysing data to drive student growth and attainment.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy
- Numeracy
- High Potential and Gifted Education

### Resources allocated to this strategic direction

### Summary of progress

#### Literacy

English underpins everything we do at Gosford Public School and its importance cannot be understated. Learning to read, write and communicate in all forms is a lifelong need and skill. Despite COVID-19 delays and disruptions in 2021, teaching and learning continued through Zoom, pre-recorded Screencastify sessions and Google Classroom. Teachers were confident users of technology this year so the transition to online learning was seamless. Online PM readers were purchased early for reading and comprehension and 'how to' videos were developed as parent guides for reading and writing at home. Change in teacher practice and implementation of specific programs, including Heggerty Phonemic Awareness, Get Reading Right and a school-developed Write Well program, contributed to improved student outcomes. 2021 NAPLAN data indicated that 80.60% of Year 3 and 65.12% of Year 5 students achieved in the Top 2 Bands in reading with average writing scores for Years 3 and 5 well above SSSG and State. Due to their successes, these programs will continue in 2022 and a Write Well Junior program will be developed and rolled out for Stage 1.

#### Numeracy

In Term 1 and 2 nominated teachers and members of the executive team engaged in the NSW Mathematics Strategy initiatives Starting Strong K-2 and Working with Big Ideas 3-6. The team participated in several sessions pre-COVID, however training was interrupted during lockdown and later abandoned as the timing was not appropriate for school-wide pedagogical change. In Term 3, focus shifted to developing online mathematics modules to adjust to remote learning and Mathematics resources were collated and an audit occurred to ensure equitable distribution of concrete materials. In Term 4, wish lists were created and new resources were purchased and distributed. 2021 NAPLAN data indicated 56.72% of Year 3 and 65.12% of Year 5 students achieved in the Top 2 Bands in numeracy with average NAPLAN scores well above SSSG and State for both year groups. In 2022, improved pre-assessment and quality differentiation practices will be initiated and implemented.

#### High Potential and Gifted Education

In 2021, one Assistant Principal and one classroom teacher completed the High Potential and Gifted Education (HPGE) leadership training and conducted the Attitudes and Teaching Practices Survey (ATPS) a second time to compare data with the 2020 ATPS report. Our two Opportunity Class teachers, including the Stage 3 Assistant Principal, completed a two-day Gifted Education Research, Resource and Information Centre (GERRIC) training with the University of NSW. The HPGE Committee were limited in opportunities to provide professional learning to staff and educational opportunities for identified students due to COVID lockdowns and restrictions. However, committee members familiarised themselves with the HPGE policy and raised awareness for staff by providing weekly 'bites', for example professional readings, podcasts and support resources, at communication meetings. As a result, the High Potential and Gifted Education policy is known, accessed and utilised by all staff with implementation of HPGE initiatives and activities planned for 2022.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
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From a baseline of 60.8% of Year 3 and Year 5 students achieving the top 2 bands in NAPLAN Reading the school will demonstrate minimum growth of 2.2% to 63%	In 2021, the NAPLAN assessment indicated that 72% of Year 3 and 5 students were achieving in the top 2 bands of NAPLAN Reading exceeding the target by 9%.
From a baseline of 55.1% of Year 3 and Year 5 students achieving the top 2 bands in NAPLAN Numeracy the school will demonstrate minimum growth of 2.05% to 57.15%.	In 2021, the NAPLAN assessment indicated that 61% of Year 3 and 5 students were achieving in the top 2 bands of NAPLAN Numeracy exceeding the target by 3.85%.
From a baseline of 66.4% of Year 5 students achieving expected growth in NAPLAN Reading the school will demonstrate minimum growth of 1.65% to 68.05% (lower bound)	In 2021, the NAPLAN assessment indicated that 58% of Year 5 students had met or exceeded expected growth measures in NAPLAN Reading.
From a baseline of 69.2% Year 5 students achieving expected growth in NAPLAN Numeracy the school will demonstrate minimum growth of 1.25% to 70.45%.	In 2021, the NAPLAN assessment indicated that 76% of Year 5 students had met or exceeded expected growth measures in NAPLAN Numeracy by 5.55%.

