

2021 Annual Report

Gunning Public School



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Introduction

The Annual Report for 2021 is provided to the community of Gunning 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

Gunning Public School prepares students to be resilient, future focused, global citizens. We provide engaging learning experiences in an inclusive and supportive environment based on individual needs. Gunning Public School partners with students, parents and community to ensure continual academic growth, ensuring that every student is known, valued and cared for.

School context

Established in 1871, Gunning Public School is a rural school situated half way between Goulburn and Yass on the Hume Highway. The school is part of the Yass Network of Public Schools and works closely with both the Yass and Goulburn Community of Schools.

Initially established as a central school Gunning Public School is set in spacious grounds and has excellent facilities with large classrooms, an assembly hall, specialist rooms for craft, cooking and music.

In 2021, there are currently 129 students from K-6 across six classes. With 8% of students identifying as Aboriginal.

The town of Gunning is currently experiencing a growth in population, resulting in an anticipated increase in enrolments in the coming years.

Community support is valued, aiming for partnerships in education between students, teachers, parents and the broader community.

As part of our situational analysis our school identified target areas in Reading and Numeracy have been identified using the NAPLAN gap analysis and will be a focus for professional learning and in class support in this Strategic Improvement Plan. Number and Algebra and Measurement were identified through Gap analysis as areas to target in numeracy and Inferential comprehension identified through gap analysis as a target area in reading.

In consideration of this analysis it is evident there must be a strong focus on improving effective classroom practice to meet these needs, with a particular focus on revisiting Additive Strategies, quality teaching practice and high impact teaching for improved results in numeracy and reading. A planned approach to improving numeracy results will involve continued work with the LANSAs in Additive Strategies and across school development to develop consistent teacher judgement through a PLC with Gundaroo and Sutton Public Schools.

Teaching practice in additive strategies and effective teaching of reading will be a focus of this PLC with the goal to embed: formative and summative assessment practices, linking to the progressions, quality consistent teacher judgement practices, quality teaching observations and walkthroughs and case management meetings. In doing so utilising CESE (What Works Best) framework and AITSL learning around effective feedback.

A focus on effective data and assessment practice to ensure fluid and flexible programming and planning will be a priority. New scope and sequences will be developed to ensure a greater understanding of stage outcomes and requirements to set explicit learning intentions, success criteria and individual learning goals to ensure all student learning is targeted and appropriately challenged.

When conducting the analysis of the Tell Them from Me survey results it was evident that student sense of belonging is an area of ongoing focus. This will be a focus of the new school plan, using PBL and the How2Learn framework to develop school culture. Another priority around wellbeing is to develop our consultative decision making processes to ensure all community stakeholders have a voice and a holistic approach is created across or school to ensure our students; connect, succeed and thrive. A focus on behaviour will continue to ensure our students are respectful, responsible learners this will be aligned with the new behaviour strategy.

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>

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build self-directed future-focus learners, we will further develop and refine, point of need, differentiated evidence-based teaching practice driven by data collection, analysis and reflection.

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.

