

2023 Annual Report

Gosford Public School



GOSFORD PUBLIC SCHOOL

2049

Introduction

The Annual Report for 2023 is provided to the community of Gosford 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

I would like to start by thanking the Gosford Public School community for the warm welcome.

It has been an incredibly busy year and I am extremely proud of the students, teachers and community for their achievements in 2023.

Once again, Gosford Public School posted strong academic results in both external and internal assessments. The school continued to offer multiple platforms for students to showcase strengths, talents and interests in the areas of music, dance, chess, public speaking, sport and creative arts.

I would like to briefly acknowledge the staff at GPS for their drive, energy and commitment to provide exceptional and innovative learning experiences for our students. Throughout the year, staff engaged in multiple professional learning workshops to support their professional growth. One area in particular was of interest to all staff at GPS: ADHD. This led to the school organising DoE specialist to provide 20 hours of in-house training to our staff.

Partnerships and transitions were key areas of focus for GPS in 2023 with new structures and initiatives put in place to support key transition points for our students.

The key features of our achievements in 2023 are highlighted throughout this report.

Stephen Reed

Message from the school community

As I reflect on the events and accomplishments of the past year, I can confidently say 2023 has been a jam-packed year! The P&C wanted 2023 to be all about fun and community, and I am thrilled to report we achieved this, and more.

Community Events:

The P&C held numerous events throughout the year, reinforcing our commitment to bringing parents, teachers and students together. It was a pleasure to welcome our new Kindy and OC families at their respective orientations. Our regular Mother's Day and Father's Day stalls continued to be a great success, providing a delightful opportunity for students to express their appreciation for their loved ones.

This year we introduced Donuts with Grown-Ups, where students were able to pose for a selfie with their dads, play some games on the oval and grab a donut for a little afternoon snack. It was heart-warming to see so many families spending quality time together. Additionally, we held our very first Cinema Under the Stars which was also met with overwhelming participation and enjoyment.

The highlight of the year was the return of the School Fun Run in November which was bigger and better with an explosion of colour and transformed the oval into a vibrant celebration of school spirit. These events not only strengthened our sense of community but also generated funds to support various initiatives within the school.

Fundraising and Support:

Thanks to the incredible generosity of our community, including local businesses who donated goods and services, as well as friends and family members who bought tickets or donated money, The P&C raised substantial funds throughout the year. These funds are utilised to acquire or improve sporting and technology resources and equipment within the school and also to support students who demonstrate excellence in their respective fields and proudly represent the school at a regional or state level.

Changes in Operations:

Early in the year we bid a sad farewell to our former president and long-standing P&C member, Judy Singer. Judy's contributions to Gosford Public School have been invaluable and she is greatly missed, however we wish her all the very best for the future. Simultaneously, we extended a warm welcome to our new P&C members and executive team, whose fresh perspectives will undoubtedly contribute to the continued success of our association.

In alignment with our focus on community events, the P&C made the difficult decision to hand canteen management to the school. This shift will allow us to direct our efforts towards events that foster a sense of belonging and involvement. We extend our deepest gratitude to Tanee and Debbie, to whom we said goodbye, and warmly welcome Bec from Catering with Schools into the canteen.

A special acknowledgement goes to Mr. Stephen Reed, our new school principal, whose unwavering support and encouragement have been instrumental in the success of our community-building initiatives. We look forward to collaborating closely with him in the future.

Volunteer Appreciation:

The P&C is immensely appreciative to each and every volunteer who dedicated their time, energy and passion to make our events and initiatives successful. Your commitment to our school community has been the driving force behind our achievements. Whether you contributed to the planning, execution or simply attended these events, your presence made a significant impact, fostering a sense of togetherness and shared purpose.

Looking Ahead:

As we embark on the new year, we hope to see increased participation from our community members. The P&C envisions 2024 as a year of even further growth. We hope more parents and carers will consider joining us, it is so rewarding to be a part of creating a supportive and involved school community.

In closing, I would like to express my deepest gratitude to the entire Gosford Public School community for your ongoing support. Together, we will continue to nurture an environment where every student can thrive.

Erin Sutherland

President, P&C Association.

