

2021 Annual Report

Gymea North Public School



4389

Introduction

The Annual Report for 2021 is provided to the community of Gymea North 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

2021 was the year when nothing turned out as we had planned. Who would ever have thought that 2021 would unfold the way that it did. We certainly couldn't have predicted that the year would deviate course and unfold like it did, as we dealt with the complexity of living during a global health pandemic. Whilst 2021 may not have delivered what we may have thought it was going to, it certainly did give us amazing unexpected possibilities and opportunities. Unprecedented experiences lead to unprecedented lessons. What if the bizarre year of a once-in-a-century pandemic with all its challenges, taught us truths about ourselves and others that would not have been accessible in ordinary times.

How you respond to any adversity or challenge and emerge from it is what resilience is. I doubt there wasn't any family or workplace who didn't face some kind of challenge throughout the year. Our students at Gymea North PS began to understand that everyone will face some sort of challenge at times but being able to persevere, to problem solve and not give up is a key life skill.

In 2021 we continued to take our school on a 4C's journey - a program that we are embedding across the school because we believe the foundations of lifelong learning are creativity, collaboration, communication and critical reflection. The 4Cs. We want to help students move beyond just remembering 'facts' to helping them make connections between ideas and create new ones. Capacities like collaboration and communication are not 'caught' or picked up by accident. They need to be explicitly taught. These capacities help our young people make their way through the many challenges life presents. Just like the year 2021.

To be an effective learner it is not sufficient to just have good thinking skills. Effective learners need focus, empathy, resilience and teamwork so they can apply their learning to different contexts beyond the walls of school, to become well rounded human beings. These are some of the very same qualities modelled to our students throughout lockdown - so all was not lost. It was another teaching point.

As a school we were also given the opportunity to adapt and innovate - there is immense pride in our staff and community for the way in which remote teaching was delivered to our students. We were challenged to teach in a new way and we did it well. Teachers changed a face to face profession into online learning with little notice - and ensured continuity of learning as well as showing their students they are valued and cared for. Every teacher here at Gymea North did what they always do: they put their students first despite their own COVID challenges at home. In fact, in home learning we were given the opportunity for mutual appreciation - to teach from our homes and connect with students and families in theirs was an honour. Our parents gained insight into the complex world of teaching and our teachers gained insight into the lives of students at an unprecedented level. Respectful relationships are the heartbeat of a school community and this year has been an opportunity to strengthen these.

So to our school parents, I also want to say thank you. People often ask what makes a good school and I'm sure many of us may answer differently and for different reasons. However, one thing I am sure of is that a supportive community is key. A school that works in partnership with the parents is a happy and fruitful school. In 2021, more than ever, you have supported us through a challenging year of constantly changing guidelines and worked with us to navigate them safely. A sincere thank you.

COVID also helped highlight that one of the vital ingredients in a good school is a collegial staff who work for the good of their students and genuinely care. I would like to thank our Executive staff, Janine Boyce, Kathryn Hanh, Kathryn Wilson, Sally Fallah and Michael Brown (Assistant Principals) for their leadership of a wonderful team of teachers. Their value to our GyMEA North community is immeasurable. I thank them, the teaching staff, support staff and administration staff for their contribution and commitment to our school. Dedicated, caring, inspiring professionals.

I would like to thank our hard working P&C executive and members who have served, and continue to serve our community. A great bunch of people who have continued to meet via zoom and discuss our school directions throughout this year.

Most importantly to our students. You are the reason we give our so much of our lives and time. We are proud of you and your efforts this year, adapting to new circumstances and new ways of living and learning. All of you have risen to the occasion. You have proved yourselves to be resilient and strong. You've displayed the ability to spring back and rebound from difficulties. Many of you have learned greater independence and responsibility and proved you can learn and connect in different ways.

Our job now, is to continue to reflecting on the experience of 2021 and see what has been re-shaped for the better. It's been a challenging year, but it's been one of the most rewarding years in ways we did not imagine.

K. Sharman - Principal



School vision

Our vision is to build student growth and attainment through a focus on reading and numeracy which incorporates meaningful assessment and feedback. We plan to develop a culture of high expectations and further engage students in their learning by increasing their sense of belonging and advocacy at school. By developing students skills in resilience and building positive student - teacher - parent relationships our aim is to create a cohesive and engaged community where students not only succeed but thrive.

Our school will hold high expectations for student learning underpinned by explicit teaching, meaningful assessment and a sense of belonging.

