

2022 Annual Report

Gordon West Public School



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Introduction

The Annual Report for 2022 is provided to the community of Gordon West 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

2022 was an exceptional year at Gordon West Public School. I am very proud that all our students, regardless of their ability, were given every opportunity to be challenged, succeed, and feel valued in our school. GWPS staff members worked with courage and purpose to ensure the delivery of the school's vision.

Mr Huckerby's farewell was a spectacular event for our community. Current and former students, parents and community members came together harmoniously to celebrate Mr Huckerby's commitment to Gordon West PS over his 32 years. Mr Huckerby is an outstanding educational leader, an advocate for our students and the Gordon West community, and respected by all who pass by.

Following the extraordinary previous two years, 2022 saw the re-introduction of many regular routines and practices. It was exciting to welcome our families back on-site and to have community participation in special days and school events.

During the year, students accepted new challenges; academic, sporting and cultural. Some entered external local competitions, many absorbed themselves in enrichment activities, others represented the school at zone, regional and state level sport, and many students began to learn instruments, dance and drama skills and had the courage to perform in front of audiences for the first time.

Students enjoyed events such as NAIDOC celebrations, Easter activities, public speaking, debating, sports carnivals, choirs, bands, the Powerful Project, book week festivities, excursions including the reintroduction of school camps and of course the spectacular whole school musical production Showcase.

The highly dedicated teaching team at Gordon West takes pride in their profession and responsibility for ensuring that our school is a wonderful example of holistic and inclusive primary education. This year we've had a sustained focus on learning with a specific emphasis on explicit teaching pedagogies. The excellent outcomes achieved by our students are a credit to the staff who genuinely believe that all students can be high achievers.

Teachers and students are strongly supported by our School Administration and Support (SASS) Staff. The team including office staff, Learning Support Officers and General Assistant, support our school's smooth and safe operation.

I thank all staff and acknowledge their tremendous support, energy and enthusiasm.

I would also like to thank our P&C executive and volunteers for continuing to work together for our school community. In particular, on behalf of the school, I would like to thank Mr James O'Keefe for his outstanding service to the school community over eight years as President of the P&C.

I would like to thank the 2022 student leaders Sofia L, Nicholas L, Sally A, Daniel G, Emily A and Ethan C for their outstanding leadership and support of their fellow students throughout the year.

I am pleased to present the 2022 Annual Report of Gordon West Primary School, which is a record of the past twelve months of outstanding achievements. Congratulations to our Gordon West Public School community for assisting our great school to become even better.

We look forward to continued success and enhanced partnerships in 2023.

Principal

Tim Sparke

Message from the school community

It has been another great year for our school, the students, staff, parents and the community. For the P&C this year has been a productive and rewarding year. We have held 4 meetings throughout the year, with significant contributions by the attendees. Many of the items raised have been discussed and the school has implemented a number of initiatives in the areas that were identified. The P&C would like to acknowledge Mr Huckerby and his staff for their continuing efforts to improve the school and its facilities.

Through our joint efforts, the P&C has influenced a number of initiatives and purchases in the school, including:

- Replacement and purchase of Smartboards for classrooms
- Participation in Staff Selection Boards
- Participation on the School Play Equipment Committee to identify maintenance and upgrade requirements
- Support for the Year 6 Farewell
- Participation on the OOHSC committee to ensure the effective running of the centre meeting the needs of the parent community
- Numerous FRASC events, meticulously organised and led by Belinda Mark
- And many other activities that improve the daily experience for our children

The GWPS P&C is incorporated under the NSW P&C Federation. The P&C reviews its policies and procedures against the documents published by the Federation to ensure consistency and effective management of the association. We have also maintained our insurance through this peak body to cover Directors and Officers Liability Cover, Fidelity Cover and Property Insurance. The financial position of the P&C is monitored and reviewed periodically by the Treasurer to ensure financial accountability. A finance committee meeting is arranged on a term basis with the school to ensure fund allocation transparency. The P&C is in a secure financial position and will continue to work with the school to allocate funds in the future. The P&C at Gordon West continues to contribute substantially to a strong sense of school community and I look forward to the continuing contribution from all parents to improve the fantastic facilities of this great school.

Mr J O'Keefe

P&C President

Message from the students

It's that time of the year again when we must say goodbye. Goodbye to old classrooms and teachers, goodbye to friends, and for year six, goodbye to primary school. As this door closes on my time at Gordon West I would like to reflect on my wonderful journey of learning over the past seven years.

Some people think that learning mainly happens in the classroom, however, during my time at Gordon West some of my favourite activities and events have been participating in the Athletics carnival, playing touch football for PSSA sport and enjoying our fantastic Welcome Fests. I know I'll never forget Senior Concert Band's entertaining cover of 'Cake by the Ocean' or dancing to Hairspray at the Sydney Opera House with the Year 6 dance group. I will miss the times when Mr Huckerby would pop into our classroom to give us a pep talk and end up telling us his life stories.

As you can see, most of my favourite things happened outside of the classroom. But a lot of the time we'll find that this is where we are learning lessons like the five keys to success: Confidence, persistence, getting along, organisation and resilience. For example, I remember coming 1st in the 200m race at the athletics carnival, only to realise I had stopped too early and ended up placing 3rd. Of course, it was disappointing and frustrating but I learnt to be resilient and knew what to do next time.

As the new year rolls around the corner, I encourage every student here to try your very best and give everything a go. As my mum always says, just throw your hat in the ring, whether it's trying out for sporting teams or school clubs, or even joining a new group of friends. You never know. A simple 'yes' is all it takes. And that 'yes' could lead you to unexpected opportunities.