School vision

Gosford Public School will embody an environment of care and compassion underpinned by a culture of understanding, tolerance and inclusion. Foundations built upon strong and sustainable systems and processes will support up-to-date and innovative pedagogy. Quality practice will be evident in every learning space with all students being provided with equitable and consistent access to quality learning opportunities. Our community will interact with us on a daily basis in a variety of ways, our 'reach' will extend well beyond the school's boundaries. Learning and positive outcomes will flourish, be celebrated and be what is 'expected'. We will realise this vision through respectful interactions, with a sense of integrity and a strong understanding of (and commitment to) our shared responsibilities.

School context

Gosford Public School is situated on a shared site with Henry Kendall High School and was re-established on the 'new' site in 2014 after providing over 60 years of continuous service on the 'old' site situated on the waterfront of Gosford. Consequently, our school community enjoys wonderful and relatively 'new' school facilities. Our school also benefits as a recipient of the 'Chapman Trust' which was established in 1963 and provides annually, a very generous financial donation which is managed and distributed by the school's P&C.

Gosford Public School with a Family Occupation and Education Index (FOEI) of 55 and a current student population of 514 students is arguably one of the most culturally diverse school communities on the Central Coast with nearly 45% of students coming from families where English is the second language. The school's EaLD program has grown in significance over the last few years and currently supports 60 students (on actual caseload). The school's 'Aboriginal Education Team' also supports and engages with 29 students and their families who have identified as indigenous. The school will continue to maintain its strong connection with the Coinda AECG, this partnership provides valuable consultation which in turn leads to positive educational outcomes for our students.

'Reflective practice', continuous self-assessment and 'evidence-based' decision making has been embedded in the school's culture since 2017. In preparing for the inevitable 'External Validation' process, Senior Leadership has provided ongoing professional learning to staff to prepare and develop a culture that embraces continuous self-assessment practice. In 2017, staff were asked to identify where they perceived the school to be against a number of generic markers, in providing their 'situational analysis' statements staff were asked "How do you know?" This leading question allowed the Principal to establish the purpose of 'evidence' in supporting a position and thus began the 'journey' of creating a culture of 'evidence-based' decision making. Following on from this initial professional learning was the establishment of the "RAPs panels" or 'Reflect, Review, Analyse, Action, Plan, Share'- a site-specific self-assessment process which allowed representatives from all stakeholder groups to have a voice in a review process around whole-school practice. Several 'RAPs' panels were established and from those respective processes findings were made and recommendations put forward. The recommendations from each panel informed the development of the 'Processes & Practices' as described in each Strategic Direction as found in the current School Plan.

The culture of continuous self-reflection and assessment has been supported via ongoing professional learning around 'evidence - Impact Vs. Process', rigorous milestone monitoring and the timely use of the 'RAPs panel' self-assessment strategy. The work done by the school in preparing the community for an external validation has allowed the formal EV panel process to be seen as nothing more than an extension of our normal practice.

Learning

The results of this process indicated that in the School Excellence domain of Learning:

The school is 'Sustaining & Growing' in *Learning Culture, Wellbeing, Curriculum and Assessment* - the evidence submitted supports a committed school community that values strong and meaningful partnerships, a culture of analysis and reflection and the 'smart' use of data. 'Transitions' across the school community are planned, supported and centred on individual needs. Student attendance is closely monitored, respectful relationships are evident across the community and consequently, students are 'known' and cared for. The evidence suggests that our teachers have high expectations and consistently differentiate their delivery - as a result, most students understand and can describe 'next steps' in their learning. Teachers collaborate and share the data collected in relation to student growth, school-based systems allow for the collection of reliable data which can be evaluated effectively.

The school is 'Excelling' in *Reporting and Student performance measures* - the evidence supports that the school achieves excellent value-added results as measured against both state and statistically 'like' schools with most students achieving in the top-two bands for NAPLAN reading, writing and numeracy. The successful implementation of the 'Quality Communication' school-based policy evidences direct and regular engagement between staff and parents to provide parents a greater understanding of their child's strengths and weaknesses.

