

# 2022 Annual Report

## Gymea Bay Public School



2116

# Introduction

The Annual Report for 2022 is provided to the community of Gymea Bay 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.

## School contact details

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## School vision

Every Gymea Bay Public School student is known, valued and cared for, while being challenged to flourish through our nurturing community.

## School context

Gymea Bay Public School is situated in the midst of suburban homes, a local preschool and a community sporting facility, 27 km south of the Sydney central business district. The school setting is spacious, with room for growth, a mixture of timber and brick facilities, and has an array of synthetic surfaces, asphalt and grassed areas for students to engage in physical activities and outdoor learning. The school is a focal point of the community, catering for students in Kindergarten to Year 6.

The school's logo of the Gymea Lily, soaring to heights, and its motto of "Forever Flourishing" (which means to be forever growing rapidly towards success and thriving in our environment), are embraced in the vision statement. To ensure we live up to this logo, motto and our vision statement, we continually aim to ensure students, staff and community are future focused, through goal-oriented targets.

With a student enrolment of 782, the school has a teaching staff of 45. There are strong relationships with an energetic P&C consisting of parents, caregivers and the wider community. Gymea Bay Public School has a proud sporting and performing arts history and promotes student respect, responsibility and lifelong learning, together with a desire for all staff and students to strive for their personal best.

The school's situational analysis, involved consultation with students, staff and staff. It was based on both the recent external validation and deep analysis, identifying three areas of focus for this Strategic Improvement Plan. This plan builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with syllabus and curriculum planning and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

### 1. STUDENT GROWTH AND ATTAINMENT

When analysis was conducted against student outcome measures, it was evident that the school has historically strong student achievement, however, expected growth in both reading and numeracy is an area for explicit focus in this new school plan.

The NAPLAN gap analysis indicated the areas of focus include: Reading - viewing and comprehension strategies, and Numeracy - whole number, operations and measurement, particularly volume and capacity. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided in CESE's "What Works Best: 2020 update", and the Department's "High Potential and Gifted Students' Policy. As both the analysis of data and literature suggests, we will focus on high expectations and extend higher order thinking strategies, critical and creative thinking so all students have opportunity to reach their potential.

### 2. DATA SKILLS AND USE FOR DIFFERENTIATION AND IMPACT

The school's analysis of performance against the Departments' 'School Excellence Framework' in relation to data skills and use, showed strengthening practice within the school however, it still requires further development in the 2021 -2024 school plan. Throughout 2020, the school embraced the use of Instructional Leadership to lead the use of data to directly impact the teaching and learning cycle and positively impact the learning of every student of the school. Underpinned by the CESE's "What works best: 2020 update", and aligned to internal "Spirals of Inquiry" particular to the context of our school, staff will focus on developing whole school processes for collecting and analysing student data to inform responsive teaching and learning programs, and embed evidence informed practices to positively impact student learning for every student of the school.

### 3. AUTHENTIC CULTURE OF COLLABORATION

The school has, throughout the 2018 - 2020 School Plan, worked extensively in building a more collaborative culture, embracing professional learning communities within and beyond the school. The opportunity to build professional networks of support, extensive opportunity to embrace learning with and from other experts, together with excellence in our own school practice is an ongoing pursuit to extend capacity of all staff of the school, and to impact professional learning of others beyond our school.

Student wellbeing remains a focus as we continue to build positive behavioural practices commenced in the 2018-2020 School plan, and focus on developing a deepened sense of belonging. The school's wellbeing metrics reveal

promotion of social and emotional learning is still required. The literature contained in the Department's website "Student Wellbeing" has core elements of focus aligned to school needs, and will be included in our plan for further developing Respectful, Responsible, Collaborative Learners, who connect, succeed and thrive.

