

2022 Annual Report

Gloucester Public School



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Introduction

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

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

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Message from the principal

As the principal of Gloucester Public School (GPS), it is my pleasure to welcome you. With an emphasis on developing each student's unique strengths, I endeavour to nurture, grow and inspire our GPS students and staff to achieve their full potential.

Our staff enjoy the opportunity to work in such a professional, academic and friendly community. We recognise that it is important for staff to develop positive relationships with the students in our care; as well as with their families, so that our students can flourish.

Our school owes much of its success to the learning opportunities provided by our teachers who collaboratively develop innovative and effective learning pedagogies in the classroom. We are blessed to have exceptional staff who consider it an honour and a privilege to work at our school. Every teacher is engaged in regular professional learning to ensure that they are the best they can be, in the interest of enabling our students to be the best they can be, and in turn, considerably enhance student learning outcomes.

School vision

Our journey clearly reflects the shared values and aspirations of our school community. Strategically planned to support every student and build each individual's capabilities, we endeavour to challenge, empower and aspire to attain knowledge. We strive to collectively build capacity by nurturing resilient citizens.

To achieve excellence, a focused, explicit and evidenced-based approach to literacy and numeracy reinforces that all students can realise their full potential. We acknowledge that teachers can transform lives and provide strong skills using sophisticated analysis of performance growth data and student engagement.

Hand in hand with our community, we strive to improve every student's learning outcomes and understand that education is the most empowering force in the world.

School context

We are proud of our school and what it has to offer, in academic, sporting and extracurricular excellence. We provide an environment which is safe and respectful, where students can achieve their full potential.

Gloucester Public School (GPS) provides excellence, opportunity and success in an innovative and caring environment. Our school has had a fluctuating population over the last 5 years with 297 students in 2022 (16% Aboriginal/Torres Strait Islander). With 13 mainstream classes in 2022 and one multi categorial class (established in Term 2, 2022) there is 18.277 teaching staff and 3.722 School Admin and Support Staff (SASS). In 2022, GPS was provided with 1.2 Assistant Principals, Curriculum and Instruction and one of the existing Assistant Principals, is now accredited as a Highly Accomplished Teacher (HAT). Our school is focused on continuous improvement with highly skilled staff.

Our school is small enough to ensure every child experiences success, while benefiting from being part of the largest educational system in the southern hemisphere. With our culture of effective performance and development, we nurture and support quality teaching and school leadership, focus on improving student outcomes, ensure consistent evaluation and feedback and strive for continuous improvement.

GPS is situated in a rural farming and mining community at the foot of the Bucketts Mountain range. Our community is family orientated, supportive and conservative. We value community involvement and partnerships and are part of the Bucketts Way Community of Schools (BWCoS). GPS consists of all permanent buildings, all single storey, has easy access, wet weather access, an assembly hall, interactive whiteboards and air conditioning in all learning spaces. Our healthy canteen is open 3 days a week and operated by our supportive Parents and Citizens Association (P&C).

Our school has high expectations, which are explicitly and consistently applied across the school. Our school welfare, discipline and effective learning policy focuses on five core expectations, which are followed daily. We have an active student body and dynamic and experienced staff. We are proud of our involvement with Aurora College, with a number of students having been selected to attend the Opportunity Class (OC) virtual lessons in mathematics, science and technology in 2021 and 2022, catering for academically gifted and talented students with high potential.

We value diverse learning opportunities, offering music to all students, numeracy and literacy intervention programs, an award-winning choir, multiple sporting opportunities, a dedicated computer lab, gardening club, external competitions and extracurricular activities, a Windstar's band, a Schools Spectacular team, an active learning and support team and a full time learning and support teacher. We are fortunate to have actively engaged Aboriginal parents and carers, and staff who identify as Aboriginal. We seek guidance from our Aboriginal community and Gloucester AECG, ensuring strong connections.



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

Strategic Direction 1: Student growth and attainment Student growth and attainment

Purpose

To develop a whole school evidence-based approach in order to optimise learning progress and achievement for all students. To build educational aspiration and acquire excellence in literacy and numeracy, using programs that are dynamic, reliable and researched based. To improve the capacity of all students, while promoting equity and high expectations.

To develop a school culture that is strongly focused on learning, the building of educational aspiration and acquiring excellence across the curriculum. To enhance whole school processes to ensure all can succeed and learn as valued members of our community, while promoting equity and high expectations.

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.

