

2021 Annual Report

Gwynneville Public School



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Introduction

The Annual Report for 2021 is provided to the community of Gwynneville 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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Message from the principal

Gwynneville Public School is an outstanding example of great public education, nurturing the different cultures, languages and talents of our students. Our school provides opportunities and challenges to enable our students to grow and develop academically, socially, emotionally and creatively.

We have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do. All teachers have been involved in a rigorous professional learning process in teaching numeracy, literacy, social skills, physical education, technology and 21st Century educational pedagogy. New resources have been purchased throughout the year so that teachers can plan and cater for multiple stages while accommodating all students.

Our students are a passionate and motivated group of young people who are keen to learn and participate in the range of educational opportunities provided for them at the school. Our school enjoys tremendous support from our parent body and local community. We encourage parents/carers and grandparents to be active participants in their child's and grandchild's learning. All community members are warmly welcomed to school assemblies and special events that occur throughout the year. The P&C meets on the third Wednesday of each month.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parents and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Trish Payne

Principal

School vision

A school community in which all children are treated as equals regardless of gender or cultural background.

Where:

- We value equity, inclusiveness and a holistic approach to learning, in partnership with the wider community.
- The school fosters independent learning habits through the provision of engaging and challenging pedagogy where students learn how to learn.
- Teachers are resourceful and embrace ongoing professional learning.
- Students and teachers will be: motivated, well equipped with knowledge and skills, global citizens, creative, innovative, collaborative, resilient and ethical.
- Contributions from all members of our school community are valued.
- Schooling promotes equity and excellence.
- Students become successful, confident and creative individuals.
- Staff are committed to ongoing professional learning with a focus on 21st Century learning pedagogy.
- A dynamic culture of teaching and learning exists where staff creatively utilise open, modern learning environments to ensure learning is social, open, engaging and real.

School context

Gwynneville Public School is located in the Wollongong area and services the learning and welfare needs of 234 students. We believe in excellence, innovation, opportunity and success for our students.

We are a dynamic school community committed to delivering a broad range of quality learning experiences in a nurturing environment where all students have the opportunity to achieve their personal best. Our teachers are committed to equipping students with the knowledge and skills to become active and informed citizens of the 21st Century.

The school prides itself on providing an inclusive learning environment for students from at least 25 cultural backgrounds.

The construction of a whole new school that was completed in 2020 has provided new learning hubs and space that supports flexible learning across the school. Our spacious, tree filled grounds offer space for students to play and develop positive friendships. We have received numerous awards for our progressive environmental programs.

The school offers support to meet the individual learning needs of all students. Currently this includes support teachers for EAL/D, Teacher Librarian, School Counsellor and the School Learning Support Teacher (SLST).

Resource Allocation Model (RAM) funding is also utilised to employ extra support teachers to assist students with learning difficulties and to optimise learning outcomes for our Aboriginal students.

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	Sustaining and Growing
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	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in Literacy and Numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student. This is underpinned by evidence-informed teaching strategies and evaluative practice.

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.

- Personalised Learning
- Data Driven Practices

Resources allocated to this strategic direction

English language proficiency: \$49,646.00

Literacy and numeracy: \$22,423.00

Socio-economic background: \$24,423.00

Summary of progress

Question- How do our results compare to our 2021 targets? Have our targets been met?

Data-

- NAPLAN data
- SCOUT data
- PAT data
- Literacy and Numeracy PLAN2 data
- Sentral Assessment Data Storage
- Student Work Samples
- Student PLP's
- Teacher observations
- Student voice and focus groups

Achievements-

Our key focus for student growth and attainment has been to provide personalised learning backed by data driven practices. We implemented High Potential and Gifted and Talented Focus Groups to provide more challenging learning with greater depth and complexity through project-based learning for identified students. Students in 3-6 were further supported through the employment of an additional teacher to target learning support in both literacy and numeracy. Teachers have had a focus on using student data effectively to inform teaching and learning programs with a whole school data storage system developed.