- Quality Teaching Practice

Resources allocated to this strategic direction

Low level adjustment for disability: \$22,423.60

Literacy and numeracy: \$3,933.37

Literacy and numeracy intervention: \$23,544.78

QTSS release: \$21,638.77

Professional learning: \$3,203.34

School support allocation (principal support): \$13,604.80

Per capita: \$28,103.00

Socio-economic background: \$600.00

Summary of progress

Our focus for 2021 was to specifically target quality numeracy teaching and to improve mathematical reasoning and developing facile counting, addition and subtraction strategies. Our focus was High Impact Professional Learning, this was achieved through the use of peer coaching and instructional observations in additive strategies. Teachers utilised instructional observation time to improve teaching, develop teaching strategies and to observe and identify individual student learning needs and progress to target sequential teaching and learning sequences. Formative assessments are used to identify student progress and to facilitate the planning of fluid and flexible groups of students for targeted numeracy groups. Peer coaching sessions have enabled individual teachers to identify areas for growth and development, it has also improved their understanding of targeted numeracy and number talks and confidence in teaching numeracy by 80%. Teachers indicated that their teaching allows for more student-based learning and exploration and that increased vocabulary is being used around mathematical reasoning since participating in professional learning. Teachers track student progress using the additive strategies and quantifying number progressions. Students engagement in mathematical language and use of identifying positive math norms has increased significantly. Internal student assessment data indicates growth in students mathematical reasoning and mathematical outcomes, this is yet to be evident in NAPLAN results, however, was in our check in assessment and PAT data. Next year we plan to use the peer coaching and instructional observation model to implement and embed multiplicative strategies K-6 with a focus on upper primary. Quality Teaching Rounds will be introduced to create formative processes in teacher observation and feedback.

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
At or above expected growth in Year 3 and 5 NAPLAN to increase from 28.57% to 38% in Reading and Numeracy by 2023.	Students at or above expected growth in Year 5 NAPLAN is at baseline with 26.67% of students at or above expected growth, due to the implementation of the Targeted Numeracy program in 2020 we are seeing an implementation dip and targeted Numeracy and intensive numeracy learning support will be priority in Year 3 and 4 for 2022 planning. Students at or above expected growth in Year 5 NAPLAN is over baseline with 60% of students at or above expected growth, this is above our lower bound target for 2023, this indicates that effective reading strategies and increasing comprehension has been effective and will continue into 2022.

<p>At least, 15% of students in Year 3 and 5 achieving in the top two bands in NAPLAN for numeracy.</p>	<p>Growth in students in the top two bands in numeracy is on the upward trend by 1% to 12.5%, the average score of students in year 3 has grown by 3.96% since 2019. Check in assessment data indicates that Year 3, 2020- Year 4, 2021 numeracy by 9.3% and growth in Year 5, 2020- Year 6, 2021 has shown growth of 2.6%.</p>
<p>At least, 40% of students in Year 3 and 5 achieving in the top two bands in NAPLAN for Reading.</p>	<p>This has resulted in 40.6% of students in Year 3 and Year 5 achieving in the top two bands in NAPLAN for reading, this indicates that we are on the upward trajectory for growth in reading results in the top 2 bands. Further emphasis on the super 6 and fluency in reading will be a focus for continued improvement for 2022.</p>

Strategic Direction 2: High Expectations

Purpose

To ensure our students are known, valued and cared for and thrive in a supportive environment, our whole school wellbeing processes and practices will be embedded to support high levels of wellbeing and develop a strong learning culture.

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.

- Learning culture and well-being

Resources allocated to this strategic direction

Integration funding support: \$195,232.00

Low level adjustment for disability: \$13,684.72

Socio-economic background: \$12,160.66

Aboriginal background: \$7,441.26

Summary of progress

Our focus for 2021 was to embed quality social and emotional learning programs to engage students, improve wellbeing and promote growth mindset and enhance student's ability to self-reflect, self-regulate and self-motivate. Teachers engaged in professional learning around trauma informed practice, berry street, Positive Behaviour for Learning, How2Learn, and mindfulness. All teachers have implemented; learning intentions and success criteria, the learning pit, mindfulness sessions after lunch, emotional check ins, and growth mindset strategies. Social lunch time clubs were developed to enhance student engagement, interactions and wellbeing.

Personalised learning was also a focus in 2021 to further cater to individual needs and drive individual growth and wellbeing. Whole school improvement for individual learning included strengthening partnerships with home and school, to do this weekly learning focus' have been developed and provided to parents to help engage them in their child's learning. Individual Learning Plans were developed in consultations with family and processes put in place for reviewing ILP's on a regular basis. Individualised wellbeing programs were developed including a life skill programs and special interest programs have been introduced for specific students. TTFM data was used to monitor the effectiveness of social, emotional and individualised learning programs.

Next year in this initiative we will further embed the implementation of the How2Learn framework, a focus will be on updating our student profiles for students on learning support, developing consistent individual learning goals for mathematics and split-screening in teaching How2Learn dispositions and habits.

