

2022 Annual Report

Gundaroo Public School



Gundaroo Public School

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Introduction

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

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

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School vision

Gundaroo Public School facilitates a positive learning culture that promotes connection, wellbeing, and success for all. Students are empowered to collaborate and become empathetic, self-regulated problem solvers who are making real social change in a complex world.

School context

We acknowledge and respect the traditional owners of the land on which we learn, and are committed to building connections to learn more about the Country we live and learn on.

Gundaroo Public School is a small, semi-rural school close to the ACT border. Rich in history, the school has been providing quality education to the local community, since 1865. We have current enrolments of 125 students and have seen steady growth, over the past five years.

At the heart of our community-based school, is our vision to facilitate a positive learning culture that promotes connection, well-being, and success for all. Students are empowered to collaborate and become empathetic, self-regulated problem solvers who are making real social change in a complex world.

Students are educated in a positive, caring, and engaging environment, with strong support and high expectations. Strong foundation skills in literacy and numeracy are explicitly taught to support students as they move through their years of schooling. Early identification and intervention are key elements of our teaching practice. Across the school, quality instruction is ensured through consistent, evidence-based teaching. These practices are embedded by a hardworking and highly collaborative staff, who have a willingness to share, reflect and grow together. All decisions are made with the students, and their needs, at the core.

An evidence-based approach to mental health and wellbeing is implemented across the school. Students are explicitly taught the attitudes, values, and social-emotional skills needed for maximising success, maintaining positive relationships, and strengthening wellbeing. Expected behaviours are explicitly taught, and clear consistent boundaries are established, through a school-wide Positive Behaviour for Learning (PBL) framework. This framework is based on our school's core values of respect, responsibility, empathy, and resilience. The staff takes a proactive, preventative approach to ensure all students are successful at school.

We offer a variety of extracurricular and cocurricular activities to enrich student learning. These activities include sports, public speaking, performing arts, music, robotics, STEM, and more.

Strong positive connections between the school and the community are nurtured and encouraged. We enjoy high community engagement and benefit from a supportive parent body. Our passionate and dedicated P&C is committed to helping us create new places to play, learn, create, build connections to Country, and bring the community together.

Adventure, imagination and curiosity are fostered in learning experiences, and our vast school grounds provide the perfect space for these qualities to thrive. Students have access to a range of learning facilities, including a hall, tennis court, Cockatoo Room (learning support space), Multi-Purpose Room (art, cooking, science, etc), and a well-stocked and continually updated library. Our learning spaces are not limited to four walls. Flexible learning environments mean every area in our school is a learning space. Students learn in the vegetable garden, the bushes, under the shade of the trees, and in the outdoor classrooms that we are continuing to establish.

Our Situational Analysis has highlighted some key areas for further improvement in this Strategic Improvement Plan. These key areas are:

- Student growth and attainment
- Quality teaching for quality learning
- Wellbeing



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	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in literacy and numeracy through effective collaboration and whole school processes for collecting, analysing and using data to inform practice.