Before I walk through the school gates and out of the primary school for the last time, I want to thank all my teachers and peers. When I was in kindergarten in 2016, I remember Mr Huckerby saying that Gordon West was our home away from home. I didn't really understand what these words meant, but in the past seven years I have realised that this is every bit true.

This school is a place where I feel safe and where I feel that I belong. It has everything that a good home should have and we are so lucky here at Gordon West to have such kind and smart teachers who really care about both our troubles and triumphs. Teachers, I'm sure you can remember a time when a student has accidentally called you "mum!"

I am also thankful for my peers who have supported me all the way through to year six. My friendship groups have shifted in the past few years but every single one of my friends has brought out a different side in me, whether that be kindness, loyalty, perseverance and even humour. Each of those qualities have helped me grow into the person I am today and for that I am thankful.

In the words of A.A Milne, 'How lucky am I to have something that makes saying goodbye so hard.' And although we need to say goodbye to each other for now, next year we will be opening doors to new opportunities, new classrooms, new teachers and new friendships. I especially wish next year's Captains, Willow and Kai, and the whole leadership team all the very best and I know that you will lead the school with pride and responsibility.

Sofia L and Nicholas L

School Captains 2022

School vision

Gordon West Public School is a future-focused school committed to nurturing confident and motivated students who are actively engaged in their lifelong learning.

We support the development of students with a focus on high-quality teaching, student academic growth, student wellbeing and social success.

Teachers, parents and students work in partnership to maintain high expectations, engagement and a positive environment where every student is known, valued and cared for.

School context

Gordon West Public School is a metropolitan school on Sydney's North Shore in the Department of Education region of Macquarie Park. GWPS has 509 students enrolled in 2022 from Kindergarten to Year 6 with 65% of students from a language background other than English. The school has strong community support and engagement which is integral to our success.

Fine school traditions, a strong feeling of school pride and high standards are promoted with students encouraged to achieve their personal best.

The school's robust community partnerships are reflected in many initiatives and learning opportunities. While the school is committed to maintaining high expectations for student engagement and strives to improve student academic outcomes, the school remains involved in innovative projects across a broad spectrum of the curriculum. These include an extensive creative and performing arts program involving dance groups, bands and choirs, a strong sporting focus and a keen interest in promoting student wellbeing. Our student welfare endeavours include the Student Representative Council, You Can Do It Education and the Peer Support program.

The whole school community, involving students, staff, parents were consulted in a thorough situational analysis followed by the development of a strategic improvement plan. The situational analysis identified three areas of focus. This plan builds upon the work undertaken in the previous school planning cycle and for external validation.

1. Student growth and attainment

Reading and numeracy achievement and growth results at Gordon West are consistently above state and local schools. We have established a need to maintain student achievement in the top 2 bands of NAPLAN, move our middle achieving students into higher bands and create consistency in the teaching and learning strategies in reading and mathematics. The High Potential Gifted Education policy and related professional learning will be used as a tool to build teacher capacity and allow for consistent differentiation strategies to be implemented across the school. The number of students identified as English as an Additional Language or Dialect (EAL/D) has risen significantly over the last 4 years. Increased emphasis will be placed on these programs to support student achievement. Further emphasis is being placed on our writing program to increase student outcomes.

2. Evidenced informed teaching

Gordon West is a high performing school that is committed to evaluating our practices to enhance the learning outcomes of our students. Situational analysis and external validation highlighted the need to include consistent best practice teaching and learning practices to enhance teacher capacities and increase student achievement. This will be achieved through the implementation of current educational research such as the What Works Best framework and the Department of Education initiatives.

3. Empowering Leadership across the school

The situational analysis and external validation highlighted a need to develop the leadership capacity amongst students and staff at Gordon West. The inclusion of explicit and systematic mentoring and leadership programs will allow for improved systems, distributive leadership and enhancing capabilities across the school. Student voice, leadership application processes and authentic leadership opportunities will be improved and explored further.

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in literacy and numeracy through establishing a culture of high expectations, engagement and consistent high quality teaching 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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Professional learning: \$31,903.55
Literacy and numeracy intervention: \$45,968.40
Integration funding support: \$54,497.00
Socio-economic background: \$4,675.49
Low level adjustment for disability: \$85,931.94
QTSS release: \$84,036.51
Literacy and numeracy: \$24,939.00
English language proficiency: \$105,083.62

Summary of progress

Our focus for 2022 was on using highly effective teaching practices and professional learning to improve the quality and consistency of our explicit teaching reading strategies across all subject areas.

The professional learning was differentiated for K-2 and 3-6 teams and led by supervisors across Terms 1 and 2. K-2 staff focused on Phonological Awareness and Effective Reading: Phonics professional learning provided by the Department of Education (DoE). Years 3-6 concentrated on comprehension (connecting main ideas and inference) and vocabulary using the explicit teaching of reading strategies DoE resources. Assistant principals created and delivered a suite of professional learning on reading 3-6 strategies developed by executive staff.

Executives attended the Curiosity and Powerful Project professional learning to assist in the effective implementation of reading through consistent teaching protocols. The executive team planned the learning hub, a structure of observation and feedback, to consolidate and embed the recently completed professional learning on reading.

In Term 4, the focus for our staff in K-2 shifted to professional learning on curriculum reform. The executive team completed NES curriculum reform professional learning in mathematics and English. These executives formulated a plan to implement and coordinate K-2 information sessions for staff. Executives have attended network meetings with curriculum advisors to support the understanding and implementing of the curriculum reform and strategically resourcing phonics readers (decodables) K-2.

The numeracy committee, comprising of the principal, deputy principal, and assistant principals, conducted a thorough investigation of our results in numeracy. We triangulated data from NAPLAN, Essential Assessment and Check-in assessments. This analysis revealed areas of focus for 2023 will be thinking mathematically, developing number sense with quality number talks and high-quality differentiation.

