

# 2023 Annual Report

## Gunning Public School



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# Introduction

The Annual Report for 2023 is provided to the community of Gunning Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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Gunning Public School

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## School vision

Gunning Public School prepares students to be resilient, future focused, global citizens. We provide engaging learning experiences in an inclusive and supportive environment based on individual needs. Gunning Public School partners with students, parents and community to ensure continual academic growth, ensuring that every student is known, valued and cared for.

## School context

Established in 1871, Gunning Public School is a rural school situated half way between Goulburn and Yass on the Hume Highway. The school is part of the Yass Network of Public Schools and works closely with both the Yass and Goulburn Community of Schools.

Initially established as a central school Gunning Public School is set in spacious grounds and has excellent facilities with large classrooms, an assembly hall, specialist rooms for craft, cooking and music.

In 2021, there are currently 129 students from K-6 across six classes. With 8% of students identifying as Aboriginal.

The town of Gunning is currently experiencing a growth in population, resulting in an anticipated increase in enrolments in the coming years.

Community support is valued, aiming for partnerships in education between students, teachers, parents and the broader community.

As part of our situational analysis our school identified target areas in Reading and Numeracy have been identified using the NAPLAN gap analysis and will be a focus for professional learning and in class support in this Strategic Improvement Plan. Number and Algebra and Measurement were identified through Gap analysis as areas to target in numeracy and Inferential comprehension identified through gap analysis as a target area in reading.

In consideration of this analysis it is evident there must be a strong focus on improving effective classroom practice to meet these needs, with a particular focus on revisiting Additive Strategies, quality teaching practice and high impact teaching for improved results in numeracy and reading. A planned approach to improving numeracy results will involve continued work with the LANSAs in Additive Strategies and across school development to develop consistent teacher judgement through a PLC with Gundaroo and Sutton Public Schools.

Teaching practice in additive strategies and effective teaching of reading will be a focus of this PLC with the goal to embed: formative and summative assessment practices, linking to the progressions, quality consistent teacher judgement practices, quality teaching observations and walkthroughs and case management meetings. In doing so utilising CESE (What Works Best) framework and AITSL learning around effective feedback.

A focus on effective data and assessment practice to ensure fluid and flexible programming and planning will be a priority. New scope and sequences will be developed to ensure a greater understanding of stage outcomes and requirements to set explicit learning intentions, success criteria and individual learning goals to ensure all student learning is targeted and appropriately challenged.

When conducting the analysis of the Tell Them from Me survey results it was evident that student sense of belonging is an area of ongoing focus. This will be a focus of the new school plan, using PBL and the How2Learn framework to develop school culture. Another priority around wellbeing is to develop our consultative decision making processes to ensure all community stakeholders have a voice and a holistic approach is created across or school to ensure our students; connect, succeed and thrive. A focus on behaviour will continue to ensure our students are respectful, responsible learners this will be aligned with the new behaviour strategy.

## 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes in reading and numeracy and to build self-directed future-focus learners, we will further develop and refine, point of need, differentiated evidence-based teaching practice driven by data collection, analysis and reflection.

### 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 Practice

### Resources allocated to this strategic direction

Integration funding support  
AP Curriculum & Instruction  
Socio-economic background  
Low level adjustment for disability  
Professional learning  
Beginning teacher support

### Summary of progress

In 2023, staff participated in professional learning with the APCI and undertook regular learning sprints focused on numeracy, reading fluency and vocabulary.

Targeted support from the APCI has had a positive impact in capacity building of staff and adoption and implementation of evidence-based practices e.g. fluency pairs and structured literacy practices.

Analysis shows solid improvement in year 3 and 4 numeracy assessment data above the State and SSSG.

Pre and post vocabulary data shows development in vocabulary knowledge.

### NEXT STEPS IN 2024

1. Formalise a weekly professional learning meeting in addition to weekly communication meetings.
2. Build upon current practices, continuing learning sprints in numeracy, fluency and vocabulary.
3. Ongoing support for classroom teachers regarding the new curriculum and sample unit implementation.
4. Structuring collaborative planning meetings so that stage teams have the opportunity to meet, plan and reflect together.
5. Reflect upon and refine current scope and sequences and assessment schedule.
6. Three teaching observations / learning walks (terms 1-3) per annum.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the % of students achieving expected growth in reading as evidenced by internal school-based assessment data.	An upward trend has been shown in growth in reading and confidence in progressing towards our reading target through internal school-based assessment data.
Increase the % of students achieving expected growth in numeracy as evidenced by internal school-based assessment data.	Analysis shows solid improvement in year 3 and 4 numeracy assessment data above the State and SSSG on both internal and external assessments.

