

2022 Annual Report

Gosford Public School



GOSFORD PUBLIC SCHOOL

2049

Introduction

The Annual Report for 2022 is provided to the community of Gosford Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

This year marked the first time in two years that we have been able to work with the community without overly restrictive COVID management strategies in place. This year was also special to me because it not only marked another successful year for staff and students, but it also marked my last year as Principal and my last year in a career that has spanned 37 years.

I am very proud of all Gosford Public School students for achieving their personal best, growing as people and as leaders, being kind to others, making mistakes and learning from experiences. Students have developed strong understandings in literacy and numeracy, displayed an ability and willingness to work with friends and teachers, and showed courage in being involved in the many extra-curricular activities that we offer.

Gosford Public School is a highly regarded school. Our good reputation is well-deserved, with data from a variety of sources demonstrating strong academic performance from our students as measured against both regional and state averages. Our school was once again recognised as a top performer in NAPLAN achieving over a 5-year average as the 2nd top performing primary school on the central coast - 2nd only to Central Coast Grammar. Our children attend a genuinely high performing school!

I have also been particularly proud of our work in supporting students and their families via the school's Learning and Support team. This critical support has been funded through the state government's equity loadings, supplemented by school funds, and led by a team of very experienced and passionate teachers and executive. The learning support programs delivered via the school's intervention hub have provided significant support to students and led to their ongoing growth and success.

An initiative that the school implemented over the 2022 school year was our decision to cover the costs of any school event, excursion or performance. We felt strongly that we should support our community, having endured two years of COVID-19, loss of income and all other pressures associated with the COVID-19 pandemic. We did this in the form of financial support, eliminating any extra costs to parents and carers. I genuinely hope that this decision and support has made life just a little easier for our community over the year.

Gosford PS enjoys wonderful support from its community and particularly from our students' parents and its representative group, the P&C. I'd like to acknowledge the P&C executive team who, led by Mrs Judy Singer, have done a wonderful job over the year distributing significant amounts of Chapman funding to the school. They have organised and supported several celebrations, with the highlight being the Fun Run which raised over \$24 000 to go towards our students. I want to sincerely thank our community for their patience, understanding, cooperation and kindness displayed to us throughout the year. As in previous years, we worked together in a calm and measured manner to achieve great results for our students.

Mr Brad Lewis

Principal

Message from the school community

2022 has been a busy year for the P&C. The school has been able to welcome back parents and carers to visit and participate in school events following the lifting of all Covid restrictions.

This meant our regular monthly meetings resumed. We were once again able to provide an informal and friendly forum for parents and carers to meet. Together we have shared our thoughts and been a voice from a parent and carers perspective about issues relating to our children's educational experiences at Gosford Public School.

The Principal, Deputy Principal and other representatives of the School Executive team regularly attend P&C meetings and it is a great opportunity for parents & carers to directly meet, discuss and hear from them about what is happening at our wonderful school. I strongly encourage all parents and carers of children at GPS to come along to one of the P&C's monthly meetings whenever your time permits.

The P&C has been able to hold all of our regular annual fundraising events this year which included a Mother's Day and Father's Day stall and the Athletics Carnival Sausage Sizzle. We introduced a new fundraising event in November 2022, the Splash & Dash Colour Fun Run.

This event was a huge success raising over \$24,000 for the purchase of classroom and sporting equipment. The students had an exciting time running around the obstacle course whilst getting soaked by teachers and the many parent and carer volunteers who helped run this fabulous day. The P&C look forward to being able to stage the Splash & Dash as a regular event in the future and I am sure it will become a much anticipated highlight of the school calendar for the students of GPS.

This year, one of our long serving canteen supervisors, Joy Angel, hung up her oven mitts and retired after over 18 years of making lunches for the children of GPS. While Joy settled into her well-deserved sea change in Queensland, the P&C welcomed Debra Bryant to our team as our new canteen supervisor.