Community satisfaction was an area of focus identified in the 2019 School Excellence Framework, and explored in new ways through the unique conditions enforced through the COVID-19 pandemic. Considering the available evidence contained in the Department's "Creating a Culture of Excellence Case Studies" which elaborates on excellence in student/teacher culture, together with community reflections through the events of 2020, we will have a four year focus on strengthening community satisfaction and building the sense of parents and carers as partners in learning, through increased opportunities for engagement of parents, carers and the wider community in student learning and school life.

## Self-assessment and school achievement

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

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

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

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

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To empower improved learning outcomes in reading and numeracy for all students, evidence informed programs will be both continued and further implemented. Together with the development and sustained processes of collection and analysis of data, staff will ensure appropriate curriculum provision, underpinned by evidence informed strategies and embedded evaluative practice, positively impacts student achievement.

### Initiatives

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

- Reading Improvement
- Numeracy Improvement
- 4C's - Communication, Collaboration, Critical Thinking/Reflection, Creativity

### Resources allocated to this strategic direction

**QTSS release:** \$108,000.00

**Literacy and numeracy:** \$24,494.00

**Professional learning:** \$31,000.00

**Aboriginal background:** \$7,450.55

### Summary of progress

#### Impact of Initiatives :

Learning Hub -

School focus and learning hub focus has been on Quantifying number (Semester 1) and Understanding Texts and Vocabulary (Semester 2) Data has been collected to monitor student progress in these areas.

Implementation of High Potential and Gifted Education Policy -

Staff across the school have continued to develop their understanding of students who are gifted and high potential in areas of learning. In 2023, a team of teachers will be trained in HPGE to support staff to ensure understanding of identification to differentiate teaching and learning programs to meet student needs.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement of the number of students achieving in the top two bands of NAPLAN in Reading  Achievement of targets for improvement in Reading. through at least the system-negotiated target uplift of 6 % to the lower bound level .	NAPLAN TOP TWO BANDS :  Overall the school achieved 64.9 % in the top two bands in Reading for the NAPLAN results which was an increase of 5.85%.
Improvement of the number of students achieving in the top two bands of NAPLAN in Numeracy.  Achievement of targets for improvement in Numeracy through an uplift of 5.8% to the system-negotiated lower bound target level.	NAPLAN TOP TWO BANDS :  Overall the school achieved 38.7% in the top two bands in Numeracy for the NAPLAN results which was a 5.81% decrease.

<p>Improvement of the percentage of students achieving expected growth in reading to reach 63..5%</p> <p>Value Added in 3 - 5 to be Delivering.</p>	<p>In NAPLAN expected growth for Reading resulted in 62.83% overall which was an increase of 12..83%.</p> <p>Value Added in 3-5 is working towards delivering.</p>
<p>Improvement of the percentage of students achieving expected growth in numeracy to reach 73.4%</p> <p>Value Added in 3 - 5 to be Delivering.</p>	<p>In NAPLAN Numeracy there was a 16.01% increase in expected growth resulting in 53.15%.</p> <p>Value Added in 3-5 is working towards delivering.</p>
<p>COVID 19 Supplementary Support targets those students at risk and additionally those students of potential, to increase achievement in outcomes.</p> <p>High Potential and Gifted Education (HP&amp;GE) is further unpacked, enacted and a focus is evident in pedagogy and programs, K-6.</p> <p>All staff have a sound understanding of the 4 domains and students are nominated across the 4 domains of High Potential and Giftedness. (Intellectual, Creative, Physical and Social/Emotional)</p> <p>School results show increasing results for HP &amp; G students within the top two bands of NAPLAN in Years 3 and 5..</p> <p>Improvement in the number of students achieving growth on internal and external assessments in the area of reading. and numeracy.</p>	<p>Ongoing engagement in HPGE was not possible due to the ongoing staffing crisis across the system. Staff will be trained in 2023 as a priority.</p>
<p>Improvement as measured by the School Excellence Framework as follows:</p> <p><b>Learning : Learning Culture</b> shows increased focus by students in learning, and educational aspiration as evidenced in the TTFM data. ( heading towards Excellence.)</p> <p><b>Learning : Curriculum</b> shows increased integrated approaches to learning with staff using responsive, differentiated programming to cater for student development and growth. (reaching Excellence.)</p> <p><b>Learning :Assessment</b> shows increased consistency in practices for assessment, where formative assessment is integrated into practice ( reaching Excellence.)</p> <p><b>Learning : Student performance</b> shows an increase in the number of students in the top two bands of NAPLAN (external tests) ( heading towards Excellence.)</p> <p><b>Teaching - Effective practice</b> show</p>	<p>Improvement measures linked to the School Excellence Framework have declined possibly due to the instability of senior leadership in 2022. In 2023, there will be a strong focus on developing understanding of current teaching pedagogy in alignment with the curriculum reform and introduction of new syllabus documents.</p>

