

2022 Annual Report

Gymea North Public School



4389

Introduction

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

Gymea North Public School

Ruby Rd

Gymea, 2227

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

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

9525 6595

School vision

Our vision is to build student growth and attainment through a focus on reading and numeracy which incorporates meaningful assessment and feedback. We plan to develop a culture of high expectations and further engage students in their learning by increasing their sense of belonging and advocacy at school. By developing students skills in resilience and building positive student - teacher - parent relationships our aim is to create a cohesive and engaged community where students not only succeed but thrive.

Our school will hold high expectations for student learning underpinned by explicit teaching, meaningful assessment and a sense of belonging.

School context

Gymea North Public School is situated in a quiet, well established, residential area in the Sutherland Shire. Our school is set in a leafy environment on expansive grounds and is known as 'the school among the trees'.

Our school is committed to developing student skills in critical thinking, communication, collaboration and creativity to enable all students to connect with their learning, feel supported and empowered to not only succeed but thrive .

There are currently 362 students across 15 classes. Almost 20% of our students are learning English as an additional language or dialect (EAL/D), 17 students are from a First Nations background and 19 languages are represented by the student population.

Our Learning Support Team, Learning and Support Teacher (LaST) and School Learning and Support Officers (SLSOs) ensure early identification and targeted assistance for a large number of students. We offer quality literacy support programs such as Mini and Macq Lit. Through class based and small group instruction, students who require additional support to access the curriculum and develop the academic English language proficiency required for success at school are assisted by the English as an Additional Language or Dialect (EAL/D) teacher.

Teachers at Gymea North Public School are dedicated and engage in continuous professional learning. There is a culture of positive collaboration amongst the staff who genuinely want students to feel connected and succeed. We have a supportive community and an active P&C who want to work with us to continue creating a strong sense of community.

Our school library is newly equipped as a flexible learning space and there is a Before and After School and Vacation Care service onsite. We are continually building connections with quality preschools and high schools to ensure smooth transitions for students from preschool to Kindergarten and Year 6 to 7.

Through our situational analysis, and in consultation with our community, we have identified a need to use meaningful assessment and feedback strategies to improve student learning growth and attainment. Further work will need to occur around how teachers can promote a culture of high expectations and successfully plan for and continue to deliver quality explicit teaching and differentiated instruction to students. We need to ensure that all students are challenged and engaged, including those with additional needs or identified as high potential and gifted. Work will take place on developing quality assessment tasks and data collection practices and developing greater consistency of judgement across the school.



Self-assessment and school achievement

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

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

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

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

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to increase the number of students achieving in the top 2 NAPLAN bands and attaining expected growth in Numeracy and Reading through meaningful assessment that informs teaching, feedback and whole school monitoring of learning.

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 and Numeracy Improvement
- Targeted Literacy Instruction

Resources allocated to this strategic direction

Literacy and numeracy: \$3,000.00

Literacy and numeracy intervention: \$48,267.00

QTSS release: \$26,216.00

Socio-economic background: \$10,000.00

Low level adjustment for disability: \$96,212.60

Integration funding support: \$220,771.00

Aboriginal background: \$14,052.41

English language proficiency: \$60,669.00

Summary of progress

Targeted Literacy Instruction

This year additional teachers were provided to Year 3 classes during the morning literacy block in order to engage and support students with the potential to achieve better results in reading. These students were targeted due to the analysis of reading and writing data from NAPLAN and in school assessments which highlighted that small group explicit instruction may be effective for continued improvement. Further data analysis led us to create a cross-stage class that enabled identified stage 2 students to be extended through literacy activities that promoted higher order thinking and skills. Student surveys showed that they were feeling more engaged and connected to their learning and challenged effectively. Internal school data shows improvement in reading comprehension.

Reading and Numeracy Improvement

All Year 1 students completed the Phonological Screening assessment which allowed us to form support groups around phonics instruction. The Learning Support teacher also team taught an explicit phonics program in all stage 1 classes. The Mini-Lit and Macq Lit programs continued to be implemented, providing structured literacy support to identified students. Analysis of data in ALAN and Mini and Macq Lit post testing showed student growth across these areas.