## Strategic Direction 2: Connecting, Succeeding and Thriving

### Purpose

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To provide every student the opportunity to thrive, connect and succeed in a learning environment that is supportive, compassionate and culturally sensitive.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Support Services/Personalised Learning
- Wellbeing/Welfare
- Student Voice

### Resources allocated to this strategic direction

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Integration funding support: \$119,000.00

### Summary of progress

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#### Student Support Services/Personalised Learning

In 2021, the Learning and Support Team (LaST) at Gosford Public School provided extensive support to students, staff and the community. The team consisted of various LaST teachers, including a COVID-19 Intensive Learning Support Teacher (ILST), multiple School Learning Support Officers, a school counsellor, an Assistant Principal Learning and Support and a Deputy Principal Welfare. Adhering to the Disability Standards for Education 2005, the Learning and Support Team provided intensive support for students with confirmed and imputed disabilities using each stakeholder's diverse expertise. Students accessed state support via integration funding or support class placements if approved. Individual Learning Plans were created and goals established early in 2021 to provide evidence of adjustments made across school contexts. Support was timetabled for students receiving integration funding and Out of Home Care support. Meetings with all stakeholders were arranged through a remote platform due to COVID restrictions to review Individual Learning Plans during Annual Review Meetings. Staff were upskilled via professional learning to enhance remote and face-to-face support. As a result, staff were innovative and modified their delivery of support to meet the needs of students in a remote setting. This included the distribution of differentiated support packs as an alternative to online learning. The care and assistance provided by the Learning and Support Team will continue to flourish in 2022 with the establishment of a new Assistant Principal Learning and Support and three highly skilled practitioners in the role of ILST/LaST teachers.

#### Wellbeing/Welfare

In 2021, Gosford Public School embarked on a 'Wellbeing Journey', focussing on the core elements of the Wellbeing Framework - Connect, Succeed and Thrive. All staff, students and the broader community were surveyed to gain insight on previous experiences and attitudes towards mindfulness practice. Staff participated in 'Smiling Minds' professional learning and identified the benefits of mindfulness practice to enhance student wellbeing. A scope and sequence was created to reflect planning for mindfulness across all stages, and systems and processes were developed to prioritise the wellbeing of our students. Staff scheduled daily mindfulness practice and were supported by the approved purchase of resources and equipment to enable successful implementation of this program. After COVID-19 lockdowns, home learning and a tumultuous Term 3, the mental health of our students was paramount in the return to face-to-face learning in Term 4. Staff prioritised mindfulness practice and the mental health of our students was supported by all stakeholders.

#### Student Voice

During the 2021 school year, the Student Representative Council (SRC) implemented many school-based initiatives to assist with positive behaviours, focusing on 15 priority areas that were identified by the students. Our 'Fortnightly Focus' initiative targeted positive behaviours on the playground and in class, including higher engagement in curriculum activities and development of a growth mindset. Fast and frequent rewards were given to students displaying desired behaviours or going above and beyond to give their best efforts. The reward tokens went into a weekly draw for a handball and a free lunch order. With the use of a fortnightly PowerPoint presentation and Adobe Spark video, the SRC were able to film what positive behaviours at Gosford Public School look like, sound like and feel like. They collaborated to plan the fortnightly lessons/videos and brainstormed consistent language to use across the school. The SRC were responsible for teaching lessons to their classmates from Kindergarten to Year 6.

Further to this, members of the SRC were elected to be part of a School Vision artwork group. They were asked to

create an artwork on behalf of their peers based on the Gosford Public School vision statement. They discussed the statement, how it impacts students and picked out key terminology such as compassion, kindness and community. The group worked together to design the artwork and painted these words on rays of sunshine to signify new beginnings. SRC members presented this artwork to the P&C along with a speech detailing their understanding of the school vision statement and how their artwork represents the statement. This artwork is now displayed in the staffroom.

Other initiatives throughout the year included a 'Welcome Back to School' disco, the Easter hat parade, an Easter Egg raffle, the implementation of a school media team who were responsible for taking photos at special events and fortnightly celebration videos to shine a spotlight on the fabulous work being completed during remote learning and the lockdown period.