School context

Gymea North Public School is situated in a quiet, well established, residential area in the Sutherland Shire. Our school is set in a leafy environment on expansive grounds and is known as 'the school among the trees'.

Our school is committed to developing student skills in critical thinking, communication, collaboration and creativity to enable all students to connect with their learning, feel supported and empowered to not only succeed but thrive .

There are currently 362 students across 15 classes. Almost 20% of our students are learning English as an additional language or dialect (EAL/D), 17 students are from an Indigenous background and 19 languages are represented by the student population.

Our Learning Support Team, Learning and Support Teacher (LaST) and School Learning and Support Officers (SLSOs) ensure early identification and targeted assistance for a large number of students. We offer quality literacy support programs such as Mini and Macq Lit. Through class based and small group instruction, students who require additional support to access the curriculum and develop the academic English language proficiency required for success at school are assisted by the English as an Additional Language or Dialect (EAL/D) teacher.

Teachers at Gymea North are dedicated and engage in continuous professional learning. There is a culture of positive collaboration amongst the staff who genuinely want students to feel connected and succeed. We have a supportive community and an active P&C who want to work with us to continue creating a strong sense of community.

Our school library is newly equipped as a flexible learning space and there is a Before and After School and Vacation Care service onsite. We are continually building connections with quality preschools and high schools to ensure smooth transitions for students from preschool to Kindergarten and Year 6 to 7.

Through our situational analysis, and in consultation with our community, we have identified a need to use meaningful assessment and feedback strategies to improve student learning growth and attainment. Further work will need to occur around how teachers can promote a culture of high expectations and successfully plan for and continue to deliver quality explicit teaching and differentiated instruction to students. We need to ensure that all students are challenged and engaged, including those with additional needs or identified as high potential and gifted. Work will take place on developing quality assessment tasks and data collection practices and developing greater consistency of judgement across the school.

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

Our purpose is to increase the number of students achieving in the top 2 NAPLAN bands and attaining expected growth in Numeracy and Reading through meaningful assessment that informs teaching, feedback and whole school monitoring of learning.

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.

- Reading and Numeracy Improvement
- Targeted Literacy Instruction

Resources allocated to this strategic direction

Integration funding support: \$262,278.00
Low level adjustment for disability: \$92,300.00
English language proficiency: \$49,506.00
Aboriginal background: \$18,737.00
Socio-economic background: \$25,311.08
Literacy and numeracy: \$8,000.00
Professional learning: \$1,100.00
Literacy and numeracy intervention: \$47,090.00

Summary of progress

In first semester we provided additional teacher time to all stage two classes in order to engage and extend students with the potential to achieve better results in reading - who would benefit from small group explicit instruction. These students were targeted due to the analysis of reading and writing data from NAPLAN and in school assessments. This activity was timetabled effectively across stage 2 classes well in Semester 1. Student surveys showed that they were feeling more engaged and connected to their learning and challenged effectively. Internal school data shows improvement in reading comprehension. Remote learning changed the nature of this strategy and we began to deliver this instruction via explicit online units of work and small group instruction on Zoom.

Targeted students in years 1-4 completed the PHaW DoE Phonics assessment which allowed us to form support groups around phonics instruction. The Learning Support teacher also team taught an explicit phonics program in all stage 1 classes. The Mini-Lit and Macq Lit programs continued to be implemented, providing structured literacy support to identified students. Analysis of data in ALAN and Mini and Macq Lit post testing showed student growth across these areas.

Numeracy growth decreased and this is in some way attributed to the interruptions that home learning brought throughout 2021.

In 2022 the school plans to timetable a whole school approach to literacy by allocating additional staff to team teach within literacy blocks and provide small group instruction in reading comprehension and vocabulary development. Team teaching of an explicit phonics program will continue in all Stage 1 classes. The school has assessed it's Numeracy programs and we are trialling fluid differentiated number groups based on pre and post testing of topics, allowing for more explicit teaching.

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
Improvement in the percentage of students achieving in the top two bands - reading from 45.05% in 2019 to 52.05% - requiring an uplift of 7%.	56.31% of students are now in the top two skill bands (NAPLAN) for reading.

Improvement in the percentage of students achieving in the top two bands - numeracy from 35.16% in 2019 to 39.16% - requiring an uplift of 4%.	In numeracy, 33.98% of students are in the top two skill bands indicating a decrease against baseline data.
Improvement in the percentage of students achieving -Reading growth from 2019 towards our lower bound 68.4% requiring an uplift of 2% in 2021. (Upper bound = 73.4)	The percentage of students achieving expected growth in reading has increased to 68.42% indicating achievement of the lower bound target.
Improve and maintain the percentage of students achieving growth in Numeracy.	Percentage of students achieving growth decreased to 52.6%.