Internal numeracy data displayed increasing student growth, but this did not correlate with NAPLAN growth data from 2019 which showed a large decrease in student growth. (This may be attributable to the COVID interruptions brought about throughout 2021. and the lack of data from 2020 when NAPLAN was not conducted) Year 5 NAPLAN numeracy results display an increasing percentage of students in the top two bands, however this figure is currently lower than the number of Year 3 students in top two bands.

In 2023 the school plans to continue timetabling a whole school approach to literacy by allocating additional staff to team teach, including the employment of an Assistant Principal Curriculum and Instruction, during the whole school morning literacy block and provide small group instruction in reading comprehension and vocabulary development. The Assistant Principal Curriculum and Instruction will work closely with the Stage 2 Assistant Principal to monitor reading data in order to address the gaps highlighted between Years 3 and 5 in NAPLAN results. Team teaching of an explicit phonics program will continue in all Year 1 classes. Professional learning in the teaching of vocabulary and fluency will remain a priority.

The school has assessed its Numeracy programs. Stage 2 and 3 will continue stage based differentiated number groups based on pre and post testing of topics, allowing for more explicit teaching. Early Stage One and Stage One numeracy will be taught in class groups with targeted literacy support groups being run concurrently. There will be a big focus on Stage 2 students with additional teachers supporting numeracy instruction.

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
Then : Increase the percentage of students achieving in the top two NAPLAN reading bands by 13% from our baseline.	In reading, 57.83% of students now in the top two bands for reading. Displaying an increase and only 0.77% short of lower bound target.
Increase the percentage of students achieving in the top two NAPLAN numeracy bands by 8% from our baseline.	45.12% of students are now in the top two bands for numeracy, exceeding our lower bound target of 43.80% by 1.32%.
Anticipated reading growth of another 2%. As NAPLAN was not conducted in 2020 no expected growth data can be analysed.	NAPLAN growth data cannot be analysed in 2022 as the test was not conducted in 2020.
No expected growth data from NAPLAN in 2022 as no NAPLAN was conducted in 2020.	NAPLAN growth data cannot be analysed in 2022 as the test was not conducted in 2020.

Strategic Direction 2: High Expectations for student learning

Purpose

Our purpose is to improve classroom practice so that all teaching and learning programs promote a culture of high expectations that highlight appropriate differentiation, build student knowledge and skills sequentially and link to effective assessment.

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.

- Improved classroom practice

Resources allocated to this strategic direction

Literacy and numeracy: \$8,899.00

Professional learning: \$13,787.00

Summary of progress

Explicit Teaching

School spelling data indicates that students only just hitting grade expectations have made improvements to their spelling however, students who were already achieving pleasing results have plateaued. This could be accounted for by the lack of challenge in the Soundwaves program, or the ineffective teaching of the program. However, with the new syllabus staff have made the decision that this program no longer represents best practice and would like to move away from using it.

There have been big shifts in the programming culture within the school with a number of teachers improving their understanding and practices around the content and documentation requirements of a teaching and learning program. This has lead to the creation of units of work that build concepts from the ground up and have a clear and logical sequence built around data analysis at the beginning, throughout and at the end of the unit. This cultural shift has lead to further desire for growth and knowledge of best practice across other key learning areas. A new program checklist has been created, this has been trialed with Stage 2 who say it is more simple. Procedures around programming are still splintered across the school, with stages doing different things. This is an ongoing cause for reflection, development and dynamic decisions based on needs of teacher and priorities of stage.

This year we began mid-term stage planning days where discussions around programming, data analysis and the consistent marking of assessments occurs within stages. This also allowed stage Assistant Principals to more closely monitor how their team were addressing student need through meaningful programming and assessment.

Maximising Potential

The stage 2/3 enrichment class succeeded in creating a dynamic and challenging environment for the students. Students were engaged and confidence was built, apparent in observations and interactions throughout the year. We are awaiting Growth data from NAPLAN 2023 to evaluate academic impact. School data analysis showed these students maintained their levels at the top of the grade. Executive team members are more aware of the HPGE policy and its elements. However, this will need to be addressed with a whole school approach in 2023.