Outside of lockdown, the SRC held fortnightly meetings to discuss school events, table ideas about possible school improvements and communicate agenda items and meeting minutes to the Deputy Principal and Principal. Prior to the fortnightly SRC meetings, these items were discussed in classrooms to give the wider student population a strong voice.

### **Progress towards achieving improvement measures**

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
From the identified baseline in 2019/2020 the school will demonstrate a reduction of major negative incidents by a minimum of 5%.	In 2021 up to Term 4, Week 3 Sentral Wellbeing data indicated that there was a total of 168 major negative incidents reduced by 6.6%.
From the identified baseline of 64.2% of students completing the TTFM survey in the category of 'Sense of Belonging', the school will demonstrate minimum uplift of 7.5%.	In 2021, 58% of Year 4 to Year 6 students indicated that they have a 'Sense of Belonging' in the 'Tell Them From Me' survey (April, 2021).
From the identified baseline of 82.5% of students will demonstrate an uplift of 1.4% in relation to students attending school 90% of the time or more.	2021 NSW DoE SCOUT data indicates that 86.3% of students attend 90% or more of the time, exceeding the target by 2.4%.
From the identified baseline the school will increase student leadership opportunities by 15%.	In 2021, the school provided three Student Leadership initiatives, they were: <ul style="list-style-type: none"> <li>• Fortnightly Focus - a behaviour/welfare initiative</li> <li>• Student Representative Council - an initiative which supports 'student voice' , and</li> <li>• school tours- student leaders support the Deputy Principal and accompany Senior Executive on parent tours of the school</li> </ul>
From a baseline of 50.8% (on average) of Year 3 and Year 5 Aboriginal students achieving the top 3 bands in NAPLAN Reading and Numeracy the school will demonstrate an on average growth of 5%	In 2021, the NAPLAN assessment indicated that 68.75% of Year 3 and 5 Aboriginal students were achieving in the top 3 bands of NAPLAN Reading and Numeracy.

## Strategic Direction 3: Positive, Productive Partnerships

### Purpose

To provide opportunities for our stakeholders to see important people in their lives working well together so they learn how important it is to build healthy relationships.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Community Connections
- Learning Communities

### Resources allocated to this strategic direction

### Summary of progress

#### Community Connections

Whilst the COVID-19 pandemic resulted in the cancellation to many community events and connections, the school was able to offer online and virtual alternatives. For example, our monthly P&C meetings moved to a virtual format and were successfully held via Zoom. The school offered a virtual Coffee and Chat, and although not as successful as our usual face-to-face experience, it still allowed some community members to engage with the school in this restrictive environment. Sadly, the planned community connection initiatives as described in the School Plan could not be actioned due to the restrictions our community had imposed upon them at different times during the 2021 school year. Looking to the future, there is a genuine hope and desire that with the gradual lessening of COVID-19 restrictions, the school will be able to get back on track in relation to its planned activities

#### Learning Community

As a result of the ongoing COVID-19 pandemic and the restrictions implemented by NSW Health and NSW Department of Education, many learning community initiatives were cancelled in 2021. Unfortunately, there were no learning community meetings held with our Local Management Group of schools. All cross-campus activities that normally would have been implemented over the year were also abandoned. Looking forward, there is a commitment from Gosford Learning Community Principals to reengage in all annual learning community events as permissible by NSW Health with a desire to explore new initiatives and opportunities over the 2022 school year.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
From the identified baseline of 43%, students will demonstrate an uplift of 6.25% participating in or engaging with an extra-curricular activity.	In the TTFM survey, 37% of students indicated they were participating in or engaging with an extracurricular activity.
The school will collaboratively develop with its learning community partners 2 cross-campus initiatives	In relation 2021 progress against this measure, the school was able to collaborate on and implement one learning community initiative, i.e. a cross-campus Drama initiative with HKHS. This initiative involved cross-campus planning and team-teaching.

