

2021 Annual Report

Gundaroo Public School



Gundaroo Public School

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Introduction

The Annual Report for 2021 is provided to the community of Gundaroo 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.

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School vision

Gundaroo Public School is a small school where the individual child is valued and nurtured. Through the skills, love and passion of the staff, children are inspired to be resilient, positive and reflective lifelong learners.

As our School motto states, we are '*Working Together*' to achieve this through:

- *Explicit and systematic teaching* through an innovative curriculum
- *Modelling and sharing our passion* to enrich the learning environment
- *Providing opportunities* for the path to be set by the learner
- *Communicating high expectations* through opportunities and challenges which support the individual learner
- *Modelling the learning process* through transparent interactions
- *Working collaboratively* with our unique community resources

Our School's core values require our students to do their best by being kind, respectful and responsible.

School context

Gundaroo Public School is a small, semi-rural school on the outskirts of Canberra. We have current enrolments of 129 students and have seen continual, steady growth over the previous five years. The school is expected to continue to grow at a relatively rapid rate, with new housing developments being built within the village. Despite the growth and change within the village, Gundaroo PS holds itself closely to the values of a small, community-minded school, shaped through over 156 years of history and tradition. This mindset has helped us carefully navigate and adapt to new ways of learning and being whilst maintaining the support of generations of families who continue to support and enrol their children at our beautiful school.

At the heart of our small, community-minded school is the drive to support and foster the strengths of the individual child through a personalised learning approach and high expectations for all. Extra-curricular opportunities offered to all children in Sport, Public Speaking, Performing Arts and other multi-disciplinary events assist in maintaining this approach.

We enjoy high community engagement and benefit from a supportive and trusting parent body. The school is well-resourced for its size, with students having access to a range of technology and other learning facilities such as a Hall, tennis court, Multi-Purpose room (art, cooking, science etc), vast playground space and a well-stocked and continually updated Library.

Our Situational Analysis has highlighted some key areas for further improvement in teaching, learning and wellbeing of our students.

A key priority for us over the coming years is to strengthen pedagogy through a culture of high expectations for all to ensure learning for all students is maximised. Our approach will be focused on evidence-informed teaching practices and the expert use of data to inform the learning progression for all students. Students will be enabled and extended in their learning through the use of differentiated learning goals and clear feedback on their learning, guidance for where to next and how to get there.

Student wellbeing, engagement and a sense of belonging are all areas that have been identified as a priority for improvement. Tell Them From Me data will continue to be used as a benchmark for student wellbeing and engagement. The effectiveness of current school programs such as Bounce Back and our Student Wellbeing Policy will need to be reviewed, and the implementation of other strategies such as SafeMinds and Positive Behaviour for Learning will be explored to determine their suitability for improving student wellbeing at Gundaroo PS.

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

Strategic Direction 1: Student growth and attainment

Purpose

Our aim is to maximise learning for all students in reading and numeracy through expert use of evidence-informed practices that support teachers to enable and extend all learners so that they are able to achieve their learning potential.

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.

- Excellence in Reading
- Excellence in Numeracy

Resources allocated to this strategic direction

Socio-economic background: \$28,345.90

Literacy and numeracy: \$11,333.98

English language proficiency: \$3,641.48

Operational Funding: \$18,387.15

Low level adjustment for disability: \$13,400.00

QTSS release: \$17,278.18

Per capita: \$22,500.00

Summary of progress

Excellence In reading

To support excellence in reading a number of actions were undertaken including developing a new assessment schedule including universal screening of all students in phonics and phonological skills to establish a baseline and enhance reporting to parents. A Reading Action Team was established to focus explicitly on data analysis and future recommendations for action and a reading intervention program was established using MultiLit reading tutor. The establishment of the Reading Action Team created a strong focus on current reading practices and the adjustments to practice required to improve student outcomes. Data analysis demonstrated the focus areas in reading to be decoding and comprehension, and a need to re-establish reading intervention programs for maximum impact. Ongoing evaluation of reading programs, in the classroom and support programs has provided a clear direction for moving forward. There is evidence of improved reading outcomes in K-2 where a shift to evidence-based teaching of reading has already occurred. Funding was utilised primarily to create time for educators to dedicate their focus to a deep analysis of the impact of current practice and how this can be improved moving forward. The result of this is a clear direction for the future, based on evidence.