Through our instructional leader observations, learning walks and talks, student work samples and student interviews, we have seen significant shifts in teaching pedagogy in reading. This has included the consistent approach to teaching reading of phonics in K-2, and the explicit teaching of fluency, vocabulary and comprehension strategies in Years 3-6.

We would have liked to have seen stronger NAPLAN results, which have been positive but minimal at this stage. This is also consistent among our Essential Assessment and Check-in assessment data. We expect a more significant impact over the coming 12-24 months as the literacy and numeracy programs and pedagogy are fully embedded into classroom

practice.

Next year, teachers will continue with comprehensive and differentiated professional learning for all staff in reading, explicit teaching, and high-quality differentiation. Differentiated support across most faculties, in the form of coaching and mentoring, will be provided to staff at their point of need by instructional leaders. Student learning outcomes will be tracked by collecting and analysing assessment data. We will work with staff to establish a process to provide them with feedback on implementing their teaching and learning programs. This will support further improvement in consistent teaching practices across 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
Year 3 and 5 students achieving top two bands in NAPLAN reading increases from 72% (baseline) to 78.4% (system-negotiated target).	71.4% of students achieved in the top two bands in NAPLAN reading indicating an upward lift from 2021.
Year 3 and 5 students achieving expected growth in NAPLAN reading increases from 78.4% (baseline) to 79% (progress measure).	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Year 3 and 5 students achieving top two bands in NAPLAN numeracy increases from 69.8% (baseline) to 75.5% (system-negotiated target).	In numeracy, 57.3% of students are in the top two skill bands indicating progress yet to be seen toward the progress measure.
Year 3 and 5 students achieving expected growth in NAPLAN numeracy increases from 73.6% (baseline) to 75% (progress measure).	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Tell Them From Me (TTFM) response percentages increase to align with the state average in the areas of Skills Challenge.	Tell Them From Me (TTFM) data indicates 30% of students report that they feel challenged in their English and maths classes. This percentage is maintained from previous TTFM survey results.
90% of teachers are using learning intentions and success criteria in all key learning areas.	Internal lesson study feedback and executive observations indicate 92% of staff utilise learning intentions and success criteria in their lessons.

Strategic Direction 2: Evidence informed teaching

Purpose

To support and inspire all teachers through quality professional development and evidence-informed strategies that will result in deep pedagogical knowledge and reflective, responsive practices in order to maximise student learning outcomes.

Initiatives

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

- Use of data to inform practice
- Feedback

Resources allocated to this strategic direction

QTSS release: \$15,600.00

Summary of progress

In 2022, our focus in Strategic Direction 2 was implementing highly effective, evidence-based, data-driven practices to improve student outcomes across all subject areas.

The executive team trialled a range of assessments used to track the implementation of reading. These included NAPLAN assessments, Check-in assessments, benchmarking, Acadience, DIBELS and Essential Assessments.

Teachers were supported with professional learning and time to discuss, analyse implement the assessments. Lesson studies allowed teachers to regularly dedicate time to using data effectively, including planning, sharing, observing and practising quality lessons with student assessment and data as a focus.

Further professional development was planned for teachers around the use of rubrics, emphasising deconstructing the language of rubrics and teaching students how to drive achievement by referencing criteria. The executive team designed and implemented consistent teacher judgement (CTJ) sessions across the professional learning calendar and will plan to continue this in 2023.

In addition to 'The Gordon Five' and 'My Self-Rating', formative assessment strategies will continue to be explored and developed for the new curriculum. Modelled lessons led by Instructional Leaders will also incorporate formative strategies that enable teachers to assess what students know while they're still learning.

Through this professional learning, we have observed a significant increase in data-driven practices in all key learning areas. The professional learning around Essential Assessment and Check-in platforms has provided teachers with knowledge of the software and made individualised student information easily accessible. This learning data is used to identify what students already know and what they should learn next and highlight gaps in their knowledge and skills for targeted learning intervention. Teacher collaboration and professional dialogue have increased teacher efficacy resulting in observable impacts on students' ability to understand the content, reflect on their learning and measure their progress towards a learning outcome.

Next year all teaching staff will participate in high-quality differentiation professional learning. We want these practices embedded in all stage-based planning cycles and teaching and learning K-6. We will continue using various platforms and strategies to assess students. This will include summative and formative assessments and all students in Years 1 to 6 will be assessed using the Essential Assessment in mathematics and reading. This student data will be used in 2023 to inform flexible student groupings and individual, class and stage-based goals for literacy and numeracy. Student achievement data in NAPLAN and Check-in assessments will be shared and triangulated to inform learning support and High Performance and Gifted Education (HPGE) practices.

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

<p>80% of teachers can use data to inform student progress and modify their teaching practice.</p>	<p>Whole school assessment schedules, the introduction of online assessments, teachers' increased participation in professional learning opportunities and discussions have increased the capabilities of staff to examine and discuss data to inform progress.</p>
<p>Teachers are establishing feedback practices in their classrooms by providing students with feedback on their strengths and areas for improvement.</p>	<p>Delays in implementing initiatives in Term 3 have required this work to be postponed to 2024.</p>
<p>Year 3 students achieving top two bands in NAPLAN writing increases from 89.7% (baseline) to 92% (school progress measure).</p> <p>Year 5 students achieving top two bands in NAPLAN writing increases from 39.3% (baseline) to 57.2% (school progress measure).</p> <p>Year 3 and 5 students achieving expected growth in NAPLAN writing increases from 50.8% (baseline) to 60.5% (school progress measure).</p>	<ul style="list-style-type: none"> • 82% of Year 3 students achieved in the top two bands in NAPLAN writing which is consistent with 2021 results and indicates progress yet to be seen toward school progress measure. • Data indicates 57.3% of Year 5 students are in the top two skill bands for writing which is a 17% increase against 2021 results and indicates the school exceeded the school progress measure. • Student achievement data is unavailable for the expected growth progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 3: Empowering leadership across the school

Purpose

The school maximises student and staff leadership and fosters a school-wide culture of high expectations, shared sense of belonging and responsibility.