## Strategic Direction 2: High Expectations

### Purpose

To ensure our students are known, valued and cared for and thrive in a supportive environment, our whole school wellbeing processes and practices will be embedded to support high levels of wellbeing and develop a strong learning culture.

### 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 and well-being

### Resources allocated to this strategic direction

Low level adjustment for disability

Aboriginal background

Professional learning

### Summary of progress

In 2023, our focus was to support high levels of wellbeing and develop a strong learning culture through a range of strategies including the development and implementation of the School Behaviour Support and Management Plan. Across the school, the Bounce Back Program was implemented to support target groups of students and delivered by the Learning Support teacher. The You Can Sit With Me initiative (an evidence-based, peer-led program) was also implemented to eradicate social isolation, bullying and non-inclusive behaviour. Strong communication with the school community promoted positive student behaviour and reinforced social emotional learning.

The school also focused on improved attendance measures and practices. Staff participated in professional learning focused on improving student attendance and built staff capacity to proactively monitor and manage attendance concerns. Our overall attendance for 2023 is 92.5%. This has improved from 2022 where it was 89.4%. The students attending more than 90% of the time in 2022 was 55.9% and it has trended upwards to 73.1% in 2023.

Tell Them From Me (TTFM) data also showed a 2% increase from June 2023, where the positive sense of belonging was 73% to 75% in November 2023.

Overall, TTFM data for expectations for success have remained steady while positive learning climate has seen an increase of 0.2%. Improvement of 4% from 79 to 84% is noted in growth orientation where students set challenging goals for themselves in their learning and aim to do their best.

### Next Steps in 2024

1. Smiling Mind Program implementation in all learning spaces in 2024.
2. Staff training and implementation of the Peer Support Program to develop a positive sense of belonging and proactively support students' mental health and wellbeing.
3. Ensure PBL fundamental practices are embedded consistently across the school.
4. Staff professional development in the Berry Street Education Model (trauma informed and research-based model) to increase student engagement and sense of belonging.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase student attending >90% of the time by 9.3% (uplift) to 90.9% of	Uplift in overall attendance has occurred for 2023 at 92.5%, above the network, State and SSSG.

students.	Students attending more than 90% of the time reached 73.1%, below the annual progress measure.
Increase students who feel a positive sense of belonging on the TTFM surveys to 86%.	TTFM survey results indicated 73% of students reported a positive sense of belonging, above the State and SSSG, but below the annual progress measure target.

## Strategic Direction 3: Educational leadership

### Purpose

In order to maximise student learning outcomes and build on strong foundations for academic success our whole school practices ensure collaboration and effective classroom strategies are responsive to student need within our school setting and across the professional learning community.

### 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.

- Collaborative Practice

### Resources allocated to this strategic direction

#### AP Curriculum & Instruction

Location

QTSS release

Per capita

### Summary of progress

The focus for 2023 was on continued implementation of collaborative practices through professional dialogue, collaboration, classroom observation, team teaching, modelling and evaluation of effective practice. To drive ongoing school improvement strong collaboration with students, parents, community members, colleagues and other schools was undertaken. This involved shared programming of targeted numeracy, curriculum planning meetings five times per term, teacher observations, collaborative meetings to focus on learning sprints as a professional learning model, and individual learning targets developed for reading and numeracy in line with the new K-2 curriculum to drive teaching and learning programs. The APC&I continued to analyse data to support student learning and teaching programs. The implementation of Quality Teaching Rounds was hindered by staffing challenges in 2023.

### Next steps in 2024

- Curriculum/Collaborative planning meetings to focus on targeted learning sprints as a professional learning model informed by assessment data.
- Further development of a PLC with Breadalbane PS and Dalton PS to support work of our collaborative APC&I as well as collaborative professional development and student opportunities.
- Continue with teacher/peer observations and feedback through learning walks / QTR.
- Creating a collaborative school culture by embedding Clarity, by Lyn Sharratt, parameters 1 and 14.
- Fostering increased student leadership through peer support program and connections with community groups / experts.