4C's (Critical Thinking. Creativity. Collaboration. Communication.)

A clear and explicit scope and sequence was created for teaching 4Cs dispositions in the classroom. These were linked to activities and teachers were provided with explicit instructions on how to implement them the '4C' way. The impact of this clear planning was that all teachers K-6 were empowered with the knowledge to teach 4Cs dynamically and flexibly in their classrooms. This was observed in program documentation. The 4Cs disposition wheel is visually obvious in all classrooms and referred to regularly in behaviour management. Observation of students from 2021 into 2022 showed

them retaining information, using common language around the dispositions and the activities are being used in class.

The Leaders of Learning (LOL) staff group undertook PL sessions to inform their own learning which then guided the direction of 4C's work within the school. This group actively led 4Cs use within the school including:

- creating a clear scope and sequence and guidance to all teachers K-6;
- building momentum at the start of the year with a PL session and 4Cs themed party;
- introducing assembly awards to recognise success in the learning dispositions;
- purchasing and making consistent use of 'Clifford' The 4Cs mascot to ensure enthusiasm and engagement with students;
- forming a community of schools with 4 other local schools, attending and presenting at 4Cs statewide sharing days; and
- developing of a shared resource drive as part of the community of schools.

In 2023 our plan is to continue with the decision to move away from the use of the Soundwaves program. While we await the release of the new syllabus K-6, department documents based on spelling, morphology and current best practice in spelling and vocabulary will be explored to ensure teachers have the adequate background knowledge to take on the curriculum when it arrives.

Collection of programs was also not consistently documented across K-6. This is something we are looking to really develop in 2023. We aim to do this by holding regular stage meetings to focus solely on program monitoring, reflection and feedback. and have more planned an deliberate conversations around program documentation and effective strategies at an Executive level - making program monitoring a regular agenda item at Exec meetings.

In the area of HPGE, in 2023 the next step is to build capacity in our staff with further PL to better equip them to identify high performing students. Student tracking and whole school assessment procedures need to be refined to allow this to occur with the need for consistent procedures across the school. Alongside this we plan on forging relationships with local high schools in relation to student extension and enrichment.

We will be looking to further build the influence of the 4Cs framework on our school practices by embedding 4Cs language and dispositions into the new school behaviour management policy; moving onto exploring actual 4C coherence makers PL and purchasing the online resources to support this.

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
All teaching staff have completed the CESE Explicit teaching PL and are actively utilising these strategies, including learning intentions, in their classroom practice as demonstrated by Assistant Principal lesson observations of their staff.	We have continued to build on the Explicit teaching professional learning by promoting evidence based effective teaching strategies throughout school based professional learning and professional collaborative dialogue at stage meetings. Specific practices such as scope and sequencing clear learning intentions and lesson success criteria, have been effectively modelled to teachers through the use of the 'Soundwaves' Spelling program and '7 Steps to Writing' program. APs have observed a positive trend in seeing these elements embedded into planning, during lessons and in program documents.
All teachers have built knowledge around program requirements from NESA and the DoE. The explicit school developed program checklist is actively used by all staff. Teaching and Learning programs describe expected student progression in knowledge and the assessments that measure them.	All teachers K-6 have a clear understanding of the program requirements from NESA and the Department of Education (DoE). The school developed checklist is being used K-6. There is positive growth in the detail, depth and complexity of programming documentation as observed through the checklist. Forms of assessment are constantly being reflected upon to ensure they accurately measure and inform these programs. We are awaiting new syllabus documents before making further changes in this area.
Data practices across the school are streamlined and analysed regularly. Strategic school staff have received professional learning in High Potential and Gifted Education (HPGE) in order to lead school staff - building capacity across the school.	Data practices across the school are analysed regularly and various practices have been utilised. Finding a best fit for assessment across K-6 will be an ongoing process. Strategic school staff have received professional learning in HPGE. However, this will be a continued focus as we look to then build capacity amongst staff.

Strategic Direction 3: Creating Community

Purpose

In order to support student wellbeing we will develop student skills in resilience to ensure engagement and a sense of belonging. A focus on building positive teacher-student and community relationships will be central.