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 Leadership
- Staff Leadership

Resources allocated to this strategic direction

Aboriginal background: \$2,930.84

Summary of progress

Our focus for 2022 was to empower staff and student leadership across the school. The Student Representative Council (SRC) formed a significant component of our road safety campaign at the school. The rising need for awareness when navigating the busy roads around Gordon West created a necessity for students to start speaking to their peers and the parent community about the importance of road safety.

During assemblies, our SRC students would deliver essential tips for staying safe when using the roads around the school. Stop, look, listen, think became part of the regular safety messages given to the school community.

To engage our parent community, students from the SRC created a short road safety video to promote important messages about road safety. Parts of the video were spoken in Mandarin.

Our school leaders supervised the Suggestions Box during assemblies. This initiative gave the wider student body a voice in changes they would like to see within the school.

The Year 6 leadership team created videos to support our school's behaviour expectations during the year. This initiative was aligned with the school's revised Behaviour Support and Management Policy. Student-led videos focused on encouraging positive behaviour throughout the school.

The videos have had the intended impact on student behaviour with incidents involving inappropriate play and unsafe play decreasing. Teaching staff use the common language of Be Safe, Be Respectful and Do Your Personal Best when addressing student behaviour concerns.

The success of the Gordon West PS community road safety video created by the SRC was reinforced by its inclusion by the Department of Education in the 'What's Happening' section of their Road Safety Education information.

With the inclusion of strong road safety classroom teaching and learning activities and community-based road safety messages, we have seen a significant decrease in the number of road related complaints and incidents around the school.

Moving into 2023, a core focus on classroom practice is to promote differentiation with the inclusion of student learning goals. This will be supported by high-impact professional learning and instructional rounds.

Staff leadership has been empowered across the school through purposeful and strategic meetings to reference the AIS Teacher Standards and identify leadership development areas.

Grade leaders were introduced to disperse the leadership responsibilities of the staff. The identified staff were supported with release from face-to-face teaching to achieve their leadership goals and aid the assistant principals in managing stage responsibilities.

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
Teacher PDP goals display evidence of leadership aspiration or leadership initiatives.	The aitsl teacher standards have been utilised to guide aspiring leaders within the school. PDP goal review meetings have been conducted across the year to guide and strengthen leadership progression.
<p>Tell Them From Me (TTFM) response percentages increase to align with the state average in the areas of interest and motivation.</p> <p>Teachers' rating response on 'useful feedback about my teaching' and 'taken time to observe my teaching' in the TTFM survey has increased.</p>	<ul style="list-style-type: none"> • Results from the Tell Them From Me survey resulted in 68% in the area of interest and motivation. This result is in line with the 2021 results. • Teachers receiving useful feedback about their teaching resulted in 6.7 in 2022. This significant increase since 2020 was also reflected in the indicator of 'Taken time to observe my teaching' which resulted in 6.2. This also reflects a substantial increase from 5.8 in 2020.
The proportion of students attending more than 90% of the time, increases from 89.7% (baseline) to 93.9% (system-negotiated target).	The attendance rate for Gordon West in 2022 is 93.4% which is above the SSSG 92.5% and State 85.6%. 80.7% of students attend school greater than 90% of the time compared to the SSSG (73.6%) and State (80.5%).

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$54,497.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Gordon West 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"> • Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of SLSO staff to conduct MacqLit (Macquarie Literacy Program for small group instruction) and MiniLit to assist in the development and instruction for low-progress readers. • classroom and playground intensive learning and behaviour support for identified students. • release for classroom teachers to liaise with the Learning and Support Coordinator, carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP). • implementation of targeted programs to differentiate teaching and learning for identified students. • employment of additional staff to assist students with specific learning needs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * identified student's independent reading levels have increased significantly in comparison with their peers. * 6% of students in K-2 have been identified at below grade level in English. * records of observations indicate that student engagement within the classroom has increased. * major playground incidents for students with targeted staff support have decreased. * students involved in targeted programs have increased positive student behaviours across the school. <p>After evaluation, the next steps to support our students will be: to continue to deliver small group explicit and systematic reading intervention programs for identified students using MiniLit and MacqLit to support reading development. In addition to this, the school will continue to provide additional staff to support effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension within the classroom. Classroom and playground support for students with identified personal learning goals and specific social needs will continue to be a priority for the future.</p>
<p>Socio-economic background</p> <p>\$4,675.49</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gordon West 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"> • Reading <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 reading programs across the school. • employment of additional staff to support implementation and differentiation of learning programs. • 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:</p>