Initiatives

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

- Use of data to inform practice
- Collaboration

Resources allocated to this strategic direction

QTSS release: \$22,000.00

Professional learning: \$5,247.09

Socio-economic background: \$5,963.54

Summary of progress

Use of data to inform practice

In 2022 there was a strong focus on building the capacity of staff to use data to inform practice. Based on data analysis at the end of 2021, a whole school focus on decoding skills was implemented. This was achieved through ongoing professional learning and the implementation of evidence-based practice. To further support this, the Learning Support program was re-established and aligned to emerging evidence of best practices in the teaching of reading. Parent workshops were introduced to support parents in developing their understanding of reading for supporting students at home. Funding was utilised to create time for educators to dedicate their focus to a deep analysis of the impact of current practice and how this can be improved moving forward. Time was also dedicated to implementing the most effective assessment for, as, and of learning. Funding was also committed to establishing and resourcing a learning support program and resourcing classrooms with evidence-based resources for teachers and students to deliver best practices in reading. Ongoing Universal Screening in phonics and phonological awareness demonstrated strong growth. 81% of students in years 3-6 and 57% of students in K-2 achieved mastery in NSW Department phonological awareness assessment compared to 0% at the end of 2021. Phonics also saw strong growth with 95% of students in years 3-6 and 27% of students in K-2 achieving mastery in NSW Department phonics assessment compared to 0% at the end of 2021. Maths assessment analysis demonstrated that 66% of students in stage 2 and stage 3 made positive growth in short assessments following teaching sprints. An updated whole school assessment schedule was developed based on increasing knowledge gained through professional learning, and increasing knowledge and application of formative assessment. A revision of the professional learning schedule ensured dedicated time to routinely and systematically collect data, the implementation of systems and structures to record and analyse data, and engaging in regular collaborative analysis of data with colleagues, and sharing relevant data with the school community.

Next Steps:

- Whole school focus on vocabulary, comprehension and fluency in 2023 based on data analysis
- High-impact professional learning to support data analysis
- Professional learning in additive and multiplicative strategies
- Develop consistent, school-wide, teacher judgment that is in line with new NSW syllabus requirements.
- Teachers would benefit from PL in how to access and analyse SCOUT and PLAN2 data (NAPLAN/Check-in/ALAN assessments).
- An APCI from 2023 will support the focus on gaining consistency of practice and documentation, as well as data analysis to target teaching in response to student need.
- Trialing a range of templates and ways to use formative assessment to find the most effective one
- Further developing skills on recording data and how to display it in the best way to assist in report writing
- Embedding using the new progressions in teaching sprints

Collaboration

In 2022, the shared vision for the school was revised and embedded. It was shared with the wider school community and used to guide the development of collaborative practice to achieve the goals outlined in the vision. A strong collaborative culture exists at Gundaroo Public School, where teachers feel comfortable giving and receiving honest and constructive feedback, with an ongoing focus on improving practice and student outcomes. Teaching sprints focusing on assessment, number talks, learning intentions and success criteria supported adaptive expertise. The use of data to inform practice

initiative was supported by establishing professional learning communities (PLCs) to focus explicitly on data analysis, reflection, and future recommendations for action. Strong student voice and collegial feedback were enhanced through the re-establishment of learning walks and talks, implemented as part of teaching sprints. Staff regularly open their classrooms to other teachers in order to analyse each other's strengths and identify areas for development, based on the belief that we can always improve. Following some revisions throughout the year, staff now confidently engage in the PLC structure resulting in improved collaboration, data analysis and adjusted practice. Engagement with Strategic School Support saw 100% of staff agree that the PL was relevant to their needs, and that their knowledge was improved greatly. Student voice interviews showed growth in student ability to define place value accurately as well as demonstrate a better understanding of learning intentions and success criteria. As a result of involvement in Strategic School Support, Gundaroo PS executives and school leads feel confident in running sprint cycles due to their deep engagement with each step of the process.

Next Steps:

- Staff continues to work collaboratively to analyse, interpret and extrapolate data to inform planning, identify interventions and modify teaching practices.
- Continuing to develop and embed collaborative teaching programs
- Learning Walks and Talks register for 2023 - embedded in Teaching Sprint
- PLC model will continue into 2023 - built into HIPL mode
- The school will undertake action research in 2023/24, through the lens of the What Works Best themes. The action research will incorporate:
 - Learn-Do-Reflect sprint cycles
 - Targeted program feedback links to the focus for the particular sprint cycle
 - Formative assessment data check-ins
 - Observations based on pedagogy

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy from baseline data towards the system-negotiated target.	2022 NAPLAN data indicates a 22.75% decrease in the proportion of students achieving in the top two skill bands for NAPLAN numeracy from 2018 baseline data demonstrating the school did not achieve the system-negotiated target. There was a 4.29% increase in the proportion of students achieving in the top two skill bands for NAPLAN numeracy between 2021 and 2022.
Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading from baseline data towards the system-negotiated target.	2022 NAPLAN data indicates a 9.56% decrease in the proportion of students achieving in the top two skill bands for NAPLAN reading from baseline data demonstrating the school did not achieve the system-negotiated target. There was a 9.53% increase in the proportion of students achieving in the top two skill bands for NAPLAN reading between 2021 and 2022.