- Literacy
- Numeracy
- Writing Success

Resources allocated to this strategic direction

Socio-economic background: \$140,617.92

Low level adjustment for disability: \$25,370.29

Professional learning: \$5,100.00

Per capita: \$49,029.25

School support allocation (principal support): \$15,445.00

Aboriginal background: \$20,940.46

Summary of progress

Literacy

Professional learning was provided in Close Reading for the School Based Reading Improvement Leader working with the Reading Improvement Community of Practice Network. The leader then collaboratively led the primary teaching staff to continue to implement Close Reading at GPS. Short in-class assessments, PAT assessments and the results from Check in and NAPLAN assessments were used as data to inform growth. Close reading was implemented throughout 2022. Evaluation in Term 4 using PAT data, NAPLAN and check-in assessment data indicated that the Close Reading methodology is beneficial however, as a whole class program it lacks sustained independent reading of a variety of texts. After Investigating other evidence-based resources for reading and comprehension and incorporating the methodology of Close Reading, GPS stage 2 classes trialed the Project X Comprehension Express program in the second half of 2022. Comprehension Express aims to support all students to develop the strategies and skills associated with deep comprehension and the self-regulation involved in being able to use these skills effectively to make sense of text. It has real impact as it ensures explicit modelling and supports the understanding of key comprehension strategies. Further analysis of assessment results reflected that whilst students' comprehension skills increased when supported in group work, students still lack the capacity to sustain reading and comprehension tasks independently. Further independent and small group reading using ability level texts, using Close Reading methodology with accompanying comprehension tasks will be trialed alongside the explicit Comprehension Express program in 2023.

MultiLit programs were used across our whole school setting. InitialLit whole class explicit and systematic reading programs were implemented for Kindergarten, Year 1 and Year 2. MiniLit small group intervention was implemented with a dedicated tutor 4 days a week for Year 1 and 2 students, as well as a group of students with additional needs in stage 2. This year is the first full year of the MiniLit program, 'MiniLit Sage'. MiniLit Sage commenced implementation in late October 2021 and throughout 2022. MacqLit small group intervention was implemented 4 days per week for primary students with a dedicated teacher. One group of stage 3 students with additional needs worked on the InitialLit 1 program with the MacqLit tutor as it was better suited to the student needs. The Learning and Support Teacher (LaST) also supported individual students with the MultiLit reading tutor program. All intervention programs were established after analysis of PAT assessment data, cumulative review data and a placement test. All students on the MiniLit, MacqLit and MultiLit reading tutor programs were pre and post tested using the York Assessment of Reading Comprehension (YARC). COVID ILSP funds were used to support parts of the MultiLit programs implementation. Professional learning on MultiLit programs was provided for new staff.

2022 saw GPS invest in the expertise of a speech pathologist for kindergarten students. The speech pathologist

screened students, provided recommendations and then provided speech programs for applicable students. The LaST collaborated with the speech pathologist to deliver the program to support students 3 days per week. In 2023, GPS will implement the MultiLit program, Language Lift, a new oral language intervention program to support students with their speaking and story comprehension abilities. This evidence-based high-quality program is based on research from speech pathologists and educational specialists.

Numeracy

Evaluation and research led the staff to investigate and implement 'iMaths' across K-2 and stage 2 and stage 3 in terms 3 and 4. iMaths is a whole class program resource, engaging investigation-based resources, aligned to the NSW syllabus and Australian Curriculum and is a comprehensive resource/program providing differentiation, support, consolidation, and extension. Although 48% of Year 3 students performed in the top two bands and 33.3% of Year 5 students performed in the top two bands in NAPLAN numeracy, we are aiming to meet our system negotiated targets each year and consistently refining and evaluating our practices. Stage collaborative planning days in mathematics supported the analysis of teaching and learning and the review and evaluation of scope and continuums.

Writing Success

'Seven Steps to Writing Success' was implemented across Years 3-6 in 2022. Pre and post data writing assessments indicated an average improvement of 32% from the 2022 baseline for narrative, informative and persuasive writing. Collaborative marking across stages using NAPLAN marking criteria ensured consistent teacher judgement across the school and built teacher capacity. Writing across K-2 is now incorporated into the InitialLit morning literacy block every day. 48.1% of Year 3 students performed in the top two bands and 75.7% of Year 5 students performed in the middle and top two bands in NAPLAN writing.

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
System Negotiated Target <ul style="list-style-type: none"> A minimum of 41.1% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading (Baseline system-negotiated target). 	<p>The percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN reading was below the system negotiated target baseline of 41.1% for 2022. The school identified growth targets and targeted individual students and class cohorts using internal and external progress and achievement data. 28.3% of our Year 3 and 5 students performed in the top two bands of NAPLAN reading in 2022.</p>
System Negotiated Target <ul style="list-style-type: none"> At least 67% of students achieve expected growth in NAPLAN reading (above the system-negotiated base target line). 	<p>Due to COVID there is no growth data for 2022.</p>
School Identified Measure <ul style="list-style-type: none"> 85% of students in K - 2 will achieve 75% or above in the final cumulative review in InitialLit F, 1 and 2 reading programs. 	<p>The final Term 4 cumulative review data for InitialLit F, 1 and 2 displayed pleasing growth in 2022. A review of our internal data noted that:</p> <ul style="list-style-type: none"> 81% of Kindergarten achieved 75% or above in the final cumulative review. 83% of Year 1 students achieved 75% or above in the final cumulative review. 87% of Year 2 students achieved 75% or above in the InitialLit 2 in the final comprehension cumulative review. <p>This data represented that 84% of students in K-2 achieved 75% or above in the final cumulative review in InitialLit F, 1 and 2 in 2022. Gloucester Public School implemented the MultiLit evidence-based InitialLit literacy program across K-2. Teaching staff taught this program explicitly with students almost meeting the school identified progress measure 'K-2 explicit literacy program' for 2022.</p>
School Identified Measure <ul style="list-style-type: none"> Increase the school based writing assessment score of students in Years 3-6 by 16% from the 2022 baseline, using NAPLAN marking criteria and consistent collaborative teacher judgement of pre and post program 	<p>Gloucester Public School implemented the evidence-based writing program 'Seven Steps to Writing Success' in 2022. Pleasingly, the pre-and post data showed growth across the school. The school based writing assessment score of students in Years 3-6 increased by an average of 32% from the 2022 baseline for narrative, informative and persuasive writing which was above our expected growth. Staff have collaboratively used the NAPLAN marking criteria and used consistent judgement across stages for pre and</p>