<p>Socio-economic background</p> <p>\$4,675.49</p>	<ul style="list-style-type: none"> * increased student engagement in classroom and extra-curricular activities. * increases in positive student behaviours across the school. * streamlined procedures for identifying and referring students to learning support. <p>After evaluation, the next steps to support our students will be: to continue to support the implementation of early literacy programs that explicitly develop pre-reading skills, such as phonemic awareness and vocabulary. In the future, we plan to further support literacy programs that incorporate technology, such as interactive reading apps, to engage children in reading. Additional staff will continue to be employed to support various student needs including social development in the playground and self-regulation during period of in-class learning.</p>
<p>Aboriginal background</p> <p>\$2,930.84</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gordon West 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 Leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • establishment of a school Aboriginal Education Committee. • development of the RAP (Reconciliation Action Plan). • a Gordon West P.S Acknowledgement of Country developed by Year 6 leaders within the school. • staffing release to support development and implementation of Aboriginal Education programs. • provide professional learning to the Aboriginal Education Committee on Aboriginal policy. • creation and engagement of students and their families with the personalised learning pathway (PLP) process. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * raised awareness of Aboriginal perspectives and cultures across the school. * all assemblies begin with a student-led and created acknowledgement of country. * all units of work in geography and history include a focus on Aboriginal perspectives. * local AECG representatives and endorsers have presented at whole school assemblies, NAIDOC and Book Week, and presented information to the wider school community. * guidance on culturally sensitive material being common practice across all stages. * professional learning for teachers to increase education of Aboriginal Australia. * continued engagement of Aboriginal liaison teachers within the school. * all Aboriginal families were offered PLP meetings to improved educational outcomes and wellbeing for these students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * presenting the RAP to school executive and wider teaching staff. * continuing to engage the student and school community with Aboriginal perspectives and education. * liaising with local AECG members to enrich current programs and educate staff, students and parents on the Aboriginal perspectives of Gordon West local area. * continuing to emphasise the partnership agreement outlined in Walking Together, Working Together. * professional learning to increase knowledge and understanding of the

<p>Aboriginal background</p> <p>\$2,930.84</p>	<p>histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia.</p>
<p>English language proficiency</p> <p>\$105,083.62</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Gordon West 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"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms. • 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:</p> <ul style="list-style-type: none"> * student progress showing high growth on the EAL/D learning progressions, with 66% of students listed as consolidating in their overall achievement. * EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. * EAL/D staff met with our local EAL/D consultant to align our school's practices and systems with the Department of Education's EAL/D guidelines. * Year 3 students in our EAL/D program have improved between 8-10% from 2021 for reading, writing and numeracy and are now level with SSSG achievement. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning. * differentiation based on effective EAL/D pedagogy for EAL/D students is evident in teaching and learning programs. * EAL/D student assessment data is used to monitor and evaluate student understanding of subject content and English language development to inform teaching programs and practice. * subject/ class teachers and EAL/D specialist teachers collaborate to identify and address the cultural and language demands of tasks for EAL/D students.
<p>Low level adjustment for disability</p> <p>\$85,931.94</p>	<p>Low level adjustment for disability equity loading provides support for students at Gordon West 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"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. • 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>Low level adjustment for disability</p> <p>\$85,931.94</p>	<ul style="list-style-type: none"> • employment of additional staff to support teachers to execute differentiated classroom curriculum and, resources and activities, resulting in improvement for students with additional learning needs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * the school's value-add results ranked as 'excelling'. * a streamlined referral process for learning support with more cases being processed in 2022 than previous years. * release for teachers to conduct PLaSP meetings with the Learning and Support Teacher. * 1.2% of students achieve in the bottom three bands in Year 5 NAPLAN in comparison to the State 5.2%. <p>After evaluation, the next steps to support our students will be:</p> <p>to continue to engage the literacy and numeracy instructional leader (Assistant Principal Curriculum & Instruction) to support the direction of explicit instruction and differentiation of numeracy.</p> <p>Our Assistant Principal for learning and support will continue to review the learning support timetable and support allocation to maximise optimum differentiated learning.</p> <p>We will further expand the impact of the learning support team by aligning assessment results to PLAN2 and tracking student progress using Essential Assessment.</p>
<p>Professional learning</p> <p>\$31,903.55</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 Gordon West 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"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching reading and explore the Department of Education resources and professional development opportunities. • funding for 3 Teachers to attend and complete the Quality Teaching Rounds professional learning in preparation for instructional rounds with our community of schools in 2022. • K-2 (2023) teachers were provided with time to engage with professional learning and resources for the new K-2 Curriculum. • Learning Hubs (instructional teaching rounds) were implemented in Term 2 to share quality practice in the explicit teaching of reading. • executive teachers were allocated time for to engage with research and evidence-based teaching practices in reading in order to lead high-impact professional learning. • Release for Curiosity and Powerful Learning planning and the development of a theory of action for the school to embed structures around consistent teaching protocols. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * increased capacity of all teachers to create high quality, differentiated and collaborative programs and the skills to embed effective practices in the explicit teaching of reading, resulting in improved internal student results in Check-in and NAPLAN. * greater knowledge and understanding of phonics for K-2 staff with the completion of Effective Reading Phonics (MyPL course). * Greater confidence from Years 3-6 staff in teaching aspects of Understanding Text and engaging with department resources for comprehension of reading. * K-2 staff completing pre-learning for the new K-2 syllabus and units of work. <p>After evaluation, the next steps to support our students will be:</p>

Professional learning \$31,903.55	Personalised and targeted professional learning in the form of mentoring and co-teaching that aligns with K-2 and 3-6 reading professional learning and the integration of the Curiosity and Powerful project activities.
Literacy and numeracy \$24,939.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Gordon West 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"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • the creation of instructional explicit teaching videos to be analysed by staff. • opportunities to develop high impact professional learning in reading • Learning Walk opportunities for teachers to gain feedback on teaching practice. • purchase of K-2 reading resources to new curriculum units of work in 2023. • purchase of whole school data tracking system (Essential Assessment). <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * increased focus on explicit teaching strategies across the school. * an improved culture of evidence based decision-making. * increased emphasis on building teacher capacity. * student engagement in high-quality reading programs * increased results in the Year 1 Phonics Screening Assessment. * the purchase of decodable texts for K-2. * the purchase of prescribed texts for the new K-2 units of work. <p>After evaluation, the next steps to support our students will be: To release teachers to engage staff in the K-2 professional learning from the department and the 3-6 professional learning designed by GWPS executives. We will also use these funds to update reading resources in line with the new K-2 syllabus (2023 implementation).</p>
QTSS release \$99,636.51	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gordon West 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"> • Reading • Use of data to inform practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum. • implementation of instructional rounds (Learning Hubs) to strengthen quality teaching practices. • implementation of Learning Walks to inform instructional leaders and strengthen quality teaching practices. • To support lesson studies and planning to embed reading and numeracy practices in programs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * teacher's class programs display greater attention to evidence-based comprehension lessons. * the establishment and consistent planning for school improvement in the area of understanding texts and comprehension. * teachers demonstrating improvements in pedagogy and practice. * greater teacher confidence in using explicit teaching strategies within the classroom.