GBPS teachers committed to explicit teaching and evidence informed practices. ( reaching Excellence.)

**Leadership : Educational Leadership** shows an an increased impact on teaching and learning across the school. (maintians Excellence)



## Strategic Direction 2: Data Skills and Use for Differentiation and Impact

### Purpose

Embedded strategies and skills in the effective collection, use and analysis of data to inform practices will allow for responsive programming, aligned to student proximal learning, and provide details of the impact of the teaching and learning cycle. These practices will readily transfer into evaluation of metrics related to attendance, transition and well-being, as we want all members of our school to Connect, Succeed and Thrive.

### 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.

- Consistent Assessment Planning and Processes
- Instructional Leadership - High Impact Professional Learning in Data Skills and Use
- Quality Teaching Rounds
- Data Informed Professional Learning Communities - Differentiation and Impact.

### Resources allocated to this strategic direction

**Beginning teacher support:** \$28,690.00

**Professional learning:** \$2,000.00

**QTSS release:** \$10,000.00

### Summary of progress

#### Impact of Initiatives:

Consistent Assessment Planning and Processes -

Staff collaboratively developed an Assessment Schedule and stage leaders ensured that opportunities to discuss data and monitor consistent teacher judgement were provided in teams.

Instructional Leadership - High Impact Professional Learning in Data Skills and Use

In 2023, the executive team will be upskilled as Instructional Leaders to work shoulder to shoulder with teachers to build capabilities.

Quality Teaching Rounds -

Quality teaching rounds did not occur.

Professional Learning Communities -

Professional learning occurred at a school level with a strong focus in 2023 to reengage with professional learning communities beyond the school.

### 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
Development of whole school processes for collecting and analysing data to enable the implementation of appropriate curriculum provision for every student is underpinned by evidence informed strategies, and embedded evaluative practices.  Evidence this data drives the future	The development of whole school processes for collecting and analysing data to enable the implementation of appropriate curriculum provision for every student is underpinned by evidence informed strategies, and embedded evaluative practices will be a strong focus in 2023 with the introduction of a new executive position - Assistant Principal : Curriculum and Instruction.  Quality teaching rounds and Learning Sprints did not occur in 2022.