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 student attending >90% of the time by 5% (uplift) to 85.6% of students.	Through the implementation and growth of PBL, How2Learn growth mindset framework, social lunch time clubs, mindfulness activities K-6, special interest groups, social skills program and individual life skills programs for specific Students, attendance has increased in 2021 to 94.98%. above our target of 90% for the year and above our upper bound target of 90.90%.
Increase students who feel a positive sense of belonging on the TTFM surveys to 85%.	The implementation and growth of PBL, How2Learn growth mindset framework, social lunch time clubs, mindfulness activities K-6, special interest groups, social skills program and individual life skills programs for specific Students, also, enabled students to feel a sense of belonging at school and demonstrate and explore extra curricular skills and talents. In 2021 there was a slight decrease in student sense of belonging, due to school disruptions and COVID- 19 home learning this was anticipated. Despite this student sense of belonging was above the NSW government

Increase students who feel a positive sense of belonging on the TTFM surveys to 85%.

norm and is close to our target at 82%.

Purpose

In order to maximise student learning outcomes and build on strong foundations for academic success our whole school practices ensure collaboration and effective classroom strategies are responsive to student need within our school setting and across the professional learning community.

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.

- Collaborative Practice

Resources allocated to this strategic direction

Location: \$23,171.88

Professional learning: \$7,674.46

Summary of progress

Many of the collaborative practice across network activities that were planned for 2021 were impacted through COVID restrictions, as well as some in school cross cohort activities, these activities will be moved to 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
<ul style="list-style-type: none"> • TTFM parent surveys indicate an increase school mean of 'Parents are informed' to 7.8 • TTFM parent surveys indicate an increase school mean of 'Parents support learning at home' to 7.6 	<p>COVID-19 and home learning had a big impact of parent and student engagement with school. In 2021 previews of learning each week were created to engage parents in student learning, it gave parents an overview of concepts to be targeted at school for the week so parents can consolidate learning at home. An update of behaviour plans and risk assessments engaged parents to ensure they were part of the process of creating these documents and plans to best suit the needs of their children. On a home learning survey parents indicated that they felt supported and indicated strong communication. TTFM results indicated that 'Parents support learning at home' school mean was 6.2 and 'Parents are informed' school mean was 7.4 well about the NSW state average of 6.6.</p>
<p>School assessment in the School Excellence Framework (SEF) shows maintenance of 'Sustaining and growing'</p> <ul style="list-style-type: none"> o Collaborative practice and feedback o Professional learning o Instructional leadership 	<p>Reflection of the SEF indicates that Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. Therefore, we are maintaining sustaining and growing and on track for excelling in 2022.</p> <p>Teachers engaged in peer coaching and instructional observations this year, although we were unable to further develop this into Quality Teaching Rounds due to COVID restrictions, teachers were still able to evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Instructional leadership was used to sustain a culture of effective, evidence-based teaching and ongoing improvement. Which indicates that we are well on our way to excelling in the Instructional leadership and professional learning theme.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$195,232.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Gunning Public School in mainstream classes who require moderate to high levels of adjustment.</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"> • Learning culture and well-being <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of staff to provide additional support for students who have high-level learning needs <p>release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP).</p> <p>The allocation of this funding has resulted in:</p> <p>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>After evaluation, the next steps to support our students with this funding will be:</p> <p>To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$12,760.66</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gunning 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"> • Learning culture and well-being • Quality Teaching Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Social skills program created in consultation with the Assistant Principal Learning Support. This was implemented by providing our Learning Support teacher with extra time. • Purchase decodable texts for K-2 • Employment of SLSO's (68 hours a week) for the year to support student well being and ability to successfully access the curriculum. • Introduction of Smiling Minds mindfulness sessions into all classrooms after lunch time to promote wellbeing. • Continuation of training for staff in How2Learn <p>The allocation of this funding has resulted in:</p> <p>All students participate in mindfulness after lunch periods increasing engagement in students.</p> <p>100% of students are able to articulate where they sit in the learning pit and give strategies to persevere with learning.</p> <p>Reduction in negative behaviour incidents by 61% from 634 in semester 1 2021 to 393 to semester 2 2021.</p> <p>Decrease in absentee's by 74% from 239 in semester 1 2021 to 177 in semester 2 2021.</p> <p>Increase in student access to SLSO support in the classroom.</p>