writing samples.	post program writing samples.
School Identified Measure <ul style="list-style-type: none"> Selected and tracked students participating in Quick Smart will demonstrate greater than 0.6 growth calculated through the effect size formula when comparing pre and post PAT numeracy assessments. 	<p>Selected and tracked students who participated in the QuickSmart program demonstrated improvement in numeracy and achieved academic growth of two to four years in one year. The growth targets were met in the QuickSmart program and were tracked using PAT assessment data. Effect size data demonstrated substantial improvement in accuracy using the intensive strategies of QuickSmart.</p>
School Identified Measure <ul style="list-style-type: none"> The school is moving towards sustaining and growing in the themes of Student Growth and Internal and External Measures against Syllabus Standards in the Learning domain element of Student Performance Measures within the School Excellence Framework 	<p>This is exceptionally pleasing with the school placing at sustaining and growing in the Learning domain of Student Performance Measures within the School Excellence Framework with at least 35% of students achieving in the top two bands of numeracy.</p>
<ul style="list-style-type: none"> A minimum of 32.5% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy (Baseline system-negotiated target). 	<p>Students in Years 3 and 5 performed above the baseline system-negotiated target of 32.5% with 40.74% of students achieving in the top two bands of NAPLAN numeracy.</p>
<ul style="list-style-type: none"> At least 62% of students achieve expected growth in NAPLAN numeracy (above the system-negotiated base line target). 	<p>Due to COVID there is no growth data.</p>



Strategic Direction 2: Data informed best practice

Purpose

To engage in contemporary pedagogy that promotes, nurtures and supports collaboration, feedback and success criteria, sustaining quality teaching practices. To implement strategies that reflect research on best practice and include ongoing monitoring of success. To give students explicit and timely feedback to promote engagement and responsibility for 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.

- Quality Teaching using Success Criteria and Feedback
- Data Skills and Use
- High Potential and Gifted Education
- K-2 English and Mathematics Syllabuses

Resources allocated to this strategic direction

Per capita: \$24,000.00

Socio-economic background: \$52,521.00

Professional learning: \$1,500.00

Summary of progress

Quality Teaching using Success Criteria and Feedback

Explicit systems for collaboration and feedback were implemented to sustain quality teaching practices which supported our judgement of sustaining and growing in the element of learning and development in the Teaching Domain. Professional discussion and collaboration was integral in the team teaching sessions which improved teaching and learning for all students through observations of classroom teaching with feedback to improve professional knowledge and practice. Formal mentoring and coaching in the accreditation process by the leadership team improved teaching and developed aspiring leaders. Teachers actively evaluated, shared and discussed learning from targeted professional development with other staff to improve practice. There is a coordinated approach to developing professional practice through the use of observations in team teaching. Staff with particular expertise and strengths build capabilities of others to improve student learning outcomes in staff meetings and collegial dialogue and meetings.

Student assessment data was analysed to identify achievements and progress, allowed for reflection of teaching effectiveness and informed future lesson planning. Staff participated in professional learning and discussion in staff and stage meetings to evaluate student understanding of lesson content through the use of student assessment data. Deeper analysis of assessment data was formulated by the leadership team at whole staff meetings in order to discuss insight for future literacy and numeracy focuses. All staff collaboratively contributed to the analysis of this data to ensure all members of the school community were involved and actively engaged in the process. PAT assessments and Check in assessments were used school-wide to promote consistent and comparable judgement of student learning, to monitor expected growth and identify skill gaps for intervention support. Student progress was monitored through the use of specific assessments which was then used to inform planning for teaching and learning programs. Staff used PAT comprehension data and InitialLit cumulative review data to analyse areas of strengths and weaknesses and allocate future teaching directions to improve student outcomes. All teachers contributed to gathering and analysing data to support consistent and comparable judgement of student learning, monitor progress and identify skill gaps for re-teaching.

Staff were committed to the implementation of the most effective explicit teaching methods and used evidence-based teaching and learning programs which had explicit teaching techniques interwoven throughout the lessons, such as questioning and assessing to identify students' learning needs. Learning Intentions were explicitly discussed prior to every lesson, so that all students had a clear understanding of the purpose of the lesson. Feedback was given promptly to students through the use of learning intentions and some use of success criteria however, that a further focus on timely, explicit and specific feedback is warranted for improved student learning.