Funding sources	Impact achieved this year
Refugee Student Support \$763.00	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• 0.2FTE employment of additional EAL/D teacher for targeted student support in line with the requirements of the New Arrivals Program.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The provision of additional student support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to provide additional and targeted support tailored to student need.</p>
Integration funding support \$409,000.00	<p>Integration funding support (IFS) allocations support eligible students at Gosford Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Support Services/Personalised Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to allocate a skilled staff member to work in an instructional leader behaviouralist role to support staff in implementing effective strategies to meet and address each students support needs.</p>
Socio-economic background \$38,593.37	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gosford Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul>

<p>Socio-economic background</p> <p>\$38,593.37</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through Smiling Minds and Zones of Regulation support student learning</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- An upward trend in all Year 3 NAPLAN testing domains</li> <li>- An upward trend in the Year 5 NAPLAN writing testing domain</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to engage the literacy and numeracy interventionist and instructional leader to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$21,169.38</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gosford Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>the NAPLAN 2021 assessment indicated that 68.75% of Year 3 and 5 Aboriginal students were achieving in the top 3 bands of NAPLAN Reading and Numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to engage an Aboriginal Education Officer to form a stronger connection with families and the school.</p>
<p>English language proficiency</p> <p>\$167,073.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Gosford Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>-student progress showing high growth on the EAL/D learning progressions, with a large percentage of EAL/D students achieving expected or above expected growth.</p>

<p>English language proficiency</p> <p>\$167,073.00</p>	<p>- EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to capitalise on teacher confidence and their capacity to design teaching and learning activities that reflect the needs of EAL/D learners. Ongoing professional learning from the EAL/D teacher and the EAL/D Educational Leader will be provided to staff on the progressions and differentiation for EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$133,043.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Gosford Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students.</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the needs of identified students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> An increase of students achieving their PLSP goals and at or above expected growth in NAPLAN/ Check-in assessment results. The school achieved a more consistent approach to student learning support with clear role responsibilities and expectations.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of experienced interventionists.</p>
<p>Beginning teacher support</p> <p>\$14,805.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Gosford Public School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Allocation of additional release time to work with a mentor</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All beginning teachers have either commenced or finished their proficient teacher accreditation. In addition, all beginning teachers feel supported and set up for success through the beginning teacher mentor program.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to identify future mentors to continue to grow and upskill leaders within the school.</p>
<p>Literacy and numeracy</p> <p>\$24,378.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Gosford Public School from Kindergarten to Year 6.</p>



<p>Literacy and numeracy</p> <p>\$24,378.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• employment of a school funded Deputy Principal Curriculum Leader</li> </ul> <p><b>The allocation of this funding has resulted in:</b> In relation to 2021 student growth and attainment, our students have met or exceeded our annual progress measures in three out of the four identified targets. In particular:</p> <ul style="list-style-type: none"> <li>- in relation to Numeracy representation in the top 2 bands our year 3 and 5 students exceeded the target by 3.5%</li> <li>- in relation to Reading representation in the top 2 bands our year 3 and 5 students exceeded the target by 9%</li> <li>- in relation to Numeracy growth for year 5, our students exceeded the target by 5.45%</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continued employment of a school funded Deputy Principal who will drive and lead key Literacy and numeracy initiatives.</p>
<p>QTSS release</p> <p>\$100,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gosford Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Assistant Principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased level of collaboration and instructional leadership from Assistant Principals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to provide Assistant Principals with additional time to lead and manage their stage teams effectively.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,000.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Gosford Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 2021 NAPLAN data indicated that 80.60% of Year 3 and 65.12% of Year 5 students achieved in the Top 2 Bands in Reading with average Writing scores for Years 3 and 5 well above SSSG and State.</p>



<p>Literacy and numeracy intervention</p> <p>\$47,000.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b>  the continuation of Heggerty Phonemic Awareness, Get Reading Right and Write Well programs and the development of a Write Well Junior program for K-2.</p>
<p>COVID ILSP</p> <p>\$114,562.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy K-6</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  All students on the caseload have shown growth in their area of focus from PLAN2 data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  to triangulate data to identify student groups and focus areas.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	262	278	282	272
Girls	255	240	262	246