<p>Socio-economic background</p> <p>\$12,760.66</p>	<p>After evaluation, the next steps to support our students with this funding will be: continue to engage the literacy with How2Learn training and processes. Data shows that attendance rates have increased although this is inconsistent to track due to COVID. Next year, additional SLSO time will be targeted toward numeracy and literacy intervention including MiniLit and MacqLit. Intervention will also be targeted to social support in the playground and classroom and social and emotional skills intervention programs.</p>
<p>Aboriginal background</p> <p>\$7,441.26</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gunning 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"> • Learning culture and well-being <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional SLSO time provided through to increase SLSO support in the classroom and playground to 3 full time SLSO's per week. • Personal Learning Plans are written in consultation with indigenous students and parents. After developing goals a teacher is employed to check in with students twice a term to track goals and evaluate progress. • Students with additional learning needs have responsive learning adjustments reflected in all class programs and ILPs and PLPs developed as required. <p>The allocation of this funding has resulted in: 100% of Aboriginal students achieving above state and SSSG school average in NAPLAN 2021 in Numeracy, Grammar and punctuation, writing and reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: Next year we will be implementing the use of Mgoals to facilitate the PLP process.</p>
<p>Low level adjustment for disability</p> <p>\$36,108.32</p>	<p>Low level adjustment for disability equity loading provides support for students at Gunning 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"> • Quality Teaching Practice • Learning culture and well-being <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional teacher employed to release executive 2.5 days a week to complete instructional leadership lessons in reading and targeted numeracy, observe teaching practice, demonstrate quality explicit teaching of reading and numeracy and monitor student data an progress. • Staff meetings focus on sharing current practice in numeracy in classrooms, discussing what works, what doesn't and comparing this with the what works best framework. • Familiarising staff with the numeracy guides • Three staff members participate in Additive strategies training and develop a new whole school scope and sequence for Mathematics K-6 • Math norms and a 'must do' teacher guide for teaching Mathematics is developed to ensure consistency in Mathematical teaching K-6

<p>Low level adjustment for disability</p> <p>\$36,108.32</p>	<p>The allocation of this funding has resulted in: An increase of students achieving band 7 in Year 3 NAPLAN from 0% in 2018 and prior to 4% in 2021. An increase in students achieving in the top two bands overall in Year 5 NAPLAN from 34% in 2019 to 44% in 2021 An increase in students achieving in the top two bands in Year 5 NAPLAN Reading from 26% in 2019 to 53% in 2021 An increase of the percentage of students achieving a PAT scale score in the top 50th percentile in Numeracy from 102.9 in 2020 to 107.5 in 2021. An increase of the percentage of students achieving a PAT scale score in the top 75th percentile in Numeracy from 111.9 in 2020 to 117.0 in 2021. An increase of the percentage of students achieving a PAT scale score in the top 95th percentile in Numeracy from 122.8 in 2020 to 127.3 in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of SLSO and additional LST time. Focus on Primary Numeracy and Infants reading to occur in 2021. Further expansion of HIPL using QTR and learning sprints in 2021 in Numeracy and Reading.</p>
<p>Location</p> <p>\$23,171.88</p>	<p>The location funding allocation is provided to Gunning Public School to address school needs associated with remoteness and/or isolation.</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"> • Collaborative Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Prioritising time to collaborate and share student learning experiences in staff meetings and using QTR • Establishing moral imperatives and norms as well as establishing 'how we work' documents around working as a PLC • Establishing norms around in school professional collaboration, team teaching contracts <p>The allocation of this funding has resulted in: Increased ability for teachers to engage in high quality professional learning within our school and across our network</p> <p>After evaluation, the next steps to support our students with this funding will be: Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Literacy and numeracy</p> <p>\$3,933.37</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Gunning 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"> • Quality Teaching Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional teacher employed to release executive 2.5 days a week to complete instructional leadership lessons in reading and targeted numeracy, observe teaching practice, demonstrate quality explicit teaching of reading and numeracy and monitor student data an progress. • Staff meetings focus on sharing current practice in numeracy in classrooms, discussing what works, what doesn't and comparing this with the what works best framework.