Debra shares the position with our other long serving canteen supervisor, Tanee Hudson. Both Tanee & Debra are dedicated to ensuring the children of GPS have healthy and affordable choices available for lunch & recess, 5 days per week. We really appreciate the extra effort our canteen supervisors go to in making a trip to the canteen a fun experience for our children.

On behalf of the Gosford Public School P&C I would like to take this opportunity to say a huge thank you to all of the parent and carer volunteers that have helped make everything the P&C has achieved this year possible. Whether it is being a member of the P&C administration team, helping out for a few hours at the canteen or cooking sausages on the BBQ at the athletics carnival, without parents and carers getting involved, the P&C would not be able to run these community events.

On a personal note, during my time as a parent of children attending Gosford Public School I have been lucky enough to experience how rewarding it is to see the smile on my children's faces when they see me getting involved in things they are doing at their school. So, whenever there is a shout out for volunteers to help at a school event, I strongly encourage all parents and carers to put their hand up to get involved in the amazing Gosford Public School community in whatever way they can.

Judy Singer- P&C President, 2022

Message from the students

Student Leadership Team Reflection

Covid, La Nina and a school oval that converted to an Olympic sized swimming pool! These are the things that we had to compete with for the year that was 2022. If there's one thing that Year 6 can agree on, it's that we are resilient, we are flexible and we are resourceful. We know how to make do with the bare minimum and have a good time. Given that so many events were cancelled during 2021, due to the global pandemic and lockdowns, we were eager to finally attend a camp after 5 planned attempts, spend time outside of our school walls and invite our community back inside to celebrate our learning.

It was apparent that our whole school had to make adjustments, like attending school assemblies via zoom due to a hall renovation and getting used to playing indoors due to the seemingly never-ending downpour. Everyone took these changes in their stride and showed excellent perseverance. Along with adjustments, we celebrated achievements. We have MANY talented students here at GPS. Our chess team won almost all there was to win on the Central Coast and connected with Gosford High School to play against their best. We had multiple athletes attend zone carnivals for swimming, cross-country and athletics and came home with the Brisbane Water Zone Championships! Many of our talented athletes went on to compete at Sydney North events and enjoyed those events more thoroughly given they have been cancelled for 2 years.

The Easter Bunny was able to take off his mask and bring a smile to our faces during our Easter Hat Parade. Mrs Haley also brought laughter to our community when we paraded in character for the Book Week parade. Who knew that we had B1, B2 AND B3 on staff? An exciting excursion to the Sydney Writers Festival ignited creativity and imagination within us and fueled an incursion with Nat Amoore delivering a hilarious author visit. Our usual academic competitions took place, and our students were awarded copious amounts of High Distinctions, Distinctions, Credit and Merits across all areas. We really are a bright bunch!

Stage 3 FINALLY got to experience a camp. After having our hopes up on 4 previous occasions and having packed our bags, the Government announced a Public Day of mourning for the queen who passed away this year. It just happened to be whilst we were meant to attend camp. Luckily the teachers all agreed to forgo their day off and hang out with us. I mean, why wouldn't they? We're fun, right? And what an authentic camp experience it was. Sleeping in tents, weathering the rain, enjoying the bush, tramping in the mud and breaking through comfort zones made for an enjoyable time. We won't mention the vomit. We may remember certain teaching staff's shrill screams from the giant swing and the power fan, though.

We do wonder if our community knows how lucky they are that our school has access to the Chapman Trust? We have so many opportunities here that the Chapman family generously finances and without this trust, we may not get to participate in all the things we do.

They say, 'the best things in life are free' and we might agree with them. Performing Arts Night held at Henry Kendall High School and Grandparents Day/ Day of Stars are both free events and they allow our loved one to come and see us at our creative best. Coffee and Chat and P and C meetings all went back to face-to-face events. We enjoyed a crazily fun day organised by the P and C and teaching staff, called Splash and Dash. It was a fundraiser for our school, but the best part was seeing Mr Lewis, Ratty and teachers being slimed. We'd pay money to see that happen again.