Data Skills and use

Teachers collaborated across stages to share curriculum knowledge and data regarding student progress and achievement, to inform the development of evidence-based programs and lessons, to meet the needs of all students. Explicit teaching techniques were used to ensure support for all students with individualised needs. Programs were modified and intervention programs further supported individualised learning for students. Students were assessed regularly to promote consistent judgement of student learning. Students on intervention programs were assessed to identify skill gaps, and direct targeted teaching and learning programs.

High Potential and Gifted Education

All staff completed the Attitudes and Teaching Practices Survey (ATPS) to determine the current situation and to plan the next steps. Analysis of survey results reflected that the majority of staff have less than 5 years' experience in teaching HPGE students. Staff have requested that the leadership team provides further training, support in identifying potential students and strategies to implement the HPGE policy in 2022 -2024.

Further analysis of triangulated data showed that GPS supports students in a number of programs in the Intellectual and Physical domains, with some focus in some aspects of the Creative Domain (music). Currently there is less opportunity for students displaying potential in the social-emotional domain however, a future focus using the Peer Support program will allow students the chance to build their skills in this domain. The HPGE team shared the results of the evaluation and planning tool with the rest of the staff. Analysis of data identified the extent of the current level of HPGE student need and analysed the level of staff understanding of HPGE students, policy and teaching implications.

The Principal and HPGE Team outlined the plan for implementation and consulted staff regarding the implications, discussed Department of Education (DoE) expectations to whole staff, highlighted the alignment with system targets and reminded all that embedding the policy is core school business. Experienced staff were nominated to lead the development of students in the Creative, Physical and Social-Emotional domains where they have expertise. Professional learning will be scheduled regularly at whole school staff meetings and stage meetings.

K-2 English and Mathematics Syllabus

The APC&I completed the Curriculum Reform training with the Strategic Delivery team in order to support the implementation of the new syllabus across the whole of GPS. The APC&I regularly attend the Curriculum Reform Community professional learning and training days.

All teaching staff have completed NESA accredited 'Understanding NSW curriculum reform', 'K-2 English Syllabus' and 'K-2 mathematics syllabus'. The use of the new K-2 English and mathematics syllabus is evident in teaching and learning programs in 2022. Scope and continuums were created, implemented and reviewed and monitored using the GPS teaching and learning checklist. Classroom observations by the leadership team focus on the new K-2 Syllabus implementation. Staff regularly participate in team teaching with the APC&I and participate in robust conversations around implementation and evaluation.

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 Identified Measure <ul style="list-style-type: none"> The school displays evidence of moving from delivering to sustaining and growing in the theme of Feedback, in the element of Effective Classroom Practice in the School Excellence Framework Teaching domain. 	Students understand expectations from Learning Intentions and are becoming familiar with the use of success criteria in order to improve their understanding. With further PL, staff will implement greater use of feedback throughout lessons that is explicit, specific and timely.
School Identified Measure <ul style="list-style-type: none"> The school works towards moving from delivering to sustaining and growing in the School Excellence Framework Teaching domain, in the 	The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. There is a coordinated effort by school staff to engage



Strategic Direction 3: A community approach to wellbeing, attendance and high expectations

Purpose

To promote positive, respectful relationships with a collective responsibility for student engagement, wellbeing, learning and success, using a whole school approach and evidence-based practice.

Initiatives

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

- Learning Culture
- Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$14,579.00

Aboriginal background: \$16,978.12

Summary of progress

Learning Culture

At Gloucester Public School (GPS) teachers used information about individual student capabilities and needs to plan for students' learning, engaging them in rich learning experiences to develop the vital skills for both now and in future years. Teachers worked in partnership with parents/carers, sharing information about learning development to ensure they were active participants in their child's education. Teachers supported students to make successful transitions to future learning, by providing the skills to make informed contributions as citizens and leaders.

There is demonstrated commitment by all staff at GPS that all students make learning progress through continual reviews of student progress and achievement, monitoring of student understanding, and adjustments to evidence-based teaching and learning programs. Attendance was regularly analysed by all staff and processes were in place to improve regular attendance rates throughout 2022 for all students, including those at risk. GPS had a dedicated attendance team led by a member of the leadership team and provided rewards for class and individuals for attendance. Transition points are well organised to ensure continuity of learning from transition into kindergarten, primary to high school and additional supports in place for students with additional needs. Collaboration with parents at key transition points is paramount to ensuring continuity of learning.

Wellbeing

At GPS, there was a strategic and planned approach that supports the wellbeing of all students so they can connect, succeed, thrive and learn. The GPS Learning and Support process identified and regularly monitored and reviewed individual student learning needs. Staff have an integrated approach to curriculum differentiation and delivery to support the learning needs of all students. Teachers differentiated their curriculum delivery to meet the needs of students at different levels of achievement, however a greater focus on student understanding of their learning and their ability to articulate what they need to learn next, will improve student outcomes.

