

2022 Annual Report

Gwandalan Public School



4320

Introduction

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

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

School contact details

Gwandalan Public School

Kanangra Drive

Gwandalan, 2259

<https://gwandalan-p.schools.nsw.gov.au>

gwandalan-p.school@det.nsw.edu.au

4976 1318

School vision

Gwandalan Public School is a supportive, inclusive environment where all are valued and aspire to become respectful and resilient learners.

School context

Gwandalan Public School is situated at the northern end of the Central Coast and is located on a peninsula on Lake Macquarie. It services the growing communities of Gwandalan and Summerland Point where a number of land developments are currently being finalised. The school currently has an enrolment of 396 students across 16 classrooms of which 12% are of Aboriginal or Torres Strait Islander descent.

Gwandalan Public School services a diverse community and is supported by equity funding, school contributions and community links. The school offers an innovative range of academic, creative, cultural and sporting opportunities that focuses on building the strengths and talents of students so that they can succeed. Gwandalan Public School is committed towards maximising the potential of all students through a genuine connection to current educational research to drive classroom learning environments and processes.

Through our situational analysis, we have identified a need to use data driven practice and quality assessment to ensure that all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan and deliver differentiated instruction to students with additional needs including those identified as high performing. Work will take place on developing quality assessments, as well as developing greater teacher confidence in analysis and interpretation of data to drive success.

A whole school approach to Positive Behaviour for Learning (PBL) is embedded in the school culture. At Gwandalan Public School **we are S.T.A.R.S**. We display Safety, encourage Teamwork, Aim High, show Respect to ourselves/others and the environment so that we can Succeed. These components underpin the quality education and flexible opportunities that the school offers within a high-expectation learning environment.

Gwandalan Public School works collaboratively with Murui Bulbi AECG, our local Lion's Club, our P&C members, our student /parents /community leaders and our local management group (Lake Munmorah HS & PS and Mannering Park PS) to ensure a shared commitment to strengthen the community around us. Teachers, support staff, learning support interventionists and clerical staff are all integrated in delivering quality educational experiences for our students, so that they can continue to thrive and grow.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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

To provide evidence based teaching practices that are planned, explicit and sequential to allow all students to reach or exceed their potential. All staff will use data to differentiate the learning needs of individual students 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.

- Assessment
- Explicit Teaching
- Use of Data to Inform Practice

Resources allocated to this strategic direction

Professional learning: \$21,780.00

Socio-economic background: \$64,450.00

English language proficiency: \$2,400.00

Low level adjustment for disability: \$178,736.05

Summary of progress

In 2022 there has been a clear focus on reading K-6, particularly in the areas of phonics & vocabulary. Student learning was supported through a focus on vocabulary with quality texts & incorporated questioning as a strategy for including all learners & deepening knowledge. Professional learning has been presented in the context of the new syllabus.

Process quality has been demonstrated by the success of the professional learning sprints (as indicated by staff feedback surveys). An enabler here was outside support from Dept Lead specialists as they were able to make the case for change from an external perspective. The initiative was well supported by the Stage 2 teachers. Training in preparation for Initial-Lit (linked to new syllabus) has been well supported by K-2 staff. This was due to involving the staff in the consultation process & comprehensive professional learning.

We had a strong focus on reading, with a specifically emphasis on going 'back to basics', looking at the explicit teaching of reading & how it fits with the new syllabus. Writing & Soundwaves have been areas within this strategic direction that have not been a focus as initially planned.

Evidence of impact was demonstrated through a positive change in teacher practice in reading, shown through observation & student focus group interviews. Student results in both internal and external assessments showed growth.

Next year in this initiative, we will continue our work with staff to establish a process, to provide staff with feedback on the implementation of their teaching and learning programs, to promote consistent practice. This will support further improvement in teaching practice 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
Increase the proportion of students in Year 3 and year 5 achieving in the top two bands in NAPLAN Reading by 7.7% above baseline.	The proportion of students in Year 3 and year 5 achieving in the top two bands in NAPLAN Reading increased to 10.83% above baseline.
Increase the % of students achieving expected growth further towards NAPLAN in Reading by 5.21% from baseline data.	There were no results for students growth on 2022 as there was no NAPLAN results in 2020.

Increase the proportion of students in Year 3 and year 5 achieving in the top two bands in NAPLAN Numeracy by 8.04% above baseline.	The proportion of students in Year 3 and year 5 achieving in the top two bands in NAPLAN Numeracy was 6.11% above baseline.
School self-assessment of the School Excellence Framework (SEF) element of "Assessment" indicates improvement from Delivering to Sustaining and Growing.	School self-assessment of the School Excellence Framework (SEF) element of "Assessment" indicates one of the 4 themes as being achieved and 2 partially achieved at Sustaining and Growing.
% of students achieving expected growth in NAPLAN Numeracy to increase by 10.63% from baseline data.	There were no results for expected growth in 2022 as there was no NAPLAN results in 2020.
School self-assessment of the School Excellence Framework (SEF) element of "Data Skills and Use" indicates improvement from Delivering to Sustaining and Growing.	School self-assessment of the School Excellence Framework (SEF) element of "Data Skills and Use" indicates one of the 4 themes as being achieved and 2 partially achieved at Sustaining and Growing.