<p>QTSS release</p> <p>\$99,636.51</p>	<p>* grade teams meeting to moderate work samples using consistent teacher judgement (CTJ).</p> <p>* formative assessment opportunities are being considered when planning units and lessons.</p> <p>After evaluation, the next steps to support our students will be: We will be continuing to plan with a strong focus on building high-quality literacy and numeracy program across the school. QTSS sessions will focus on teacher development and access to latest research, resources and evidence-based strategies.</p>
<p>Literacy and numeracy intervention</p> <p>\$45,968.40</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Gordon West Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support the delivery of evidence-based literacy and numeracy programs and data driven practices. • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * students requiring reading support received greater access to teacher intervention on a weekly basis including MacqLit (Macquarie Literacy Program for small group instruction) and MiniLit to assist in the development and instruction for low-progress readers. * identified students had access to remedial reading resources that addressed their learning needs. * reading results from Check-in for Years 3 and 4 are in line with SSSG (Statistically Similar School Groups) * a minimum of 82% of students in 3-6 are above expected understanding in reading results. * a maximum of 12% in Years 3-6 are below expect understanding in reading results. <p>After evaluation, the next steps to support our students will be: Employment of an instructional leader to address the literacy and numeracy learning needs and implement differentiated and personalised intervention for students. This will include the implementation of literacy and numeracy strategies to support targeted intervention for students at the point of need, in line with identified targets outlined in the School Improvement Plan.</p>
<p>COVID ILSP</p> <p>\$14,947.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition. • providing targeted, explicit instruction for student groups in literacy and numeracy. • providing intensive small group tuition for identified students who were disadvantaged by lack of support during home learning or extended isolation periods.

COVID ILSP

\$14,947.00

- development of resources and tailored programs and planning of small group tuition.

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

- * majority of students in the program making progress towards their personal learning goals.
- * 95% of students made an improvement in their reading benchmark level.
- * each class in Years 1-6 are 2-3 terms ahead of their grade level (0.5 - 0.75).
- * 91% of students are at or above expected understanding of Literacy in Year 2.
- * 72% of students are at or above expected understanding of Numeracy in Year 5.

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

To continue the implementation of literacy small group tuition using data sources from Essential Assessment to identify specific student needs. Small group support will continue to be provided using research based programs such as MiniLit and MacqLit. As a priority, we will provide additional in class support for students to continue to meet their personal learning goals.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	292	288	257	261
Girls	290	284	267	250

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.5	93.6	96.7	92.7
1	93.8	91.8	97.5	93.2
2	96.5	93.2	96.5	89.9
3	96.5	93.7	96.8	92.7
4	95.3	94.3	96.7	90.7
5	95.4	93.9	96.6	91.2
6	95.0	90.7	96.3	90.5
All Years	95.5	93.0	96.7	91.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.51
Literacy and Numeracy Intervent	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	3.96

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

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

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	679,878
Revenue	4,989,900
Appropriation	4,636,068
Sale of Goods and Services	29,679
Grants and contributions	316,492
Investment income	7,461
Other revenue	200
Expenses	-5,267,982
Employee related	-4,566,007
Operating expenses	-701,975
Surplus / deficit for the year	-278,082
Closing Balance	401,796

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	54,497
Equity Total	198,622
Equity - Aboriginal	2,931
Equity - Socio-economic	4,675
Equity - Language	105,084
Equity - Disability	85,932
Base Total	3,794,777
Base - Per Capita	132,404
Base - Location	0
Base - Other	3,662,373
Other Total	396,998
Grand Total	4,444,894

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

Parent/caregiver Satisfaction

- Parents feel welcome GWPS 7.9 (State Norm 7.4)
- Parents are informed GWPS 6.7 (State Norm 6.6)
- Parents support learning at home GWPS 6.2 (State Norm 6.3)
- School Supports Learning 7.2 (State Norm 7.3)
- Safety at school GWPS 7.8 (State Norm 7.4)
- Inclusive school GWPS 7.1 (State Norm 6.7)

Key figures from the Parent Survey

- All parent indicators have improved in the last 12 months.
- There were 115 respondents in 2022 which is a significant increase from 74 in 2021.
- 95% of parents surveyed responded that Gordon West Public School (GWPS) was their first choice of school for their child.
- 79% of parents responded that they would recommend GWPS to other parents which are in line with previous years.
- 86% of parents responded that they feel there are enough resources provided to students at GWPS.
- 94% of parents responded that the school is well maintained.
- The physical environment of the school continues to be highly valued by the parents with 93% of respondents indicating that the school environment is welcoming.

Student Satisfaction

In 2022, the Tell From Me survey formed the main source of information on school satisfaction. As noted in 2021, themes of connection with school had decreased during Semester 2. This coincided with the home learning phase of the year. This year we observed a significant increase in this area with 80% of students feeling proud of their school and an increase of 87% indicating they have positive relationships.