The next steps in this initiative we will implement and monitor the identified actions.

Next Steps:

- * Re-establish the Learning Support program
- * Ongoing Universal Screening, including fluency
- * Whole school focus on decoding skills
- * Whole school focus on comprehension
- * Introduce parent workshops to develop understanding of reading for supporting students at home
- * Purchase decodable readers
- * Further develop professional understanding of best practice in teaching reading
- * Implement and evaluate the new assessment schedule

Excellence in numeracy

To support excellence in numeracy a number of actions were undertaken including developing a new assessment schedule including universal screening of all students in student reasoning for number and place value and additive thinking. A Numeracy Action Team was established to focus explicitly on data analysis and future recommendations for action. The establishment of the Numeracy Action Team created a strong focus on current teaching practices and the adjustments to practice required to improve student outcomes. Data analysis demonstrated the focus areas in numeracy to be developing flexible thinking strategies to support student reasoning. Actions undertaken by the Reading Action Team also support this as decoding and comprehension skills of students also create a barrier in numeracy. A clear plan for teaching, assessing and supporting students will need to be developed, supported by ongoing professional learning. Funding was utilised primarily to create time for educators to dedicate their focus to a deep analysis of the impact of current practice and how this can be improved moving forward. The result of this is a clear direction for the future, based on evidence.

The next steps in this initiative we will implement and monitor the identified actions.

Next Steps:

- * Re-establish the Learning Support program
- * Whole school focus on Additive Strategies and Number Talks in every classroom
- * Professional learning in additive and multiplicative strategies

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
Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy by 4% from baseline data.	Data indicates a 27% decrease of students in top 2 bands in numeracy indicating progress yet to be seen towards target.
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading by 4.5% from baseline data.	Data indicates a 21.5% decrease of students in top 2 bands in reading indicating progress yet to be seen towards target.
Increase the percentage of student growth in NAPLAN numeracy by 2.5% from baseline data.	Data indicates that 25% increase of student growth in reading showing progress towards target.
Increase the percentage of student growth in NAPLAN reading by 2.5% from baseline data.	Data indicates a 14% decrease of student growth in numeracy indicating progress yet to be seen towards target.
NAPLAN Value Add * Value add moves from Working Towards Delivering (K-2) to Delivering * Value add maintains delivering (3-5)	2020 - 2021: Value add NAPLAN 3-5: 75 (Delivering) K-3 (Best Start K to NAPLAN 3 Value Add) No data for 2021
School-based Data • Students achieve High/Outstanding in English and Maths in end of semester reports increases by 2.5% from baseline data • Students achieve school-based targets (PAT M, PAT R, PAT G and PM Benchmark) increases by 2.5% from baseline data	Data indicates a 20% increase of students achieving school benchmarks in PAT Grammar, 30% increase of students achieving school benchmarks in PAT Maths and 21% increase of students achieving school benchmarks in PAT Reading from Semester 1, which resulted in an increased number of students achieving High and Outstanding in reports in Semester 2.

Improvement as measured by the School Excellence Framework:	Self-assessment against the School Excellence framework shows the school currently performing at:
School Performance Measures - Delivering	School Performance Measures - Working towards Delivering
Learning and Development - Sustaining and Growing	Learning and Development - Sustaining and Growing
Curriculum - Sustaining and Growing	Curriculum - Sustaining and Growing
Effective Classroom Practice - Sustaining and Growing	Effective Classroom Practice - Sustaining and Growing
Learning and Development - Sustaining and Growing	Learning and Development - Sustaining and Growing
Assessment - Sustaining and Growing	Assessment - Sustaining and Growing

Strategic Direction 2: Quality teaching for quality learning

Purpose

Our aim is to maximise learning for students through improving the effectiveness of teaching and building students as responsible learners. Students will become self-directed and goal-oriented learners and work with the support of teachers, parents and community to maximise achievement.

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.