<p>directions in the Learning Hub, and in the classroom.</p> <p>Quality Teaching Rounds are engaged with, to evaluate the practices and ongoing impact of improved practices.</p> <p>Learning sprints are continued, staff apply a range of assessment strategies, and data is collected and analysed, to inform teaching and learning.</p> <p>Student growth is evident in internal measures, and reflected in the NAPLAN growth.</p>	
<p>Executive team lead data dialogue, and build capacity in understanding of data literacy of classroom teachers, and effective use of data. (View to have data driven conversations led by teachers, and empower collective efficacy of the team).</p> <p>Individual learning plans have data driven targets, with a higher percentage of Individual Learning Plans (ILPs) and Personal Learning Pathways (PLPs) showing impact through recorded adjustments.</p> <p>Personalised Learning Pathways are conducted in conjunction with carers as key stakeholders. These PLPs will include both cultural aspects and goals, together with appropriate Literacy, Numeracy and if needed, Attendance goals.</p> <p>Developing whole school practice to have ILPs and PLPs, data driven with adjustments made throughout the year. (Reviewed, after initial set up, at least once per Semester, evidence of parent/teacher partnership)</p> <p>Use of data to inform programming - There is an increased level of responsive programming evident in all programs (with indications of regular modifications made.)</p> <p>The partnership of school and families is evident in professional learning about, and modelling of three -way learning conversations with the teacher, student and parent or carer., based on data and evidence.</p> <p>Professional learning communities are evident within stage teams, across stage teams and beyond the school through 3 Rivers 4 Learning, 4C's leadership &amp; 4C's COS group activities.</p>	<p>The executive team continue to develop their understanding of data skills, literacy and use to drive support responsive teaching and learning that is targeted towards the needs of students.</p> <p>Both Individual Learning Plans for students of need and Personal Learning Pathways for Aboriginal and Torres Strait Islander students have targets for improvement.</p> <p>There has been a decrease of 28.26% of students who attend school 90% of time or more. In 2023, a review of attendance guidelines and processes will occur.</p>
<p><b>Teaching : Data Use in Planning</b> Staff use student progress and</p>	<p>All stage teams were involved in data discussions and analysis and monitoring work samples and tasks for consistent teacher judgement.</p>

achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. They collaborate in teams to identify key areas for improvement within their stage, and focus learning improvement to cater for student need.

Strategies implemented are based on research informed practices and align to "What Works Best" and include ongoing monitoring of success. The school is working within "Sustaining and Growing" - **in the SEF element of Data Skills and Use.**

Stage leaders reported increased participation by staff members in data rich discussions. Staff are developing a deeper understanding of the wider range of data sources that reflect meaningful data, however, consistency across the school is required and will be a focus for 2023.

## Strategic Direction 3: Culture of Authentic Collaboration

### Purpose

Empowering authentic collaboration within and beyond the school will elaborate collective professional efficacy, support increased staff and student well-being and enable strengthening of community satisfaction, as parents and carers are promoted as partners in student learning and school life.

### 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.

- Building Authentic Community Connections
- Building whole community Wellbeing Language based on School "Gymea Guides" Mascots
- Building Values literacy based on 4C model of Learning Dispositions.

### Resources allocated to this strategic direction

**Aboriginal background:** \$5,000.00

**Low level adjustment for disability:** \$8,000.00

### Summary of progress

#### Impact of Initiatives:

Building Authentic Community Connections-

The Instructional Leadership in the Tri-Network of the Sutherland area continued, and enabled deeper understanding of effective practices.

Building Whole School Wellbeing Practices -

With the introduction the new Inclusive, Engaging, Respectful schools policy, there will be a strong focus on reviewing current wellbeing practices in 2023 to align with the Department of Education.

Building Values literacy based on 4C model of Learning Dispositions-

Communication with the community about the Learning Dispositions commenced through the newsletter. Students were guided through the activities which developed greater understanding of the dispositions.

### 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
• Progress towards achievement of departmental lower bound target of 90.9 % of students having a strong sense of wellbeing.	In the Tell Them from Me Survey (TTFM), 83.33% of students identified that they have a strong sense of wellbeing.
<b>Fathering Project</b> : The Fathering Project is embedded in school practice, and after the Covid restrictions of 2021, there is a return to high levels of engagement on each occasion an event occurs.  The value by students in having their engagement with fathers is widespread.  Staff support this initiative with high	The Fathering project has built relationships with fathers and their children. This project has been well received by families and the students of the school who greatly value the dedicated time with dads or another special adult in their life.