We wrapped up the year with special Year 6 events such as the Big Day in, A farewell at the golf club and our graduation. The Presentation Day looked so different, and it was sad because we all had to say goodbye to Mr Lewis, our wonderful Principal. After many, many years, he is hanging up his hat and plush toy to retire and tinker with Vespas.

Thank you for our wonderful time here at Gosford Public School. We will always remember how proud we were to be students here.

2022 Gosford PS Student Leaders

School vision

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

School context

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

Gosford Public School with a Family Occupation and Education Index (FOEI) of 55 and a current student population of 514 students is arguably one of the most culturally diverse school communities on the Central Coast with nearly 45% of students coming from families where English is the second language. The school's EaLD program has grown in significance over the last few years and currently supports 60 students (on actual caseload). The school's 'Aboriginal Education Team' also supports and engages with 29 students and their families who have identified as indigenous. The school will continue to maintain its strong connection with the Coinda AECG, this partnership provides valuable consultation which in turn leads to positive educational outcomes for our students.

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

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

Learning

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

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

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

Teaching

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

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

Leading

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

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

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Literacy
- Numeracy
- High Potential and Gifted Education

Resources allocated to this strategic direction

Professional learning: \$26,170.00

Low level adjustment for disability: \$46,000.00

QTSS release: \$50,000.00

Literacy and numeracy: \$24,379.00

Literacy and numeracy intervention: \$20,000.00

Socio-economic background: \$15,000.00

Summary of progress

Literacy underpins all practices and processes at Gosford Public School and its importance cannot be understated. Learning to read, write and communicate in all forms is a lifelong need and skill. 2022 saw the formation of the K-2 Curriculum Team which led the implementation of the new English syllabus with Year 1 teachers under the Accelerated Adopter Schools project. The team prepared for the mandatory implementation of the English syllabus in K-2 for 2023. Working with a curriculum advisor provided direction and guidance for the team. Gosford Public School networked with other schools to discuss our experiences and reciprocally observed best practice as a part of the Accelerated Adopter Schools project. Staff have engaged in professional learning in various ways including online learning modules, collegial discussions, face-to-face sessions, classroom observations and planning/reflection days. Staff developed their understanding of the syllabus and the pedagogical shifts that will be required to meet the new syllabus requirements.

Mathematics gives students access to important mathematical ideas, knowledge and skills. Numeracy connects this learning with their personal lives and has an increasingly important role in enabling and sustaining cultural, social, economic and technological advances. At Gosford Public School, we formed the K-2 curriculum team which has led the implementation of the new mathematics syllabus with Year 1 teachers under the Accelerated Adopter Schools project. The team prepared for the mandatory implementation of the mathematics syllabus in K-2 for 2023. Professional learning was provided by the curriculum advisor, online learning modules, collegial discussions and face-to-face sessions. The curriculum team explored suggested diagnostic tools set out by the Department of Education and worked on an assessment schedule to align with the new syllabus. Staff actively engaged with the new syllabus developing their understanding of the pedagogical changes required to implement the new syllabus.

High potential and gifted students account for approximately 10% of students in every mainstream classroom, in every school. Opportunity Classes are occupied by academically gifted students. At Gosford Public School, we have 60 students currently enrolled in Opportunity Classes. Gosford Public School has a high proportion of high potential of students across the mainstream setting who are high potential or high performing students. 110 students across a setting where our current total enrolment is 514 means that we have over 20% of our entire student population who may be identified as having high potential or giftedness.