Strategic Direction 2: High Expectations for student learning

Purpose

Our purpose is to improve classroom practice so that all teaching and learning programs promote a culture of high expectations that highlight appropriate differentiation, build student knowledge and skills sequentially and link to effective assessment.

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.

- Improved classroom practice

Resources allocated to this strategic direction

Literacy and numeracy: \$3,898.74

Professional learning: \$11,200.00

Summary of progress

All staff have undertaken the CESE 'What Works Best' professional learning on Explicit Teaching. This has impacted classroom practice by making all teachers are aware of the importance of high quality explicit teaching strategies.

Staff engaged in professional learning on program requirements from NESA and DoE. This online learning led to collaborative electronic planning within stages, including the use of Google drive and OneDrive to share and store documentation and resources. This ensured alignment of expectations within stages around program documentation, specifically the development of sequential units of work linked to electronic student activities.

The Soundwaves program for Spelling was purchased for Years 1-6 providing staff with a sequence of explicit teaching, linked teaching activities and assessment. Professional learning within this program further developed teacher understanding of the requirements of explicit teaching for success in spelling. This allowed us to collect base data to monitor individual growth in 2022.

Staff invested in 4Cs (Communication, Collaboration, Critical Thinking and Creativity) professional learning with the University of Sydney, exploring explicit and engaging teaching strategies including questioning techniques and aspects of effective classroom practice as described in current research on school culture and improvement. This is a long term project that is seeking to change classroom pedagogy. Early feedback from teachers is showing increasing confidence in understanding learning dispositions of students.

In 2022 we will continue with the Soundwaves spelling program to allow the explicit teaching of spelling which follows a school-wide scope and sequence of development. Data will be collected from 2021 baseline to monitor student growth and the effectiveness of the program. Work with the University of Sydney around the 4C's will continue with plans in 2022 to create a team of teachers at school who will carry on the learning journey and drive change at a school level through continued PL and observations of practice. Programming remains another focus area next year, with plans to provide teachers with specific planning time to collaborate in stages and be mentored by supervisors.

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
Explicit teaching is the main practice used in the school, reflecting the current evidence base.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Explicit teaching within the element of Effective Classroom Practice
Teaching and learning programs describe expected student progression and meets requirements of the Department of Education and the NSW Education Standards Authority.	Self-assessment against the School Excellence Framework shows the school currently performing as Delivering in the element of Curriculum.

<p>Progress in learning and achievement is identified and acknowledged and inform planning for learning.</p>	<p>There is a demonstrated commitment within the school community that all students make learning progress. The school is now performing at Sustaining and Growing in the theme of High Expectations within the Learning domain of the School Excellence Framework.</p>
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Strategic Direction 3: Creating Community

Purpose

In order to support student wellbeing we will develop student skills in resilience to ensure engagement and a sense of belonging. A focus on building positive teacher-student and community relationships will be central.

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.

- Enabling students' to connect, succeed and thrive

Resources allocated to this strategic direction

Professional learning: \$1,200.00

Summary of progress

The school is planning for a school wide implementation of a new behaviour management policy that incorporates a deep understanding of student behaviours and strategies for creating an effective environment for learning. This project has begun with intense professional teacher learning with an OT around a better understanding of behaviours, particularly those students with special needs. We have begun developing a framework for introducing the Zones of Regulation program, which includes consistent language and expectations of behaviour school wide. Alongside this, we have been reviewing our positive reward system to ensure that every student feels supported to connect, succeed, thrive and learn. Teacher feedback has indicated that they have increased their understanding of underlying causes of student behaviours.

To engage the school community we have worked in partnership with The Fathering project and hosted events that promoted parental engagement in the school, particularly with fathers. During the COVID lockdown period, the wellbeing of our students and families was paramount. As a school we re-invented ways of supporting their emotional wellbeing through hand delivered care packages, food hampers, family challenges, the utilisation of social media and the uploading of videos, Zoom trivia challenges and check-in phone calls with families. Community feedback indicated that families felt well supported during this time.

In 2022, we will continue our journey to better understand how to effectively manage these behaviours to optimise student wellbeing and engagement. A school committee will be set up to review our current behaviour policy and begin making appropriate changes in light of the professional learning about student behaviour management. Our 2022 Staff Professional Development plan sees the continued engagement of a qualified OT to provide further learning around implementing the 'Zones of Regulation' program across the school, focusing on developing a school-wide common language and management strategies that de-escalate unhelpful student behaviour.