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.6	92.7	93.7	92.1
1	94.1	93.9	90.4	93.5
2	93.3	93.7	92.7	92.5
3	94.7	93.6	93.1	93.5
4	93.5	93.7	93	92.6
5	95.2	95.1	93.6	92.7
6	95.1	93.1	92.5	93
All Years	94.4	93.8	92.8	92.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	18.53
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	1.2
School Administration and Support Staff	3.96

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	345,723
<b>Revenue</b>	5,327,480
Appropriation	5,102,921
Sale of Goods and Services	16,771
Grants and contributions	201,429
Investment income	334
Other revenue	6,025
<b>Expenses</b>	-5,199,577
Employee related	-4,957,876
Operating expenses	-241,700
<b>Surplus / deficit for the year</b>	127,903
<b>Closing Balance</b>	473,626

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	409,506
<b>Equity Total</b>	369,416
Equity - Aboriginal	21,169
Equity - Socio-economic	38,593
Equity - Language	176,615
Equity - Disability	133,038
<b>Base Total</b>	3,731,729
Base - Per Capita	134,105
Base - Location	0
Base - Other	3,597,624
<b>Other Total</b>	274,345
<b>Grand Total</b>	4,784,996

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about the school through the *Tell Them From Me* survey. The survey includes seven separate measures, which are scored on a ten-point scale. The scores for the Likert-format questions (strongly agree to strongly disagree) are converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement and 10 indicates strong agreement. A summary of parent, student and teacher responses are presented below.

### Parent / Caregiver

36 parents completed the *Tell Them From Me* survey.

Key findings from the parent survey:

- Parents are informed - 6.9 (School Mean) 6.6 (NSW Govt Norm)
- Safety at school - 7.5 (School Mean) 7.4 (NSW Govt Norm)
- Inclusive school - 6.8 (School Mean) 6.7 (NSW Govt Norm)
- Parents supported learning at home - 6.5 (School Mean) 6.3 (NSW Govt Norm)
- 100% of parents selected Gosford Public School as their first choice of public school
- 88% of parents would recommend the school to other parents

### Student

234 students in Year 4-6 completed the *Tell Them From Me* survey.

Key findings from the student survey:

- 90% of students stated they had positive behaviour at school
- 80% of students have friends at school they can trust
- 88% of students believe that schooling is useful in their everyday life
- 80% of students try hard to succeed in their learning
- 70% of students feel proud of our school

### Teacher

13 teachers completed the *Tell Them From Me* survey.

Key findings from the teacher survey:

- Leadership - 8.4 (School Mean) 7.1 (NSW Govt Norm)
- Collaboration - 8.6 (School Mean) 7.8 (NSW Govt Norm)
- Learning culture 8.6 (School Mean) 8.0 (NSW Govt Norm)
- Data informs practice - 8.5 (School Mean) 7.8 (NSW Govt Norm)
- Teaching strategies - 8.8 (School Mean) 7.9 (NSW Govt Norm)
- Technology - 8.0 (School Mean) 6.7 (NSW Govt Norm)
- Inclusive school - 8.8 (School Mean) 8.2 (NSW Govt Norm)



# Policy requirements

## Aboriginal Education Policy

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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.

## Aboriginal Education - School statement

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In Term 1 2021, one classroom teacher led weekly literacy and numeracy sessions with identified Aboriginal and Torres Strait Islander students in two cohort groups, i.e. K-2 and 3-6. Students worked towards individual numeracy and writing goals with an exit slip completed at the end of each lesson to assess their achievement of goals and learning intentions. Learning goals reflected student's Personalised Learning Pathway (PLP) targets.

In Term 2, Gosford Public School joined the Gosford Learning Community (GLM) group of schools for NAIDOC Day celebrations, which were held at Point Clare Public School. We hope to continue this collaborative approach to cultural celebrations with our learning network in 2022.

All face-to-face activities ceased in Term 3 due to COVID lockdowns and cohorting restrictions. To support the continuation of teaching and learning, an Aboriginal Education Google Classroom was created for our students. Students were offered opportunities to learn about Aboriginal histories and cultures, Dreamtime stories, Aboriginal heroes and more. Most students engaged with the activities on offer.