Teaching

The results of this process indicated that in the School Excellence domain of Teaching:

The school is 'Sustaining & Growing' across all elements - the evidence submitted supports a culture of explicit teaching where teachers routinely collaborate, exchange and reflect on data. A school-wide approach to effective and positive classroom behaviour is evident. Student achievement data is collected and analysed and is used to inform future practice. This culture is supported by an effective, consistent and compliant approach to Teacher Professional Development and accreditation. Teachers are proficient in their teaching with evidence to support a self-directed approach to seeking higher accreditation.

Leading

The results of this process indicated that in the School Excellence domain of Leading:

The school is 'Delivering' in *Educational Leadership* - whilst there is a strong commitment to developing 'leadership capacity' across the school through formal programs of coaching and mentoring, the evidence submitted reflects a culture of meeting system requirements (only) particularly in relation to performance development and management processes.

The school is 'Sustaining & Growing' in *School planning, implementation and reporting, School resources and Management practices and processes* - the evidence submitted supports that school-based leadership actively supports change for improvement, has been able to embed clear processes which support (and link to) the school plan and in doing, has enabled staff to engage in the school plan so that there is an understanding of its purpose and direction. In relation to Resources - the evidence presented demonstrates the presence of strong and innovative systems which are transparent, compliant and provide for the equitable and strategic distribution of resources - time & money. There are clear links between the school plan and its strategic financial management processes and evidence which supports that the school avails its physical resources with the broader community. These systems are flexible in delivery, responsive to need, appropriate to the local context, monitored by the school's leadership team and evaluated in terms of community satisfaction.

This Strategic Improvement Plan (SIP) was informed by a thorough and rigorous situational analysis.

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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

A strong commitment to ensuring the implementation of evidence-based literacy and numeracy pedagogies with an emphasis on collecting and analysing data to drive student growth and attainment.

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
- High Potential and Gifted Education

Resources allocated to this strategic direction

AP Curriculum & Instruction Professional learning

Summary of progress

Literacy

Throughout 2023, Gosford PS held a sustained focus on the continuous improvement and development of literacy outcomes for all students. To continually update and expand on teachers' professional knowledge and reflective practices, the school established and implemented an extensive multi-faceted initiative called Teaching Impact Learning Together (TILT). The Assistant Principal Curriculum and Instruction (APC&I), alongside the Deputy Principal, created and led a high-impact professional learning opportunity to engage all staff in a reflective practice. Teachers and middle leaders took part in half day sessions in weeks 5 and 10 of each term. The high impact sessions were co-led by the APC&I and stage Assistant Principals and tailored for stage teams at point of need. The focus of TILT sessions was based on Strategic Direction 1 and a pre-TILT Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis. Examples include new English and mathematics syllabus implementation, use of decodable texts, data analysis, collection of evidence to determine impact, assessment and reporting, High Potential and Gifted Education (HPGE) and quality differentiated practice. Each focus area was examined through the various lenses of reflection including self, student, colleague, and research. To support quality collaborative reflection in action, carefully selected questions guided the learning process and effectively facilitated professional dialogue. In 2024 we will continue to engage in collaborative practices and TILT sessions, tailoring our teaching strategies to support student learning needs.

Numeracy

Gosford PS continued to pursue a strong commitment to ensuring the implementation of evidence-based numeracy pedagogies with an emphasis on collecting and analysing data to drive student growth and continual improvement. A range of professional learning opportunities were undertaken with the purpose of extending and enriching staff knowledge and skills in mathematics syllabus implementation, the associated evidence base and data analysis. Key learning opportunities included NESA 3-6 DoE mathematics syllabus implementation sessions, mathematics microlearning modules and Interview for Student Reasoning (IfSR) number and place value information sessions

Mathematics 'Learning Walks' were undertaken within selected Stage 2 classes that provided opportunities to share evidence-based practices that allowed collaboration, strategic questioning and constructive feedback. It further promoted shared vision development of high-quality teaching that impacted on student learning in the focus area of Working Mathematically. There was an opportunity for teachers to observe their colleagues and learn from them in the explicit teaching of mathematics. The feedback post Learning Walks was overwhelmingly positive with teachers learning new strategies and lesson ideas in the explicit teaching of mathematics. Staff involved all agreed that 'teachers observing teachers' is the most rewarding and beneficial type of professional learning. Looking towards into 2024, the goal for Learning Walks is that it becomes a K-6 initiative that will benefit all staff and students.