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
Teachers and other school staff explicitly communicate expectations of behaviour across school settings.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Wellbeing.
Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.	The Principal and school leadership team support a culture that values community engagement and assessed the school as performing at delivering in the theme of community engagement in the School Excellence Framework.
Improvement in the percentage of students who express a positive sense of wellbeing by 2%.	Percentage of students who express a positive sense of well-being has increased by almost 3% since baseline. Tell Them From Me data from 2021 indicates an increase of 4% in students expressing a positive sense of belonging from 2020-2021. Student's feeling of Advocacy at school and

Improvement in the percentage of students who express a positive sense of wellbeing by 2%.	expectations for success have remained steady from 2020-21.
Improvement in the percentage of students who attend school 90% of the time by at least a 1% uplift.	This data has been greatly affected by the number of absences throughout COVID and the strict on-site rules about attending school when unwell. Due to the disruptive nature of school throughout the past two years, our attendance rate has dropped as would be expected.
Maintain the percentage of parents, measured against 2020 results, indicating that they feel welcome at school in the Tell Them From Me survey.	Tell them From Me was not completed in 2021, due to restrictions from parents on site.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$262,278.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Gymea North 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"> • Reading and Numeracy Improvement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: 80% of students requiring adjustments, accommodations and learning support made progress in their goal areas. Students Support Officers are now trained in delivering MacqLit.</p> <p>A higher percentage of our funded students receiving targeted support in literacy and numeracy in withdrawal programs.</p> <p>Increased staff capacity to bring LST programs online, providing targeted support to their students during the pandemic..</p> <p>After evaluation, the next steps to support our students with this funding will be: The positive impact of our programs has resulted in us continuing them in 2022.</p>
<p>Socio-economic background</p> <p>\$25,311.08</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gymea North 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"> • Reading and Numeracy Improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support small group literacy program implementation. • engage with external providers to support student engagement and retention • additional staffing to implement the Mini and Macq Lit programs to support identified students with additional needs • employment of a school youth worker to assist students' wellbeing and social/emotional development. <p>The allocation of this funding has resulted in: School Support Learning Officers (SLSO's) assisting with implementation of the literacy and numeracy small group programs.</p>

<p>Socio-economic background</p> <p>\$25,311.08</p>	<p>Support provided to a further 8 students with additional needs who did not have targeted funding - allowing them to attain individual learning goals as set out in PLPs and provide support in classrooms. Adequate staff to support the school with the delivery and pick up of home learning packs, as well as support vulnerable students with targeted Zoom check-ins during COVID.</p> <p>Employment of a part-time youth/wellbeing officer (School Chaplain) to support students' social and emotional wellbeing both in the classroom and playground.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will increase the number of SLSO's employed in 2022 in order to support the continued implementation of small group programs, particularly targeting students who were adversely affected by the COVID lockdown in 2021. Parents have welcomed, and been very supportive of, having a wellbeing officer (School Chaplain) at school to assist student wellbeing. Staff have also found the resource invaluable and the school will maintain this in 2022.</p>
<p>Aboriginal background</p> <p>\$18,737.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gymea North 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"> • Reading and Numeracy Improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy <p>The allocation of this funding has resulted in: Staff supporting the development and monitoring of Personalised Learning Pathways for all our Aboriginal students. Aboriginal students with learning needs supported by SLSO's in classrooms to achieve these goals. Supporting targeted Aboriginal students in small group literacy instruction. Opportunity for Indigenous students to attend cultural events funded by the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue targeting the learning needs of our Indigenous students and provide any wellbeing support needed that will allow them to succeed, thrive, connect to their culture and learn.</p>
<p>English language proficiency</p> <p>\$49,506.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Gymea North 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"> • Reading and Numeracy Improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of

