

2022 Annual Report

Gunning Public School



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Introduction

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

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

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Gunning Public School

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School vision

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

School context

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

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

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

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

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

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

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

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	Excelling
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

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

Initiatives

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

- Quality Teaching Practice

Resources allocated to this strategic direction

Literacy and numeracy: \$3,900.00

School support allocation (principal support): \$11,492.00

Professional learning: \$2,000.00

Literacy and numeracy intervention: \$11,653.00

Per capita: \$3,596.00

Location: \$1,749.00

Low level adjustment for disability: \$8,995.20

Summary of progress

Our focus for 2022 was to specifically target quality teaching of reading with a specific focus on vocabulary as well as to continue to target numeracy skills through targeted numeracy teaching. High Impact Professional Learning was used to facilitate professional learning in these domains with the introduction of fortnightly Learning Sprints through the support of our Literacy Lead Specialist and Strategic School Support. Teachers used the SEEC model to embed new learning into their teaching practice and reflect on the impact and plan based on data analysis of formative assessment, with a focus on assessment of, for and as learning. Teachers utilised instructional observation time through Quality Teaching Rounds to improve teaching, develop teaching strategies and to observe and identify individual student learning needs and progress to target sequential teaching and learning sequences. The weekly review of formative assessments during stage curriculum meetings are used to identify student progress. Participation in Learning Sprints professional learning model has increased teacher understanding and use of formative assessment as, of and for learning as well as teachers indicating improved student understanding of morphology and linking spelling with vocabulary. Teachers indicated that as a result of learning sprints their teaching practice in vocabulary has significantly increased vocabulary knowledge and understanding and students are demonstrating capacity to transfer this knowledge to from reading to writing. Teachers track student progress using the understanding text progression in literacy and the additive strategies and quantifying number progressions in numeracy. Year 3 NAPLAN results in 2022 were above state and Statistically Similar School Group (SSSG) averages for numeracy and reading, NAPLAN results in the top two bands in Year 3 increased by 11.6% in numeracy and 17.1% in reading. Years 3-6 Check in data has increased to above average of SSSG schools in reading. Next year we plan to use the Learning Sprint Model to embed data analysis and fortnightly case management of student learning into the teaching and learning cycle. Quality Teaching Rounds will be used to embed new practice in reading comprehension and measurement and inform the formative processes in teacher observation and feedback.

Next steps:

-Learning sprints with one teaching strategy and one numeracy topic based on data to focus on in a fortnightly learning sprint with pre and post assessments

- Introduction of the Assessment for Learning proforma's for use in curriculum meetings

- Reflection meetings to replace staff meetings

- Learning sprints to focus on vocabulary and numeracy to begin with

-QTR

-AP, APC&I and Principal to conduct two star observational walkthroughs

- Update where to wall with small targets for teachers

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
At or above expected growth in Year 3 and 5 NAPLAN to increase from 28.57% to 45% in Reading and Numeracy by 2023.	Expected growth data in NAPLAN was unavailable in 2022 due to there being no NAPLAN in 2020. The average % of students in the top two bands in numeracy and reading has increased to 31.58% an increase of 5.02% since 2021.
At or above expected growth in Year 5 NAPLAN to increase from the baseline of 26.7% in Numeracy by 2021 and over 34.7% in Numeracy by the end of 2023.	Expected growth data in NAPLAN was unavailable in 2022 due to there being no NAPLAN in 2020. The average % of students in the top two bands in numeracy and reading has increased to 31.58% an increase of 5.02% since 2021.
To increase percentage of students in Year 3 and 5 achieving in the top two bands in NAPLAN for Numeracy by 23.2% (Uplift with a target of 34.7%).	Growth in students in the top two bands in numeracy is on the upward trend, top two band data in year 3 has increased from 17% in 2021 to 30% in 2022, increasing by 13%. In year 5 numeracy top two bands has maintained consistency, however, there has been an upward shift with no students in the lowest band. The average % of students in the top two bands in numeracy and reading has increased to 31.58% an increase of 5.02% since 2021.
To increase percentage of students in Year 3 and 5 achieving in the top two bands in NAPLAN for Reading by 18.9% (Uplift with a target of 57.4%).	This has resulted in 58.3% of students in Year 3 students achieving in the top two bands in NAPLAN for reading, this indicates that we are on the upward trajectory for growth in reading results in the top 2 bands. Further emphasis on vocabulary and fluency in reading will be a focus for continued improvement for 2023. The average % of students in the top two bands in numeracy and reading has increased to 31.58% an increase of 5.02% since 2021.