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.

- Enabling students' to connect, succeed and thrive

Resources allocated to this strategic direction

Socio-economic background: \$14,696.65

Professional learning: \$10,000.00

Summary of progress

Improving Student Wellbeing

Recognising the qualities of a good learner (developed from the 4C's program) in our weekly award system has enabled our students to focus on and celebrate the positive impact of good intrapersonal, interpersonal and cognition skills. A common language for these qualities (based again on the 4C's) has been developed across the school and is positively impacting students self-esteem and ability to articulate what particular skill set is required of them to complete certain tasks.

Student feedback from the Stage 3 'Klassens Tid' program showed it to be beneficial in helping students better deal with issues they face both at school and home - students indicating the program assisted them develop problem solving strategies, resilience and strengthening empathy. Feedback solicited from students K-6 indicated the Peer Support program provided our students the opportunity to form bonds with students across all year groups. This has begun to build a more cohesive school student community, particularly post COVID. Additionally, various Stage 3 parental feedback indicated how pleased the community was with the program and the confidence and responsibility they saw developing in their children through leading others. Teacher discussion highlighting that student teamwork skills were evident.

In the second half of 2022, a School Wellbeing Officer was employed to explicitly support the wellbeing of students and their families. Group programs were facilitated and run by the Wellbeing Officer which targeted identified students who may need more support in areas such as: Anger Management, Anxiety and Positive Friendships. Feedback from the P&C displaying a high level of support for this role with parents highlighting that having a wellbeing officer at school gave them greater confidence that their child could access emotional and social support when needed.

Consistent Expectations for Behaviour

The benefit of introducing the 'Zones of Regulation' Program across all grades has been twofold. The framework for introducing the Zones of Regulation program which includes consistent language and management strategies that de-escalate unhelpful student behaviour, has enabled staff to explicitly teach emotional regulation strategies to our students and has simultaneously provided students with the scaffold needed to better understand their emotions. Discussions held at stage meetings highlighted that this consistency was helpful across the stage and wider school. This has decreased the number of negative incidences recorded on SENTRAL by providing the teachers with specific and consistent strategies to de-escalate behaviour before it becomes an issue. Teacher feedback has indicated that they have increased their understanding of underlying causes of student behaviours, particularly those students with special needs. It has also assisted the teachers to implement a systematic and consistent approach to the teaching of emotional regulation skills.

Strengthening Partnerships

Involving staff and students in a community of practice increased teacher and student understanding and enabled staff to collaborate and embed shared practices. Both staff and student feedback has been positive, indicating increased enthusiasm for, and engagement in, the development of 4C practices across the school.

Presenting student assessment data to the P&C on a regular basis has enabled and engaged the school community to reflect on student progress and achievement and feel connected to their child's learning. As a result, parents have now begun asking questions during these meetings and have developed an understanding of the types of assessment data the school uses to guide future teaching and learning cycles. P&C feedback has been extremely positive. A number of community events were held in 2022. Feedback showed that these events enabled our community to feel connected to the school despite some of the COVID restrictions still in place.

Where to next?

In 2023, the school will continue to look for ways to connect with its community through holding events throughout 2023. The resumption of the Fathering Project remains a priority now that COVID restrictions have eased and new ways to engage fathers in the school will be explored. For both the wellbeing of students and their families (when needed), the employment of a school wellbeing officer will also take precedence with our P & C indicating they would like to carry on assisting us in funding the role in 2023. Continuation in the community of practice will also remain a priority.

As we continue developing our Behaviour Management Plan, a focal point for 2023 will be to integrate the language and strategies taught in the Zones of Regulation program into the further refining of our new behaviour management policy and the process of student self-reflection. Explicit lessons in emotional regulation will need to continue being taught across all classes K-6 to maintain consistency across the school. Consistent teacher expectations will also be addressed through the introduction of our new policy. In addition, we will also review the impact of the 4C's award system and make adjustments where necessary based on feedback.

Students and staff were highly in favour of continuing the 'Peer Support' program in 2023 across the school. Klassens Tid sessions will continue to be held in all Stage 3 classes in 2023 on a weekly basis.