Analysis-

NAPLAN data analysis indicates high levels of student growth and attainment have occurred. We have exceeded our progress measures for Top Two Bands in both Reading and Numeracy. Targeted, individualised learning including through the HPGE (High Potential and Gifted Education) Program and Targeted Learning Support 3-6 have received highly positive feedback from students and teachers involved. Students involved in these groups have stated that they feel highly supported and engaged in their learning. Staff use student assessment data to inform teaching and learning programs and identify students of need. Assessment data being stored in one digital platform has increased teacher access to student data and has allowed ease of tracking and monitoring of student progress.

Implication

- Continue targeted, individualised learning support to students working within the middle bands- pushing the middle to the top.
- Regular analysis of student data to identify gaps in student knowledge and provide targeted interventions timetabled.
- Review and evaluate Stage 2 Numeracy programs and make modifications as needed.
- Further staff professional development in Numeracy, particularly Stage 2.
- Continue uploading student data onto Sentral with timetabled stage meetings for analysis

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
Top Two Bands (System-negotiated targets) <ul style="list-style-type: none">• Uplift of 11% to meet system-negotiated target baseline in Reading.• Uplift of 11.5% to meet system-negotiated target baseline in Numeracy.	54.1% of students are now in the top two skill bands (NAPLAN) for reading and 45% for numeracy, indicating achievement of the annual progress measure.
Expected Growth (System-negotiated targets) <ul style="list-style-type: none">• Uplift of 17% to aim towards system-negotiated target baseline in Reading.• Uplift of 3% to aim towards system-negotiated target baseline in Numeracy.	The percentage of students achieving expected growth in reading increased to 76.4% indicating progress toward the lower bound target. The percentage of students achieving expected growth in numeracy decreased to 50% indicating progress yet to be made toward the lower bound target.
Data Skills and Use <ul style="list-style-type: none">• Reach a level of 'Sustaining and Growing' within the element of Data Skills and Use in the Teaching domain.	Self-assessment of professional learning practices against the School Excellence Framework, identifies that we are 'Sustaining and Growing' within the element of Data Skills and Use.

Strategic Direction 2: Quality Teaching and Leading

Purpose

All current educational research indicates improving quality teaching practices through evidence-based professional development will have the largest impact on student learning outcomes. Professional learning will be targeted and involve collaboration, coaching and mentoring practices.

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.

- Professional Learning
- Distributed Instructional Leadership

Resources allocated to this strategic direction

Professional learning: \$7,000.00

QTSS release: \$48,434.98

Summary of progress

Question- How do our results compare to our 2021 targets? Have our targets been met?

Data-

- Professional Learning Survey/Evaluation Responses
- QTR Observation Feedback
- QTR Lesson Coding Scores
- NAPLAN data
- SCOUT data
- PAT data
- Literacy and Numeracy PLAN2 data
- Sentral Assessment Data Storage
- Student Work Samples
- Teacher anecdotal notes

Achievements-

Our key focus for Quality Teaching and Leading was the implementation of Quality Teaching Rounds (QTR) with teachers working together to observe and analyse lessons in each other's classroom and providing quality feedback. Staff engaged in the NSW mathematics strategy professional learning K-6 with K-2 teachers accessing the Starting Strong K-2 modules and 3-6 teachers accessing the Working with the big ideas modules. Executive Staff continue to be released off class one day per week for whole-school planning, assessing and evaluating allowing time for mentoring and coaching practices for both early career and experienced teachers.

Analysis-

Staff engaged in Numeracy professional development with feedback suggesting it was more valuable to early career teachers. Staff were able to quickly adapt to utilising online learning platforms during home learning. Teachers willingly engaged in professional discussion and collaborated to improve teaching and learning for their students. A google drive was established with teachers sharing resources and instructional videos to support each other throughout the home learning process.

The Quality Teaching Rounds have proven to be a highly valuable experience for all staff involved with high percentages of staff stating that the quality, structured feedback they received from colleagues was informative and allowed them to make reasonable adjustments to improve their teaching practice. 100% of staff surveyed found the QTR to be an easy, practical platform for critical reflection on self.

The Leadership team has implemented collaborative practices in the school for whole-school planning, assessing and evaluating through stage meetings as well as aligning teacher release time with their stage partner. Mentoring and coaching practices for both early career and experienced teachers has been highly effective and has included the provision of comprehensive and focused support for teachers with the accreditation processes.