<p>Literacy and numeracy</p> <p>\$3,933.37</p>	<ul style="list-style-type: none"> • Familiarising staff with the numeracy guides • Three staff members participate in Additive strategies training and develop a new whole school scope and sequence for Mathematics K-6 • Math norms and a 'must do' teacher guide for teaching Mathematics is developed to ensure consistency in Mathematical teaching K-6 <p>The allocation of this funding has resulted in: An increase of students achieving band 7 in Year 3 NAPLAN from 0% in 2018 and prior to 4% in 2021. An increase in students achieving in the top two bands overall in Year 5 NAPLAN from 34% in 2019 to 44% in 2021 An increase of the percentage of students achieving a PAT scale score in the top 50th percentile in Numeracy from 102.9 in 2020 to 107.5 in 2021. An increase of the percentage of students achieving a PAT scale score in the top 75th percentile in Numeracy from 111.9 in 2020 to 117.0 in 2021. An increase of the percentage of students achieving a PAT scale score in the top 95th percentile in Numeracy from 122.8 in 2020 to 127.3 in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Personalised and targeted professional learning in the form of observational instructional teaching rounds, team teaching sessions for targeted numeracy and further development of this professional learning model into reading.</p>
<p>QTSS release</p> <p>\$21,638.77</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gunning 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"> • Quality Teaching Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional teacher employed to release executive 2.5 days a week to complete instructional leadership lessons in reading and targeted numeracy, observe teaching practice, demonstrate quality explicit teaching of reading and numeracy and monitor student data an progress. • Staff meetings focus on sharing current practice in numeracy in classrooms, discussing what works, what doesn't and comparing this with the what works best framework. • Familiarising staff with the numeracy guides • Three staff members participate in Additive strategies training and develop a new whole school scope and sequence for Mathematics K-6 • Math norms and a 'must do' teacher guide for teaching Mathematics is developed to ensure consistency in Mathematical teaching K-6 <p>The allocation of this funding has resulted in: An increase of students achieving band 7 in Year 3 NAPLAN from 0% in 2018 and prior to 4% in 2021. An increase in students achieving in the top two bands overall in Year 5 NAPLAN from 34% in 2019 to 44% in 2021 An increase of the percentage of students achieving a PAT scale score in the top 50th percentile in Numeracy from 102.9 in 2020 to 107.5 in 2021. An increase of the percentage of students achieving a PAT scale score in the top 75th percentile in Numeracy from 111.9 in 2020 to 117.0 in 2021. An increase of the percentage of students achieving a PAT scale score in the top 95th percentile in Numeracy from 122.8 in 2020 to 127.3 in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Personalised and targeted professional learning in the form of observational instructional teaching rounds, team teaching sessions for targeted numeracy and further development of this professional learning model into reading.</p>
<p>Literacy and numeracy intervention</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at</p>

<p>\$23,544.78</p>	<p>Gunning Public School who may be at risk of not meeting minimum standards.</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"> • Quality Teaching Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional teacher employed to release executive 2.5 days a week to complete instructional leadership lessons in reading and targeted numeracy, observe teaching practice, demonstrate quality explicit teaching of reading and numeracy and monitor student data an progress. • Staff meetings focus on sharing current practice in numeracy in classrooms, discussing what works, what doesn't and comparing this with the what works best framework. • Familiarising staff with the numeracy guides • Three staff members participate in Additive strategies training and develop a new whole school scope and sequence for Mathematics K-6 • Math norms and a 'must do' teacher guide for teaching Mathematics is developed to ensure consistency in Mathematical teaching K-6 <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2020 to 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$46,216.58</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 educators to deliver small group tuition releasing staff to analyse school and student data to identify students for and monitor progress of small group tuition groups providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in: Increase of number of student in the top two bands in reading from 26% in 2019 to 53% in 2021. An increase of the percentage of students achieving a PAT scale score in the top 75th percentile in Reading from 108.7 in 2020 to 117.5 in 2021. An increase of the percentage of students achieving a PAT scale score in the top 50th percentile in Reading from 88.4 in 2020 to 104.5 in 2021. An increase of 9.4% of % of correct answers in the check in assessments for Year 3/4 in 2020 to 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