<p>English language proficiency</p> <p>\$49,506.00</p>	<p>differentiation initiatives</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in: Increased capacity to provide specific and targeted support through literacy and mathematics small group instruction. All students began demonstrating increased confidence and were able to engage in the curriculum. 85% students moved along ESL scales of English language progression for EAL/D learners.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continued employment of an additional staff member to support EAL/D students improve their learning outcomes with a specific focus on oral and written language development .</p>
<p>Low level adjustment for disability</p> <p>\$92,300.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Gynea North 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"> • Reading and Numeracy Improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Multi-Lit (encompassing Mini-Lit and Macq-Lit) to increase learning outcomes • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • targeted students are provided with an evidence-based intervention Kindergarten Reading Program increase learning outcomes • All Stage 1 students participated in an explicit phonemic instruction program (Lessons in Phonemic Instruction - LIPI) <p>The allocation of this funding has resulted in: Implementation of Individualised student learning programs or educational adjustments for 7% of our student population. More than 75% of Stage 1 students achieving growth in phonological awareness. An increased number of Stage 2 and Stage 3 students participating in the MacqLit reading program. Targeted instruction in a reading program for Kindergarten students not reaching benchmarks.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued employment of additional SLSO's in 2022 to support implementation of small group instructional programs including Multi-Lit. Continuation of both the LIPI and Kindergarten Reading programs across K-2.</p>
<p>Literacy and numeracy</p> <p>\$11,898.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Gynea North 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"> • Reading and Numeracy Improvement

<p>Literacy and numeracy</p> <p>\$11,898.74</p>	<ul style="list-style-type: none"> • Improved classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • updating reading resources to meet the needs of students • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: Increased staff capacity to effectively teach students writing techniques for engaging their readers. Explicit and challenging reading instruction for targeted higher performing students. Purchase of more decodable readers accessed by all K-2 classes and targeted reading groups across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue challenging higher performing students in Stage 2 through targeted reading instruction. Purchase more decodable readers to support the delivery of phonological instruction.</p>
<p>QTSS release</p> <p>\$67,495.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at GyMEA North 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: Executive team having additional time to work more closely with their stage, lead programs within the school and monitor students data more effectively. The IL AP role enabled team teaching across all stage 2 classes in reading instruction. Targeted students, as identified by achievement data, were given opportunities to work in challenging and engaging small group situations.</p> <p>After evaluation, the next steps to support our students with this funding will be: To provide APs additional release from face to face to balance admin and leadership duties. The AP IL role will take a different format in 2022, returning back to an on-class role. This will allow the IL to provide authentic modelling of programming and data analysis as part of a collaborative stage approach.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at GyMEA North 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"> • Reading and Numeracy Improvement <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: Increased number of students participating in small group targeted literacy and numeracy instruction. All students in Stage 1 participating in team taught explicit phonological and writing instruction, 75% displaying growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of explicit team teaching of phonological and writing programs across all Stage 1 classes.</p>
<p>COVID ILSP</p> <p>\$69,817.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>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"> • releasing staff to analyse school and student data to identify students for targeted small group tuition and monitor their progress. • providing targeted, explicit instruction for student groups in literacy - writing and reading comprehension with a focus on vocabulary. • employing staff to provide online tuition to student groups in literacy. • providing intensive small group tuition for identified students who were displaying difficulties in phonological awareness. • providing targeted, explicit instruction for student groups in numeracy - focus on whole number. <p>The allocation of this funding has resulted in: More than 60% of targeted students increased their ability to decode. Internal student data displayed growth in reading comprehension and vocabulary. Increased capacity to provide small group instruction and support to targeted students in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of explicit instructional groups targeting decoding skills, phonological awareness and vocabulary with achievement tracked.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	188	192	196	196
Girls	159	158	159	171

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.6	94.4	94.6	94.6
1	93.6	92	95.9	94.5
2	94.8	94.3	96.1	93.6
3	94.4	96.5	94.4	95.1
4	94.9	94.9	94.8	92
5	93.8	94.1	93.4	94.7
6	91.1	93.9	96.5	92
All Years	93.9	94.2	95.1	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)	3
Classroom Teacher(s)	13.83
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*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	799,394
Revenue	3,667,802
Appropriation	3,438,811
Sale of Goods and Services	2,514
Grants and contributions	225,228
Investment income	849
Other revenue	400
Expenses	-3,551,002
Employee related	-3,150,647
Operating expenses	-400,354
Surplus / deficit for the year	116,800
Closing Balance	916,194

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	262,278
Equity Total	185,853
Equity - Aboriginal	18,737
Equity - Socio-economic	25,311
Equity - Language	49,506
Equity - Disability	92,299
Base Total	2,676,770
Base - Per Capita	87,513
Base - Location	0
Base - Other	2,589,257
Other Total	201,312
Grand Total	3,326,214

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

Due to the disruptions of COVID students only completed the TTFM survey in Term 1 2021. No parent or teacher surveys took place. Therefore, there is limited data to assess and compare.