Strategic Direction 2: High Expectations

Purpose

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

Initiatives

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

- Learning culture and well-being

Resources allocated to this strategic direction

Low level adjustment for disability: \$31,670.77

Aboriginal background: \$8,050.00

Socio-economic background: \$17,986.00

Integration funding support: \$93,455.00

Location: \$6,380.00

Per capita: \$12,349.62

Summary of progress

Our focus for 2022 was to further embed quality social and emotional learning programs to engage students, improve wellbeing and promote growth mindset and enhance student's ability to self-reflect, self-regulate and self-motivate. We used the Achieving Excellence in Wellbeing and Inclusion documents as well as the School Excellence Framework to align our school planning processes and Strategic Improvement Plan to these frameworks as well as analyse current processes and practices and identify next steps. Reflecting on parent feedback we had a significant focus on Anti-bullying and as a result our focus became to embed our Anti-bullying policy into our whole school and targeted intervention programs as part of our PD/H/PE lessons and Social Emotional Learning units.

Teachers continue to implement and refine processes and practice in berry street, Positive Behaviour for Learning, How2Learn, and mindfulness and introduced the inclusion of the Bounce Back program as both a wholistic resilience and wellbeing program as well as a targeted individual intervention program. This has increased students growth mindset and resilience strategies and daily check-ins allow students to articulate their thoughts and feelings and strategies they are using to regulate emotions.

Lunchtime clubs have continued and activities have changed based on student interests and requests, this has continued to enhance student engagement, interactions and wellbeing as well as providing alternative playground options and decreases playground behavioural incidents.

Personalised learning continued to be a focus in 2022 to further cater to individual needs and drive individual growth and wellbeing. Whole school improvement for individual learning included strengthening partnerships with home and school, to do this weekly previews of learning and student e-portfolio updates are used to provide avenues for parents to engage them in their child's learning. Individual Learning Plans were developed in consultations with family and processes put in place for reviewing ILP's on a regular basis. TTFM data was used to monitor the effectiveness of social, emotional and individualised learning programs.

Next steps:

- Development and implementation of the School Behaviour Support and Management Plan
- The Bounce Back program to be taught in line with PD/H/PE lessons as well as PBL
- Growth mindset and social emotional lessons to be shared with home to reinforce social emotional learning
- Revamp PBL playground rewards to be more visual
- Clubs to continue as well as upgrading of play equipment and play options in the playground

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase student attending >90% of the time by 9.3% (uplift) to 90.9% of students.	Through the implementation and growth of PBL, How2Learn growth mindset framework, social lunch time clubs, mindfulness activities K-6, special interest groups, social skills program and individual life skills programs for specific Students, attendance has maintained growth with students attendance at 89.8% for 2022 increasing from baseline data by 8.2%.
Increase students who feel a positive sense of belonging on the TTFM surveys to 86%.	Tell Them From Me survey results at the end of 2022 demonstrate that 75% of students have a positive sense of belonging. This is a target focus for 2023 in our focus on wellbeing.

Purpose

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

Initiatives

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

- Collaborative Practice

Resources allocated to this strategic direction

Professional learning: \$10,681.00

Aboriginal background: \$553.00

Location: \$16,723.00

School support allocation (principal support): \$13,945.00

QTSS release: \$24,593.00

Per capita: \$9,020.79

Literacy and numeracy intervention: \$12,480.00

Summary of progress

Our focus for 2022 was to re-engage in collaborative practice within our school and externally after COVID intervened with many activities we had planned for this school planning cycle. Our aim was to embed practices of shared and distributed leadership in order to build capacity within our school and professional learning networks. Within our school we implemented; a beginning teacher mentoring and team teaching model, Continued to embed Quality Teaching Rounds, demonstration lessons, Learning Sprints and instructional observations. These programs have allowed for shared teaching and learning practice and collaboration with all teaching staff to develop teacher capacity and therefore student outcomes. PLAN2 and the learning progressions as well as quality teaching proformas and staff surveys have been used to track student progress and the effectiveness of these models/programs.