High Potential & Gifted Education

In 2023, Gosford Public School actively pursued talent development opportunities for HPGE students across all stages, encompassing the four domains of intellectual, creative, social-emotional and physical development. These initiatives have spanned both internal and external platforms, nurturing leadership opportunities, academic competitions, representative sports, and creative arts endeavours. The success of these ventures is evident in the continuous professional learning fostered through our TILT sessions. During these bi-termly sessions, our teaching staff diligently

analysed the What Works Best document, seeking optimal ways to implement strategies for HPGE learners in each stage.

Currently, our Opportunity Classes have an enrolment of 60 students, many of whom have transitioned from other school contexts. A pivotal focus for 2024 will be a dedicated transition plan, including student interviews, transition days involving mainstream Stage 3 students and diverse transition opportunities tailored for students with additional needs. Our central objective is to advance teacher professional development, particularly in fostering in-class opportunities for HPGE students. The strategic appointment of specialised support staff will further facilitate the formation of additional groups, empowering them to both lead and enhance staff skills in this process. This collective effort aims to deepen the understanding of HPGE among both staff and students.

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
An increase in the percentage of questions answered correctly in Year 5 & 6 Check-in Assessment, compared to 2023, Year 3 & 4 cohort data.	- Analysis of check-in Reading data indicated that from Year 4 2021 to Year 6 2023 cohort a 6% uplift of questions answered correctly was achieved.
An increase in the percentage of questions answered correctly in Year 5 & 6 Check-in Assessment, compared to 2023, Year 3 & 4 cohort data	- Analysis of check-in Numeracy data indicated that a positive percentage increase of 5.9% in questions answered correctly was achieved.
SEF - Theme: Lesson Planning Consolidate at Sustaining and Growing	Through the school self-assessment process, data demonstrated consolidation at Sustaining and Growing for the SEF theme: Lesson Planning.
Improvement in SEF element Explicit Classroom Practice by consolidating Collaborative practice and feedback at Sustaining and growing.	Through the school self-assessment process, data demonstrated consolidation at Sustaining and Growing for the SEF theme: Explicit Classroom Practice.

Strategic Direction 2: Connecting, Succeeding and Thriving

Purpose

To provide every student the opportunity to thrive, connect and succeed in a learning environment that is supportive, compassionate and culturally sensitive.

Initiatives

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

- Student Support Services/Personalised Learning
- Wellbeing/Welfare
- Student Voice

Resources allocated to this strategic direction

Integration funding support

Low level adjustment for disability

Beginning teacher support

Aboriginal background

Per capita

Summary of progress

Student Support Services/ Personalised Learning

At Gosford Public School (GPS) 9.3% of students identify as Aboriginal and/or Torres Strait Islander and 48% of students have a Language Background Other Than English (LBOTE), spanning 49 different languages with 33% of students still learning standard Australian English. In 2023, GPS continued to grow and expand in both Aboriginal and English as an Additional Language/Dialect (EAL/D) education. The Aboriginal Education team engaged in close community consultation with parent/carers and Coinda AECG to implement cultural programs and art workshops, embed Aboriginal perspectives into English and mathematics units and maintain community connections with the Gosford City Learning Community and Nunyara Aboriginal Health Clinic. The EAL/D team improved English Language Proficiency assessment and reporting practices, and GPS was recognised as an exemplary school for effectively incorporating EAL/D reporting requirements into written school reports. We also strengthened professional communities of practice within GPS and across the Central Coast region by "opening the school gate" to principals and teachers from neighbouring schools to observe our Aboriginal cultural programs and shadow our EAL/D specialist teacher. Moving forward our executive team and staff are committed to providing an equitable and inclusive learning environment for all students, regardless of their language background and they are inspiring and guiding other schools to excel in their support of First Nations and EAL/D students and their families.

Wellbeing/Welfare

During the 2023 school year, GPS revised the Learning and Support model and employed 10 School Learning Support Officers to provide tailored assistance to students in alignment with their Individual Learning Plans. The introduction of a Behaviour Interventionist role aimed to offer targeted support specifically for students with extensive behavioural needs. Furthermore, a specialist teacher was employed and a program developed to support students with specific sensory requirements. The Learning and Support Coordinator collaborated with Stage Assistant Principals and the senior executive team to orchestrate a 2023-2024 transition program. This initiative facilitated interactions between students and their 2024 teachers and peers. The reception from students, parents/carers and staff was generally positive, indicating that a strengthened transition program will be implemented in Term 4 2024.