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
Expectations of behaviour are reviewed and co-developed, incorporating student emotional regulation practices. These are designed to ensure effective conditions for learning.	Lessons focussing on emotional regulation are being taught explicitly across the school. Expectations for behaviour are being co-developed within the new 'Behaviour Management Plan'.
The school has solicited and begun addressing community feedback in relation to school related activities and policies.	The school listened to community feedback in relation to increasing the number of school events parents could attend as COVID restrictions ended. A number of events were specifically put on to acknowledge this feedback. The sense of community is returning, and partnerships are being strengthened.
To increase the percentage of students by 8% who express a positive sense of wellbeing from our baseline.	Percentage of students who express a positive sense of well-being is increasing as a trend. This increase is slower than we would have liked but can also be attributed to the years of COVID disruption.
To increase the percentage of students by 2% who attend school greater than 90% of the time from our 2019 baseline.	The data is difficult to analyse effectively given the high rate of absenteeism related to COVID isolation requirements throughout 2022.
Improve and maintain the percentage of parents indicating they feel welcome at school in the Tell Them From Me parent (TTFM) survey to remain above NSW Government norm.	As expected, 2022 TTFM parent data indicated they were feeling less welcome at school, decreasing from our baseline 2020 results. At this point we attribute this decline to the COVID restrictions which did not allow parents on-site. We are working towards improving this now that these restrictions have eased.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$220,771.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Gymea North 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"> • Targeted Literacy Instruction <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of targeted personalised learning and support plans and programs such as 'Reading For Life'. • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact:</p> <p>Over 85% of students who participated in the Multi-Lit program displayed growth.</p> <p>80% of Year 1 students were achieving at expected grade level in the Phonics screening test . This allowed us to implement the phonics LIPI program with particular focus on the gaps in these students learning.</p> <p>The increase in staffing, and the training of SLSO staff to implement Multi-Lit resulted in a larger percentage of our funded and non-funded students receiving targeted support in literacy and numeracy in withdrawal programs.</p> <p>Increased staff capacity to bring LST programs online, providing targeted support to their students during the pandemic..</p> <p>After evaluation, the next steps to support our students will be:</p> <p>To continue teaching the Mulit-Lit program across Years 1-6, and the LIPI phonological program in Year 1 throughout 2023. Student data will continue to be analysed regularly.</p>
<p>Socio-economic background</p> <p>\$24,696.65</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gymea North 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 and Numeracy Improvement • Enabling students' to connect, succeed and thrive <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff in 4C's, Zones of Regulation and Explicit teaching practices to support student learning • employment of additional staff to support the teaching of reading in classroom and to target students with learning needs. • resourcing to increase equitability of resources and services • employment of external providers to deliver Professional Learning to help staff support students with additional learning and behavioural needs

<p>Socio-economic background</p> <p>\$24,696.65</p>	<ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of a school based student Wellbeing Officer <p>The allocation of this funding has resulted in the following impact: Increased our capacity to provide 1:1 emotional and social support to students and to run targeted, structured wellbeing group programs across the school. School data displaying that at least 8 parent requests to access this service for their child were made to the school just in Semester 2 with another 37 students targeted in group programs.</p> <p>Teachers increased their understanding of student behaviours through the delivery of professional learning by an occupational therapist.</p> <p>Stage planing days enable time for staff to engage in more consistent programming, analysis of student data and allowed timely discussion around consistency of teacher judgement.</p> <p>After evaluation, the next steps to support our students will be: Continuation in 2023 of timetabling an uninterrupted literacy block across the school every morning with the inclusion of the AP C&I role in developing teaching practices. As P&C feedback displayed a high level of parent support for the school employed Wellbeing Officer role this will also remain a priority.</p>
<p>Aboriginal background</p> <p>\$14,052.41</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at GyMEA North 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"> • Targeted Literacy Instruction <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Targeted Aboriginal (First Nations) students having opportunity for small group literacy and numeracy instruction.</p> <p>The provision of SLSO staff to work 1:1 with targeted Aboriginal (First Nations) students to provide learning support, particularly in reading.</p> <p>Teaching staff supporting the development and monitoring of Personalised Learning Pathways for all our Aboriginal students. Aboriginal students with learning needs supported by SLSO's in classrooms to achieve these goals.</p> <p>Opportunity for Aboriginal (First Nations) students to attend cultural events funded by the school.</p> <p>After evaluation, the next steps to support our students will be: To consider the employment of a school based Aboriginal Education Officer (AEO) in 2023. Continue to particularly monitor the literacy progress of our Aboriginal students through data analysis and tracking of personalised learning pathways (PLP) goals.</p>
<p>English language proficiency</p> <p>\$60,669.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at GyMEA North Public School.</p>

