

2022 Annual Report

Gwynneville Public School



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Introduction

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

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

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Message from the principal

Message from the principal

Gwynneville Public School is an outstanding example of great public education, nurturing the different cultures, languages and talents of our students. Our school provides opportunities and challenges to enable our students to grow and develop academically, socially, emotionally and creatively.

We have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do. All teachers have been involved in a rigorous professional learning process in teaching numeracy, literacy, social skills, physical education, technology and 21st Century educational pedagogy. New resources have been purchased throughout the year so that teachers can plan and cater for multiple stages while accommodating all students.

Our students are a passionate and motivated group of young people who are keen to learn and participate in the range of educational opportunities provided for them at the school. Our school enjoys tremendous support from our parent body and local community. We encourage parents/carers and grandparents to be active participants in their child's and grandchild's learning. All community members are warmly welcomed to school assemblies and special events that occur throughout the year. The P&C meets on the third Wednesday of each month.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parents and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Trish Payne

Principal

School vision

A school community in which all children are treated as equals regardless of gender or cultural background.

Where:

- We value equity, inclusiveness and a holistic approach to learning, in partnership with the wider community.
- The school fosters independent learning habits through the provision of engaging and challenging pedagogy where students learn how to learn.
- Teachers are resourceful and embrace ongoing professional learning.
- Students and teachers will be: motivated, well equipped with knowledge and skills, global citizens, creative, innovative, collaborative, resilient and ethical.
- Contributions from all members of our school community are valued.
- Schooling promotes equity and excellence.
- Students become successful, confident and creative individuals.
- Staff are committed to ongoing professional learning with a focus on 21st Century learning pedagogy.
- A dynamic culture of teaching and learning exists where staff creatively utilise open, modern learning environments to ensure learning is social, open, engaging and real.

School context

Gwynneville Public School is located in the Wollongong area and services the learning and welfare needs of 234 students. We believe in excellence, innovation, opportunity and success for our students.

We are a dynamic school community committed to delivering a broad range of quality learning experiences in a nurturing environment where all students have the opportunity to achieve their personal best. Our teachers are committed to equipping students with the knowledge and skills to become active and informed citizens of the 21st Century.

The school prides itself on providing an inclusive learning environment for students from at least 25 cultural backgrounds.

The construction of a whole new school that was completed in 2020 has provided new learning hubs and space that supports flexible learning across the school. Our spacious, tree filled grounds offer space for students to play and develop positive friendships. We have received numerous awards for our progressive environmental programs.

The school offers support to meet the individual learning needs of all students. Currently this includes support teachers for EAL/D, Teacher Librarian, School Counsellor and the School Learning Support Teacher (SLST).

Resource Allocation Model (RAM) funding is also utilised to employ extra support teachers to assist students with learning difficulties and to optimise learning outcomes for our Aboriginal students.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

Improve student learning outcomes in Literacy and Numeracy through whole school processes by collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student. This will be underpinned by evidence-informed teaching strategies and evaluative practice.

Initiatives

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

- Personalised Learning
- Data Driven Practices

Resources allocated to this strategic direction

Low level adjustment for disability: \$68,952.60

English language proficiency: \$27,088.07

Socio-economic background: \$27,807.79

Summary of progress

In 2022, the school focus was improving student learning outcomes through the use of assessment and data driven practices to improve curriculum provision. The staff focussed on providing personalised learning plans for individuals and focussed learning groups through the use of differentiation to meet the learning needs of the students.

The staff analysed student progress and achievement data and responded to trends in individual, group and whole school measures. Teachers used formative and summative data to identify skill gaps for improvement and areas for extension.

The staff collected and tracked multiple sources of data from formal internal and external assessments. Select staff plotted data as intuitive visualisations to present to colleagues to help understand school trends such as rates of improvement, areas of priority, and performance outliers.

The school faced barriers following previous years and disruptions due to COVID-19, notably class changes due to student enrollments. School staff worked to ensure students had access to learning support programs and rich social and wellbeing opportunities.

As a result of the school's work with data driven practice, the school has been able to provide consistent, evidence-based judgement when assessing students. This teacher judgement has had a positive impact on teacher knowledge, pedagogical practice, and overall student outcome.