Staff and community wellbeing continued to be a priority in 2023. The Be You action team and GPS social committee organised regular wellbeing events, including a wellbeing week per term. Staff were provided opportunities to socialise, share stories, celebrate achievements and debrief with colleagues. In addition, the Be You action team developed a staff wellbeing flowchart, presented professional learning to support staff and students' mental health, and developed targeted support via our mentoring program for early career teachers. The "opt in" professional learning model empowered staff to select sessions aligning to their professional goals. Additionally, aspiring leaders were encouraged to offer sessions showcasing their expertise for the benefit of their colleagues. Looking ahead to 2024, staff support will extend to include professional learning in trauma-informed practices led by Department of Education experts.

Community wellbeing was supported through the introduction of NDIS and Lifestart information sessions, NDIS Connection Desks and walking excursions to Nunyara Aboriginal Health Clinic. Additionally, the GPS Parent and

Citizens (P&C) association injected a sense of fun through community and fundraising events including the Colour Run, mother's and father's day stalls, Donuts for Grownups and Cinema Under the Stars. Monthly P&C meetings provided opportunities for the GPS community to collaborate, engage in decision-making processes regarding events and resource allocation, and share thoughts on school-based initiatives. Building on this success, future plans entail closer community consultation and the launch of the Getting on Track In Time initiative led by NSW Health.

Student Voice

The GPS Student Representative Council (SRC) spearheaded initiatives across 15 identified areas to foster positive behaviours for learning. The 'Fortnightly Focus' recognised and celebrated desirable conduct both in the classroom and on the playground. The SRC brainstormed lesson topics based on real-time classroom and playground scenarios, designed posters to display around the school and taught lessons to their peers. Using engaging tools like Adobe Spark videos, the SRC creatively depicted what positive behaviours look like at GPS and maintained high expectations. This initiative involved rewarding students with 'Focus Tokens' for exhibiting commendable behaviours and striving for personal improvement. Tokens were entered into a weekly draw for prizes.

Additionally, the SRC participated in a classroom expectations signage project orchestrated by the Deputy Principal, collaborating with school executives to select student-friendly language and graphics. They also took charge of managing the second-hand uniform shop and organising discounted sales to families. Throughout the year, the SRC coordinated many memorable events and raised funds and donations through events such as the Easter Hat Parade, mufti days and school discos, showcasing their proactive involvement and leadership in shaping the school's culture and activities. Next year, the SRC will focus their attention towards a positive, whole school attendance initiative and a positive behaviour for learning rewards deposit box.

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
From the identified baseline, students will demonstrate an uplift of 2.81% in relation to attending school 90% of the time or more.	Student attendance data indicated from the identified baseline (2022) a total uplift of 4% for students attending school 90% of the time or more.
From the identified baseline the school will increase student leadership opportunities by 30%.	Throughout the course of 2023, the school was able to work with the student leadership team to identify and execute an increased range of student-led leadership opportunities to enhance 'student voice' and advocacy.
Aboriginal students: An increase in the percentage of questions answered correctly in Year 5 & 6 Check-in Assessment, compared to 2022, Year 3 & 4 cohort data.	Check-in data indicated a 11.7% uplift in the percentage of questions answered correctly for Aboriginal students from Year 4 2021 to Year 6 2023.
Aboriginal students: An increase in the percentage of questions answered correctly in Year 5 & 6 Check-in Assessment, compared to 2022, Year 3 & 4 cohort data.	Check-in data indicated a 6% uplift in the percentage of questions answered correctly for Aboriginal students from Year 4 2021 to Year 6 2023. Check-in data indicated a 9% uplift in the percentage of questions answered correctly for Aboriginal students from Year 3 2021 to Year 5 2023.
Improvement in SEF element Wellbeing by increasing all themes to Sustaining and growing.	Through the school self-assessment process, data indicated an increase in all themes to Sustaining and growing.