For this reason, it has been imperative that we have an identification process in place and opportunities for these students to develop their talent in all four domain areas. Teacher professional learning and growth opportunities for our students were at the heart of the HPGE committee's goals for 2022. Including students from lower grades in sporting and academic events as well as offering opportunities for students to demonstrate leadership, were targets for this year and we have achieved those. Further teacher professional development in differentiation of the curriculum is at the top of the priority list for 2023 and having an Assistant Principal Curriculum and Instruction will help to roll out such information. Staff will also develop a deeper understanding of high potential and giftedness across the four domains (intellectual, creative, physical and social and emotional).

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
From a baseline of 60.8% of Year 3 and Year 5 students achieving the top 2 bands in NAPLAN Reading the school will demonstrate minimum growth of 4.4% to 65.4% (lower bound).	62% of students attained results in the top two bands demonstrating progress towards toward the lower bound target.
From a baseline of 55.1% of Year 3 and Year 5 students achieving the top 2 bands in NAPLAN Numeracy the school will demonstrate minimum growth of 4.1% to 59.2% (lower bound).	<ul style="list-style-type: none">• In numeracy, 49% of students are in the top two skill bands indicating progress has not yet been achieved towards system negotiated targeted of expected growth.
From a baseline of 66.4% of Year 5 students achieving expected growth in NAPLAN Reading the school will demonstrate minimum growth of 3.3% to 69.7% (lower bound)	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
From a baseline of 69.2% Year 5 students achieving expected growth in NAPLAN Numeracy the school will demonstrate minimum growth of 2.5% to 71.7% (lower bound).	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Connecting, Succeeding and Thriving

Purpose

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

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

Resources allocated to this strategic direction

Integration funding support: \$291,116.00

Low level adjustment for disability: \$88,936.80

English language proficiency: \$102,418.00

Aboriginal background: \$19,903.00

Socio-economic background: \$27,233.83

Professional learning: \$5,000.00

QTSS release: \$51,360.00

Literacy and numeracy intervention: \$28,266.00

Summary of progress

Student Wellbeing

During the 2022 school year we have implemented many initiatives to support student wellbeing and welfare. At a whole school level we used the fortnightly focus to demonstrate expected behaviour in class and on the playground, complimented by our playground signage to provide a permanent visual support in the playground as a reminder of rules/expectations. Further to this we have implemented the "High 5" Strategy to assist students in managing confrontation with peers and giving them a useful 'tool' to adopt in class or on the playground. As a result, students now regularly use this tool to manage lower-level confrontation matters.

With a revised Learning and Support model, we have successfully supported the learning needs of all students by offering additional intervention lessons with 2x Learning and Support teachers and provided in class support for teachers with our Instructional Leader. Further to this we have 3x full time Student Learning Support Officers who support students and cater for the needs in class. Additionally, and to further support student welfare, our Learning and Support Assistant Principal commenced the Worry Woos Program targeting the wellbeing of students who were identified by their class teachers as requiring small group intervention focusing on feelings and self-regulation. This structure resulted in more students receiving targeted intervention across K-6 in writing, reading and numeracy.

With regular events held throughout the year, such as the 'School Fun Run' and 'Year 6 Motivate Sports Day', we had a focus on bringing the FUN back to our school after the pandemic. This has positively impacted student wellbeing with many students commenting on their happy experiences associated with these days at school.

Staff Wellbeing

Supporting staff wellbeing was a focus in 2022. We supported staff wellbeing by offering regular support in class through our Learning and Support team. Teachers were provided with in class professional learning as well as targeted support through our mentoring program and off class Instructional Leaders.

Our "opt in" professional learning (PL) model allowed staff to choose PL that catered to their needs and aspirations as classroom teachers. Staff are given the autonomy to choose PL that is meaningful and compliments their career goals. This model also allowed for aspiring leaders to offer PL in areas of expertise that may be beneficial to their colleagues, creating a sharing and inclusive environment amongst staff members. Further to this our social committee arranged many staff functions throughout the year to assist in building positive collegial partnerships.