<p>English language proficiency</p> <p>\$60,669.00</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"> • Targeted Literacy Instruction <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional English as an Additional Language or Dialect (EAL/D) support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: At least 28 EAL/D students being targeted in either small group direct instruction or in team teaching in literacy lessons across the school.</p> <p>All targeted EAL/D students demonstrated increased confidence and proficiency in English literacy and were able to engage in the curriculum at differentiated levels.</p> <p>Over 87% students made progress as measured by the ESL scales assessment tool which describes the English language development of EAL/D learners in oral interaction, reading and responding and writing.</p> <p>After evaluation, the next steps to support our students will be: The continued analysis of data to support EAL/D student growth with a specific focus on oral and written language development. Targeted small group and team teaching instruction in reading and sentence structure will also be a priority.</p>
<p>Low level adjustment for disability</p> <p>\$96,212.60</p>	<p>Low level adjustment for disability equity loading provides support for students at Gynea North 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"> • Targeted Literacy Instruction <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 (SLSO's) • targeted students are provided with an evidence-based literacy program (Multi-Lit) to increase learning outcomes • employment of learning and support teacher (LaST) • All Stage 1 students participated in an explicit phonemic instruction program (Lessons in Phonemic Instruction - LIPI) • Targeted Kindergarten students, who were not meeting expected grade outcomes, participated in the Term 4 Kindergarten Reading Program. <p>The allocation of this funding has resulted in the following impact: More than 80% of Stage 1 students achieved expected grade outcomes in the phonics screening test. This data allowed us to target the 20% who did not meet expectations with specific phonological support. 90% of these targeted students achieved growth.</p> <p>Implementation of Individualised student learning programs or educational adjustments for 8% of our student population.</p> <p>Increased our capacity to staff a Stage 2 and Stage 3 MacqLit reading</p>

<p>Low level adjustment for disability</p> <p>\$96,212.60</p>	<p>program, allowing a larger number of student participants.</p> <p>Implementation of an explicit 1:1 reading program for Kindergarten students not reaching benchmarks which also served to foster parent partnership in their child's learning.</p> <p>After evaluation, the next steps to support our students will be: Additional SLSO and staff employment in 2023 to support implementation of small group instructional programs including Multi-Lit.</p> <p>Continuation of both the LIPI (phonological) program team taught across Year 1 and the running of the Kindergarten reading program for students not meeting benchmarks.</p>
<p>Professional learning</p> <p>\$23,787.00</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 GyMEA North 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"> • Improved classroom practice • Enabling students' to connect, succeed and thrive <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging 4C facilitators to provide professional learning to staff. • Professional learning on the 'Seven Steps to Writing Success' for targeted staff. • Employment of an Occupational Therapist (OT) to deliver Professional learning to all staff on student behaviours. • Release of staff to attend network learning days. • Professional learning around the implementation of the new K-2 syllabus <p>The allocation of this funding has resulted in the following impact: All teachers K-6 were empowered with the knowledge to teach 4Cs dynamically and flexibly in their classrooms. A common language based around the 4C's is now being used by all teachers K-6 and this has allowed students to better articulate and utilise the inter and intra personal and cognition skills needed to complete a task.</p> <p>Teacher understanding of the new K-2 syllabus has increased.</p> <p>Teacher feedback has indicated that they have increased their understanding of underlying causes of student behaviours, particularly those students with special needs.</p> <p>Providing teachers with specific and consistent strategies to de-escalate behaviour before it becomes an issue has decreased the number of negative incidences recorded on SENTRAL.</p> <p>After evaluation, the next steps to support our students will be: Continued reflection and adaptation of practices K-6 will professional learning that aligns to need.</p> <p>A planned approach to implementing the new K-2 syllabus and continued PL on new curriculum 3-6.</p> <p>Embedding 4Cs language and dispositions into the new school discipline policy. Providing further learning to teachers by moving onto the actual 4C coherence makers and purchasing the online resources to support this.</p> <p>The continuing review of both student positive and negative behaviour incidences on SENTRAL.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at GyMEA North Public</p>