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
System Negotiated Target <ul style="list-style-type: none">• A minimum of 77.1% of students will attend school >90% of the time (Baseline system-negotiated target).	Attendance data is regularly analysed and is used to inform planning. With attendance included in the School Improvement Plan (SIP) 2022 - 2026 and system negotiated targets, GPS promoted positive, respectful relationships with a collective responsibility for student engagement, wellbeing, learning and success. The school attendance team regularly monitored attendance and shared the data with staff at stage, staff, communication and Learning and Support meetings. School-wide communication on attendance was clear and professional learning was conducted to ensure the school processes and procedures were known and implemented by all staff. The

<p>System Negotiated Target</p> <ul style="list-style-type: none"> • A minimum of 77.1% of students will attend school >90% of the time (Baseline system-negotiated target). 	<p>SCOUT data for 2022, reflected that the system negotiated target 'a <i>minimum of 77.1% of students will attend school >90% of the time</i>' was not met due to COVID restrictions on attending school if unwell. We have worked in partnership with our school community using the Attendance Matters website resources to improve expected attendance. We will work towards meeting our target of 77.1% in 2023.</p>
<p>School Identified Measure</p> <ul style="list-style-type: none"> • The school improves from sustaining and growing to excelling in the Learning domain element of Learning Culture in the School Excellence Framework. 	<p>A school culture which was strongly focused on learning by building educational aspirations and through ongoing performance improvement processes, implemented throughout the school community reflects that we are moving towards excelling from sustaining and growing in the Learning Domain element of learning culture. As a whole school we concentrate on high expectations, effective partnerships, strong collaboration with parents, carers, the community and outside agencies. In 2023 we need to focus on improving attendance to improve learning outcomes.</p>
<p>System Negotiated Target</p> <ul style="list-style-type: none"> • A minimum of 84.9% of students will be able to identify a positive sense of belonging, expectations for success and advocacy at school (lower bound system-negotiated target) through the use of Tell Them From Me survey. 	<p>Student wellbeing was enhanced at our school through our Be You action team who meet every fortnight to discuss wellbeing actions such as Tribe Tuesday, the Weaving Wellbeing program, staff wellbeing activities and further education about wellbeing for staff and families. The Be You initiative supported our teachers to develop a positive, inclusive and resilient learning community where every student, educator and family can achieve their best possible mental health and fulfil their potential. Through internal surveys, behaviour data analysis, specialist behaviour support and teacher/parent observations, the Be You team recommended an approach used to support the development of self-regulation in students and staff. The Zones of Regulation framework will be implemented in 2023 across the whole school. Staff will participate in professional learning webinars and present and teach a scaffolded curriculum that develops awareness of feelings, energy and alertness levels while exploring tool and strategies for regulation, prosocial skills, self-care and overall wellness.</p> <p>Tell Them From Me (TTFM) student survey results, TTFM trend data and Be You staff survey results were used to refine a whole school approach to wellbeing and engagement, to improve learning. 86.05% of students are able to identify a positive sense of belonging, expectations for success and advocacy at school through the TTFM survey. This is above our minimum target for 2022 which indicates that students feel that they are known, valued and cared for at Gloucester Public School.</p> <p>The Be You action team discussed and highlighted a need for student belonging from the survey data. Tribe Tuesday was implemented again in 2022, where students nominated trusted staff members and were allocated into 'tribes' to develop positive, respectful relationships through lunchtime activities. Staff surveys reflected the need for a planned approach to whole school wellbeing and engagement, including explicit teaching and implementation of the evidence-based, well-developed program, Weaving Wellbeing. The Be You team recommended the implementation of the Zones of Regulation to further support student self-regulation in 2023 as well as Peer Support teams to empower students to support each other and contribute positively to our school and the community.</p>
<p>School Identified Measure</p> <ul style="list-style-type: none"> • The school is able to display evidence of excelling in the Learning domain element of Wellbeing in the School Excellence Framework. 	<p>Gloucester Public School (GPS) has a strategic and planned approach to whole school wellbeing processes to support the wellbeing of all students and staff. Social and emotional learning through explicit wellbeing practices had a marked and positive effect on academic achievement. Students who have good mental health were more likely to be well adjusted in school, make meaningful connections to the community, work productively and cope with the social, emotional and academic stresses of school life. GPS reviewed survey data and feedback and prioritised a focus on a planned approach to wellbeing so that all students could connect, succeed, thrive and learn. Through the implementation of Tribe Tuesday, every student can identify at least one staff member to whom they can confidently turn to for advice and assistance at school. The evidenced-based Weaving Wellbeing program was implemented in 2022. The Be You action team met to oversee and highlight the promotion of mental health and wellbeing. Our five school expectations, co-developed with staff and students ensure ownership for all. They are explicit, consistent and supportively applied across the school and</p>

School Identified Measure

- The school is able to display evidence of excelling in the Learning domain element of Wellbeing in the School Excellence Framework.

celebrations of positive behaviour shared with the community. They link directly with the whole school, planned approach to wellbeing, to ensure positive behaviour for learning. The staff along with parents/carers began collaboratively writing the GPS Behaviour Support and Management Plan. The GPS Discipline and Welfare Policy was reviewed in Term 4 2022, with some changes recommended for 2023, to support with the new Gloucester Public School Behaviour Support and Management Plan. The plan will be finalised in 2023. This evidence supported the judgement of excelling in the Learning Domain element of wellbeing in 2022.