Community Wellbeing

Monthly P&C and Coffee 'n' Chat meetings have strongly benefitted the wellbeing of our community. These events have

given the Gosford Public School community ample opportunity to interact closely with staff and share in the decision-making process when planning events, purchasing and allocating resources and voicing their thoughts on school-based initiatives. Further to this, the P&C were given permission to run a fund-raising event which raised over 20 thousand dollars for our school. These funds allowed the school to towards purchase laptop devices and sports equipment.

Student Voice

During the 2022 school year, the Student Representative Council (SRC) implemented many school-based initiatives to assist with positive behaviours and focused on 15 identified areas of need. This 'Fortnightly Focus' initiative targeted positive behaviour on the playground and in class, including higher engagement in curriculum and growth mindset. "Focus Token" rewards were given to students for displaying desirable behaviours and when they have tried their personal best. The reward tokens went into a weekly draw for a handball and lunch order. With the use of a fortnightly lesson and adobe spark video, the SRC were able to film what positive behaviours looks like, sounds like and feels like. They collaborated to plan the upcoming fortnightly lesson and video, brainstorming the types or language to be used across K-6. SRC were responsible for teaching the lesson to their classmates and were also given the opportunity to visit Kindergarten classrooms to teach the younger students about the upcoming fortnightly focus.

SRC students were given an opportunity to have input into the welfare signage project run by the Deputy Principal. Signs have been erected in areas around the school to educate students on expected behaviours and SRC worked in consultation with the school executive to choose the student friendly vocabulary and graphics.

In term 1, the SRC were approached by the P&C to start up a 2nd hand uniform shop. SRC students have been responsible for collecting and sorting 2nd hand uniforms and selling the uniforms back to families at a heavily discounted price. The shop opened 2 mornings per term and provided an opportunity for our older SRC students to show leadership and interact with families.

Other initiatives run by the SRC throughout the year included the Easter Hat Parade held in term 1 and a daytime school disco held in the Henry Kendall school hall in term 2.

These initiatives have led to an increase in student voice and agency and moving forward the school will continue to foster studnets' sense of belonging and self efficacy at Gosford.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
From the identified baseline in 2019/2020 the school will demonstrate a reduction of major negative incidents by a minimum of 10%.	Internal data from Sentral Wellbeing indicates that the school is still working towards reducing the major negative incidents against baseline data.
From the identified baseline of 64.2% of students completing the TTFM survey in the category of 'Sense of Belonging', the school will demonstrate minimum uplift of 15%.	From the baseline of 58% in 2021 there has been an uplift of 2% in sense of belonging.
From the identified baseline, students will demonstrate an uplift of 2.81% in relation to attending school 90% of the time or more.	The number of students attending greater than 90% of the time or more has increased by 4.9% with the school reaching its lower bound targets.
From the identified baseline the school will increase student leadership opportunities by 30%.	The school continues to look for and provide new opportunities to support students in building their leadership opportunities.
From an 'on average' baseline of 50.8% , Year 3 and Year 5 Aboriginal students will demonstrate an 'on average' growth of 10% in the top 3 NAPLAN bands in reading .	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
From an 'on average' baseline of 50.8% , Year 3 and Year 5 Aboriginal students	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

will demonstrate an 'on average' growth of 10% in the top 3 NAPLAN bands in numeracy.