Strategic Direction 2: Quality teaching for quality learning

Purpose

To improve student learning outcomes in reading and numeracy through the development of responsive, evidence-informed practices that empower students as learners.

Initiatives

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

- Evidence informed practice
- Empowering students as learners

Resources allocated to this strategic direction

English language proficiency: \$2,400.00

Low level adjustment for disability: \$38,997.34

Professional learning: \$7,000.00

Literacy and numeracy: \$11,833.98

OOHC additional funding: \$4,000.00

6101 Carry Forward: \$33,776.00

Per capita: \$31,837.63

Summary of progress

Evidence-Informed Practice

To support this initiative funding was utilised primarily to create time for staff to engage in professional learning, and employ staff to establish an effective learning support team. Professional learning was assessed against the high-impact professional learning principles. This information guided the development of a clear professional learning plan embedded in collaborative practice. Professional Learning Communities were established, with teaching sprints occurring to embed authentic use of learning intentions and success criteria to guide learning, assessment for, as and of learning and number talks into practice. Staff engaged staff in high-impact professional learning to support their professional development and strengthen their teaching practices. A strong focus of this initiative was an evidence-informed practice to improve reading outcomes K-6. Funding was utilised to resource this initiative through the purchase of programs, resources, staff and professional learning. This strong resourcing enabled an effective and holistic approach to the improvement of reading which saw strong results across the school. Year 3 NAPALN results were above the state average, and Reading Check-in assessment results for years 3, 5, and 6 were above the state average and statistically similar schools average. As a result, this initiative and the aligned activities will continue in 2023, with an expanded focus on reading skills aligned to Scarboroughs' reading rope. Two teachers achieved accreditation at a proficient level, with several teachers now engaging in the early stages of accreditation at higher levels. The new K-2 syllabus was implemented throughout 2022 with ongoing professional learning and resourcing to support it. New programs supporting effective teaching and learning were introduced and aligned with the new syllabus.

Next Steps:

- Consistency of evidence-informed practice was greatly enhanced and will remain a focus in 2023 with a strong professional learning plan for 2023 embedded in High Impact Professional Learning principles.
- Ongoing support for teachers seeking accreditation at higher levels and graduate teachers seeking proficient accreditation
- Continue to embed systematic, evidence-based teaching practices in Literacy and Numeracy, across the school. These practices include the eight What Works Best themes: high expectations, explicit teaching, effective feedback, use of data to inform practice, assessment, classroom management, wellbeing, and collaboration
- Continue to embed teaching and learning programs that are adaptive, and responsive to student progress, and contain evidence of revisions based on feedback and assessment.
- Embed new K-2 syllabus (Ongoing PL, planning, support)
- Implement new 3-6 syllabus (PL, planning, support)
- Data demonstrates a need to focus on

- Fluency

- Vocabulary

- Comprehension

These will be implemented as teaching sprints in 2023.

Empowering students as learners

In 2022 an enrichment program was introduced to support opportunities to try new and varied activities and to support the development of a range of skills in authentic contexts. Strong student voice and collegial feedback were enhanced through the re-establishment of learning walks and talks, implemented as part of teaching sprints. The transition program was adjusted to best support student needs, with individual Education Profiles implemented for every student. An enrichment program was established, providing authentic opportunities for students to develop and practice social, behavioural and academic skills in a range of contexts. Working with the students, outdoor learning spaces were enhanced to utilise all available learning spaces. Students were actively engaged in making changes to the school, both physical and cultural. Valuing the perspectives and opinions of students and providing them with opportunities to shape learning and decision-making at the school supported empowering students as learners. Opportunities were provided for students to engage in their local community by utilising resources and spaces and volunteering time through the Gundaroo Gardeners program, supporting local residents who required assistance with garden maintenance tasks.