Positive behaviour at school displayed an increase to 93% for 2022 with a 5% increase from 2021. Interest and motivation had increased significantly from 2021 with 68% of student respondents indicating that they are motivated and interested in their learning.

Participation in sports and extracurricular activities continues to be an area that the students of Gordon West responded favourably to with 80% of students indicating that they are involved with activities outside of school. This percentage is above both replica schools and the state average.

Perseverance remains an area in which the students consistently respond with similar results to replica schools. This area covers optimism, academic self-concept and academic buoyancy measures. Survey results indicated that 95% of students have medium or high perseverance when faced with challenges.

The school's growth orientation, which is indicative of students setting challenging goals for themselves in their school work, was increased by 2% in the last 12 months.

The school will continue to target skill-challenge in 2023 with 43% of students indicating that they have high skills but there is low challenge for them within the classroom.

The vast majority of students responded that the library, playground and canteen were the facilities that were clean and well looked after at school. Further to these percentages, 86% of students responded that their classroom can fit everyone and is in good, working order.

80% of our Aboriginal and Torres Strait Islander students responded that their teachers have a good understanding of their culture and seek to promote Aboriginal perspectives at school.

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.

Aboriginal Education - School statement

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:

- Establishment of an Aboriginal Education Committee.
- Development of the Gordon West Public School Reconciliation Action Plan (RAP).
- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group (AECG), 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.
- 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.

Anti-Racism - School statement

1. Gordon West Public School rejects all forms of racism.
2. No student, employee, parent, caregiver or community member should experience racism within the school environment.
3. Racism has a particular impact on Aboriginal people and may take forms that are distinct from other types of racism. An environment of cultural safety must be provided for all Aboriginal students, staff, parents, and community members. To support this:
 - Gordon West Public School makes connections with the NSW Aboriginal Education Consultative Group Incorporated (NSW AECG Inc.), which fosters collaboration with schools to promote, acknowledge and value Aboriginal histories and cultures
 - The Aboriginal Education committee incorporate the cultural contexts, values and practices of local Aboriginal communities into the mainstream delivery of education.
 - We work to eradicate expressions of racism and challenging the attitudes that allow them to emerge is the shared responsibility of all NSW public school staff who contribute by:
 - Our school Recognises and respects Aboriginal peoples as the First Peoples of NSW.
 - We embrace the value and benefits of the cultural, linguistic and religious diversity of NSW.
 - The school actively challenges prejudiced attitudes and ensuring that sanctions are applied against racist behaviours and systems that deny equitable access to educational opportunity.

- By allocating and training an Anti-Racism Contact Officer who assists the principal to lead anti-racism education and address incidents of 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.

Multicultural and anti-racism education - School Statement

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.

Other School Programs (optional)

Student Representative Council

The 2022 Student Representative Council have had a busy year developing their leadership skills, demonstrating responsibility and having fun. Student representatives from each 3-6 class were elected by their peers at the beginning of the 2022 school year. Their role as class representatives included attending regular meetings, fundraising initiatives, developing awareness campaigns, an opening performance in Showcase, organising the commendation assembly, judging competitions and speaking during whole school assemblies. We have endeavoured to raise awareness for a range of important issues. Our selected awareness initiatives included road safety, the Feed the Bins project and sun safety.

This year, our fundraising initiatives included raising money for the Indigenous Literacy Foundation (ILF). The ILF is an organisation that believes reading can open doors to future opportunities and choices. Their purpose is to invest in Aboriginal and Torres Strait Islander remote communities to provide the tools and resources they request to shape the direction of their children's literacy future. At Gordon West, we hosted a Great Australian Book Swap which raised much needed funds for the ILF - thank you to our community for supporting this event.

In Term 3, the SRC sought the best jokes from each class to read aloud at our morning assembly. Everyone knows that laughter is the best medicine! We ended this term with an awesome Crazy Hat and Sock Day to raise money and awareness for The Humour Foundation. The Humour Foundation's mission is to "enhance wellbeing, lift spirits and improve health through insightful connection, creative play and joyful humour". The students' spirits were certainly lifted by the hilarious jokes that were told. We were very proud to raise \$354.00 for this deserving charity.

Our awareness campaigns have also been a huge hit. We have some fabulous bin monsters to encourage our students to "feed them with rubbish". Students and staff have enjoyed and learnt a lot from the informative videos we made about road and sun safety.

The SRC has had a fantastic year representing the students at Gordon West. We hope we have made our teachers and peers proud.

2022 Student Representative Council, Mrs Corrigan, Mr Jupp, Mrs Hayward and Mrs Robertson

Swimming

The Gordon West Public School Swimming Carnival was held on Monday 28 February at the Ku-ring-gai Aquatic & Fitness Centre.

Despite the uncertainty with weather, the carnival was once again a success and our students achieved fantastic results on the day. Our students across Year 2 to 6 proudly represented the school with their outstanding behaviour throughout the day and our 5 Keys to Success; Confidence, Getting Along, Resilience, Persistence and Organisation was beyond evident to truly reflect how "Gordon West is the best".

The combination of our staff and parent helpers ensured the smooth running of the carnival. To all our helpers and

teachers involved in timekeeping and recording, we would like to say thank you for your time and effort as it would not have been possible without you.

Annual events such as the swimming and athletics carnivals present opportunities to showcase the talents and gifts Gordon West students have and we would like to acknowledge the following students who demonstrated outstanding performances.

Ethan C, Coby N, Hicks L-T, Willow H, Emma L, Evan E, Eva C and Leena C

It was truly a special day for Ethan C, Willow H and Leena C who set multiple new Gordon West records at the carnival. Congratulations Ethan, Leena and Willow. Well done.

Athletics

The 2022 Gordon West Public School Athletic Carnival was held on Monday 15 August at Bannockburn Oval.