Strategic Direction 3: Positive, Productive Partnerships

Purpose

To provide opportunities for our stakeholders to see important people in their lives working well together so they learn how important it is to build healthy relationships.

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.

- Community Connections
- Learning Communities

Resources allocated to this strategic direction

QTSS release

Socio-economic background

Per capita

Summary of progress

Community Connections

In 2023, we actively engaged in numerous community-based events, showcasing our commitment to strong school-community connections. Our involvement extended to organising and participating in key events such as P&C meetings, a community breakfast, fun run, professional learning networks with local schools, termly meetings for the EAL/D network, Kindergarten networking picnic, opportunity class meet and greet barbecue and our Presentation Day assembly.

In 2023, we hosted several community forums to develop a deeper understanding of current community needs. Feedback from our stakeholders assisted the senior executive team to make some informed decisions around communication systems. These decisions included the introduction of a whole school event calendar, fortnightly forecast, annual face-to-face parent-teacher meetings, termly stage overviews and increasing community connections through opportunity class barbecue, senior executive forums and joint events.

Collaborating closely with the AECG, we facilitated many meaningful cultural activities including the Coinda Cup and combined NAIDOC Day celebration. Our partnership with the Central Coast Conservatorium of Music has not only deepened but also expanded, affording our 3 school bands regular opportunities for practice and performance.

As we reflect on these achievements, we look ahead to the 2024 school year, where we aspire to build on these successes and further propel the school and its community towards realising the goals outlined in our Strategic Improvement Plan vision statement.

Learning Communities

In 2023, the Gosford City Learning Community (GCLC) undertook a series of initiatives to enhance the educational journey for students at Gosford PS, Point Claire PS and our partner high schools, Henry Kendall HS and Gosford HS. Communication meetings fostered collaboration, while our Education Week Celebration Assembly and Performing Arts Night showcased academic achievements and highlighted the diverse talents of students. This year, GPS and HKHS also fostered a drama co-teaching program, which brought specialised teaching expertise and provided students with unique opportunities to explore their creative potential.

Another significant endeavour between GPS and HKHS was the STAR program, designed to provide crucial support to students with additional learning and support needs during their transition to high school. The program showed many positive outcomes, including the continuity of learning and the social and emotional development of students involved. Additionally, information exchange sessions, taster days and orientation programs facilitated a smoother transition for all Year 6 students, as they became familiar with their respective high school setting, their peers and teachers.

As the GCLC reflects on the successes of 2023, attention turns to further exploration in 2024. Areas such as data talks for continuous improvement, extension programs in English and mathematics, and peer reading initiatives present opportunities for ongoing enhancement.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>From the identified baseline of 43%, students will demonstrate an uplift of 12.5% participating in or engaging with an extra-curricular activity.</p>	<p>A range of new extra curricular activities were offered in 2023:</p> <ul style="list-style-type: none"> • Creation of chess club for 1-6 students led by Sydney Academy of Chess. • K-2 dance group was established in 2023 • Arts - HPGE art program • Sport - Futsal for 3-6 students • An increase in the number of performance opportunities for our 3 school bands
<p>The school will engage with its learning community partners in:</p> <ul style="list-style-type: none"> • 2 existing cross-campus initiatives • 2 new initiatives 	<p>Existing cross-campus initiatives</p> <ul style="list-style-type: none"> • Gosford Learning Community meetings with HKHS and GHS staff • 'STAR program' • Gosford City Learning Community Presentation Day assembly • Pre -school network meeting with the inclusion of NDIS presenters <p>New cross-campus Initiatives</p> <ul style="list-style-type: none"> • Establishment of Drama lessons for K-6 students delivered by HKHS specialist staff • Early childhood studies students (Year 12) from HKHS working within K-1 <p>New initiatives</p> <ul style="list-style-type: none"> • The creation of the NDIS Connection Desk at GPS • Working with NSW Health & Nunyara • Kindergarten and Opportunity Class families transition interviews • Community informed communication policy and processes • Pre-school visits to strengthen partnerships and transitions for our future Kindergarten cohorts