Gymea North staff recognise that active listening is paramount to effective communication and school management. Valuing community feedback, we have created parental surveys in relation to online learning during COVID and student well being, using that feedback to guide future planning and practices. We are committed to involving all members of the school community in consultative decision making. These processes of collaborative, consultative communication have built parent and student engagement and confidence and ensured that our school is truly responsive to building and maintaining a cohesive school community.

Perspectives of Students from the Term 1 2021 Tell Them From Me survey

Sense of belonging rose 4% from 2020-21 to 73%. Although this is still below NSW Government Norm of 81%, it is an area that our current school plan seeks to rectify and the upward trend was pleasing particularly following intense COVID lockdowns.

Student interest and motivation tells a similar story, increasing by another 5% compared to 2020 but still lower than the NSW Government Norm. We continue to work in this space and are pleased with the upward swing.

95% of our students value school outcomes.

Student effort rose 8% to 93% compared to NSW Govt norm of 88%

Perspectives of Parents (based on the last TTFM data)

Tell Them From Me 2020 (TTFM) data indicated that parent perceptions of the school were positive. There is an upward trend in parents feeling welcome at the school, 69 % of parents had talked with their child's teacher more than once about learning and behaviour.

Parent feedback indicated the school has effective communication practices including clearly written information, helpful administrative staff and informative student reports.

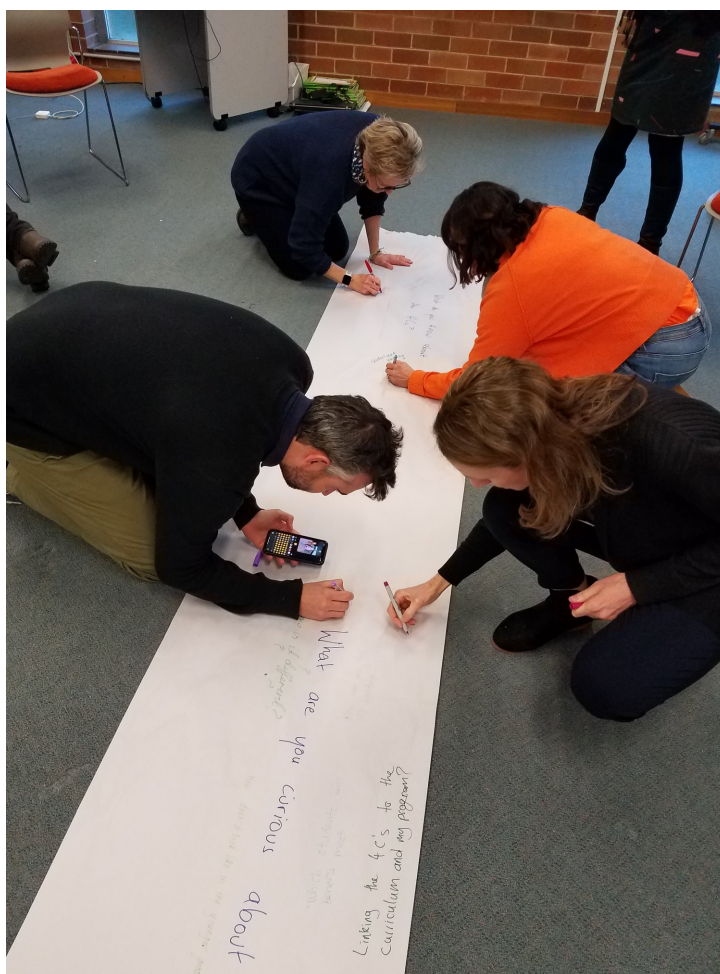
Parents also perceived the school as supporting student learning, including encouraging students to do their best. This links with the results from the TTFM Teacher Survey where staff identified that they monitor progress of individual students and set high expectations for learning.

Staff perspectives

The most recent TTFM data we have in relation to staff showed that they felt the school has a strong collaborative culture and colleagues enjoyed working together to improve student engagement, develop learning opportunities and discuss learning and behavioural issues. Of note was that staff felt highly supported by one another and the leadership team. These positive staff responses placed our school well above the state norm.

Gymea North prides itself on a staff team that work together to enhance student learning and wellbeing outcomes. There is a culture of positivity and mutual respect amongst staff. Teachers' hold high expectations for their students, understanding that this has a positive impact on student achievement. High expectations also improve students' interest and motivation, positive behaviour and attendance, each of which also impact achievement. Creating and maintaining a positive staff culture remains an important aspect of the school's future directions.









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.