Implication:

- Implement professional development regarding the new K-2 Curriculum.
- Continued focus on accessing quality Literacy and Numeracy professional learning opportunities (Particularly Stage 2)
- Utilise QTR as a key evaluation tool in staff Performance Development Plans's twice a year
- Continue to support aspiring leaders through leadership opportunities and training
- Structure formal mentoring opportunities to support early career teachers.

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
Quality Teaching Rounds (QTR) <ul style="list-style-type: none"> • 100% of staff trained in QTR and involved twice per year. • 100% of staff involved in QTR show improvement in lesson coding scores from Semester 1 to Semester 2. 	<p>Delayed initiatives in term 3 have required this training to be postponed. To date 87.5% of staff were able to complete training to fulfill this progress measure. 12.5% (2 teachers) will need to complete training in 2022.</p> <p>Delay in implementing initiatives in term 3 resulted in improvement in lesson coding scores not being able to be measured.</p>
Professional Learning <ul style="list-style-type: none"> • Maintain a level of 'Sustaining and Growing' within the element of Learning and Development in the Teaching domain. 	<p>Self-assessment of professional learning practices against the School Excellence Framework, identifies that we are 'Sustaining and Growing' within the element of Learning and Development.</p>
Leadership <ul style="list-style-type: none"> • Maintain a level of 'Excelling' within the element of Educational Leadership in the Leading domain. 	<p>Self-assessment of leadership practices against the School Excellence Framework, identifies that we are 'Excelling' within the element of Educational Leadership.</p>

Purpose

Wellbeing and engagement is a fundamental component of the school experience and is just as important as academic learning. We will build upon and maintain whole-school policies and practices to enhance the wellbeing of students, families and staff and encourage high levels of engagement.

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.

- Student Wellbeing and Engagement Programs

Resources allocated to this strategic direction

Socio-economic background: \$3,095.00

Summary of progress

Question- How do our results compare to our 2021 targets? Have our targets been met?

Data-

- School Attendance Data
- School Behaviour/Suspension Data
- TTFM survey Data (Student and Parent)
- Got It!" team data
- Teacher observations and anecdotal notes
- Student voice and focus groups
- 'People Matters' Survey Data

Achievements-

Our key focus for student wellbeing and engagement involved the implementation of 'Got It!', a specialised mental health early intervention program for children in Kindergarten to Year 2. This was further supported by the implementation of 'Second Step', a universal program designed to increase students' school success, improve peer relationships, and decrease problem behaviours by promoting social-emotional competence and self-regulation.

Analysis-

The Tell Them From Me (TTFM) surveys indicate high levels of satisfaction amongst parents, teachers and students with the majority of survey outcomes scoring above NSW Government Norms. The limited number of suspensions and minimal behaviour incidents indicates that student well-being and welfare policies have had a positive impact throughout the school.

The "Got it"Program has been extremely successful with parent feedback being positive. Parents feel the ongoing nature and support offered within the program allowed changes in behaviour to occur which resulted in improved parenting skills. The trial of "Amazing People Schools" had positive teacher and student feedback resulting in it's full implementation to occur in 2022. The "Smiling Minds" program has continued to be effective in reducing student anxiety and increasing student focus in class.

The Student Representative Council (SRC) meets regularly throughout the term to discuss student concerns and initiatives.

Implication

- Continue implementation of student wellbeing programs (Amazing People Schools 3-6, Smiling Minds K-2).
- Formalise roles and responsibilities for SRC members.
- Actively engage the wider school community through whole school events and communication methods.

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
Student Wellbeing <ul style="list-style-type: none"> • Maintain system-negotiated target baseline in student wellbeing. 	Tell Them From Me data indicates 88.11% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school)
Student Attendance <ul style="list-style-type: none"> • Uplift of 15% to meet system-negotiated target baseline in student attendance. 	The number of students attending greater than 90% of the time or more has increased by 15.09% over the past two years.