<p>levels of engagement.</p> <p><b>Aboriginal and Torres Strait Islander - Cultural Safety</b> : There is a developing sense of cultural safety for staff, students and members of Aboriginal and Torres Strait Islander communities, who are inspired to reach their highest potential.</p> <p><b>Relationships:</b> There is increased community engagement in both formal and informal activities of the school. The school engages with Learning communities within and beyond the school.</p>	
<p>Assessment against the School Excellence Framework shows Educational Leadership is maintained at Excellent.</p> <p>Assessment against the School Excellence Framework shows the High Expectations Culture is working within "Sustaining and Growing" with a focus on excellence in pedagogy, with differentiation, explicit teaching and 4C strategies.</p> <p>There is an emphasis on re-engaging community in school activities.</p>	<p>The consistency of data collection and use in the teaching and learning cycle is inconsistent across the school and will be a strong focus in 2023. There will be a continued focus on building the capabilities of teachers to embed quality teaching in all classrooms with an emphasis on explicit teaching, differentiation and high expectations.</p>
<p>The school will maintain or improve upon the attendance level of 2021, during 2022.</p> <p><b>(NOTE</b> : COVID testing, which is still at a high level among students of the school, impacts student attendance as compliance to the health requirements is considered essential by both families and staff.</p>	<p>Improving students' attendance and engagement at school will be a strong focus in 2023.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$275,648.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Gymea Bay Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around [course]</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments]</li> <li>• consultation with external providers for the implementation of [strategy]</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Integration funded staff effectively support students in all learning environments to successfully access the curriculum. Flexibility is a key component in managing student needs.</p> <p>Level of successful integration of students in classrooms : Students accessed curriculum at the level of proximal development. 16% of Integrated students experienced some challenges managing personal choices, with continued focus to be on reduction of impact on learning for self and others.</p> <p>Level of success with transitional programs : All students in attendance were involved in the transition programs of the school.</p> <p>Individualised social stories were developed to support students of particular need manage the change and effective transition information was provided to support classroom teachers.</p> <p>Medical and wellbeing support of students: Students with specific medical and wellbeing support needs have been supported to enable access to curriculum and experience equity of engagement opportunity.</p> <p>Level of increased outcomes for academics : Students have progressed in their learning and behavioural markers and the level of integration funding was deemed to be appropriate at Learning and Support reviews.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Professional Learning for staff - strategies to reduce anxiety and manage complex behaviours</p> <p>Development of social skills programs to support student's effective socialisation.</p>
<p>English language proficiency</p> <p>\$17,895.11</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Gymea Bay Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• EALD formative assessment tasks to assess placement against the EALD scales of achievement to determine next steps in learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>More accurate reflections of student learning needs. Students were</p>

<p>English language proficiency</p> <p>\$17,895.11</p>	<p>supported in their oral language development, and application of skills.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to work on improving our EALD support processes to ensure funding is regularly reviewed and students are receiving targeted intervention at point of need.</p>
<p>Low level adjustment for disability</p> <p>\$138,530.88</p>	<p>Low level adjustment for disability equity loading provides support for students at Gymea Bay Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building Authentic Community Connections</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• support for students in Life Skills program.</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted students improved their Reading competencies through engagement in MultiLit and MacqLit programs. These are systematic and explicit reading intervention programs for small groups of students who require support to develop their skills in reading.</p> <p><b>After evaluation, the next steps to support our students will be:</b> With the introduction of the new K-2 Curriculum mandated for 2023, it is essential that there remains a focus on reading development in younger years and that depth of understanding is embraced K-6 to empower student progress.</p>
<p>Professional learning</p> <p>\$52,414.28</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 Gymea Bay Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 4C's - Communication, Collaboration, Critical Thinking/Reflection, Creativity</li> <li>• Quality Teaching Rounds</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Assistant Principals in classrooms developing the capabilities of teachers to improve student outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Shoulder to shoulder support in classrooms by executive has resulted in the building of teacher capacity to improve student outcomes and engagement in learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of developing skills of executive team to provide in class support for teachers to improve student outcomes.</p>
<p>Literacy and numeracy</p> <p>\$50,494.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Gymea Bay Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$50,494.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Improvement</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Professional learning provided to support teachers with the curriculum reform and new syllabus documents to develop their understanding and support effective implementation in 2023 to target teaching and learning at the point of need to improve student outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of professional learning and support to develop deep knowledge and understanding of the new curriculum to ensure the successful implementation to support the learning of our students.</p>
<p>QTSS release</p> <p>\$149,512.22</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gymea Bay Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Improvement</li> <li>• Quality Teaching Rounds</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff developed their understanding of collecting and analysing data to inform the teaching and learning cycle. Data compared, consistent teacher judgement applied and programs impacted to reflect new point of need for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue with the focus on improving pedagogy for student learning progress.</p>
<p>Literacy and numeracy intervention</p> <p>\$60,333.53</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Gymea Bay Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets</li> </ul>