### 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
<ul style="list-style-type: none"><li>• TTFM parent surveys indicate an increase school mean of 'Parents are informed' to 8</li><li>• TTFM parent surveys indicate an increase school mean of 'Parents support learning at home' to 7.8</li></ul>	Tell Them From Me (TTFM) data in November 2023 indicates parents support learning at home is at 8.1, while parents are informed is sitting at 5.0.
School assessment in the School Excellence Framework (SEF) shows improvement from 'Sustaining and growing' towards 'Excelling' in the following themes:	The external validation process supported the school's self-assessment detailing improvement from sustaining and growing to excelling in both collaborative practice and feedback, and instructional leadership. The theme of professional learning was validated as sustaining and growing.



- o Collaborative practice and feedback
- o Professional learning
- o Instructional leadership

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$10,013.00</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 Gunning Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student growth from developing to emerging phase of EAL/D progressions. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners; and improved learning achievement outcomes for students increasing expected growth for students in reading and numeracy.</p>
<p>Integration funding support</p> <p>\$185,254.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Gunning Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All eligible students demonstrating progress towards their personalised learning goals. Students were provided with intervention from School Learning Support Officers (SLSO's) in the classroom and playground, based on their level of need. Release time for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' Personalised Learning and Support Plans (PLSP) with the Assistant Principal Learning and Support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The use of integration funding will be adjusted throughout the year in response to student Personalised Learning and Support Plans (PLSPs) reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$21,233.37</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gunning Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Socio-economic background</p> <p>\$21,233.37</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff to support student learning</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• additional staffing to implement group interventions (MiniLit, MacqLit, Bounce Back programs)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Supplementation of extra-curricular activities and resourcing to increase equitability of resources and services. Additional release time for professional learning to support identified students with learning and support needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to employ School Learning and Support Officers (SLSOs) to support interventions for targeted students.</p>
<p>Aboriginal background</p> <p>\$7,538.70</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gunning 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning culture and well-being</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• Didjeribone traditional Aboriginal musical performance</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An increase of Aboriginal families engaging in the Personalised Learning Pathways (PLP) process. The creation of a school culture that values the identity, culture, heritage and languages of our Aboriginal histories and culture.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Enhanced partnerships between the school and families, with events for the families and students, building relationships across the community and sharing culture and school successes.</p>
<p>Low level adjustment for disability</p> <p>\$63,277.46</p>	<p>Low level adjustment for disability equity loading provides support for students at Gunning Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching Practice</li> <li>• Learning culture and well-being</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students</li> </ul>

<p>Low level adjustment for disability</p> <p>\$63,277.46</p>	<p>and in a case management role within the classroom/whole school setting</p> <ul style="list-style-type: none"> <li>targeted students are provided with evidence-based interventions to increase learning outcomes</li> <li>providing Sue Larkey Autism professional learning for School Learning Support Officers and Classroom Teachers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school achieved a more consistent approach to student learning support and interventions. Improved learning achievement outcomes for students increasing expected growth for students in reading and numeracy. An increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To further expand the impact of the Learning and Support Team (LST), the school will provide additional support for identified students through the employment of trained School Learning and Support Officers (SLSOs).</p>
<p>Location</p> <p>\$28,611.22</p>	<p>The location funding allocation is provided to Gunning Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Collaborative Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>subsidising student excursions to enable all students to participate</li> <li>incursion expenses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased subject opportunities and choices for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$11,824.54</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 Gunning Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching Practice</li> <li>Learning culture and well-being</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>unpacking evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>teacher relief for staff engaging in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased capacity of all teachers to embed effective practices in the explicit teaching of reading and numeracy, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Increased opportunities for staff to engage in professional discussions, observations and professional dialogue.</p>
<p>QTSS release</p> <p>\$27,579.74</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gunning Public School.</p>