We were delighted to have held such an engaging carnival for the first time since 2019. This year we trialled a new event format which provided greater participation from our students. Despite being the first carnival for most of our students, they rose to the occasion and achieved fantastic results on the day.

The combination of staff and parent helpers ensured the smooth running of the carnival so to all our parents, and our teachers involved in timekeeping and recording, thank you for your time and effort as it would not have been possible without you.

Gordon West has many talented and gifted students and annual events such as our swimming, cross country and athletics carnivals present opportunities to showcase their outstanding performances. We would like to highlight the following students who demonstrated such performances at the carnival.

G Birch, C Neal, S Kane, Z Denney, B Gove, S Arthur, K Hutchinson, K Yu, A Birch, S Zhang

Special mention goes to C Neal and G Birch who now hold the Gordon West records for 11 Years Boys Discus and 11 Years Girls High Jump. Congratulations and well done.

New Record

- C Neal - 28.61m (11 Years Boys Discus)
- G Birch - 1.26m (11 Years Girls High Jump)

Previous Record

- T Neal - 25.85m (2019)
- T Feauti - 1.26m (joint record 2014)

The Ku-ring-gai Zone Athletics was held on Tuesday 23 August at Sydney Academy of Sport and Recreation in Narrabeen.

On Thursday 3 March the Ku-ring-gai Zone Swimming Trials were held at the Sydney Olympic Park Aquatic Centre.

36 Gordon West students from Years 2 to 6 proudly represented our school on the day.

Our swimmers performed to their best ability and confidently reflected the values we strive to achieve at school. They greatly supported and respected not only their fellow Gordon West teammates but all participants across Ku-ring-gai which further reflected the positive culture we have at Gordon West.

Thank you and congratulations to all our students in the Zone Swimming Team of 2022.

PSSA Touch Football

We had two teams representing Gordon West for PSSA Junior Touch this season at Hassall Park, St Ives. Both the boys and girls fielded a competitive team each week. In PSSA Senior Touch, Gordon West competed in the competition with two teams. At the North Turrumurra Recreation Area (NTRA) our students demonstrated great team play; fast and efficient passing, utilising the dummy half and upholding good sportsmanship. The touch team's all finished around the middle of the points table.

Mr Jupp and Mr Lee

PSSA Soccer

Gordon West Public School fielded eight highly competitive teams in the Ku-ring-gai PSSA soccer competition. We entered three senior teams and five junior teams. The players represented Gordon West with great sportsmanship and pride. During Terms 2, teams were able to experience strong competition and exhibit the sportsmanship that Gordon West has become known for.

Mr Juppín, Ms Wolujewicz, Mr Castelnuovo, Mrs Ronald and Mr Lee.

PSSA Cricket

Two teams, a junior and a senior, represented Gordon West in the Division 2 Ku-ring-gai PSSA Cricket Competition. The training program aimed to develop and consolidate the skills needed in batting and bowling. After a rained out first term, each student showed great improvement over the season and demonstrated excellent sportsmanship. At the end of year, both teams finished in the top half of the ladder and should feel very proud of their achievements.

Mrs Evans and Miss Joyce

PSSA Modball

The 2022 Junior and Senior Modball teams consisted of dedicated, enthusiastic players who demonstrated teamwork every training session and during the PSSA games. Despite an unfortunate start to the season with wet weather cancelling all games in Term 1, both teams headed into Term 4 with enthusiasm and excitement. Our senior team developed their skills consistently across the term and modelled excellent sportsmanship for our younger players. Congratulations to our junior team who were the clear overall champions of the junior division, demonstrating impressive batting and fielding skills each week. It was a pleasure to coach such talented and respectful players in both the junior and senior teams - well done everyone!

Mrs Robertson and Miss Keighran

PSSA Netball

We had another great season of PSSA Netball at Canon Road Netball Courts in Term 2 and 3. There were around 60 students that represented Gordon West Public School across seven netball teams. The students played with integrity and enthusiasm every week. Congratulations to all of our students for their commendable results throughout the competition and to some of our senior students who assisted with coaching and umpiring junior games. We had very strong results with both our Senior C and D teams finishing as runners up of their divisions and our Senior A team winning their division. We had similarly strong results in the junior divisions, with the Junior B team finishing as runners up and the Junior C team winning their division.

Mrs Hirst, Mrs Robertson and Mrs Spencer

Dance group

The 2022 Year 6 Dance Group has done an amazing job this year and was selected to perform at the Sydney North Dance Festival and Ryde School Spectacular. They practised every Tuesday and Thursday to learn the upbeat, jazz dance 'You Can't Stop Our Shine', choreographed by Miss Eather and performed to 'You Can't Stop the Beat'. The group also learnt a lyrical dance to show off a variety of their skills. This dance was performed to 'Lovely' at the Commendation Assembly. Thank you to all the parents who have supported the dance group this year!

Miss Eather and Mrs Goldthorp

Gordon West School Bands

Despite COVID restrictions separating the bands by grade cohorts at the beginning of 2022, these restrictions were soon lifted and the bands were able to reunite and attend Band Camp in April 2022. This saw an amazing leap forward in ability after a weekend of intensive rehearsals and tutorials, as well as many students having their first ever overnight stay away from home. 2022 saw a return to wonderful performance opportunities for the bands, including the Easter Hat Parade, Grandparent's Day, and the School Spectacular. In addition, CB1 and CB2 performed at the NSSWE Spring Festival at the Chatswood Concourse, which was an evening concert in an amazing venue. 2022 finished off with a band "Night of Stars" in the school hall, allowing all the bands and their conductors, Mrs Ainsworth and Mr Butler, to showcase their musical achievements to parents and family.