<p>Literacy and numeracy intervention</p> <p>\$60,333.53</p>	<p>outlined in the Strategic Improvement Plan</p> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted support of students to empower differentiated student support in areas of proximal development. This focused on all student having opportunity to reach their highest potential.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Maintain use of funds to support Literacy and Numeracy in 2023.</p>
<p>COVID ILSP</p> <p>\$68,046.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• development of resources and planning of small group tuition</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> COVID intensive learning support has provided support for students from Year 1 to Year 6, and additional Learning and Support staffing has empowered students of potential to be targeted. Due to staffing needs, there were times when the intensive support had to be withdrawn, to meet staffing needs across the school. Nevertheless, improvement in growth was evident for students.</p> <p>The school has been engaged with on-line NAPLAN and is able to view achievement of students beyond the bands of the years of assessment. Students in both Years 3 and 5 have achieved results up to BAND 9 , which are indicative of high school results. This reflects quality teaching and learning programs and the skills of differentiation targeting student need.</p> <p>Using NAPLAN, CheckIns and PAT results the school is able to triangulate and confirm growth.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 the school will make use of SLSO staff to provide targeted support students with remedial needs, allowing for increased personnel involved in the process of empowering student growth.</p>
<p>Socio-economic background</p> <p>\$26,095.79</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at GyMEA Bay Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students have equitable access to teaching and learning programs despite socio-economic status.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing support of students where required.</p>

<p>Aboriginal background</p> <p>\$17,450.55</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gymea Bay 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building Authentic Community Connections</li> <li>• 4C's - Communication, Collaboration, Critical Thinking/Reflection, Creativity</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal Education Officer supported Aboriginal and Non-Aboriginal students to develop their understanding and respect for Aboriginal Histories and Culture.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of Aboriginal Education programs in 2023.</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	418	426	425	410
Girls	388	362	355	369

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.2	94.9	95.4	89.7
1	95.2	95.3	94.8	88.2
2	94.5	95.5	94.5	88.7
3	94.7	95.5	95.0	90.4
4	93.7	94.4	92.9	89.0
5	94.6	93.8	93.3	89.3
6	93.6	94.8	93.1	89.0
All Years	94.5	94.9	94.2	89.1
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

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	32.98
Literacy and Numeracy Intervent	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
School Counsellor	0.5
School Administration and Support Staff	4.67

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	437,082
<b>Revenue</b>	7,702,174
Appropriation	7,215,106
Sale of Goods and Services	44,590
Grants and contributions	433,630
Investment income	8,647
Other revenue	200
<b>Expenses</b>	-7,371,158
Employee related	-6,459,934
Operating expenses	-911,225
<b>Surplus / deficit for the year</b>	331,016
<b>Closing Balance</b>	768,098

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	275,648
<b>Equity Total</b>	186,972
Equity - Aboriginal	12,451
Equity - Socio-economic	26,096
Equity - Language	17,895
Equity - Disability	130,531
<b>Base Total</b>	5,441,861
Base - Per Capita	197,090
Base - Location	0
Base - Other	5,244,771
<b>Other Total</b>	1,077,637
<b>Grand Total</b>	6,982,118

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

*'Tell Them From Me' (TTFM) Survey 2022 - Students only*

*Please note: Feedback was not acquired from teachers and parents.*

Student Results -

94% Positive expectations for success. (10% above State)

83% Advocacy at school. (14% above State)

Considerations:

73% Sense of belonging at school (1% above SSSG and 10% above State)

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.