The next steps in this initiative are;

A whole-school approach to making learning visible to students through the implementation of evidence-informed practices (as outlined in the eight What Works Best themes).

Re-establish student leadership

Re-align student wellbeing, behaviour and empowerment

A focus on developing and implementing systematic use of explicit, timely and effective feedback to help students know where they are at, where they need to go next, and how to get there

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of Year 5 students achieving expected growth in NAPLAN numeracy from baseline data towards the system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN reading from baseline data towards the system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 3: Wellbeing

Purpose

To create a school community with a strong and clear sense of self, built through connection to community and country, and based on our core values of respect, empathy, responsibility, and resilience.

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.

- Planned and strategic approach to wellbeing
- Early intervention for positive wellbeing

Resources allocated to this strategic direction

Location: \$12,475.57

Aboriginal background: \$4,229.03

QTSS release: \$2,593.09

Integration Funding Support: \$28,477.00

Summary of progress

Planned and strategic approach to wellbeing

A planned and strategic approach to wellbeing was implemented, aligned to Inclusive, Engaging and Respectful Schools and evidence-based practice. This holistic approach is aimed at strengthening the students' cognitive, physical, social, emotional and spiritual wellbeing domains of development. Community is valued as an integral part of daily school life at Gundaroo Public School. Communication to parents around their child's learning and how parents can be partners in their learning is paramount and ongoing feedback was sought to ensure we were communicating effectively. Adjustments to school processes were made as a result. Staff engaged in professional learning with Murri Matters to build awareness and understanding of history and culture, and integrating ways of knowing, being and doing authentically and respectfully into our teaching and learning. Outdoor learning spaces were a continued focus this year with the school and P&C working together to create and update a number of new spaces including the Market Garden. Community working bees also saw renewed community engagement to maintain and improve our school grounds and learning spaces. This will remain a focus in 2023. Building strong, positive connections to community and country was supported through active participation, and collaborative partnerships, in the broader school community, including working with a number of community groups and utilising local resources and spaces. Students were also provided with opportunities to give back to their local community. Establishing a school-wide preventative system of academic and behaviour supports that provides all students with an equal opportunity to succeed was a focus with a whole school Social and Emotional Learning program implemented aligned to positive behaviours for learning, PAX good behaviour games and Restorative Practice. Staff engaged in professional development in a number of areas including trauma informed practice, GOT IT, Functional Behaviour Assessment and PBL to further deepen their knowledge of implementing best practice in wellbeing.

Next Steps in this initiative include:

Re-establish Attendance Action Plan
Implementation of Reconciliation Action Plan
Continue to redevelop outdoor learning and play spaces
Further strengthen early intervention practices
Embed IER policies

Early intervention for positive wellbeing

A strong focus on early intervention and recognition of student needs to ensure evidence-based approaches to mental health and wellbeing continued this year. There is a school-wide, collective responsibility for all students, underpinned by positive and respectful relationships and open and honest communication. A systematic, multi-tiered approach to intervention was implemented and aligned to the care continuum ensuring all students are provided with an equal opportunity to succeed. Systematic processes to monitor, analyse and evaluate student wellbeing including behaviour, attendance, learning and engagement were implemented. Universal screening and diagnostic assessments to identify students who are not demonstrating mastery of essential academic and social behaviour standards was introduced. Student support plans were reviewed and updated to ensure every student is known, valued and cared for. Early intervention was a focus with whole school universal screening and monitoring utilised to identify and support students with academic and / or social and emotional needs. Interventions were aligned to the care continuum to ensure effective and timely support. Funding was utilised to employ staff to provide additional reteaching and supports to students who were not achieving mastery of essential academic and social behaviour standards and for providing frequent, intensive and individualised support to those who are not responding to Tier 1 or Tier 2 interventions. Implementing an evidence-

based whole school approach to mental health and wellbeing that explicitly teaches the attitudes, values and social-emotional skills needed for maximising success, maintaining positive relationships and strengthening wellbeing.

