

2023 Annual Report

Gymea Bay Public School



2116

Introduction

The Annual Report for 2023 is provided to the community of Gymea Bay 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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School vision

Every Gymea Bay Public School student is known, valued and cared for, while being challenged to flourish through our nurturing community.

School context

Gymea Bay Public School is situated in the Sutherland Shire with a current enrolment of 745 students and 75 staff. The school is on a large site that boasts spacious areas for students to engage in physical activities and outdoor learning. We acknowledge that we play and learn on the traditional lands of the Dharawal people and are committed to fostering understanding, respect and partnerships with our Aboriginal and Torres Strait Islander families and community.

At Gymea Bay Public School we strive to create a challenging learning environment that encourages high expectations, along with the fostering of students' self-esteem. Gymea Bay Public School students are inclusive, respectful, responsible and active learners. The school's logo of the Gymea Lily, soaring to heights, and its motto of "Forever Flourishing", which means to be forever growing rapidly towards success and thriving in our environment, are embraced in the vision statement. All staff are committed to continuous improvement in the pursuit of excellence and the development of a positive, collaborative school culture.

Teachers engage in high quality professional learning, linked to evidenced based research to improve both teacher and student learning. Our teaching and learning programs support students to achieve growth and school success. The school has created collaborative systems that implement, monitor and evaluate processes and practices to ensure high levels of accountability. These processes provide feedback to consistently refine teaching practices to improve student outcomes and ensure that "every student, every teacher and every leader improves each year."

Our newly appointed Assistant Principal - Curriculum and Instruction in 2023 focused on building the capacity of teachers to implement effective evidence-informed literacy and numeracy practices to improve teaching, learning and assessment across the curriculum. This initiative is aimed at improving teaching, learning, and assessment across the curriculum. Through these efforts, student proficiency in literacy and numeracy has been elevated, with an emphasis on collaborative approaches where the educational environment fosters motivated and independent learners within a safe and inclusive setting.

The school values and supports our Aboriginal culture and history, and has a strong commitment towards Aboriginal Education. We are proud to have an Aboriginal Education Officer that supports all students and teachers to strengthen Aboriginal education and culture across our school through Aboriginal art, traditional games, Dreaming Stories, Aboriginal History, Music, Dance and more. In 2023, we established a 'Cultural Hub' which is a culturally safe space for our Aboriginal Community across the Sutherland Shire to come together for cultural events, informal discussions and meetings.

Students have the opportunity to become involved in a range of extra curricular activities that support the development of the whole child, with a particular emphasis on Sport, Student Leadership and the creative and performing arts including dance, band, singers.

We have an onsite Before and After School Care facility and a vacation care program that offers our students a range of educational and recreational activities..

There are strong links between the school and community, with an energetic P&C, consisting of parents, carers and the wider community who support the school with a number of initiatives to provide additional resources for students.

In 2020 the school's situational analysis identified three areas for the Strategic Improvement Plan 2021-2025.

- Student Growth and Attainment
- Data Skills and Use for Differentiation and Impact
- Culture of Authentic Collaboration

On review of the Strategic Improvement Plan with a new Principal, Deputy Principal and Assistant Principal, our main focus in 2023 has been on developing systematic and sequenced approach to the teaching of literacy and numeracy in alignment with the new K-2 syllabus documents; whole school monitoring of student data to inform teacher practice; and building a collaborative learning culture.

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

Strategic Direction 1: Student growth and attainment

Purpose

To empower improved learning outcomes in reading and numeracy for all students, evidence informed programs will be both continued and further implemented. Together with the development and sustained processes of collection and analysis of data, staff will ensure appropriate curriculum provision, underpinned by evidence informed strategies and embedded evaluative practice, positively impacts student achievement.

Initiatives

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

- Reading Improvement
- Numeracy Improvement

Resources allocated to this strategic direction

English language proficiency

Professional learning

QTSS release

AP Curriculum & Instruction

Integration funding support

Socio-economic background

Low level adjustment for disability

Beginning teacher support

Summary of progress

Impact of Initiatives across the school plan:

2023 saw the introduction of the new English and mathematics Syllabus for Kindergarten, Year 1 and Year 2, and an Assistant Principal, Curriculum and Instruction (APCI). The school executive analysed school-wide NAPLAN, check-in and PAT data to determine targeted areas of learning need for students. As a result of analysing school-wide student data, we identified phonics, vocabulary and fluency as key areas of need.