Strategic Direction 2: Leading through collaboration

Purpose

Through collaboration between all staff we will promote and value the sharing of ideas and advice in non threatening, encouraging ways. This will lead to improved teacher quality and develop staff leadership skills to building supportive networks for all to succeed.

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.

- Collaboration and Feedback
- Leadership

Resources allocated to this strategic direction

Socio-economic background: \$35,200.00

Summary of progress

Throughout 2022, staff collaboration has been encouraged and supported, in order to achieve common goals and to improve teaching and learning in classes, or for particular student groups. Aspiring teachers have also been provided with opportunities to develop leadership skills, through working in teams and forums and taking on extra responsibilities.

Evidence of impact was demonstrated through more staff taking on leadership roles which is evident in Teams and Forums. Two staff members have also taken on 'Relieving Assistant Principal' roles this year, who have not previously done so. Funding allocation for both stage planning and Teams and Forums has increased the level of staff collaboration in professional learning/stage meetings. This has lead to the development of shared teaching and learning programs, stage assessment tasks, rubrics as well as other programs across the school. This is evident through minutes and agendas of professional learning, stage meetings & communication meetings.

Process quality was demonstrated through staff collaboration occurring regularly. 100% of staff indicated they appreciated stage planning days as it supported collaboration and leadership opportunities (refer to Stage Planning feedback results). Staff who indicated an interest in leadership have also been given opportunities to 'relieve' in Assistant Principal positions and Principal positions, as well as take on leadership roles in Teams and Forums. 56.3% of staff indicated they have been a leader of a Team and/or Forum. This survey was completed in December in 2022.

Next year in this initiative we will endeavour to more regularly identify expertise within staff through the PDP process and draw on this to further develop the professional learning community allowing for further development of leadership among staff.

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
School self-assessment of the School Excellence Framework (SEF) element of "Learning and Development" indicates improvement from Sustaining and Growing to components of Excelling.	School self-assessment of the School Excellence Framework (SEF) element of "Learning and Development" indicates we are Sustaining and Growing.
School self-assessment of the School Excellence Framework (SEF) element of "Professional Standards" indicates improvement above baseline of Delivering to components of Sustaining and Growing across all themes.	School self-assessment of the School Excellence Framework (SEF) element of "Professional Standards" indicates we are Sustaining and Growing.

<p>School self-assessment of the School Excellence Framework (SEF) element of "Educational Leadership" indicates improvement from baseline of Delivering to components of Sustaining and Growing.</p>	<p>School self-assessment of the School Excellence Framework (SEF) element of "Educational Leadership" indicates one of the 4 themes of Sustaining and Growing has been achieved.</p>
---	---

Strategic Direction 3: Supportive wellbeing partnerships

Purpose

To maximise student wellbeing outcomes we will build connections with community and partnerships with parents to celebrate success and promote our school.

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.

- Wellbeing
- High Expectations

Resources allocated to this strategic direction

6200: \$20,280.00

Per capita: \$39,200.00

6101: \$10,000.00

Aboriginal background: \$2,000.00

Socio-economic background: \$21,700.00

Summary of progress

2022 saw the introduction of a number of new initiatives. We introduced an opportunity for students to be placed in the enrichment class. We have been fortunate to have a Wellbeing and Health Inreach Nurse appointed to our school (WHIN). We also commenced the Fathering Project. Attendance and PBL continue to be focus areas.

Evidence of impact has been demonstrated through positive feedback from parents in relation to the Fathering Project with between 50 and 60 fathers attending the first event. The WHIN nurse has been invaluable and has worked closely with our Learning and Support Team providing individual support to high needs students and their families.

Process quality has been demonstrated through the successful implementation of proactive programs including PBL, values, PALS, Anti-Bullying, Top Blocks and Peer Support. Increased parent involvement has been demonstrated through successful events such as the "Welcome BBQ" and a number of successful Yarn-Ups.

Attendance has been an area where we have seen significant challenges. Student attendance was severely affected by students who are unwell being sent home as per current guidelines. Attendance initiatives need to be strengthened with a significant focus on this area planned for 2023.

Next year the enrichment class will continue with more specific processes for student selection. The HPGE team used an evaluation including survey and expression of interest to develop these processes. The PBL team will develop a plan to implement PAX as a universal behaviour support strategy, alongside PBL. This will be based on the training all staff completed in Term 4. Parent engagement will continue to be a focus to increase engagement in school events and activities.