- Evidence informed practice
- Empowering students as learners

Resources allocated to this strategic direction

QTSS release: \$3,800.00

Literacy and numeracy: \$500.00

Professional learning: \$7,867.00

Low level adjustment for disability: \$1,000.00

Location: \$9,500.00

School support allocation (principal support): \$13,620.00

Summary of progress

Evidence informed practice

To support this initiative a school team engaged in the '3 Rivers for Learning' school Improvement project which guided actions at a whole school level. A clear professional learning plan was developed with professional learning and collaborative practice increasingly becoming an embedded part of practice. Achieving consistency of evidence informed practice across all classes posed a challenge and professional learning will be further evaluated moving into 2022. Strong evidence-based foundation skills in literacy and numeracy explicitly taught in Kindergarten to Year 2 was reflected in grades in reports and results in internal and external assessment tasks with 93% of students in Kindergarten to Year 2 achieving at grade level or above in English and 98% of students in Kindergarten to Year 2 achieving at grade level or above in Maths. Funding was utilised primarily to create time for staff to engage in professional learning. The result of this is a clear direction for the future, based on evidence.

The next steps in this initiative are;

- * Establish and embed Learning Walks and Talks
- * Develop professional learning plans for whole school and individuals based on need
- * Establish Professional Learning Communities

Empowering students as learners

Professional learning was undertaken by all staff to enhance knowledge of student voice, and embedding high expectations into the classroom. Learning Walks and Talks and Quality Teaching Observations were used to provide evidence of this in action and to identify where further professional learning was required. Feedback from students was actively sought through surveys and student meetings. Evaluation and adjustments to the performance and development program are required, and to align this to professional learning plans. Funding utilised to employ a School Learning Support Officer provided additional support to students to ensure equitable access to learning.

The next steps in this initiative are;

- * Re-establish student leadership
- * Establish an Enrichment program

- * Continue to develop understanding and application of evidence-based practice through professional learning
- * Re-align student wellbeing, behaviour and empowerment

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
Literacy and Numeracy Progress for every student is mapped using PLAN2 and this information is used to inform teaching and learning programs.	<p>Aligned to an updated assessment schedule student results are now mapped using PLAN2.</p> <p>In addition to this, information is also reported to parents to clearly demonstrate their child's progress against the progressions. This is aimed at making student learning visible to all stakeholders. From this document learning goals can be established and families, teachers and students can work together with clear learning intentions.</p> <p>These documents will also be used as transition documents, handing over to teachers for the new school year to ensure no time is lost by teachers in a new school year establishing the learning needs of the students in their care.</p>
<p>All teachers engage in learning walks and talks.</p> <p>All teachers engage in Quality Teaching Rounds.</p>	<p>Protocols for learning walks and talks were established and all staff engaged in professional learning to develop their understanding of engaging effectively in learning walks and talks. The strong element of student voice in this process has been valued as a highly effective professional learning tool.</p> <p>Quality Teaching Rounds were introduced through whole staff professional learning and professional learning communities established with agreed upon protocols. Staff reflected on this as a positive experience allowing for strong reflection on practice resulting in ongoing improvement.</p>
<p>Differentiated Learning Goals, Learning Intentions & Success Criteria evident in most classrooms in English and Maths.</p> <p>Systematic approach to providing feedback to move learning forward evident in most classrooms in English and Maths.</p> <p>All English and Maths teaching and learning programs are learner centred; showing adjustments & differentiation to meet student need, identified through assessment.</p>	<p>Most classrooms demonstrate the themes of What Work Best with Learning Intentions and Success Criteria as an embedded part of all lessons. Students have clear learning goals which are articulated to parents through reports and staff continue to enhance their understanding of the effective use of feedback to enable students to achieve these.</p> <p>There is a strong culture of placing student needs at the core of planning and programs reflect adjustments and differentiation to meet these needs identified through assessment and engagement. Most teaching programs reflect a deep recognition of learner needs and clear strategies to address these.</p>
All teachers operating at proficient or above across the first four Australian Teacher Professional Standards as evidenced by AITSL Self-Reflection tool (unless a Graduate)	<p>Teachers have begun to use the AITSL self reflection tool as a routine part of their self reflection and improvement. Outcomes of their reflections were utilised to establish teacher goals and this has continued to cultivate the culture of self reflection and continual improvement that is so important amongst our staff. Professional Learning is valued and staff actively engage.</p> <p>There is a shared commitment to every student, every teacher and every leader improving every year.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Data Skills and Use - Sustaining and Growing</p>	<p>Self-assessment against the School Excellence framework shows the school currently performing at:</p> <p>Data Skills and Use - Sustaining and Growing</p> <p>Learning Culture - Sustaining and Growing</p>

Learning Culture - Sustaining and Growing	Effective Classroom Practice - Sustaining and Growing
Effective Classroom Practice - Sustaining and Growing	

Strategic Direction 3: Wellbeing

Purpose

Our aim is to create a school community with a strong and clear sense of self, built through connection to community and Country, and based on inclusivity, respect, social awareness and responsibility.