<p>\$11,899.00</p>	<p>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 and Numeracy Improvement • Improved classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • employment of an additional Learning and Support (LaST) intervention teacher • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in the following impact: K-2 reading fluency rates have increased with the purchase of quality decodable readers.</p> <p>Phonological awareness has increased with the purchase of more literacy resources that support the teaching of the phonological sequence. At least 80% of Kindergarten students correctly identifying all phonemes taught.</p> <p>Provided challenge to students targeted for extension. NAPLAN data displaying achievement in top two bands for those Stage 3 students.</p> <p>Increased staff capacity to effectively teach students writing techniques for engaging their readers.</p> <p>After evaluation, the next steps to support our students will be: To purchase more, and increase our use of, quality rich texts that align to the new syllabus and provide challenging texts to targeted students.</p> <p>Utilise decodable readers to aid the explicit teaching of phonics in line with best practice.</p> <p>To look for opportunities to continue to extend students and maximise their potential.</p>
<p>QTSS release</p> <p>\$70,216.73</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at GyMEA North 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 and Numeracy Improvement • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs, mentor staff and work shoulder to shoulder in classrooms. • release for Assistant Principal's (AP) to develop the capacity of staff and plan professional learning (PL) in the new syllabus • support the Principal with leadership duties across the school <p>The allocation of this funding has resulted in the following impact: Executive team having additional time to work more closely with their stage, lead programs within the school and monitor students data more effectively.</p> <p>Stage teams were provided the opportunity to begin collaborative planning</p>

<p>QTSS release</p> <p>\$70,216.73</p>	<p>and gain consistency in the marking of assessments. Programming was more closely monitored.</p> <p>Stage student achievement data was regularly discussed and analysed.</p> <p>Distributed leadership began to be developed.</p> <p>After evaluation, the next steps to support our students will be: To continue providing APs additional release from face to face to balance administration and leadership duties. The specific focus in 2023 will be for Executive staff to provide authentic modelling of programming and data analysis as part of a collaborative stage approach and to monitor the implementation and professional learning around the new literacy and numeracy syllabus.</p> <p>A distributed leadership model will remain with pertinent roles around the school also being taken on and lead by Executive staff.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,267.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Gynea North 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 and Numeracy Improvement • Targeted Literacy Instruction <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of LaST teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • implementation of team teaching across Stage 1 classes with a specific focus on phonological and writing support. • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in the following impact: All students in Stage 1 participating in team taught explicit phonological instruction, over 80% reaching expected grade outcomes.</p> <p>All students in Stage 1 participating in team taught explicit writing program with the LaST, over 75% of students displaying growth. This also resulted in small group intervention for the students who did not show expected growth.</p> <p>Increased number of students across K-6 participating in small group targeted literacy and numeracy instruction.</p> <p>After evaluation, the next steps to support our students will be: To continue closely monitoring student data to ensure targeted support is provided to students at their point of need - particular focus on literacy and alignment with the school plan.</p>
<p>COVID ILSP</p> <p>\$55,853.00</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</p>

<p>COVID ILSP</p> <p>\$55,853.00</p>	<p>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 - explicit reading instruction targeting fluency and vocabulary development. • employing staff to provide online tuition to student groups in literacy - phonological instruction. • providing intensive small group tuition for identified students who were not meeting grade expectations/outcomes. • participation in professional learning for COVID co-ordinators and additional time provide for meaningful assessments and tracking of students. <p>The allocation of this funding has resulted in the following impact: 65% of targeted students increased their phonological knowledge to decode. a greater number of words.</p> <p>Internal student data displayed growth in reading comprehension and vocabulary.</p> <p>Increased capacity to provide small group instruction and support to targeted students in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continuation of explicit instructional groups targeting decoding skills, phonological awareness, fluency and vocabulary with achievement tracked.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	192	196	196	181
Girls	158	159	171	168