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
Average positive growth on NAPLAN Reading and Numeracy for Aboriginal and Torres Strait Islander student to have an increase further towards 9.5%.	There were no results for students growth in 2022 as there was no NAPLAN results in 2020.
Increase the % of students who have reported positive wellbeing from TTFM survey towards 4.5% uplift from baseline	The % of students who have reported positive wellbeing from TTFM survey has declined by 9.37 from baseline

Increased percentage of students attending school 90% of the time or greater increases by 5.2%.	In 2022, 43.76% of students attended greater than 90% of the time. 29.3% of students are attending between 85-90% of the time. Achieving an uplift in this group will significantly impact our attendance rates.
School self-assessment of the School Excellence Framework (SEF) element of "Wellbeing" in the theme of "Behaviour" indicates improvement towards components of Sustaining and Growing.	School self-assessment of the School Excellence Framework (SEF) element of "Wellbeing" in the theme of "Behaviour" has been achieved at Sustaining and Growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$297,610.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Gwandalan 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 staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * All funded students received additional support to achieve goals outlined in their Individual Education Plan. * Personalised support enabled academic, social and emotional learning. * The provision of additional support benefited funded students and their peers as the extra support in the classroom ensured the needs of all children were met. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * To engage the assistance of the Assistant Principal Curriculum and Instruction and the Assistant Principal Wellbeing to provide additional classroom programs to support funded students to engage and meet personalised learning goals, while encouraging greater independence. School Learning Support Offices will participate in training in the Anxiety Project and PAX.
<p>Socio-economic background</p> <p>\$313,940.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gwandalan 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"> • Explicit Teaching • Use of Data to Inform Practice • Collaboration and Feedback • Wellbeing • High Expectations • 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 intervention staff to support literacy and numeracy program implementation. • resourcing to increase equitability of resources and services • providing students with financial support for educational materials, uniform, equipment and other items • Assistant Principal Wellbeing role to support student wellbeing <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * The provision of rich, engaging teaching and learning activities that deliver improved academic, social and emotional outcomes for all students. * All staff have engaged in Professional Learning activities that have built capacity to support student engagement and enable success for all students in the school environment. * Teaching in every classroom was differentiated to meet student need and student progress was tracked to evaluate effectiveness of teaching and to

<p>Socio-economic background</p> <p>\$313,940.00</p>	<p>inform next steps. The success of our literacy and numeracy programs is evidenced by improved student results.</p> <ul style="list-style-type: none"> * A variety of wellbeing initiatives including the school Chaplain, Schools 4 Community Worker and programs such as PALs, Top Blokes, The Fathering Project and Peer Support were undertaken to increase students skills, confidence and engagement. These programs were highly valued by students and our community. * Our Assistant Principal Wellbeing provided strong support to teachers to meet student needs and ensure that all classrooms were focused on teaching and learning. * The provision of family assistance helped to eliminate barriers to effective engagement in school. * Engagement of students in Student Led interviews has led to greater ownership for students. *The HPGE class was established and extensively reviewed in preparation for 2023. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * To ensure that all teaching is evidenced based, and strong systems support collaboration and the development of teacher expertise. * To ensure that we continue to provide strong wellbeing supports to meet the needs of our students and the community. *A strong focus on wellbeing programs with the introduction of the Anxiety Project and the continuation of other valuable initiatives.
<p>Aboriginal background</p> <p>\$71,287.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gwandalan 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"> • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • collaborated with community and built Yarning Circle • community consultation and engagement to support the development of cultural competency • employment of additional staff to deliver personalised support for Aboriginal students • engagement of students and their families with the personalised learning pathway (PLP) process • provision of incursions and excursions to build whole school cultural competence • teacher release to plan and co-deliver cultural programs to Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * A strong partnership between the school and our Aboriginal families. * Aboriginal parents and community members engaged in decision making processes, sharing their voice to inform how to best meet the needs of our students. This partnership informed the establishment of the Yarning Circle * Aboriginal students and their families were supported to create a Personalised Learning Pathway (PLP), defining personalised academic, social and cultural goals. * Funds directed towards additional literacy and numeracy support for Aboriginal students provided individualised support for students to ensure that they were consistently achieving academic growth. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Continue to be guided by our Aboriginal community as to how we can best meet the needs of our students. * Engage the services of Dhinewan mentoring to provide cultural training for