As the school moves in to 2023, the school's leadership team and teaching staff will continue to use data to provide a comprehensive analysis of student progress and achievement. Executive staff will collaborate with teachers and school learning support officers to determine learning direction, aid in monitoring and assessment student progress, and reflect on teaching effectiveness.

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
Top Two Bands (System-negotiated targets) 7.0% uplift in the proportion of students achieving in the top 2 bands of NAPLAN reading.	2022 NAPLAN data indicates 45.16% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however, the school achieved above the lower bound target in 2021.
Expected Growth (System-	Data is unavailable for this progress measure in 2022 with an absence of

<p>negotiated targets)</p> <p>NAPLAN reading expected growth unable to be reported due to the suspension of the National Assessment Program in 2022. Expected growth to be monitored by internal measures.</p>	<p>comparison data from the 2020 cancellation of NAPLAN.</p>
<p>Top Two Bands (System-negotiated targets)</p> <p>6.4% uplift in the proportion of students achieving in the top 2 bands of NAPLAN numeracy.</p>	<p>2022 NAPLAN data indicates 36.51% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, however, progressed beyond the target baseline by 2.77%.</p>
<p>Expected Growth (System-negotiated targets)</p> <p>NAPLAN numeracy expected growth unable to be reported due to the suspension of the National Assessment Program in 2022. Expected growth to be monitored by internal measures.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However internal numeracy assessments indicate approximately 5.6% growth in overall numeracy scores as measured via iMaths summative assessment scores</p>
<p>Data Skills and Use</p> <p>Maintain a level of 'Sustaining and Growing' within the element of Data Skills and Use in the Teaching domain.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use.</p>

Strategic Direction 2: Quality Teaching and Leading

Purpose

Engage in Professional Learning aligned with current educational research. Professional Learning will involve all staff and incorporate coaching and mentoring practices.

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.

- Professional Learning
- Distributed Instructional Leadership

Resources allocated to this strategic direction

Professional learning: \$10,000.00

Literacy and numeracy: \$11,480.00

QTSS release: \$45,853.48

Summary of progress

The school focus in this strategic direction in 2022 was supporting all staff, K-6 in the implementation of the new K-6 syllabuses in English and mathematics.

The school's professional learning supported teachers to successfully transition to the new K-2 curriculum in English and mathematics as part of the school's involvement in the Accelerated Adopter program. Although the Accelerated Adopter program was specifically designed to support to K-2 staff, primary staff deepened their knowledge at the same time through engaged in professional learning aligned to the 3-6 curriculum. Effective pedagogy in the explicit teaching of reading was explored with a focus on the use of phonic readers for all staff.

K-2 teachers received extensive support through the support of a curriculum advisor who also provided in class demonstrations, coaching and mentoring to K-2 staff each fortnight. Year 1 teachers were allocated time to reflect on their practice and collaborate with their peers to refine units of learning. Some time was provided to staff for them to engage in the micro-units of professional learning in regards to the new syllabuses. Selected teachers and school learning support officers undertook targeted professional learning in Autism Spectrum Disorder, Learning Difficulties, and High Potential and Gifted Education students to further develop the school's evidence based approaches and programs in support of students with additional learning needs.

Staff had an opportunity to develop their leadership and management skills through roles such as 'learning support coordinator', 'instructional leader', and 'assistant principal'. The school supported collaborative performance development and maintained a culture of ongoing improvement.

As a result of this year's extensive professional development program, the school has fully revised our K-2 learning support program with all teachers trained in relevant procedures. K-6 staff are more knowledgeable and confident about the transition to the new curriculum. Teachers' new knowledge and understanding has informed teaching and learning programs that are dynamic and that reference student progress and achievement data and the new curriculum requirements.

In 2023, we will undertake further professional development focussing on several areas: the introduction of the 3-6 curriculum, Learning Support, High Potential and Gifted Education and new requirements aligned with the Inclusive, Engaging and Respectful Schools initiative.

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
Quality Teaching Rounds (QTR) Internal measures indicate that all staff	All staff participated in Quality Teaching Rounds in 2022 (excluding teachers on leave during Term 3). Semester 2 of Quality Teaching Rounds was not been completed, however Semester 1 lesson coding scores show

involved in Quality Teaching Rounds achieved improved coding scores from Semester 1 to Semester 2.	100% of teachers have improved with regards to the previous Quality Teaching Rounds cycle.
Professional Learning Maintain a level of 'Sustaining and Growing' within the element of Learning and Development in the Teaching domain.	The school Self Assessment has affirmed that the school is Sustaining and Growing in Professional Learning.
Leadership Maintain a level of 'Excelling' within the element of Educational Leadership in the Leading domain.	The school Self Assessment has affirmed that the school is Excelling in Educational Leadership.