Next Steps in this initiative include:

Continue to adapt and refine systematic processes to monitor, analyse and evaluate student wellbeing including behaviour, attendance, learning and engagement. Developing resources to communicate processes to families Offering workshops to support families in maintaining collective responsibility for student learning and success, which is shared by parents and students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students attending school 90% of the time or more by 2.25% from baseline data towards the system-negotiated target.	<p>Attendance data indicates a decrease in the proportion of students attending school 90% of the time or more from baseline data indicating progress yet to be seen toward the system-negotiated target largely due to ongoing absences related to Covid.</p> <p>Focus on this target has resulted in a re-established attendance action plan to support increased attendance.</p>
Increase the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) by 2.3% from baseline data towards the system-negotiated target.	<p>Internal school data indicates a decrease in the proportion of students reporting a positive sense of well-being (Expectations for Success, Advocacy, and Sense of Belonging at School) from baseline data indicating progress yet to be seen toward the system-negotiated target.</p> <p>Focus on this target has resulted in</p> <ul style="list-style-type: none">* a strong focus on well being* a newly established well-being action plan* implementation of whole school systems and processes* new measures for tracking and responding to well being* ongoing professional learning and parent support for supporting well-being post-pandemic



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$5,963.54</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gundaroo Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional development of staff through engaging in Learning Walks and Talks • Increasing student voice in learning through hearing their perspective on learning experiences, and creating aligned teacher practice goals <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Learning walks and talks are now an embedded part of professional practice, promoting reflection and adaptive practice * 100% of teachers felt learning walks and talks were an important part of adaptive practice <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Embed learning walks and talks in teaching sprints * Further build on the actions to adjust practice as a result of student voice * Create a process to monitor learning walks and talks as they occur
<p>Aboriginal background</p> <p>\$4,229.03</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gundaroo Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Early intervention for positive wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Developing Tier 2 and Tier 3 support • Strengthen the use of personalised learning and support plans for Aboriginal students • Data analysis to identify areas of need and students requiring support. • Meeting with Aunty Matilda to establish school House names for sporting / peer support / Enrichment groups <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Updated and strengthened personalised learning and support plans for Aboriginal and Torres Strait Islander students * Established houses with names pending - names to be authentic and aligned to our school context and Ngambri lands <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Further strengthen partnerships with AECG * Develop Reconciliation Action Plan and aligned activities / actions required
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Gundaroo Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<ul style="list-style-type: none"> • Evidence informed practice <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 • Professional learning for staff • Additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * All students engaged in the program have demonstrated growth * 100% of students demonstrated growth in phonics and phonological awareness assessments compared to end of 2021 <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Continue to deliver the program * Further refine assessment and monitoring of EALD support for ongoing improvement
<p>Low level adjustment for disability</p> <p>\$38,997.34</p>	<p>Low level adjustment for disability equity loading provides support for students at Gundaroo Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed practice <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 • 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 • Ongoing Universal Screening • Whole school focus on decoding skills • Purchase of decodable readers <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Data demonstrates strong growth in phonics and phonological awareness * All student support plans updated to reflect best practice and support ongoing improvement for students. * Growth in reading evident in Check in and NAPLAN data <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Whole school focus areas identified to continue reading improvement in 2023 (fluency, vocabulary and comprehension) * Student support plans will be a continued focus in 2023 with additional PL for all staff * Continue to develop intervention programs as established in 2022 * Continue to refine targeted support for students as required * InitialLit for whole group and MiniLit small group / individual intervention will continue in 2023. * Ongoing Universal Screening, including fluency * Introduce more parent workshops to develop understanding of reading for supporting students at home * Purchase additional decodable readers
<p>Location</p> <p>\$12,475.57</p>	<p>The location funding allocation is provided to Gundaroo Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Planned and strategic approach to wellbeing