Strategic Direction 3: Positive, Productive Partnerships

Purpose

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

Initiatives

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

- Community Connections
- Learning Communities

Resources allocated to this strategic direction

Aboriginal background: \$2,000.00

Summary of progress

The 2022 school year opened with ongoing COVID-19 restrictions and periods of isolation. However, as these restrictions eased over the year our interactions with the community increased. This year we have been able to support, facilitate and participate in a number of community-based events, including the return of our face-to-face Coffee and Chat, P&C meetings, a community breakfast, Fun Run and a face-to-face Presentation Day. Our partnership with the Central Coast Conservatorium of Music has strengthened and expanded. Our three school bands had the opportunity to practice and perform on a regular basis. Our partnership with Henry Kendall High School and its physical proximity has allowed students participating in the Child Studies course to undertake a series of observations with students at our school. In partnership with Cooina AECG and our partner high schools, a full day sporting carnival was held during the year bringing Aboriginal and Torres Strait Islander students from all four campuses together to participate in a day of sporting celebrations. We look forward to 2023 and expanding on these cross-campus initiatives.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
From the identified baseline of 43%, students will demonstrate an uplift of 12.5% participating in or engaging with an extra-curricular activity.	From the TTFM survey, the school is still working towards an uplift of students participating in or engaging with an extracurricular activity.
The school will engage with its learning community partners in: <ul style="list-style-type: none">• 2 existing cross-campus initiatives• 2 new initiatives	Existing cross-campus initiatives <ul style="list-style-type: none">• Gosford Learnign Community meetings with HKHS and GHS staff• 'Applied Learning' program and the Boss Market Day at HKHS (Year 6 only)• Gosford City Learning Community Presentation Day assembly New cross-campus Initiatives <ul style="list-style-type: none">• Chess tournament at GHS• Curriculum collaboration sessions to support transition from Stage 3 to Stage 4 with PCPS, GHS and HKHS

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$291,116.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Gosford Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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 Support Services/Personalised Learning <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 • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: The whole Integration Funding Allocation was used through staffing cost. School Learning Support Officers were employed to support the emotional, social, intellectually and physically needs of the students. The school continued to fund SLSOs above the IFS amount through utilising funds through principal support allocation, socio-economic and low level disability. In addition, QTSS and funds from 6300 were used to develop and Assistant Principal, Learning and Support to increase the capacity of this team through the creation of new learning and support meeting structures.</p> <p>After evaluation, the next steps to support our students will be: Continue to support our students through intensive support structures. Begin to investigate and implement evidence based programs and strategies to support students on the care continuum (prevention, early intervention, targeted intervention, individual intervention)</p>
<p>Socio-economic background</p> <p>\$42,233.83</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gosford Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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 Support Services/Personalised Learning • High Potential and Gifted Education <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Providing an holistic education that all students can access. Funds were used to provide opportunities and access in the areas of HPGE and Learning support.</p> <p>After evaluation, the next steps to support our students will be: Provide opportunities and structures within the school to enhance students access to extra activities including creative arts, sport and interest clubs.</p>
<p>Aboriginal background</p> <p>\$21,903.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gosford Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$21,903.00</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"> • Student Support Services/Personalised Learning • Community Connections • Wellbeing/Welfare <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: The strong consultation has allowed Gosford to create structures that support our students achieving their goals. New structures include cultural and sport events within the school and the local network.</p> <p>After evaluation, the next steps to support our students will be: Continue with established links to support our students.</p>
<p>English language proficiency</p> <p>\$102,418.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Gosford Public School.</p> <p>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 Support Services/Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact: Staff were utilised to provided support for students in the beginning and emerging phase through 1-1 and small group intervention. Support was also provided in in-class to aid the differentiation of learning. Additional support for students who were considered consolidating was provided on a needs basis.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide structure that have a positive impact on a student's English language proficiency.</p>
<p>Low level adjustment for disability</p> <p>\$134,936.80</p>	<p>Low level adjustment for disability equity loading provides support for students at Gosford Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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"> • Literacy • Student Support Services/Personalised Learning • Numeracy • Wellbeing/Welfare <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Students are provided with an evidence-based intervention learning sprints</p>