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$49,175.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Gosford 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> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employing additional staff to run targeted intensive English programs. <p>The allocation of this funding has resulted in the following impact: 100% of New Arrivals received specialist EAL/D teacher support and made progress along the EAL/D Learning Progression.</p> <p>After evaluation, the next steps to support our students will be: New Arrivals will progress from individual support to targeted intervention.</p>
<p>Integration funding support</p> <p>\$471,597.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Gosford 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"> • Student Support Services/Personalised Learning <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) • employment of staff to provide additional support for students who have high-level learning needs • 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: 100% of students with IFS were provided with targeted support to assist in achieving PLP goals. Behaviour support teacher provided timely intervention at target points for students. This included regulation after breaks, transitioning into the classroom and brain breaks. This allowed students to return/enter the classroom ready to learn.</p> <p>After evaluation, the next steps to support our students will be: Continue to use staff to support PLP goals. Utilise the strategies used by Behaviour support teacher in 2024. Research external programs/providers to implement evidence based programs to support social and emotional development.</p>
<p>Socio-economic background</p> <p>\$42,529.39</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gosford 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"> • Community Connections <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Socio-economic background</p> <p>\$42,529.39</p>	<p>include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Strengthened transition programs across the school. This included Kindergarten transition, OC transition, whole school term 4 transition program, targeted IFS students and High School transitions.</p> <p>Improved our connections with families.</p> <p>Provided a holistic education to ensure all students could participate equally in school identified activities. This included funding sport program, K-2 choir and dance program, classroom resources and subscriptions.</p> <p>After evaluation, the next steps to support our students will be: Increase connections with Henry Kendall High School to support transition. Continue to strengthen activities offered to our students. Continue to strengthen/refine all transition programs.</p>
<p>Aboriginal background</p> <p>\$27,051.75</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gosford Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing/Welfare <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways • employment of additional staff to support literacy and numeracy programs • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: All students participated in activities and events that were closely linked to PLP goals. Increased connections with our local community</p> <p>After evaluation, the next steps to support our students will be: In 2024 to employ Aboriginal Education Coordinator to lead Aboriginal Education at GPS.</p>
<p>English language proficiency</p> <p>\$125,697.26</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Gosford 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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional 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 • additional staffing to implement Individual Educational Plans for all EAL/D students • withdrawal lessons for small group (developing) and individual (emerging) support

<p>English language proficiency</p> <p>\$125,697.26</p>	<ul style="list-style-type: none"> engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: All students with English as an additional language were identified and supported based on assessed need. Teachers were provided time to develop and adjust teaching and learning resources to support students in different phases of language learning. Students were further supported through the employment of an EAL/D teacher who worked shoulder to shoulder with classroom teachers to support best practice.</p> <p>After evaluation, the next steps to support our students will be: To continue in class and small group support, where needed. Continue to lead EAL/D education on the Central Coast by hosting events on best practice for local schools.</p>
<p>Low level adjustment for disability</p> <p>\$134,310.37</p>	<p>Low level adjustment for disability equity loading provides support for students at Gosford 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"> Student Support Services/Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting providing support for targeted students within the classroom through the employment of School Learning and Support Officers employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Students identified through learning support referrals were provided with personalized support throughout 2023. This looked differently for each child with support being accessed in the classroom, playground and key transition points. The school funded 10 Learning and support officers alongside additional learning and support teachers to provide tailored support for our students. Staff were skilled through observations of an OT who worked with students in term 2 on emotional regulation after break times.</p> <p>After evaluation, the next steps to support our students will be: Research evidence-based programs to support small group interventions in intellectual, social and emotional domains.</p>
<p>Professional learning</p> <p>\$32,957.31</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 Gosford 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"> Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing

<p>Professional learning</p> <p>\$32,957.31</p>	<ul style="list-style-type: none"> • other methods of learning designed to improve student outcomes. • teacher relief for staff engaging in professional learning <p>The allocation of this funding has resulted in the following impact: All staff participated in a bespoke model of professional learning called TILT (Teaching Impact Learning Together). Teachers were released to participate in a collaborative structure that used What Works Best framework to underpin each sessions. Teachers participated in 1/2 day sessions each month. Staff were compliant in all mandatory PL including NESA requirements. Each term staff reviewed PL diary with stage supervisors and used PLP process to guide professional learning. Teams of teachers participated in new PL structures for 2023 including PPLE and Be You.</p> <p>After evaluation, the next steps to support our students will be: Through feedback adjust TILT structure and continue to deliver a personalised model of professional learning. In 2024 through PPLE investigate learning walks and lesson studies to support the program</p>
<p>QTSS release</p> <p>\$100,849.54</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gosford 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"> • Community Connections • Learning Communities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: A key focus for 2023 was to strengthen transition points. This funding supported School executives to introduce new structures that had a positive impact on students' outcomes. Funding also supported release of teachers to support key events related to transition programs. Funding partially supported an above establishment DP to facilitate new partnerships with our local High School.</p> <p>After evaluation, the next steps to support our students will be: Look to strengthen our transition program for 2024 based on feedback from 2023. Provide opportunities for teachers to meet with key stakeholders. Use QTSS to support educational programs including lesson studies and learning walks.</p>
<p>COVID ILSP</p> <p>\$68,734.83</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Funding was used to support small group withdrawal programs in Literacy and numeracy. Progress was tracked by the teacher and data reported on through system requirements and stage based meetings.</p> <p>After evaluation, the next steps to support our students will be:</p>

COVID ILSP

\$68,734.83

Utilise the small group model to target students through evidence-based programs.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	282	272	258	268
Girls	262	246	254	247

Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.7	92.1	86.6	89.2
1	90.4	93.5	85.0	87.9
2	92.7	92.5	87.9	89.9
3	93.1	93.5	85.4	92.2
4	93.0	92.6	88.5	88.3
5	93.6	92.7	90.2	90.1
6	92.5	93.0	87.1	91.2
All Years	92.8	92.9	87.4	90.0
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	18.49
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher EAL/D	0.6
School Administration and Support Staff	3.96

*Full Time Equivalent

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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	279,287.30
Revenue	5,706,052.59
Appropriation	5,538,296.72
Sale of Goods and Services	409.55
Grants and contributions	158,799.79
Investment income	5,825.28
Other revenue	2,721.25
Expenses	-5,816,344.82
Employee related	-5,337,136.21
Operating expenses	-479,208.61
Surplus / deficit for the year	-110,292.23
Closing Balance	168,995.07

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.

	2023 SBAR Adjustments (\$)
Targeted Total	377,298
Equity Total	329,589
Equity - Aboriginal	27,052
Equity - Socio-economic	42,529
Equity - Language	125,697
Equity - Disability	134,310
Base Total	3,887,677
Base - Per Capita	133,253
Base - Location	0
Base - Other	3,754,424
Other Total	388,547
Grand Total	4,983,111

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Each year school seek the opinions of key stakeholders about the school through the Tell Them From Me survey. The survey includes seven separate measures which are scored on a ten-point scale. Other scores ranging from strongly agree to strongly disagree are converted in to a 10 point scale. A score of 0 indicates strong disagreement and 10 indicates strong agreement.

Students

208 students in Year 4-6 completed the survey.

Key findings:

- 88% of students stated there was positive behaviour at school
- 86% of students try hard to succeed in their learning
- 81% of students believe that schooling is useful in their everyday life
- 77% of students have friends that they can trust

Parent / Caregiver

30 parents completed the survey.

Key findings:

School supports positive behaviour - 7.4 (School Mean)

Parents feel welcome - 7.1 (School Mean)

Parents are informed - 6.5 (School Mean)

Parents support learning at home - 6.8 (School Mean)

94% of parents indicate that the school is a culturally safe place for all students

Parents indicated that the top three communication types at school were - Formal interviews, 3-way conferences (parent-teacher-student) and school reports.

Parents indicated that the most useful form of communication about school news was email.

Transitions

In 2023, GPS had a strong focus on transitions. Feedback was sought from 2024 Kindergarten cohort to measure the impact of our transition program in 2023.

Kindergarten transition feedback:

42 families completed the survey.

Key findings:

100% of rated the Kindergarten Transition Program as positive

100% of families stated that they were well-informed about the activities, events and expectations for their child's transition to Kindergarten through Kindergarten Interviews

98% of families stated that communication with the Principal and Assistant Principal was extremely effective

Out of a 5 point scale:

Interactions between your child and the staff during the transition - 4.79

The extent to which the transition program supported social and emotional needs - 4.77

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.