<p>Location</p> <p>\$12,475.57</p>	<p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Upgraded learning spaces across the school to create motivating and engaging spaces indoors and outdoors <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Learning spaces, indoors and outdoors were refreshed with new furniture and resources to create engaging work spaces and learning environments for students <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Ongoing commitment between the school and P&C to continue to refresh and upgrade all learning spaces within the school to create safe, productive and engaging learning spaces
<p>Professional learning</p> <p>\$12,247.09</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Gundaroo Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Use of data to inform practice • Collaboration • Evidence informed practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Established professional learning community • Strengthened professional learning community with Sutton and Bungendore Public Schools • Developed professional learning plans for whole school and individuals based on need • Established and embedded Learning Walks and Talks • Further developed professional understanding of best practice in teaching reading • Implemented and evaluated the new assessment schedule • Engaged in School Strategic Support for Numeracy Improvement <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Professional learning community was established creating a collaborative team * High-impact professional learning was embedded through teaching sprints with individual and whole school professional learning needs identified through data analysis * Teaching sprints focused on Learning Intentions and Success Criteria, Formative Assessment and Number Talks saw strong growth in teacher confidence and student results in pre and post-maths assessments - Sprint 1 was very successful as indicated by 100% of teachers indicating their substantial growth in understanding of how to effectively use LISC as a result of sprint cycle 1. * All teachers engaged deeply with each of the individual elements of the sprint, providing a variety of evidence of their growth and achievement * Prior to the formative assessment sprint, 12.5% of teachers rated their confidence in collecting, recording and using formative assessment data as high or very high. Following completion of the sprint, 100% of teachers rated their confidence in the same areas at high or very high <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Establish a whole school Social and Emotional Learning program * Review student support plans and the processes of implementing and monitoring these * Continue to refine the learn - do - reflect cycle within high impact professional learning model
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Gundaroo Public</p>

<p>\$11,833.98</p>	<p>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"> • Evidence informed practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Implement Heggerty Phonological and Phonemic Awareness K-3 • InitialLit introduced to K-2 (In 2022, year 3 will be included to address areas of need) • Universal Screening for all students in years 1 to 6 - data analysis identifies students requiring additional support. • Establish reading intervention program • Run first parent workshop on Science of Reading • Online program subscriptions to support literacy and numeracy • Staff training and support in literacy and numeracy • Targeted professional learning to improve literacy and numeracy • Resources to support the quality teaching of literacy and numeracy • Updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * 100% of students demonstrated growth in phonics skills from 2021 benchmark * 100% of students demonstrated growth in phonological awareness skills from 2021 benchmark * Phonological Awareness: Percentage of students demonstrating mastery = 57% of students in K-2 and 81% of students in 3-6 showing strong growth from 2021 * Phonics Diagnostic: Percentage of students demonstrating mastery = 27% of students in K-2 and 95% of students in 3-6 showing strong growth from 2021 * Improved teaching and learning in phonics and phonological skills <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> *Data demonstrates a need to focus on - Fluency - Vocabulary - Comprehension <p>These will be implemented as teaching sprints in 2023.</p>
<p>QTSS release</p> <p>\$24,593.09</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gundaroo Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Use of data to inform practice • Early intervention for positive wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Undertake PL to develop an understanding of PLCs • Additional staffing to support staff collaboration in the implementation of high-quality curriculum • Assistant principals provided with additional release time to support classroom programs • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • Undertake PL in Teaching Sprints to support the implementation of actions to address needs as shown in data (Prepare, Sprint, Review) • Establishing a school-wide preventative system of academic and behaviour supports that provides all students with an equal opportunity to succeed • Implementation and routine evaluation and adaptation of ILPs (support, extension, wellbeing), PLPs and Behaviour Support Plans using new