Jeans for Genes Day

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$116,348.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Gloucester 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"> • additional staffing was implemented with School Learning and Support Officers to support identified students with additional needs. • professional development particularly learning online was completed by staff to support student learning and build the capacity and understanding of staff. <p>The allocation of this funding has resulted in the following impact: Adjustments for students with disability in mainstream classes allowed for improved student outcomes by enabling access to the full school experience for students with disability on the same basis as their peers. Increased levels of student participation and engagement in learning and improving the quality of teaching and learning for students with disability. Through the Personalised Learning and Support planning process, the partnership between school and parents/carers was strengthened, as well as fulfilling obligations under the Disability Standards for Education 2005.</p> <p>After evaluation, the next steps to support our students will be: To continue to work closely with parents/carers in order to support specific, targeted outcomes for students at their level of need and to continue to improve the quality of teaching and learning for students with disabilities.</p>
<p>Socio-economic background</p> <p>\$226,216.77</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gloucester 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"> • Literacy • Numeracy • Writing Success • Quality Teaching using Success Criteria and Feedback • Data Skills and Use • Learning Culture • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support program implementation. • resourcing to increase equitability of resources and services. • Support in the classroom for students identified in Learning and Support team requiring additional support. • professional development of staff through Quality Teaching Rounds and stage collaboration days to support student learning. <p>The allocation of this funding has resulted in the following impact: Selected and tracked students who participated in programs demonstrated improvement in literacy and numeracy and achieved academic growth. The growth targets were met in programs and were tracked using PAT assessment data, NAPLAN marking criteria and cumulative reviews.</p> <p>After evaluation, the next steps to support our students will be: A whole school approach ensuring the most effective evidence-based</p>

<p>Socio-economic background</p> <p>\$226,216.77</p>	<p>teaching methods to optimise learning progress in numeracy and literacy programs to support all students across the full range of abilities at Gloucester Public School. The school using embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback.</p>
<p>Aboriginal background</p> <p>\$62,181.54</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gloucester 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"> • Numeracy • Learning Culture • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs. • employment of specialist additional staff (SLSO) to support Aboriginal students. • purchase evidence-based programs and resources. <p>The allocation of this funding has resulted in the following impact: Selected and tracked students who participated in QuickSmart demonstrated improvement in numeracy, with the effect size data demonstrated substantial improvement in accuracy using the intensive strategies of QuickSmart. Improved numeracy achievement data, informed key decisions such as resourcing and implementation of new initiatives and teaching tools. Additional support in all classrooms ensured that all students were provided with a range of educational programs to meet individual needs.</p> <p>After evaluation, the next steps to support our students will be: A whole school approach to numeracy with students' learning improvement monitored and feedback is explicit and timely related to defined success criteria.</p>
<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 Gloucester 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 equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff (SLSO) to support the delivery of targeted intervention activities sourced by the Learning and Support Teacher <p>The allocation of this funding has resulted in the following impact: Improved automaticity and fluency in the English language in everyday situations.</p> <p>After evaluation, the next steps to support our students will be: The continuation of individualised intervention using withdrawal and classroom support.</p>
<p>Low level adjustment for disability</p> <p>\$146,901.17</p>	<p>Low level adjustment for disability equity loading provides support for students at Gloucester Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to</p>

<p>Low level adjustment for disability</p> <p>\$146,901.17</p>	<p>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"> • Literacy • Numeracy • 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 a LaST to work across the school and 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 Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students. <p>The allocation of this funding has resulted in the following impact: Students with additional and special needs provided with direct support through behaviour plans, personalised learning and support plans, individual programs, specialist support and health care plans. The learning and support teacher providing support and mentoring for classroom teachers using a collaborative and consultative approach to ensure a school-wide collective responsibility for student learning and success, which was shared with parents and carers. Student wellbeing and learning needs were addressed in consultation with parents/carers to support students, personalise learning and fulfil their potential. The additional support of the Speech pathologist has improved the skills of staff in working with students with language difficulties, as well as improving outcomes for targeted students.</p> <p>After evaluation, the next steps to support our students will be: To continue the whole school planned approach to wellbeing, to improve engagement and support learning for all students. Continue to provide targeted speech support for identified students.</p>
<p>Location</p> <p>\$35,127.82</p>	<p>The location funding allocation is provided to Gloucester Public School to address school needs associated with remoteness and/or isolation.</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 operational funding include:</p> <ul style="list-style-type: none"> • Employ and additional teacher to support the implementation of quality teaching across the school. <p>The allocation of this funding has resulted in the following impact: Collaboration days allowed for staff to reflect on their teaching practice and the learning of their students. Feedback and adjustments were made based on observations and reflections to ensure consistent and reliable student assessment and continuous tracking of student progress and achievement.</p> <p>After evaluation, the next steps to support our students will be: The continuation of collaboration meetings to support best practice across the whole school, to support staff and allow students to achieve their potential.</p>
<p>Professional learning</p> <p>\$24,333.93</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 Gloucester Public School.</p>