Funding sources	Impact achieved this year
<p>Professional learning</p> <p>\$7,000.00</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 Gwynneville 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"> • Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Whole staff involvement in Quality Teaching Rounds with teachers working collaboratively in small Professional Learning Communities (PLC), observing each other teach on a rotating basis and discussing and analysing their observations. • Staff participation in the NSW mathematics strategy professional learning K-6 including Starting Strong (K-2) and Working with the big ideas (3 - 6) <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Increased capacity in reflective practice allowing teachers to update and expand their professional knowledge base and to improve or revise their practices so as to meet the learning needs of their increasingly diverse students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Continue implementation of QTR twice a year for reflective practice and formally as part of staff Professional Development Plans. - Use data analysis to identify specific target areas in Literacy and Numeracy and source relevant, quality professional learning for staff. - Involvement as an Accelerator Adopter School in implementing the new English and mathematics K-2 Syllabuses.
<p>Integration funding support</p> <p>\$191,899.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Gwynneville 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Intensive learning and behaviour support for funded students. • Implementation of targeted support programs to differentiate teaching and learning programs. • Additional staffing and employment of SLSO's to assist students with additional learning needs. <p>The allocation of this funding has resulted in:</p> <p>Students requiring additional support have been highly supported through the provision of an SLSO and modified teaching and learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue the employment of high-quality, skilled SLSOs to support students. Seek quality professional development opportunities to support SLSOs in providing research-backed support practices.</p>
<p>Literacy and numeracy</p> <p>\$22,423.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Gwynneville Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$22,423.00</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"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Literacy and numeracy programs and resources, to support teaching, learning and assessment • Employment of an additional Learning and Support intervention teacher • Purchasing of literacy resources such as decodable texts and levelled readers for guided and shared instruction • Staff training and support in quality literacy and numeracy professional development opportunities. <p>The allocation of this funding has resulted in: Quality Literacy and Numeracy targeted learning support programs in place K-6 resulting in increased student learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to implement quality support programs for students in Literacy and Numeracy, including for extension. Continue to purchase up to date, relevant Literacy and Numeracy resources to support teaching and learning programs.</p>
<p>Refugee Student Support</p> <p>\$6,695.14</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>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 a bilingual SLSO to assist and support refugee students to participate actively in the school community. • Employment of a bilingual SLSO to provide additional English language learning and literacy support to students. • Employment of a bilingual SLSO to act as an interpreter for non-English speaking parents and students. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - EAL/D and refugee students are more confident and prepared to engage in their learning and increase their language use. This is evidenced through teacher observations, student work samples and student feedback. - Increased communication and engagement between our EAL/D families and the school allowing students to actively engage in their learning and school life. 100% of non- English speaking parents feel supported and involved in their child's learning. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Continue employment of bilingual SLSO to support EAL/D and refugee students and their families.
<p>Socio-economic background</p> <p>\$28,718.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gwynneville 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"> • Student Wellbeing and Engagement Programs • Personalised Learning

<p>Socio-economic background</p> <p>\$28,718.00</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Supplementation of extra-curricular activities and the provision of a Breakfast Club • Additional staffing to implement targeted learning programs to support identified students with additional needs <p>The allocation of this funding has resulted in: Students from all socio-economic backgrounds have equal access to all learning and extra-curricular opportunities. Students are provided with highly supportive programs with regular check-ins and monitoring.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide relevant resources and provisions to meet all student needs and fund any extra-curricular opportunities. Identify students in need and monitor for support group placement.</p>
<p>Aboriginal background</p> <p>\$10,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gwynneville 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Community consultation and engagement to support the development of cultural competency • Employment of additional staff to support literacy and numeracy programs • Employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy <p>The allocation of this funding has resulted in: All Aboriginal students have a PLP in place and receiving targeted learning support to assist in the achievement of learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employ additional staff to lead the organisation of whole school Aboriginal Education recognition and support Aboriginal students to achieve individual learning goals..</p>
<p>English language proficiency</p> <p>\$72,069.60</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Gwynneville 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"> • Personalised Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional bilingual staff to support communication • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: Quality EAL/D support programs in place., supporting students at the point of need. Provision of quality resources, including visual templates and</p>