COVID ILSP

\$46,216.58

to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	47	52	56	62
Girls	49	51	58	65

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.9	94.4	96	93.2
1	94.7	93.8	95.6	94.7
2	93.3	94.4	96.5	94.4
3	92.6	94	93.9	93.9
4	95.6	94.1	96.1	94.7
5	94.2	94.3	96.1	92.4
6	93	94.4	95.7	94
All Years	94.1	94.2	95.7	93.9
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

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)	3.7
Literacy and Numeracy Intervention	0.21
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	122,881
Revenue	1,530,462
Appropriation	1,467,685
Sale of Goods and Services	15,988
Grants and contributions	46,167
Investment income	222
Other revenue	400
Expenses	-1,469,355
Employee related	-1,361,255
Operating expenses	-108,100
Surplus / deficit for the year	61,107
Closing Balance	183,987

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	171,960
Equity Total	56,310
Equity - Aboriginal	7,441
Equity - Socio-economic	12,761
Equity - Language	0
Equity - Disability	36,108
Base Total	1,037,413
Base - Per Capita	28,103
Base - Location	23,173
Base - Other	986,137
Other Total	60,109
Grand Total	1,325,792

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.

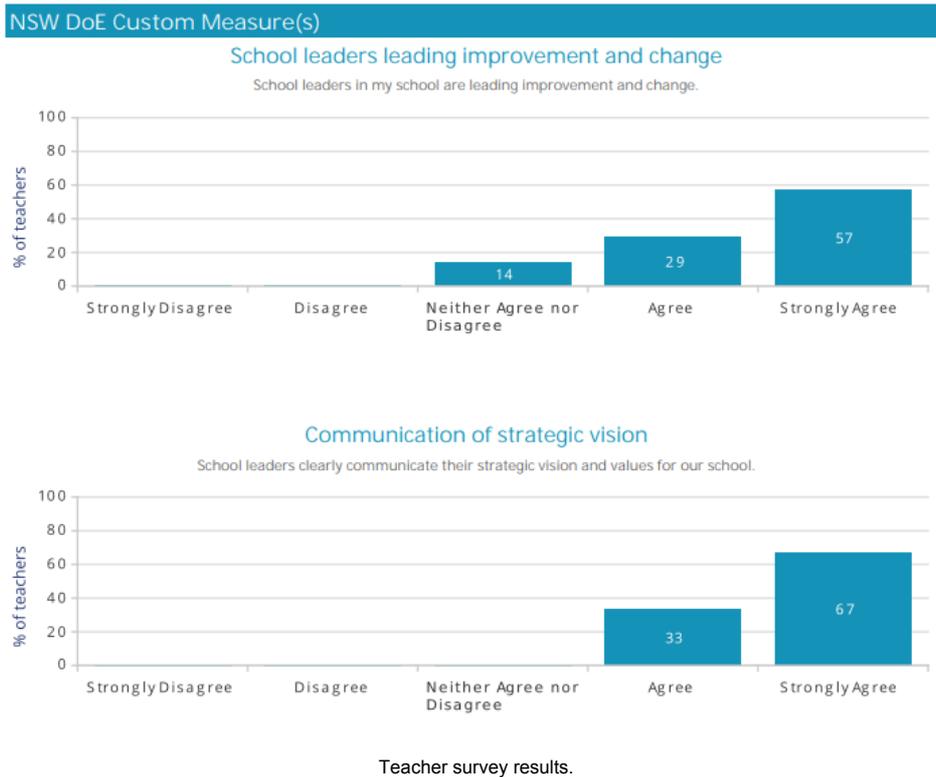
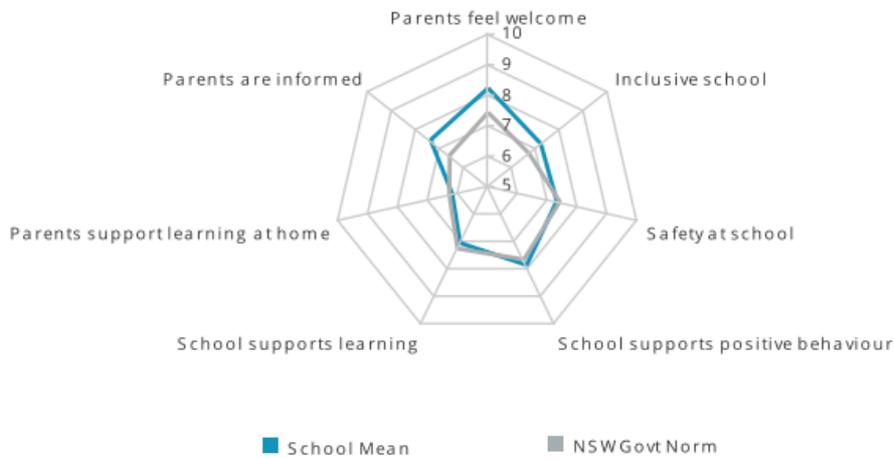
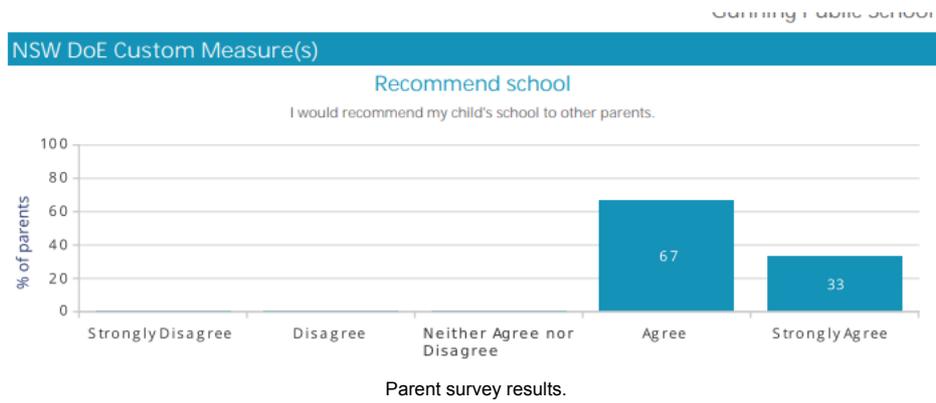
School performance - NAPLAN

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

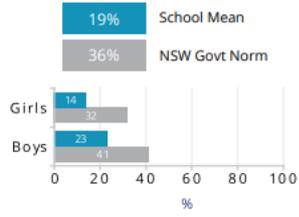
See below for student, teacher and parent satisfaction graphs



DRIVERS of Student Outcomes

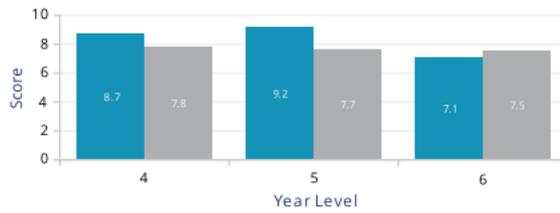
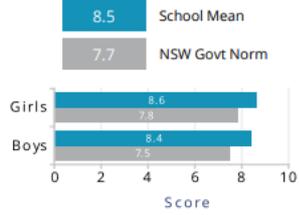
Students who are victims of bullying

Students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet.



Advocacy at school

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.



Positive teacher-student relations

Students feel teachers are responsive to their needs and encourage independence with a democratic approach.



Student survey results.

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.