<p>Professional learning</p> <p>\$24,333.93</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"> • Literacy • Numeracy • Quality Teaching using Success Criteria and Feedback • 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 participate in mandatory training to ensure all students are fully supported in all aspects of their schooling. • Professional learning in specific programs taught within the school such as Spell-It, Seven Steps to Writing Success, Close Reading and InitialLit. • All staff were given professional learning in understanding data to identify needs and to target areas of need for individual students. • Collaboration and planning days. <p>The allocation of this funding has resulted in the following impact: The school facilitated professional learning that built teachers' understanding of effective strategies in teaching and knowledge. Staff are trained effectively in programs and school initiatives ensuring all students fulfil their potential. Staff analysed student learning data in order to direct future teaching and learning programs. Staff worked collaboratively to improve whole school practice.</p> <p>After evaluation, the next steps to support our students will be: Staff will continue to be trained in all programs, so they are best equipped to support all students in effective evidence-based programs.</p>
<p>QTSS release</p> <p>\$56,196.37</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gloucester 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. • implementation of instructional rounds to strengthen quality teaching practices. • additional teaching staff to implement quality teaching initiatives. • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in the following impact: Quality Teaching Rounds allowing staff to collaboratively refine their teaching and reflect on their teaching practice, to increase student outcomes and provide discussion on system-negotiated targets, feedback, learning intentions and success criteria. Collaborative discussion around staff's individual Professional Development Plans in order to ensure best practice and continual learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to allow for Quality Teaching Rounds to collaborate and improve teaching and ensure the most effective, evidence-based teaching methods are used to optimise learning progress for all students.</p>
<p>COVID ILSP</p> <p>\$163,626.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>COVID ILSP</p> <p>\$163,626.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Strategies to Achieve Mathematical Success (STAMS) and Comprehensive Assessment of Mathematical Strategies (CAMS) - Is a comprehensive, integrated program that focuses specifically on fundamental maths skills. Students needs are pinpointed with pre assessments, so they are taught specifically in the areas of weakness. The program supports collaborative learning amongst students and improves problem solving skills. • MacqLit literacy program - a small group literacy program for students to improve accuracy and fluency in reading. This program is a contemporary approach to best practice literacy instruction. It is a well-researched program providing the targeted practice that students need to master their reading skills. • MultiLit Reading Tutor program - an individualised literacy program for students who have some difficulties with accuracy and fluency in reading. This program is a contemporary approach to best practice literacy instruction. It is a well-researched program providing the individualised, targeted practice that students need to improve their reading skills. • providing targeted, explicit instruction for student groups in literacy. <p>The allocation of this funding has resulted in the following impact:</p> <p>79% of students in the MultiLit and MacqLit programs, increasing their accuracy of reading in the YARC reading assessment. Reading fluency grew for 93% of students, and comprehension by 79% for all students on these literacy intervention programs. The inclusion of at least 8 students with significant learning difficulties who did not grow in all domains, and still made improvements.</p> <p>96% of students in the STAMS and CAMS program made significant gains in their results from the pre and post-test CAMS assessments. These results were reflected in the internal school PAT assessments, where students performed well.</p> <p>The intensive Literacy program allowed for targeted, explicit teaching in specific areas of need. Students displayed growth in their understanding of Audience and main ideas.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>The continuation of COVID intervention programs e.g., STAMS, MacqLit programs. Further support in the area of comprehension strategies for students using the Perspectives Series Flying Start to Literacy program Levels Q - T and S - V. This program will support a greater focus on explicitly teaching comprehension strategies to students in areas of need.</p>
<p>AP Curriculum & Instruction</p> <p>\$180,685.20</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Gloucester 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 Staffing - Other funding include:</p> <ul style="list-style-type: none"> • APC&I engaged all teaching and executive staff in reflection meetings to actively evaluate, collaborate and discuss current Literacy and Numeracy practices, aligned to school priorities. • APC&I led the re-development of whole school mathematics scope and sequence documents and teaching programs, incorporating an investigative style approach by mapping content into 'Big Picture Ideas'. • APC&I facilitated collaboration (planning and team teaching), classroom observation and modelling of effective practice to drive ongoing school-wide improvement in mathematics. • APC&I led the establishment of cross-stage PL teams. All teaching staff engaged in NESA accredited online K-2 English and Mathematics online

training modules. K-2 teaching staff were supported in the re-development of English and mathematics scope and sequence and programming documents to include content from new syllabuses.

- APC&I facilitated whole-school professional learning in learning intentions and success criteria to enhance teacher capacity to provide valid feedback to students to improve their understanding and ownership of their learning.

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

All teaching staff felt supported by the validation of professional dialogue in reflection meetings and worked collaboratively and shared a flexible repertoire of strategies to improve students learning outcomes.