Strategic Direction 3: Wellbeing and Engagement

Purpose

Build upon and maintain whole school policies and practices which enhance the wellbeing of students, families and staff, and encourage high levels of engagement.

Initiatives

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

- Student Wellbeing and Engagement Programs

Resources allocated to this strategic direction

Aboriginal background: \$9,557.58

Summary of progress

In 2022, the school focussed on the development and maintenance of multiple school, faculty and group specific wellbeing programs.

The school introduced and expanded upon wellbeing programs such as 'Smiling Minds' and 'Amazing People Schools', and continued school-wide wellbeing strategies such as the use of 'Zones of Regulation'. On the basis of student and staff feedback, a number of additional social programs were developed and trialled to meet the engagement and social needs of students. Multiple extracurricular events were held which allowed families and community members to engage with the school. Innovative activities that were aligned to student interests were developed to create a closer connection to the school.

Teachers were coached in the use of wellbeing strategies and approaches, and collaborated on strategies with colleagues throughout the year to increase program effectiveness. School processes and practices were refined to enable staff to confidently address issues and discuss policies with all sections of our school community. School structures enabled consultation with parents and carers so that holistic information about each student's wellbeing and learning needs could inform planning for learning and success.

As a result of the school's wellbeing and engagement practices, the school saw a slight improvement in overall positive wellbeing scores as measured by the Tell Them From Me survey. The three measures of wellbeing (advocacy at school, expectations of success, and sense of belonging) demonstrated improvement with the strongest outcome being 'expectations for success'.

Parents and community voice and written feedback indicates a strong sense of wellbeing, respectful relationships and a culture of shared responsibility within the school community.

Student feedback demonstrates a sense of wellbeing and positivity in the school which is strengthened by access to inclusive school programs.

Based on feedback from students, families and community members, we will continue to focus on wellbeing and engagement programs as they are showing positive impacts for our students and school community.

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
Student Wellbeing Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) demonstrates an uplift to be above the 2021 level.	89.39% of students reporting positive wellbeing outcomes has increased by 1.28% across the positive wellbeing measures of advocacy at school, sense of belonging and expectations of success.

Student Attendance

Uplift in the percentage of students attending school 90% of the time to be above the 2021 attendance rate.

The number of students attending school greater than 90% of the time or more has decreased by 42.44% due to families returning overseas to visit families following Covid-19 travel restrictions.

Funding sources	Impact achieved this year
<p>Professional learning</p> <p>\$10,000.00</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 Gwynneville 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"> • Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Releasing K-2 staff to engage with a curriculum specialist regarding new curriculum as part of the Early Adopter program • Training for select staff in the management of higher needs students (Autism Spectrum Disorder) • Professional Development for executive team and select staff in school leadership and management • Select staff from the learning support team engaged in professional learning and resourcing for MiniLit program <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 writing, 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.</p>
<p>Integration funding support</p> <p>\$112,560.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Gwynneville 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"> • 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 school learning support officers to assist students with additional learning needs • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • Implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals.</p> <p>After evaluation, the next steps to support our students will be: To incorporate funding decision making into the learning and support team meeting agendas to ensure funding is used most effectively. The use of funding will be adjusted throughout the year in response to each student's learning and support needs.</p>
<p>Literacy and numeracy</p> <p>\$11,480.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Gwynneville 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"> • Professional Learning