<p>Low level adjustment for disability</p> <p>\$134,936.80</p>	<p>to increase learning outcomes Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. The school also used the allocated funds to employ a LaST and interventionist teacher to support identified students and participate in co teaching methods to support classroom teacher to differentiate.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Increase our LaST allocation - Partially fund an off class Assistant Principal, Wellbeing - Run specific intervention programs & other data informed small interventions. - In class support for teachers to aid the delivery of curriculum and differentiate for students substantial and extensive adjustments.
<p>Professional learning</p> <p>\$31,170.00</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 Gosford 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"> • Literacy • Student Support Services/Personalised Learning • Numeracy • Wellbeing/Welfare <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Staff professional learning in curriculum reform</p> <p>After evaluation, the next steps to support our students will be: Continue to provide structures that support implementation of the curriculum, assessment and collaboration in 2023.</p>
<p>Literacy and numeracy</p> <p>\$24,379.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Gosford Public School from Kindergarten to Year 6.</p> <p>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"> • Literacy • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • teacher release to engage staff in Learn, Do, Reflect Cycle & Quality Teaching Rounds <p>The allocation of this funding has resulted in the following impact: The structures provided opportunities for staff to work together in QTR to strengthen teaching and learning cycle. Staff through a process reflection have started to review assessment procedures and data keeping.</p> <p>After evaluation, the next steps to support our students will be: Look into future collaborative practices that allow all teachers to participate in ongoing cycles of reflective practice.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gosford Public</p>

<p>\$101,360.00</p>	<p>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"> • Literacy • Numeracy • Wellbeing/Welfare <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 • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: Increase in staffing structures to support Strategic Directions.:</p> <ol style="list-style-type: none"> 1. Above Establishment Deputy Principal - to work through SD initiatives. 2 Assistant Principal Learning and Support and Wellbeing <p>These structures have allowed GPS to continue to provide outstanding learning structures to support all students.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide structures that support an equitable education</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Gosford Public School who may be at risk of not meeting minimum standards.</p> <p>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"> • Numeracy • Wellbeing/Welfare <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in the following impact: Improved teachers' understanding and knowledge of curriculum inform and to be able to roll out effective programs in 2023. Staff have participated in several workshops to enhance their understanding of data informed practices and learning sprints. This funding has allowed the school to purchase new resources for mathematics.</p> <p>After evaluation, the next steps to support our students will be: Continue to update resources in Reading (K-2 decodable books) and look at initiatives to support the implementation of the curriculum alongside supporting collaborative practice.</p>
<p>COVID ILSP</p> <p>\$91,646.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition

COVID ILSP

\$91,646.00

- providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]

The allocation of this funding has resulted in the following impact:

The COVID ILSP Program was a successful program run throughout 2021 and 2022. The program consisted of small group tuition with 5 students maximum per group, in Numeracy and Literacy. It was created to cater for the gaps in students learning due to the COVID lockdown, resulting in remote learning from home and the students that clearly did not engage in learning from home. The program consisted of the following groups.

Three Stage 1 Writing groups.

Term 1 we focused on Persuasive Texts. Term 2 the focus was on Imaginative Texts. Term 3 was Informative Texts. Term 4 was a combination of all 3 Text types taught throughout the year.

Three Stage 1 Numeracy groups. The focus for the year was whole number strategies, counting forwards, backwards, by 2's, 5's, 10's. Addition, subtraction, grouping, estimating.

Three Stage 2 Writing Groups. Term 1 we focused on Persuasive Texts. Term 2 the focus was on Imaginative Texts. Term 3 was Informative Texts. Term 4 was a combination of all 3 Text types taught throughout the year.

One Stage 3 Writing group. Term 1 we focused on Persuasive Texts. Term 2 the focus was on Imaginative Texts. Term 3 was Informative Texts. Term 4 was a combination of all 3 Text types taught throughout the year.

One Stage 3 Numeracy Group. The focus was on addition, subtraction, multiplication, division, fractions.

One Stage 3 Reading Group. Comprehension Skills, understanding what they have read.

A total of 12 groups seen 3 times a week.