In 2022 we have begun to develop a case management approach to individual learning and targeted teaching strategies to analyse progress and where to next for individual students and this will be further developed and formalised in 2023 using our newly appointed APC&I.

In 2022 a focus as been to ensure that we are targeting individualised learning and having a whole school shared responsibility for the learning of each student, this has been done through having a learning and support focus in every staff meeting and through the continued analysis of student data in curriculum meetings.

Quality Teaching Rounds continued to be a collaborative focus and has been identified as a focus for our professional learning communities in 2023. 2022 has engaged us to re-engage with our PLC's particularly the Binit Binit Learning community and the Burrinjuck Learning Community, our focus with our PCL's this year has been collaborative experiences for our students particularly around sport as well as high school transition. To support our collaborative focus on High School transitions we have made a focus group and action plan to support transition from primary school to high school by providing an explicit and supportive framework around transitions.

Next steps:

- Further embedding of QTR
- Curriculum meetings to focus on learning sprints as a professional learning model
- Further development of a PLC with Breadalbane and Dalton to support work of our collaborative APC&I as well as collaborative professional development opportunities and opportunities for student collaboration.
- Individual learning targets developed for reading and numeracy in line with the new K-2 curriculum
- APC&I to continue to analyse data to support student learning and teaching programs
- Assessment for learning pro-forma's to be used to collect and analyse data and plan next steps for teaching and

learning.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• TTFM parent surveys indicate an increase school mean of 'Parents are informed' to 8• TTFM parent surveys indicate an increase school mean of 'Parents support learning at home' to 7.8	Tell Them From Me results at the end of 2022 indicate that parents felt that can talk to their child's teacher to 7.8. Tell Them From Me results at the end of 2022 indicate that parents support learning at home has increased to 7.4 scoring is 1.1 above state average.
<p>School assessment in the School Excellence Framework (SEF) shows improvement from 'Sustaining and growing' towards 'Excelling' in the following themes:</p> <ul style="list-style-type: none">o Collaborative practice and feedbacko Professional learningo Instructional leadership	<p>Reflection of the SEF indicates that Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. Therefore, we are maintaining sustaining and growing and on track for excelling in 2022.</p> <p>Teachers engaged in Quality Teaching Rounds this year, teachers were still able to evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Instructional leadership was used to sustain a culture of effective, evidence-based teaching and ongoing improvement. Which indicates that we are well on our way to excelling in the Instructional leadership and professional learning theme.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$93,455.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Gunning Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning culture and well-being <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity and understanding of Autism Spectrum Disorder, ADHD and ODD • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning and behaviour support goals. All PLP's were created in collaboration with families and students and regularly updated and responsive to student learning needs and progress. All students with integration funding's personalised goals are supported by School Learning Support Officers to support all academic, social, emotional and life skill goals.</p> <p>After evaluation, the next steps to support our students will be: to create an integration funding support schedule within staff meetings to ensure wholistic view of funding use. To ensure all parents are involved in integration funding changes and updates based on student needs throughout the year and not just review meetings.</p>
<p>Socio-economic background</p> <p>\$17,986.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gunning Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning culture and well-being <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 the Bounce Back program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • Support Positive Behaviour for Learning within school <p>The allocation of this funding has resulted in the following impact:</p> <p>Growth of Year 3 NAPLAN Reading to above both state and SSSG</p> <p>Growth of Year 3 NAPLAN Numeracy to above both state and SSSG</p> <p>Growth of Year 3 NAPLAN Grammar and Punctuation to above both state and SSSG</p> <p>Growth of Year 3 NAPLAN Writing to above both state and SSSG</p> <p>Year 5 demonstrated a lift in Reading from a raw score 462.5 in 2019 to 478.7 in 2022</p> <p>Year 5 demonstrated a lift in Numeracy from a raw score 450.1 in 2021 to 469.7 in 2022</p> <p>After evaluation, the next steps to support our students will be: continue to develop our in school professional learning model of learning</p>