<p>Aboriginal background</p> <p>\$71,287.00</p>	<p>staff, Didj group and mentoring for Aboriginal students and all students in our school.</p> <ul style="list-style-type: none"> * Establish a dance group. * Continue to build staff and community cultural competence through an authentic Reconciliation Action Plan.
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Gwandalan Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Use of Data to Inform Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Personalised support for students to develop written and oral proficiency. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Continued focus on meeting the needs of EALD students through differentiated programs and targeted support.
<p>Low level adjustment for disability</p> <p>\$178,736.05</p>	<p>Low level adjustment for disability equity loading provides support for students at Gwandalan 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"> • Use of Data to Inform Practice <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 • 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 • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Students with additional needs were supported by employing a Learning and Support Teacher 5 days a week. * Students with additional needs were supported by employing an intervention teacher 3-4 days a week. * In collaboration with the classroom teacher, the curriculum was differentiated to meet individual needs, enabling students to attain success in meeting personal learning goals. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Continue to provide additional support by School Learning Support Officers and Intervention Teachers.
<p>Professional learning</p> <p>\$26,780.00</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 Gwandalan Public School.</p>

<p>Professional learning</p> <p>\$26,780.00</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"> • Assessment • Explicit Teaching • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • All staff engaged in training for new curriculum implementation e.g. reading concepts, reading rope, phonics, phonemic awareness, quality text, quality talk, reading guides and explicit teaching strategies. • teacher observations as part of Formative Assessment initiative. • stage 2 vocabulary focus included PL, teacher observations and collection of data. • K-2 staff engaged in Initial Lit training. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * all staff building knowledge in preparation for introduction of new syllabus. * improved vocabulary outcomes for Stage 2 students. * K-2 staff ready to implement new syllabus and Initial Lit. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * continue to build staff understanding of new syllabus and support implementation for K-2. * focus will shift from reading to Maths in 2023. * staff training in the Anxiety Project.
<p>QTSS release</p> <p>\$39,418.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gwandalan 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"> • Other funded activities <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 • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Additional release was provided for Assistant Principals to provide support in Statagic Directions 1,2 and 3. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Continue with current systems and processes.
<p>COVID ILSP</p> <p>\$254,880.00</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 • development of resources and planning of small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy

<p>COVID ILSP</p> <p>\$254,880.00</p>	<p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Targeted teaching to meet individual student needs resulted in improved academic performance evidenced by internal and external achievement measures. * Targeted intervention supported students to set and achieve personalised goals leading to improvements in self esteem, behaviour and attendance. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Continue to employ interventionist staff to deliver targeted interventions to enable all students to achieve personalised learning goals.
---------------------------------------	--

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	179	179	180	172
Girls	213	227	211	219

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.6	93.0	93.1	87.1
1	93.4	92.5	93.5	86.9
2	92.8	90.6	93.6	85.8
3	92.0	92.0	92.8	87.5
4	90.1	90.7	91.6	85.8
5	91.1	90.7	92.1	82.8
6	91.9	89.2	88.3	83.7
All Years	92.4	91.3	92.2	85.6
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)	4.2
Classroom Teacher(s)	15.04
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	3.02

*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	86,649
Revenue	4,708,901
Appropriation	4,502,450
Sale of Goods and Services	91,738
Grants and contributions	114,163
Investment income	551
Expenses	-4,727,658
Employee related	-4,174,946
Operating expenses	-552,712
Surplus / deficit for the year	-18,757
Closing Balance	67,892

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	305,697
Equity Total	566,168
Equity - Aboriginal	71,296
Equity - Socio-economic	313,736
Equity - Language	2,400
Equity - Disability	178,736
Base Total	2,890,208
Base - Per Capita	98,798
Base - Location	0
Base - Other	2,791,411
Other Total	390,944
Grand Total	4,153,017

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 Feedback

42 parents/carers responded to the 'Tell Them From Me' Survey. Our strongest results were school supports learning, School supports positive behaviour and inclusive school. 95% of respondents indicate Gwandalan Public School is their first choice for a public school and 95% agree or strongly agree that the school environment is welcoming.

Teacher Feedback

The 'Focus on Learning' Teacher Survey was completed by 29 teachers. The 'Eight Drivers of Student Learning' component portrays our strongest performance; in inclusive school, data informed practice, learning culture and teaching strategies. Teachers perceive technology as the area in need of strengthening, with particular focus on greater integration of technology into learning activities, developing challenging learning goals for the use of technology and the development of new technological skills. Survey results in the 'Four Dimensions of Classroom and School Practices' indicated the strongest performances relate to overcoming obstacles to learning.

Student Feedback

Students in Year 4-6 completed the 'Tell Them from Me' Survey. Within the social and emotional criteria, students indicated positive responses for having friends at school they can trust and who encourage them to make positive choices, valuing school outcomes, exhibiting positive behaviour at school and trying hard to succeed in their learning. Student participation in extra curricular activities is significantly lower than the NSW government norm and the percentage of students feeling accepted and valued has declined. Results related to the 'Drivers of Student Outcomes' indicated positive responses for effective use of learning time, explicit teaching and feedback, advocacy at school and positive student-teacher relations. 71% of students report to have positive growth orientation and 80% of students indicated that they feel proud of their 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.

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.