<p>QTSS release</p> <p>\$24,593.09</p>	<p>templates</p> <ul style="list-style-type: none"> • Introduction of education / learner profiles <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Consistent approach to positive behaviour reinforcement and restorative practices across the school * Decrease in number of behaviour incident recorded * All classes have engaged in explicit PBL lessons with weekly focus * School values re-established reflecting student voice * Small group intervention based on student need * Updated Education profiles * All students receiving Learning Support or significant adjustments to their learning have a documented plan in place. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Maintain explicit support groups * Continue to refine whole school processes based on contextual and current need * Education profiles embedded as part of transition processes * Establish a whole school Social and Emotional Learning program
<p>COVID ILSP</p> <p>\$27,376.00</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"> • providing targeted, explicit instruction for student groups in literacy • Employing staff to provide online tuition to student groups in literacy • Releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Reading intervention program implemented with all students who engaged in the program showing improved results. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Continue to implement the reading intervention program.
<p>Integration Funding Support</p> <p>\$28,477.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Gundaroo 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"> • Early intervention for positive wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Targeted tier 2 and tier 3 support for students requiring additional reteaching and support <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Individual, small group and classroom support for funded students with additional needs to target individual learning goals within their Personalised Learning and Support Plans. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * School Learning and Support Officers will continue to support funded students with additional needs to ensure they are supported towards their academic, social and emotional goals.



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	52	55	65	66
Girls	62	63	61	57

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.6	95.0	94.4	88.0
1	92.8	95.9	91.9	88.5
2	92.2	93.8	91.4	86.2
3	94.3	93.6	91.9	86.7
4	90.6	95.2	91.6	88.0
5	94.3	94.3	94.2	85.7
6	92.2	95.0	89.7	86.3
All Years	93.1	94.8	92.2	87.1
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
Assistant Principal(s)	1
Classroom Teacher(s)	4.77
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.61

*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	204,585
Revenue	1,482,897
Appropriation	1,423,200
Sale of Goods and Services	7,749
Grants and contributions	48,139
Investment income	1,409
Other revenue	2,400
Expenses	-1,425,516
Employee related	-1,215,368
Operating expenses	-210,147
Surplus / deficit for the year	57,381
Closing Balance	261,966

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	0
Equity Total	51,590
Equity - Aboriginal	4,229
Equity - Socio-economic	5,964
Equity - Language	2,400
Equity - Disability	38,997
Base Total	1,187,876
Base - Per Capita	31,838
Base - Location	12,476
Base - Other	1,143,563
Other Total	49,633
Grand Total	1,289,099

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Ongoing community relationships were fostered through the Parents & Citizens Association (P&C), weekly newsletters, active social media account, and quarterly Aboriginal Education Consultative Group school reports. Communication procedures were updated in consultation with the community and workshops to support parents in understanding current pedagogical practices to support their children were introduced.

Students participated in the Tell Them From Me survey with areas of growth including explicit teaching practices and feedback, positive learning climate and perseverance. A small percentage of students reported being a victim of bullying, which further decreased since 2021 and a majority of students reported they knew where to seek help if bullied.

Parents participated in the Tell Them From Me survey with areas of growth including parents feeling welcome, parents being informed, the school supporting learning and safety and inclusivity at school.

Written feedback from parents collated throughout the year included;

"Thanks again for going above and beyond, you truly are the best human."

"Thanks for a wonderful first term and for your clear communication. <Our child> has been enjoying school so much."

"Thanks GPS team. We appreciate everything you do."

"We want to thank you for everything you have, and are doing, for <Our child> and want you to know we really appreciate the care and effort you have shown in helping <Our child>!"

"Once again you're going above and beyond."

"Thank you for all your care and attention."

"I really appreciate you supporting <Our child> and helping me too so that school goes the best that it can for <Our child> and those around <Our child>"

Staff participated in the People Matters Employee survey, with all staff reporting that they felt the changes within the organisation will improve outcomes for the community. Most favourable responses included staff reporting they supported their organisation's values, that change is well managed and that they get the support they need to do their job well. A commitment to ethical behaviours was also noted as a high percentage. A number of areas showed growth from 2021 including keeping stress at an acceptable level, receiving feedback to help improve work and managers dealing appropriately with employees who perform poorly. A commitment to developing employees was also noted.

The next steps include adding a feedback feature to the new newsletter to promote timely feedback from parents and developing processes to further support student and staff wellbeing. Further promoting positive partnerships will be a key initiative in 2023.



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.