Positive feedback from classroom teachers has been rewarding as they convey that students doing the program have made noticeable improvement in the areas explicitly taught in the small group sessions. Students have made steady progress. Linking lessons to the write well program we teach at school has been beneficial in improving the student's writing ability and being able to see the differentiation of the different text types. In Numeracy following the school's scope and sequence helps to give the students the same learning content from week to week and to help guide them through any concepts that need further explanation. Data analysis indicates a positive trend between students accessing additional support and ongoing growth in numeracy and literacy.

Stage 1 Literacy/Writing groups have progressed from creating texts 3 to 6 on the learning progression scale.

Stage 1 Numeracy groups have progressed from Quantifying numbers 4 to 7 on the learning progression scale.

Absences of some students impacts on the standard of learning; missing school impacts the students greatly. Several students' attendance has improved overall since term 1, which has seen results improve. Regular days at school are vital for continuity in the students' learning.

All systems and processes in the COVID role were effectively implemented. The Learning and support team worked together to make sure the outcomes for students on the caseload were achieved, the program has been successful, having 3 sessions a week with each group has seen an improvement in the student's overall results.

After evaluation, the next steps to support our students will be:

If funding continues, provide small group intervention structures to support students K-6.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	278	282	272	258
Girls	240	262	246	254

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.7	93.7	92.1	86.6
1	93.9	90.4	93.5	85.0
2	93.7	92.7	92.5	87.9
3	93.6	93.1	93.5	85.4
4	93.7	93.0	92.6	88.5
5	95.1	93.6	92.7	90.2
6	93.1	92.5	93.0	87.1
All Years	93.8	92.8	92.9	87.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.52
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	0.4
School Administration and Support Staff	3.96

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	310,081
Revenue	5,355,485
Appropriation	5,157,135
Sale of Goods and Services	-20
Grants and contributions	192,803
Investment income	2,293
Other revenue	3,275
Expenses	-5,386,279
Employee related	-4,864,601
Operating expenses	-521,678
Surplus / deficit for the year	-30,793
Closing Balance	279,287

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.

	2022 SBAR Adjustments (\$)
Targeted Total	291,116
Equity Total	300,855
Equity - Aboriginal	21,902
Equity - Socio-economic	42,234
Equity - Language	102,409
Equity - Disability	134,310
Base Total	3,808,261
Base - Per Capita	130,888
Base - Location	0
Base - Other	3,677,373
Other Total	289,293
Grand Total	4,689,526

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

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

Parent / Caregiver

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

Key findings from the parent survey:

- Parents feel welcome - 7.5 (School Mean) 7.4 (NSW Govt Norm)
- Parents are informed - 6.9 (School Mean) 6.6 (NSW Govt Norm)
- Parent support learning at home - 6.8 (School Mean) 6.3 (NSW Govt Norm)
- Inclusive school - 6.8 (School Mean) 6.7 (NSW Govt Norm)
- 93% of parents selected Gosford Public School as their first choice of public school
- 82% of parents would recommend the school to other parents

Student

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

Key findings from the student survey:

- 85% of students stated they had positive behaviour at school
- 82% of students stated that school is useful in their everyday life
- 74% of students expect to go to university when they finish high school
- 69% of Aboriginal students feel teachers have a good understanding of the Aboriginal culture
- 74% of students feel proud of our school

Teacher

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

Key findings from the teacher survey:

- Leadership - 8.1 (School Mean) 7.1 (NSW Govt Norm)
- Collaboration - 8.9 (School Mean) 7.8 (NSW Govt Norm)
- Learning culture 8.8 (School Mean) 8.0 (NSW Govt Norm)
- Data informs practice - 8.7 (School Mean) 7.8 (NSW Govt Norm)
- Teaching strategies - 9.0 (School Mean) 7.9 (NSW Govt Norm)
- Inclusive school - 8.9 (School Mean) 8.2 (NSW Govt Norm)
- Challenging and visible goals - 8.4 (School Mean) 7.5 (NSW Govt Norm)

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.