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.4	94.6	94.6	90.9
1	92.0	95.9	94.5	90.3
2	94.3	96.1	93.6	92.2
3	96.5	94.4	95.1	91.0
4	94.9	94.8	92.0	91.8
5	94.1	93.4	94.7	91.2
6	93.9	96.5	92.0	89.3
All Years	94.2	95.1	93.9	91.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.8
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*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	878,949
Revenue	3,706,946
Appropriation	3,354,055
Sale of Goods and Services	2,152
Grants and contributions	342,073
Investment income	8,665
Expenses	-3,702,469
Employee related	-3,119,854
Operating expenses	-582,615
Surplus / deficit for the year	4,477
Closing Balance	883,426

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	220,771
Equity Total	195,632
Equity - Aboriginal	14,052
Equity - Socio-economic	24,697
Equity - Language	60,669
Equity - Disability	96,213
Base Total	2,618,307
Base - Per Capita	92,733
Base - Location	0
Base - Other	2,525,574
Other Total	211,550
Grand Total	3,246,259

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

Gymea North staff recognise that active listening is paramount to effective communication and school management. Valuing feedback, we are always open to consulting our community through surveys, open communication and P&C meetings, using that feedback to guide future planning and practices. We are committed to involving all members of the school community in consultative decision making. These processes of collaborative, consultative communication have built parent and student engagement and confidence and ensured that our school is truly responsive to building and maintaining a cohesive school community.

Perspectives of Students from the Term Tell Them From Me survey

88% of our students indicated that they had positive relationships and felt they were actively involved in the life of the school. This increased from 2021 and placed us above the NSW Government Norm.

Our sense of belonging rose in 2021, but decreased again in the last survey of 2022. Internal school data and feedback from students does not triangulate completely with this. Open ended data solicited from our students through TTFM, highlighted that the majority of students said they felt comfortable and happy at school and supported by their teachers. This sense of belonging and advocacy remains an area that our current school plan seeks to continually rectify. This seems to be particularly important after the affect of COVID lockdowns over previous years.

Student interest and motivation tells a similar story and is lower than the NSW Government Norm. Conversely our students placed us above the norm for delivering quality and explicit teaching. We continue to work in this space to bridge that anomaly.

91% of our students said they valued and displayed positive behaviour at school, above Government Norm.

Perspectives of Parents (based on the last TTFM data)

Tell Them From Me 2020 (TTFM) data indicated that parent perceptions of the school were positive. There was an upward trend in parents feeling welcome at the school with 69 % of parents talking with their child's teacher more than once about learning and behaviour. However, 2022 data shows a decrease. This can certainly be attributed to all the COVID restrictions placed upon schools throughout 2021 and 2022. We hope that 2023 data shows an upward trend now that events and time on-site can re-commence regularly.

Parent feedback indicated the school has effective communication practices including clearly written information, helpful administrative staff and informative student reports.

Staff perspectives

The most recent TTFM data we have in relation to staff showed that they felt the school has a strong collaborative culture and colleagues enjoyed working together to improve student engagement, develop learning opportunities and discuss learning and behavioural issues. Of note was that staff felt highly supported by one another and the leadership team. These positive staff responses placed our school above the state norm.

Teachers felt that the school and staff work hard to create a sense of belonging for their students. Although student data didn't correlate directly with this, many of the staff have put strong and helpful processes in place to support their students social development and sense of belonging.

Gymea North prides itself on a staff team that work together to enhance student learning and wellbeing outcomes. There is a culture of positivity and mutual respect amongst staff. Teachers' hold high expectations for their students, understanding that this has a positive impact on student achievement. High expectations also improve students' interest and motivation, positive behaviour and attendance, each of which also impact achievement. Creating and maintaining a positive staff culture remains an important aspect of the school's future directions.





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.