<p>Socio-economic background</p> <p>\$17,986.00</p>	<p>sprints to support our trajectory towards achieving targets. To further develop data analysis and use in regular curriculum meetings to ensure wholistic approach to developing teaching and learning programs to target individual need based on data.</p>
<p>Aboriginal background</p> <p>\$8,603.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gunning Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning culture and well-being • Collaborative 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 deliver personalised support for Aboriginal students particularly to support Aboriginal incursions • update of Personal Learning Plan meetings to ensure all parents and students are engaged with the PLP process • staffing release to support development and implementation of Personalised Learning Plans • Mini Lit and Macqlit implemented for specific students • employed additional teaching staff to release new APC&I for planning for 2023 <p>The allocation of this funding has resulted in the following impact: an increase to 100% in Aboriginal families engaging in the PLP process in an ongoing capacity. An increase to 100% of Year 5 students achieving above state and SSSG scores in NAPLAN</p> <p>After evaluation, the next steps to support our students will be: using APC&I to ensure a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students. Further review curriculum to ensure Aboriginal perspective is embedded throughout scope and sequences. Engaging with the Yass AECG.</p>
<p>Low level adjustment for disability</p> <p>\$40,665.97</p>	<p>Low level adjustment for disability equity loading provides support for students at Gunning Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Practice • Learning culture and well-being <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaged a learning and support teacher to work with individual and small groups of students to develop social skills, resilience and literacy and numeracy engaging a learning and support teacher to work with individual students and groups of students particularly in social skills program • provided support for targeted students within the classroom and playground environment through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based Literacy intervention, Minilit and Maqclit to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs

<p>Low level adjustment for disability</p> <p>\$40,665.97</p>	<ul style="list-style-type: none"> • secured funding to employ an additional staff to mentor a beginning teacher focusing on curriculum knowledge and implementation and behaviour management • actively sought advice and support from Assistant Principal Learning Support to support student learning in the classroom • developed Individual Learning Plans (ILPs) to create and track learning goals for those students identified as requiring learning adjustments <p>The allocation of this funding has resulted in the following impact: the school achieved a more consistent approach to student learning support and interventions. All students with an ILP had a targeted case management approach during staff meetings. Growth of Year 3 NAPLAN Reading to above both state and SSSG Growth of Year 3 NAPLAN Numeracy to above both state and SSSG Growth of Year 3 NAPLAN Grammar and Punctuation to above both state and SSSG Growth of Year 3 NAPLAN Writing to above both state and SSSG Year 5 demonstrated a lift in Reading from a raw score 462.5 in 2019 to 478.7 in 2022 Year 5 demonstrated a lift in Numeracy from a raw score 450.1 in 2021 to 469.7 in 2022</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team. Appointed APC&I to oversee case management load</p>
<p>Location</p> <p>\$24,852.00</p>	<p>The location funding allocation is provided to Gunning Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Practice • Learning culture and well-being • Collaborative Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions and incursions to enable all students to participate • engaging with local schools to create opportunities for students to engage with other students from • technology resources to increase student engagement • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$12,681.00</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 Gunning Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Practice • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaged with the SSS lead specialist to support evidence-based approaches to teaching reading and support learning sprints and professional development

<p>Professional learning</p> <p>\$12,681.00</p>	<ul style="list-style-type: none"> • completed one full round of Quality Teaching Rounds (QTR), focusing on reading, a whole-school priority • employed additional staff to release teachers to mentor and teach targeted numeracy demonstration lessons to new staff <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of reading, writing and numeracy, resulting in improved internal student results</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching. Allocated APC&I to provide professional learning opportunities for K-2 teachers around the new syllabus.</p>
<p>Literacy and numeracy</p> <p>\$3,900.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Gunning Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Curriculum meetings to support data analysis and planning • targeted numeracy lessons and teaching continued to be a focus and the use of QTR to support this • targeted reading and teaching moved from PM's to decodable texts. Lead specialist support helped to develop vocabulary teaching • new reading resources to support the quality teaching of literacy <p>The allocation of this funding has resulted in the following impact: an increase in the short assessment results in vocabulary by 10% an increase in the short assessment results in understanding text processes by 46% an increase in the short assessment results in comprehension by 26%</p> <p>After evaluation, the next steps to support our students will be: Continuation of learning sprints to embed quality teaching practice. Review of targeted numeracy teaching and effective use of data for new staff at GPS. Use of Assessment for learning proforma's in curriculum to guide teaching and learning.</p>
<p>QTSS release</p> <p>\$24,593.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gunning Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • PLAN 2 Professional Learning • implementation of Quality Teaching Rounds. • assistant principals provided with additional release time to support classroom programs • Individual writing goals <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. All teachers demonstrated embedding; - HOW2Learn learning pit and growth mindset practice - Individual writing goals</p>