Classroom observations and analysis of data indicated that the re-development of whole-school mathematics programs resulted in improved learning outcomes, with students able to articulate and link taught concepts to 'big picture ideas'.

All K-2 classrooms throughout 2022 were utilising new syllabus content, with all teaching staff supported and confident in their understanding and capacity to teach and assess students using outcomes in the new syllabuses.

Learning intentions and success criteria professional learning resulted in enhanced teacher capacity, with all teaching staff providing valid feedback to students to improve their understanding and ownership of their learning. Learning intentions and success criteria are incorporated across all key learning areas and explicitly identified in all teaching and learning programs.

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

APC&I will continue to provide collaborative practice opportunities, including team teaching and lesson observations, to continue to drive the success of the whole-school mathematics program. All teaching staff will utilise additional Curriculum Reform release time to work collaboratively with the APC&I to continue to build capacity in teaching mathematics. All teaching staff will participate in professional learning, 'Using number talks and number sense routines to enrich understanding'. APC&I will collaborate with all teaching staff to familiarise and introduce the new 3-6 English and mathematics syllabuses. Teaching staff will be provided with the opportunity to plan and implement new syllabus content throughout 2023. All teaching staff will engage in professional learning to build capacity and understanding of the 3-6 English and mathematics syllabuses.



SRC Fundraiser

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	143	162	163	168
Girls	147	148	144	128

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.8	91.9	93.1	84.7
1	92.1	92.4	91.5	87.4
2	93.0	90.9	92.5	85.8
3	91.9	92.1	89.9	85.1
4	93.7	90.4	94.2	85.6
5	90.3	90.8	87.8	84.8
6	92.3	89.8	91.3	83.3
All Years	92.2	91.1	91.4	85.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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



Stage 3 Hill End and Bathurst Excursion

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.2
Classroom Teacher(s)	11.58
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	3.72

*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	203,440
Revenue	3,799,528
Appropriation	3,678,767
Sale of Goods and Services	8,205
Grants and contributions	110,925
Investment income	1,631
Expenses	-3,774,862
Employee related	-3,271,284
Operating expenses	-503,578
Surplus / deficit for the year	24,667
Closing Balance	228,107

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.



Student Leaders at the GRIP Leadership Conference

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	135,828
Equity Total	433,868
Equity - Aboriginal	62,182
Equity - Socio-economic	226,217
Equity - Language	2,400
Equity - Disability	143,070
Base Total	2,538,300
Base - Per Capita	77,573
Base - Location	35,128
Base - Other	2,425,600
Other Total	328,558
Grand Total	3,436,555

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.



Girls Cricket Team

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.



Harmony Day

Parent/caregiver, student, teacher satisfaction

Using school community feedback such as interviews, observations, and meeting notes on what Gloucester Public School does well; what areas the school could improve upon; our current approach to literacy and numeracy; our current approach to student behaviour support; what our future focusses should be; overall satisfaction with the school and how our school is performing. Overall, the responses from our community were extremely positive and thankful. Our staff, our level of teaching practice, our leadership and our approach to curriculum was commended with the pleasing NAPLAN results matching the internal and external student achievement.

There was no statistically significant feedback regarding improvement areas. However, things that had the most references included: increasing support for High Potential and Gifted Education; increasing community involvement when COVID-19 restrictions are diminished; continuing the focus on wellbeing and the explicit teaching of behaviour skills and expectations; and continuing the presence of communication between parents/carers and teachers with the use of Skoolbag, Class Dojo and other forms of communication.

The presentation of the school grounds and resources was noted as impressive, noting the gardens, signage, upgraded facilities and additional playground equipment. The new online ordering system collaboratively gained for the school canteen was a welcome addition to the online services available as well as eftpos in the admin office and uniform shop.

Students in Years 4 to 6 participated in the Tell Them From Me survey. The results indicated that: 86.05% of students had positive wellbeing. As a school, our annual trajectory is pleasing and above the lower bound school target. Our students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour. They are displaying intellectual engagement which entails a serious emotional and cognitive investment in learning, using higher order thinking skills to increase understanding, solve complex problems, and construct new knowledge. Four school-level factors were consistently related to student engagement in our school: quality instruction, teacher-student relations, classroom learning climate and teacher expectations for success. Our continued participation of all students and staff in 'Tribes' confirmed that all students had an advocate - someone at school who consistently provides encouragement and to whom they can turn to for advice. It was also noted that the vast majority of students took pride in their school and felt a strong sense of belonging to Gloucester Public School.



Schools Spectacular Team

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education - School statement

Gloucester Public School consistently engages with the local AECG and consults the local and wider community ensuring Aboriginal education is our core business. The school provides multiple opportunities for all students to increase their understanding. We provide quality education and training for all staff, increased employment opportunities, employing an Aboriginal SLSO and value and acknowledge Aboriginal education and culture. Our commitment provides students with personalised learning plans, NAIDOC celebrations, a bush tucker garden, new peace park reconciliation path and 8 Ways of Knowing pedagogy implemented in all KLAs.

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.