Based on feedback from teachers, our focus throughout 2023 was on building the capabilities of teachers to use effective teaching and learning strategies to ensure best practice in each classroom, intending to focus on building teacher capabilities, especially in differentiation and understanding of current pedagogy in 2024/25. Executive staff oversaw an inventory of current School Improvement Plan initiatives to ensure that the school's strategic directions were reflective of current practice, stakeholder needs, and current evidence base. The senior executive worked alongside the APCI to plan and implement professional learning to support all staff to engage with the new K-2 English syllabus and to review current research around explicit teaching.

Our initiatives in Reading improvement focused on the understanding and application of Scarborough's Reading Rope (2021). There was an identified need to support staff with

- 1) their understanding of the evidence base,
- 2) reflecting and aligning the evidence base with their current practice, and
- 3) implementing new practice using high-impact teaching strategies.

The senior executive conducted a needs analysis to identify staff capability and needs to ensure that professional learning was differentiated. This information was also used with ongoing evaluation and triangulation of data to inform the executive to support staff to apply the evidence base in their classroom. All executive staff led demonstration lessons, conducted learning walks, and co-feedback sessions.

All staff K-6 engaged in high-impact professional learning in the areas of phonics, fluency and vocabulary. Our APCI led specific professional learning to build the capacity of stage teams to ensure that K-2 curriculum implementation was being contextualised whilst preparing our 3-6 staff for a new syllabus in 2024. All tasks were focused on building the capacity of all staff and was grounded in best practice. Our APCI also led staff to create scope and sequences to support the effective planning and organisation of content into logical sequences of teaching.

In Numeracy, we focused on embedding effective whole-school numeracy assessment practices with the inclusion and reflection of check-in data to support and guide improvement in the teaching and learning cycle.

The '4C Transformative Learning Program' was not a feature of our work in 2023 due to the outcomes not aligning to our current needs of staff and students and there not being embedded practice from previous School Improvement Plans. Although 4Cs was not an area of focus, the evidence base aligned to examples of best practices that were used throughout our Strategic Direction 1.

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>To enhance student reading skills in the areas of phonics, fluency and vocabulary, with the aim of improving the percentage of students in the upper group of reading of the Check-in Assessment currently at 32.3%.</p>	<p>In 2024, while mathematics did not receive as much emphasis as reading, our efforts towards improving student outcomes in this subject were notable. The check-in assessment data revealed a mixed picture, with an encouraging increase of 4.1% of students in the middle upper group for mathematics. However, there was a concerning decrease of 5.6% of students in the upper group.</p> <p>Despite these challenges, our school remained committed to fostering growth in mathematics proficiency. Professional learning opportunities were provided to enhance teachers' pedagogical approaches and content knowledge in mathematics instruction. Strategies were implemented to address identified areas of need, including differentiation techniques, targeted interventions, and the incorporation of evidence-based practices.</p> <p>Moving forward, our focus remains on strengthening mathematics instruction, ensuring alignment with curriculum expectations and best practices. By providing ongoing support and resources to our staff, we aim to continue driving improvement in student outcomes and fostering a culture of mathematical proficiency among our students.</p>
<p>An increase in the percentage of students demonstrating proficiency and growth in mathematics, reflective of our commitment to fostering mathematical skills and understanding across all grade levels.</p>	<p>In 2023, while mathematics did not receive as much emphasis as reading, our efforts towards improving student outcomes in this subject were notable. The check-in assessment data revealed a mixed picture, with an encouraging increase of 4.1% of students in the middle upper group for mathematics. However, there was a concerning decrease of 5.6% of students in the upper group.</p> <p>Despite these challenges, our school remained committed to fostering growth in mathematics proficiency. Professional learning opportunities were provided to enhance teachers' pedagogical approaches and content knowledge in mathematics instruction. Strategies were implemented to address identified areas of need, including differentiation techniques, targeted interventions, and the incorporation of evidence-based practices.</p> <p>Moving forward, our focus remains on strengthening mathematics instruction, ensuring alignment with curriculum expectations and best practices. By providing ongoing support and resources to our staff, we aim to continue driving improvement in student outcomes and fostering a culture of mathematical proficiency among our students.</p>
<p>Demonstrate a measurable improvement in the wellbeing of our students by focusing on improving the academic achievement outcomes among students identified as at-risk and those with untapped potential, as a result of targeted COVID-19 supplementary support interventions</p>	<p>Through the allocation of COVID-19 supplementary support funding, we targeted resources towards students deemed at-risk and those with untapped potential, with the overarching goal of enhancing wellbeing by focusing on academic achievement outcomes. Comprehensive support mechanisms were implemented to address the unique challenges faced by these student cohorts, including access to additional instructional resources and personalised academic interventions. These targeted interventions were designed to address learning gaps, foster resilience, and promote equitable access to educational opportunities, thereby empowering students to thrive in both academic and non-academic domains.</p>