<p>QTSS release</p> <p>\$24,593.00</p>	<p>- Learning previews shared with home</p> <p>All staff participated in Quality teaching rounds, learning sprints and curriculum meetings.</p> <p>After evaluation, the next steps to support our students will be: use of APC&I to drive data analysis and literacy and numeracy programs and quality teaching. Continuation and development of Quality Teaching Rounds and Learning sprints. Use of Assessment for Learning proforma's.</p>
<p>Literacy and numeracy intervention</p> <p>\$24,133.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Gunning Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Practice • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • curriculum meetings to support data analysis and planning • targeted numeracy lessons and teaching continued to be a focus and the use of QTR to support this • targeted reading and teaching moved from PM's to decodable texts. Lead specialist support helped to develop vocabulary teaching • new reading resources to support the quality teaching of literacy <p>The allocation of this funding has resulted in the following impact: an increase in the short assessment results in vocabulary by 10% an increase in the short assessment results in understanding text processes by 46% an increase in the short assessment results in comprehension by 26%</p> <p>After evaluation, the next steps to support our students will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$36,889.00</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 additional staff to deliver intensive small group support • analysis of whole school data to identify trends and areas of support, as well as identifying students for small group learning <p>The allocation of this funding has resulted in the following impact: increase by 8.2% of year 3 students achieving in the top two NAPLAN bands in reading and 7.8% in numeracy</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group support using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	52	56	62	67
Girls	51	58	65	68

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.4	96.0	93.2	93.5
1	93.8	95.6	94.7	89.4
2	94.4	96.5	94.4	89.7
3	94.0	93.9	93.9	90.7
4	94.1	96.1	94.7	88.3
5	94.3	96.1	92.4	90.0
6	94.4	95.7	94.0	89.2
All Years	94.2	95.7	93.9	90.0
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)	4.87
Literacy and Numeracy Intervent	0.21
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.4
School Administration and Support Staff	1.71

*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	163,610
Revenue	1,666,596
Appropriation	1,580,357
Sale of Goods and Services	14,105
Grants and contributions	69,595
Investment income	2,539
Expenses	-1,550,583
Employee related	-1,360,265
Operating expenses	-190,318
Surplus / deficit for the year	116,013
Closing Balance	279,623

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	208,337
Equity Total	67,255
Equity - Aboriginal	8,603
Equity - Socio-economic	17,986
Equity - Language	0
Equity - Disability	40,667
Base Total	1,237,086
Base - Per Capita	32,090
Base - Location	24,852
Base - Other	1,180,144
Other Total	79,670
Grand Total	1,592,348

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

In 2023, parents, students and teachers were given many opportunities to indicate their level of satisfaction with the school across the areas of education, student engagement and community connections including Tell Them From Me surveys.

Overwhelmingly parents indicated that they were happy with the initiatives at Gunning Public School and felt their opinions and thoughts on initiatives were valued. Parents results for the following areas were above that of state average-

- The school's administrative staff are helpful when I have a question or problem
- Written information from the school is in clear, plain language
- I feel welcome when I visit the school
- I can easily speak with my child's teachers

Students have shown a significant improvement in their own engagement with the school thanks to a diverse range of activities made available to them. Gunning Public School students indicated above state average scores in the domains of drivers of student outcomes, in the specific areas of- relevance, effective learning time and explicit teaching practices and feedback. Students indicated that the incidence of bullying at Gunning public School is 26% lower than the state average.

Teachers at Gunning Public School indicated a growth in learning culture and collaboration in 2023, teachers indicated that the designated curriculum meeting times and collegial professional learning they engaged in this year was beneficial in developing learning culture and staff collaboration.

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.