<p>Literacy and numeracy</p> <p>\$11,480.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Resources to support the quality teaching of literacy and numeracy • Purchasing of literacy resources such as quality picture books for guided and shared instruction • Online program subscriptions to support literacy and numeracy • Literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in the following impact: Stage 1 teachers and students engaging fully with the new English and mathematics curriculum and building experience with newly acquired resources.</p> <p>After evaluation, the next steps to support our students will be: Teacher release time with a literacy and numeracy specialist to aid in the transition to the new English and mathematics curriculum (2023 onwards).</p>
<p>Refugee Student Support</p> <p>\$5,423.80</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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 for targeted student support • Additional staffing for targeted interventions to support student learning <p>The allocation of this funding has resulted in the following impact: A significantly more accessible mode of communication for families with English as an additional language or dialect (EAL/D), (particularly families speaking Arabic). Parents/carers reported significantly increased confidence and self-worth when engaging with the school and developed positive relationships with staff members. Partnerships between the school and the parents/carers has been strengthened.</p> <p>After evaluation, the next steps to support our students will be: To continue employing a bilingual school learning support officer to sustain relationships with culturally and linguistically diverse parents, the need to embed the use of interpreters within all home-school communication processes has been identified.</p>
<p>Socio-economic background</p> <p>\$29,007.79</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gwynneville 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"> • Personalised Learning • Other funded activities <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 equitable access to learning opportunities • Resourcing to increase equity of resources and services • Providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Numeracy NAPLAN results achieving above state and statistically similar</p>

<p>Socio-economic background</p> <p>\$29,007.79</p>	<p>school groups (SSSG). 'Bottom two bands' showing significant growth relative to state and SSSG results.</p> <p>After evaluation, the next steps to support our students will be: To continue providing five days of classroom teacher release time to provide targeted literacy and numeracy learning support programs to identified students.</p>
<p>Aboriginal background</p> <p>\$9,557.58</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gwynneville 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"> • Student Wellbeing and Engagement Programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of specialised staff to deliver personalised support for Aboriginal students • Staffing release to support development and implementation of Personalised Learning Pathways • Employment of Aboriginal community consultation group to provide a cultural engagement program <p>The allocation of this funding has resulted in the following impact: All Aboriginal and Torres Strait islander students having allocated time to engage in culturally significant learning experiences.</p> <p>After evaluation, the next steps to support our students will be: Deliver differentiated and personalised support to Aboriginal students. To continue to develop and grow a schoolwide awareness and recognition of Aboriginal and Torres Strait Islander culture and history.</p>
<p>English language proficiency</p> <p>\$27,088.07</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Gwynneville 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional bilingual staff to support communication • Employment of additional staff to support delivery of targeted initiatives • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives • Additional staffing intensive support for students identified in beginning and emerging phase • Withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Early Stage 1 and Stage 1 EAL/D students are better able to communicate and engage with peers as noted by teacher observations. EAL/D students are able to participate and engage more deeply in classroom activities as noted by work samples.</p> <p>After evaluation, the next steps to support our students will be: To continue to develop a school specific EAL/D program with regards to our high EAL/D student population; to provide ongoing professional learning and development in the form of external training, mentoring, co-teaching, and co-planning.</p>

<p>Low level adjustment for disability</p> <p>\$89,735.71</p>	<p>Low level adjustment for disability equity loading provides support for students at Gwynneville 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"> • Personalised Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Targeted students are provided with an evidence-based intervention MiniLit to increase learning outcomes • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: The school has achieved a more consistent approach to student learning support and opportunities to engage deeply in classroom activities. Students with disabilities have an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained school learning support officers.</p>
<p>QTSS release</p> <p>\$45,853.48</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gwynneville 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"> • Distributed Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant principals provided with additional release time to support classroom programs • Implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: Early career teachers have developed confidence and improved teaching practice under mentoring and coaching of senior staff. Staff have had time to engage in professional development opportunities regarding accreditation processes, teaching practice, and leadership opportunities.</p> <p>After evaluation, the next steps to support our students will be: Providing release time to staff to engage with specialists in curriculum provision (APCI, Curriculum Advisor) to improve literacy and numeracy teaching practice. Providing professional development opportunities for future leaders within school staff.</p>
<p>COVID ILSP</p> <p>\$81,813.00</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</p>

<p>COVID ILSP</p> <p>\$81,813.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition • Providing intensive small group tuition for identified students who were identified as needing additional support • Providing targeted, explicit instruction for student groups in literacy/numeracy - Early Stage 1 and Stage 1 <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals as evidenced by MiniLit internal assessment and data analysis.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for students with specific learning needs to allow them to fully engage in classroom learning opportunities.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	132	134	136	136
Girls	119	118	102	97