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.

- Building a sense of belonging
- Early intervention for positive wellbeing

Resources allocated to this strategic direction

Operational Funding: \$2,083.46

Per capita: \$6,250.68

Low level adjustment for disability: \$23,373.60

Location: \$2,012.67

Aboriginal background: \$2,368.85

Professional learning: \$2,604.45

Summary of progress

Building a sense of belonging

In this initiative we focussed on building a sense of belonging through registering our school as a Share Our Space school, providing additional access to community members. An Attendance Action Plan was established with weekly analysis of attendance data. Higher than usual absences due to the pandemic impacted attendance data. Our school Wellbeing Policy was updated, and a framework established around this to continue to build a strong sense of self and connection. Supporting this, PAX Good Behaviour Games were introduced across the school. The use of outdoor learning spaces increased significantly with plans in place to continue to develop this initiative. School representatives attended Aboriginal Education Consultative Group meetings, providing quarterly school reports. Sustainability was introduced as a school-wide program and a Wellbeing Action Team was established.

The next steps will be;

- * Redevelop outdoor learning and play spaces
- * Establish wellbeing and behaviour support as part of Learning Support
- * Re-establish whole school values to foster a positive sense of belonging at school

Early Intervention for positive wellbeing

There was a strong focus on early intervention and recognition of student needs to ensure evidence-based approaches to mental health and wellbeing. There is a school wide, collective responsibility for all students, underpinned by positive and respectful relationships and open and honest communication. Communication processes were updated to ensure parents were more aware of the details of their child's days at school, including required adjustments, positive and negative interactions and any medical care required in sick bay. Community is valued as an integral part of daily school life at Gundaroo Public School. Communication to parents around their child's learning and how parents can be partners in their learning is paramount and communicated consistently through weekly newsletters, class emails, and regular interactions. Partnerships with the local Aboriginal Education Consultative Group (AECG) and Murri Matters have been established to build awareness and understanding of history and culture, and integrating ways of knowing, being and doing authentically and respectfully into our teaching and learning.

The next steps include;

- * Establish a whole school Social and Emotional Learning program

- * Implement Positive Behaviour for Learning (PBL) framework
- * Review student support plans and the processes of implementing and monitoring these

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
The percentage of students attending greater than 90% of the time or more increases by 2% from the baseline data.	The percentage of students attending greater than 90% of the time or more has decreased by 12.43% from the baseline data.
The percentage of students reporting positive wellbeing in the themes; advocacy at school, high expectations for success and sense of belonging increases by 2% from baseline data.	The percentage of students reporting positive wellbeing in the themes; advocacy at school, high expectations for success and sense of belonging has decreased by 0.08% from the baseline data.
Improvement as measured by the School Excellence Framework: Wellbeing: Delivering School Resources: Excelling	Self-assessment against the School Excellence framework shows the school currently performing at: Wellbeing: Sustaining & Growing School Resources: Sustaining & Growing
The percentage of students with recorded negative behaviours decreases by 5% from baseline data.	<p>The impacts of the COVID-19 pandemic had flow-on effects for mental health and wellbeing across the community, and for the students. Student resilience appeared to be at an all-time low and was reflected in an increasing number of behaviour incidents.</p> <p>With restrictions aligned to the pandemic likely to continue, a strong focus on plans to support student wellbeing and behaviour has been established.</p> <p>In 2021 we introduced the use of a simplified system for recording behavioural incidents across the school and this has contributed to increases in these datasets. The percentage of students with recorded negative behaviours increased by 32% from baseline data.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$28,345.90</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gundaroo Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement reading program to support identified students with additional needs <p>The allocation of this funding has resulted in: A reading support program was implemented and continued through home learning. Universal screening of all students in phonics and phonological skills was undertaken to establish a baseline and enhance reporting to parents. This data will also guide teaching, learning and assessment as well as a re-established learning support program. Data indicates a 25% increase of student growth in reading, with a 21% increase of students achieving school benchmarks in PAT Reading in Semester 2.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * Re-establish the Learning Support program * Ongoing Universal Screening, including fluency * Whole school focus on decoding skills * Whole school focus on comprehension * Introduce parent workshops to develop understanding of reading for supporting students at home * Purchase decodable readers * Further develop professional understanding of best practice in teaching reading * Implement and evaluate the new assessment schedule
<p>Aboriginal background</p> <p>\$2,368.85</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gundaroo 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Early intervention for positive wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Staffing release to support development and implementation of Personalised Learning Plans • Purchase of new flag pole and flag • Employment of additional staff to support sustainability program <p>The allocation of this funding has resulted in: All Aboriginal students have a Personal Learning Pathway (PLP). Sustainability being introduced as a subject to the school to reconnect students to Country and community.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * Redevelop outdoor learning and play spaces * Establish wellbeing and behaviour support as part of Learning Support