Strong community connections remained a school priority. The Learning and Support Team regularly monitored and tracked student attendance and wellbeing via telephone calls and Zoom sessions with both students and their parents/carers. A fortnightly student check-in was also scheduled via Zoom. During this time students showcased work completed at home and participated in fun games and activities to support their mental health and wellbeing. Special guest visits from Principal Brad Lewis and our well-loved school mascot 'Ratty' always brought a smile to students' faces.

NAPLAN data indicated that our Aboriginal and Torres Strait Islander students made significant gains in reading, writing and numeracy despite interruptions caused by the COVID-19 pandemic. Year 3 2019-2021 NAPLAN data indicated a 35% improvement in reading, a 55% improvement in writing and a 40% improvement in numeracy. Year 5 2019-2021 NAPLAN data indicated a 16.7% improvement in reading and a 50% improvement in both writing and numeracy. These outstanding results surpassed our 2021 targets and progress measures.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

## **Multicultural and anti-racism education - School Statement**

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All school policies and practices are inclusive and are underpinned by the Department's Multicultural and Anti-Racism Policies. All staff are familiar with these policies and the implications they have upon teaching and learning practices. Class programs and school activities actively uphold these principles. Students study units of work about different cultures and celebrate cultural milestones and traditions as new units of work and scope and sequences were aligned to the NSW syllabus documents for the Australian Curriculum. These inclusive and inquiry-based learning practices have provided all students with the opportunity to develop the knowledge, skills and values for participation as active citizens within a democratic multicultural society. Our school actively promotes acceptance and diversity as a measure to counter racism and vilification within the school community.

The school has a commitment to fostering a learning culture where all students are treated equally so that they may become engaged, respectful, responsible and reflective learners who, in a culture of high expectations, achieve their personal best. In 2021, approximately 48% of the students at Gosford Public School had a Language Background other than English (LBOTE). These students had backgrounds from forty different countries. There were forty-nine first languages represented. Students were supported in the classroom, in small group situations and some received individual support. The specific outcome was to enable all these students to use English to access the curriculum in their classrooms. In 2021, there was an EAL/D teacher allocation of 1.2FTE, with a further 0.4FTE allocation sourced through local school funds. Further to this, Gosford Public School attracted a 0.2FTE allocation for students on the New Arrivals Program (NAP).

## **Other School Programs (optional)**

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### **COVID Intensive Learning Support Program**

In 2021, the COVID Intensive Learning Support Program (ILSP) teacher provided targeted small group tuition three times per week to support students whose learning had been significantly impacted by the COVID-19 pandemic. In Terms 2 and 4, selected students in Stages 1 and 2 received extensive support in Literacy with a focus on writing imaginative, informative and persuasive texts. Selected students in Stage 3 received additional support in Numeracy with a focus on whole number. During lockdown in Term 3, students on the COVID ILSP caseload participated in daily Zoom check-ins and engaged in learning support packs provided by the COVID ILSP teacher. Student attendance, wellbeing and learning progress was tracked and monitored, referrals were made to the LaST team for review, professional recommendations were made, external providers sourced and internal support was accessed via the school counselling team or the regional Assistant Principal Learning and Support. The COVID ILSP teacher was employed for the entire duration of 2021 and this role will continue into 2022.

### **English as an Additional Language / Dialect**

At Gosford Public School we are leading the way in EAL/D education. We provide a highly supportive program that is inclusive and innovative. Our approach to EAL/D education is foremost about celebrating our rich cultural diversity. We provide students with extensive EAL/D language support in the classroom as well as in small groups. We promote the use of all languages, on a daily basis and use bilingual resources and technology so that students can be exposed to a multitude of languages. Our schools diverse cultural background is something that we celebrate and are proud of. At Gosford Public school we have a bilingual library, 'pop-up' language classes as well as employ bilingual staff. We are also proud to host and provide professional Learning to Primary and Secondary EAL/D teachers across the Central Coast through our EAL/D Network.