Student attendance profile

School				
Year	2019	2020	2021	2022
K	87.7	88.3	93.3	84.6
1	88.9	90.7	95.0	86.1
2	89.7	91.9	94.0	85.7
3	83.3	83.7	93.1	85.9
4	93.5	80.3	91.5	84.2
5	90.9	85.5	90.9	81.6
6	91.6	85.9	92.1	79.5
All Years	89.4	86.8	92.9	84.2
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)	3
Classroom Teacher(s)	8.22
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.46

*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	722,385
Revenue	2,633,305
Appropriation	2,575,226
Sale of Goods and Services	12,713
Grants and contributions	40,897
Investment income	2,869
Other revenue	1,600
Expenses	-2,620,573
Employee related	-2,292,623
Operating expenses	-327,951
Surplus / deficit for the year	12,732
Closing Balance	735,117

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	117,984
Equity Total	155,389
Equity - Aboriginal	9,558
Equity - Socio-economic	29,008
Equity - Language	27,088
Equity - Disability	89,736
Base Total	1,997,719
Base - Per Capita	60,138
Base - Location	0
Base - Other	1,937,581
Other Total	113,696
Grand Total	2,384,788

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

Parents indicated a high level of satisfaction with the school.

- Parents find staff (executive staff, teachers, school learning and support officers and the school counselor) are approachable and effective communicators.
- Parents feel that school administrative staff are helpful and effective.
- Parents believe teachers take account of their child's needs, abilities and interests.
- Parents are informed of the school's expectations of behaviour, and systems in place for concerns of student safety and wellbeing.

Teachers indicated a high level of satisfaction with the school.

- All of staff work collegially to create a safe and orderly work environment and feel supported as professionals.
- Teachers and other staff are given opportunities for professional learning and development.
- Staff feel that as a workplace, we collaborate with colleagues about strategies for engagement, learning and assessment delivery, and additional school based activities.
- All teachers set high expectations for student learning and monitor the progress of all students

Students indicated a high level of satisfaction with the school.

- Students value positive behaviour at school with 97% of students (increase of 3% over 2021) stating that they do not get in trouble at school for disruptive or inappropriate behaviour (14% above NSW Govt Norm).
- 91% of students (increase of 8% over 2021) set challenging goals for themselves in their school work and aim to do their best (12% above NSW Govt Norm).
- 85% of students (increase of 1% over 2021) feel accepted by their peers and by others at school (4% above NSW Govt Norm).
- 97% of students (decrease of 1% since 2021) believe that schooling is useful in their everyday life and will have a strong bearing on their future (1% above NSW Govt Norm).

Gwynneville Public School is consistently above NSW Government Norms in the majority of survey outcomes in all three surveys (Parent, Student and Teacher).



Student Outcomes and School Climate

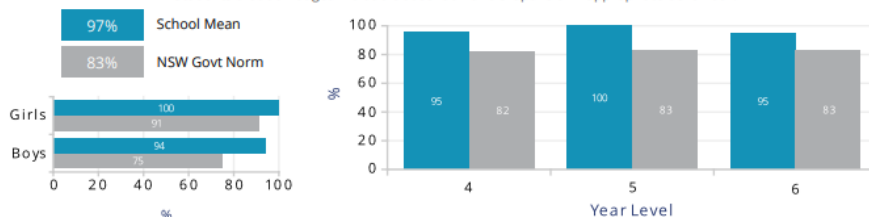
TTFM Primary Linked 2022

Gwynneville Public School

Social-Emotional Outcomes

Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.



Tell Them From Me survey data - Positive Behaviour in Schools



Student Outcomes and School Climate

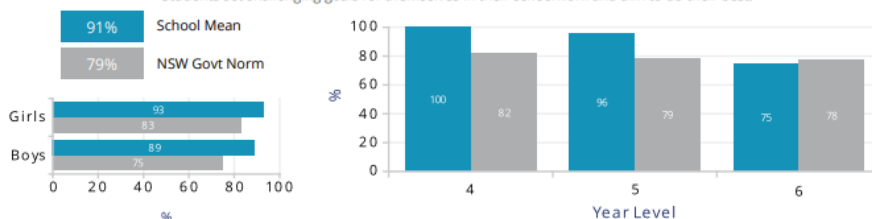
TTFM Primary Linked 2022

Gwynneville Public School

NSW DoE Custom Measure(s)

Students with a positive growth orientation

Students set challenging goals for themselves in their schoolwork and aim to do their best.



Tell Them From Me survey data - Challenging Behaviour in Schools

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.