Aboriginal background \$2,368.85	<p>* Re-establish whole school values to foster a positive sense of belonging at school</p>
English language proficiency \$3,641.48	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Gundaroo Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: Small group reading tuition for students requiring support, inclusive of English as an additional language and/or dialect (EAL/D) support.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * Re-establish the Learning Support program * Ongoing Universal Screening, including fluency
Low level adjustment for disability \$37,773.60	<p>Low level adjustment for disability equity loading provides support for students at Gundaroo Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Early intervention for positive wellbeing • Building a sense of belonging • Evidence informed practice • Excellence in Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Targeted students are provided with evidence-based intervention to increase learning outcomes <p>The allocation of this funding has resulted in: MultiLit reading intervention program implemented. A Learning and Support Teacher was employed to support students with additional needs. Data indicates a 20% increase of students achieving school benchmarks in Progressive Achievement Tests (PAT) Grammar and 21% increase of students achieving school benchmarks in Progressive Achievement Tests (PAT) Reading.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * Re-establish the Learning Support program * Introduce parent workshops to develop understanding of reading for supporting students at home * Purchase decodable readers * Further develop professional understanding of best practice in teaching reading * Implement and evaluate the new assessment schedule
Location \$11,512.67	<p>The location funding allocation is provided to Gundaroo Public School to address school needs associated with remoteness and/or isolation.</p>

<p>Location</p> <p>\$11,512.67</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed practice • Building a sense of belonging • Early intervention for positive wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Additional staffing release to establish Wellbeing Action Team <p>The allocation of this funding has resulted in: An established Wellbeing Action Team, a developed wellbeing framework and clear actions for moving forward to support student wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * Establish a whole school Social and Emotional Learning program * Implement Positive Behaviours for Learning (PBL) * Review student support plans and the processes of implementing and monitoring these
<p>Professional learning</p> <p>\$10,471.45</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Gundaroo Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed practice • Early intervention for positive wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Casual staff to cover teacher release to enable participation in professional learning activities. <p>The allocation of this funding has resulted in: Increased staff knowledge as a result of professional learning and resulting practice adjustments. PAX Professional Learning implemented across the school, a clear vision developed and actions set to achieve this shared vision.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * Establish and embed Learning Walks and Talks * Develop professional learning plans for whole school and individuals based on need * Establish Professional Learning Communities
<p>School support allocation (principal support)</p> <p>\$13,620.00</p>	<p>School support allocation funding is provided to support the principal at Gundaroo Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Empowering students as learners <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • SLSO to support learning support <p>The allocation of this funding has resulted in: Reduced incidents and greater quantities and qualities of work completed by students receiving support.</p>

<p>School support allocation (principal support)</p> <p>\$13,620.00</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * Re-establish the Learning Support program
<p>Literacy and numeracy</p> <p>\$11,833.98</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Gundaroo Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Reading • Excellence in Numeracy • Evidence informed practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Online program subscriptions to support literacy and numeracy • Literacy and numeracy programs and resources, to support teaching, learning and assessment • Targeted professional learning to improve literacy and numeracy • Employment of an additional Learning and Support Teacher • Resources to support the quality teaching of literacy and numeracy • Updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: a 20% increase of students achieving school benchmarks in PAT Grammar and 21% increase of students achieving school benchmarks in PAT Reading. 93% of students in Kindergarten to Year 2 achieved at grade level or above in English with evidence based reading instruction in these years.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * Re-establish the Learning Support program * Ongoing Universal Screening, including fluency * Whole school focus on decoding skills * Whole school focus on comprehension * Introduce parent workshops to develop understanding of reading for supporting students at home * Purchase decodable readers * Further develop professional understanding of best practice in teaching reading * Implement and evaluate the new assessment schedule
<p>QTSS release</p> <p>\$21,078.18</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gundaroo Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Reading • Excellence in Numeracy • Evidence informed practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: a 20% increase of students achieving school benchmarks in PAT Grammar and 21% increase of students achieving school benchmarks in PAT Reading. 93% of students in Kindergarten to Year 2 achieved at grade level or above in English with evidence based reading instruction in these years.</p>