<p>QTSS release \$27,579.74</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Support for classroom teachers to deliver quality explicit teaching strategies across the curriculum.</p>
<p>COVID ILSP \$27,729.80</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Small-group tuition to continue in the foundational skills of reading and numeracy.</p>
<p>Per capita \$35,135.10</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Gunning Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to implement group interventions (MiniLit, MacqLit, Bounce Back).</li> <li>• Providing support for targeted students within the classroom through the employment of School Learning Support Officers.</li> <li>• The purchase of effective literacy resources e.g InitialLit which supports literacy growth.</li> <li>• Berry Street Educational Model professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Implementation of evidence informed literacy and behavioural strategies to support targeted intervention for students at point of need, in line with identified targets.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Per capita \$35,135.10</p>	<p>Continued provision of InitiaLit, MiniLit and MacqLit literacy programs as well as the Bounce Back program. Continued employment of additional teachers to support wellbeing, literacy and numeracy intervention.</p>
<p>AP Curriculum &amp; Instruction \$31,017.60</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching Practice</li> <li>• Collaborative Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum</li> <li>• develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy</li> <li>• strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers developing professionally in literacy and numeracy with the support of the AP C&amp;I by embedding evidence-based, high impact teaching strategies with their classroom practice. Teachers working collaboratively to analyse internal and external data sources to track student achievement and inform planning, ensuring quality educational opportunities are provided for all students. Regular coaching and mentoring to collect and analyse student data to adjust instruction. Teachers have reported increased confidence in being able to use data to plan teaching and learning programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Additional time for the AP C&amp;I to support classroom teachers to develop engaging, differentiated teaching and learning programs guided by current syllabus and student data.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	56	62	67	61
Girls	58	65	68	63

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.0	93.2	93.5	91.4
1	95.6	94.7	89.4	92.9
2	96.5	94.4	89.7	90.5
3	93.9	93.9	90.7	93.6
4	96.1	94.7	88.3	92.6
5	96.1	92.4	90.0	93.0
6	95.7	94.0	89.2	92.5
All Years	95.7	93.9	90.0	92.3
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

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

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



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1.2
Classroom Teacher(s)	5.89
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	1.71

\*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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	232,018.07
<b>Revenue</b>	1,921,488.93
Appropriation	1,831,322.84
Sale of Goods and Services	18,606.72
Grants and contributions	62,096.22
Investment income	9,363.15
Other revenue	100.00
<b>Expenses</b>	-1,717,275.38
Employee related	-1,521,283.37
Operating expenses	-195,992.01
<b>Surplus / deficit for the year</b>	204,213.55
<b>Closing Balance</b>	436,231.62

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	153,161
<b>Equity Total</b>	92,050
Equity - Aboriginal	7,539
Equity - Socio-economic	21,233
Equity - Language	0
Equity - Disability	63,277
<b>Base Total</b>	1,337,169
Base - Per Capita	35,135
Base - Location	28,611
Base - Other	1,273,423
<b>Other Total</b>	96,870
<b>Grand Total</b>	1,679,250

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2023, the students, staff and parents of Gunning Public School completed the Tell Them From Me (TTFM) survey designed to provide the school with valuable insight to guide school planning and identify school improvement initiatives. An overview of the data is as follows.

The student survey addressed student social, institutional and intellectual engagement as well as the drivers of student engagement.

**Social engagement:** 94% of students identified feeling socially engaged with positive relationships, 9% above the NSW Government norm. 96% of students participated in school sports and clubs, 7% above the state norm. While 75% of students reported a positive sense of belonging, 6% below the state norm.

**Institutional engagement:** 96% of students indicated that they value schooling outcomes and feel that what they are learning at school is directly related to their long-term success. 77% of students indicated positive behaviour at school, 6% below the NSW Government norm.

**Intellectual engagement:** 94% of students identified effort and quality instruction at Gunning Public School, 8% above the NSW Government norm.

On a ten-point scale, addressing the drivers of student engagement, students rated Gunning Public School 8.2 for expectations for success, 7.9 for both quality instruction and positive teacher-student relations, and 6.7 for positive learning climate.

The TTFM survey results for staff indicated a school mean of 8.5 for leadership above the NSW Government norm of 7.1. The school mean for collaboration was 8.1, above the NSW Government norm of 7.8. The inclusivity rating of 8.2 was equal to the State. All staff agreed that staff morale is good and that school leaders are leading improvement and change.

Data from the 'Partners in Learning' Parent Survey was represented on a ten-point scale. The school mean of 8.3 identified feeling welcome when they visit the school. For two-way communication with parents, the school mean was 5.0. Parents support learning at home received a school mean of 8.1. A school mean of 7.3 was indicated for school supports positive behaviour, while the inclusive school mean was 7.1.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.