<p>English language proficiency</p> <p>\$72,069.60</p>	<p>modified lesson content to support EAL/D students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To review student learning needs and employ an EAL/D teacher to assist students requiring EAL/D support.</p>
<p>Low level adjustment for disability</p> <p>\$90,891.59</p>	<p>Low level adjustment for disability equity loading provides support for students at Gwynneville 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Coordination of planning processes and resourcing for students with a disability as well as additional learning and support needs • Provide evidence-based learning support to targeted students in small groups or one-to-one to increase learning outcomes. • Assessing and recording student progress and using assessment data to inform modified teaching and learning programs. • Accessing support funding through the completion of an Access Request. • Consultations with colleagues, external agencies and parents to discuss, evaluate and modify student learning goals and ILP's. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - An increase of students achieving in the top 2 bands in Literacy and Numeracy in NAPLAN results. The school's value-add results have also improved. - An increase of students achieving at or above expected levels. - An increase of students achieving goals in Independent Learning Plans - Achievement of a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Continued implementation of evidenced-based, modified teaching and learning support programs for targeted students. - Engagement of a learning and support teacher to work in a case management role within the classroom/whole school setting, coordinating access requests, communications with external agencies and the school counsellor.
<p>QTSS release</p> <p>\$48,434.98</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gwynneville 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"> • Distributed Instructional Leadership <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 • Assistant principals provided with additional release time to support classroom programs • Implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in: Quality leadership opportunities and the provision of comprehensive and</p>

<p>QTSS release</p> <p>\$48,434.98</p>	<p>focused support for teachers as well as mentoring and coaching practices for both beginning and experienced teachers.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to utilise funds to release Executive Staff off class. Review leadership professional learning opportunities when learning on site resumes.</p>
<p>COVID ILSP</p> <p>\$102,266.47</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, intensive learning support • Releasing staff to analyse school and student data to identify students for and monitor progress of small group learning support groups. • Providing targeted, explicit instruction for student groups in literacy and numeracy. • Development of resources and planning of small group learning support. <p>The allocation of this funding has resulted in: -The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: 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.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	121	132	134	136
Girls	111	119	118	102

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.9	87.7	88.3	93.3
1	89.2	88.9	90.7	95
2	93.1	89.7	91.9	94
3	93.1	83.3	83.7	93.1
4	95	93.5	80.3	91.5
5	93.9	90.9	85.5	90.9
6	91.5	91.6	85.9	92.1
All Years	92.6	89.4	86.8	92.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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

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

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

Management of non-attendance

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)	3
Classroom Teacher(s)	8.25
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher ESL	0.2
School Administration and Support Staff	2.46

*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	724,383
Revenue	2,702,281
Appropriation	2,642,810
Sale of Goods and Services	8,620
Grants and contributions	49,338
Investment income	314
Other revenue	1,200
Expenses	-2,573,712
Employee related	-2,373,924
Operating expenses	-199,788
Surplus / deficit for the year	128,569
Closing Balance	852,952

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	198,594
Equity Total	203,224
Equity - Aboriginal	10,230
Equity - Socio-economic	29,096
Equity - Language	73,006
Equity - Disability	90,892
Base Total	1,954,648
Base - Per Capita	62,122
Base - Location	0
Base - Other	1,892,526
Other Total	109,646
Grand Total	2,466,113

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

Parents indicated a high level of satisfaction with the school.

- Parents feel that staff are easily approachable and that student reports are written in terms that they understand.
- Parents believe teachers take account of their child's needs, abilities and interests.
- Parents believe that clear expectations of behaviour are in place and that they are informed of any concerns in a timely manner.
- Parents feel that the schools administrative staff are helpful and feel welcome at the school.

Teachers indicated a high level of satisfaction with the school.

- High percentages of teachers believe they work collegially with school leaders to create a safe and orderly school environment and feel supported.
- Staff agree that they collaborate with colleagues about strategies that increase student engagement including discussing assessment strategies with each other.
- All teachers set high expectations for student learning and monitor the progress of all students
- Teachers work with students to identify a challenging learning goal relevant to the use of interactive technology.

Students indicated a high level of satisfaction with the school.

- Students value positive behaviour at school with 94% of students stating that they do not get in trouble at school for disruptive or inappropriate behaviour (9% above NSW Govt Norm).
- 83% of students set challenging goals for themselves in their school work and aim to do their best (4% above NSW Govt Norm).
- 84% of students feel accepted by their peers and by others at school (3% above NSW Govt Norm).
- 98% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future (2% above NSW Govt Norm).

Gwynneville Public School is consistently above NSW Government Norms in the vast majority of survey outcomes in all three surveys (Parent, Student and Teacher).

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.