<p>QTSS release</p> <p>\$21,078.18</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * Re-establish the Learning Support program * Ongoing Universal Screening, including fluency * Whole school focus on decoding skills * Whole school focus on comprehension * Introduce parent workshops to develop understanding of reading for supporting students at home * Purchase decodable readers * Further develop professional understanding of best practice in teaching reading * Implement and evaluate the new assessment schedule
<p>COVID ILSP</p> <p>\$28,516.61</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: Reading intervention program implemented with all students who engaged in the program showing improved results.</p> <p>After evaluation, the next steps to support our students with this funding will be: Re-establish but continue to implement the reading intervention program.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	55	52	55	65
Girls	50	62	63	61

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.7	94.6	95	94.4
1	93.9	92.8	95.9	91.9
2	94.9	92.2	93.8	91.4
3	94.3	94.3	93.6	91.9
4	94.9	90.6	95.2	91.6
5	94	94.3	94.3	94.2
6	93.8	92.2	95	89.7
All Years	94.6	93.1	94.8	92.2
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

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	3.6
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.61

*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 ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	210,768
Revenue	1,317,058
Appropriation	1,271,644
Sale of Goods and Services	7,792
Grants and contributions	37,484
Investment income	139
Expenses	-1,271,155
Employee related	-1,087,813
Operating expenses	-183,342
Surplus / deficit for the year	45,903
Closing Balance	256,670

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	49,670
Equity - Aboriginal	2,369
Equity - Socio-economic	5,922
Equity - Language	3,641
Equity - Disability	37,738
Base Total	1,027,626
Base - Per Capita	29,089
Base - Location	11,514
Base - Other	987,023
Other Total	48,557
Grand Total	1,125,853

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Ongoing community relationships were fostered through the Parents & Citizens Association (P&C), weekly newsletters, introducing a social media account, and quarterly Aboriginal Education Consultative Group school reports. Reporting to parents was adapted to include a parent comment along with student comment in bi-annual written reports and universal screening results, along with Progressive Achievement Tests (PAT) assessment scores were included as an additional element of reporting to parents.

Surveys conducted throughout home learning showed a majority of parents felt communication from the school was good or excellent, that their child could easily access their teacher and that the amount of work set was just right.

The P&C included a public acknowledgement of thanks in the local monthly publication stating; *"The Gundaroo P&C acknowledges and congratulates the staff at Gundaroo Public School for the efficient transition to home-schooling since the recent regional COVID lockdown plunged us all into a new profession (in addition to our existing ones). The support, guidance and materials provided have helped give our kids stability and a semblance of structure in these unusual times., while the regular online Zoom activities and the GPS Facebook posts have given kids and parents alike a sense of connection while we are physically apart. Many thanks to all the staff of Gundaroo Public School!"*

Students participated in Tell Them from Me survey with most students reporting a positive sense of belonging and positive behaviour at school. A small percentage of students reported being a victim of bullying, with a majority of students reporting they knew where to seek help if bullied. Students reported feeling they have someone at school they can turn to for advice, that they are supported through high expectations for all to succeed and that they feel proud of their school.

Staff participated in People Matters Employee survey, with all staff reporting that they felt the changes within the organisation will improve outcomes for the community. All staff reported that they felt they understood what was expected of them to do well in their job and that they felt motivated to contribute more than what was normally required at work. All staff reported feeling that there were people at work who care about them and that their manager provided recognition for their work. Areas of focus included staff reporting that they did not feel they had the time to do their job well.

The next steps include adding a feedback feature to the newsletter to promote timely feedback from parents and developing processes to further support student and staff wellbeing.



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 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

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.