Demonstrate a measurable improvement in the wellbeing of our students by focusing on improving the academic achievement outcomes among students identified as at-risk and those with untapped potential, as a result of targeted COVID-19 supplementary support interventions

Regular progress monitoring and data analysis were conducted to assess the effectiveness of our interventions and track student growth over time. By leveraging a data driven approach, we were able to identify areas of strength and areas in need of further support, allowing us to refine our strategies and allocate resources more effectively.

Strategic Direction 2: Data Skills and Use for Differentiation and Impact

Purpose

Embedded strategies and skills in the effective collection, use and analysis of data to inform practices will allow for responsive programming, aligned to student proximal learning, and provide details of the impact of the teaching and learning cycle. These practices will readily transfer into evaluation of metrics related to attendance, transition and well-being, as we want all members of our school to Connect, Succeed and Thrive.

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.

- Consistent Assessment Planning and Processes
- Instructional Leadership - High Impact Professional Learning in Data Skills and Use
- Quality Teaching Rounds
- Data Informed Professional Learning Communities - Differentiation and Impact.

Resources allocated to this strategic direction

AP Curriculum & Instruction
Beginning teacher support
Professional learning

Summary of progress

Impact of Initiatives across the school plan:

GyMEA Bay Public School demonstrates a steadfast commitment to enhancing student learning outcomes through the implementation of effective teaching methods and continuous improvement practices. The school has established robust structures to support this process, including dedicated planning days and weekly stage meetings focused on evidence-based teaching and learning practices. Teachers engage in collaborative discussions to analyse student progress, evaluate teaching programs, and tailor lessons to meet the diverse needs of all students.

In alignment with the Professional Standards, all teachers have personalised Professional Development Plans that identify areas of strength and areas requiring support. Additionally, the school's Assistant Principals, through a job share arrangement, work closely with teachers to build their capabilities and refine professional practice. This collaborative approach ensures that teaching practices are aligned with professional standards and contribute to ongoing improvement in student learning outcomes.

To prevent change fatigue among staff, the school strategically integrates improvements in teaching practices with data collection and analysis. By leveraging insights gained from ongoing evaluation, the school identified opportunities to revisit the foundational elements of the teaching and learning cycle. Executive staff provided support to teachers in analysing data to inform their next lesson or teaching cycle, fostering a culture of continuous improvement and data informed decision making.

Feedback from staff and students, along with data insights, revealed that the previous school plan did not consistently align with the school's direction and lacked collective staff efficacy to take action. Consequently, the school has pivoted its approach, placing a greater emphasis on collaborative data analysis to inform teaching practices and drive continuous improvement. This holistic approach to professional development and data utilisation underscores GyMEA Bay Public School's commitment to fostering a supportive learning environment where all students can thrive academically and reach their full potential.

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
Maintenance of whole school processes for collecting and analysing data to enable the implementation of	Reviewed Annual Progress Measure: By the end of 2023, teachers will systematically integrate data analysis into

appropriate curriculum provision for every student is underpinned by evidence informed strategies, and embedded evaluative practices.

Quality Teaching Rounds / Learning Walks / Walk throughs are engaged with, to see the impact of improved practices.

Learning sprints are continued, staff apply a range of assessment strategies, and data is collected and analysed, to inform teaching and learning.

Assistant Principals meet with Deputies and Assistant Principal, Curriculum and Instructional Leadership for planning, professional dialogues, conversations and comparison of data.

Assistant Principals meet with staff to ensure consistent teacher judgement of tasks, and data entries are completed.

Student growth is evident in internal measures, and reflected in the NAPLAN growth.

their programming processes, using student performance data to identify areas of strength and areas requiring additional support.

Progress towards achievement:

Throughout 2023, Gymea Bay Public School took significant steps to incorporate data analysis into its programming processes, as outlined in the annual progress measure. Teachers began to use pre and post assessment data to guide their lesson planning and delivery, ensuring targeted support for students where necessary. However, upon reflection, it became evident that while progress was evident, the school was still in the early stages of fully embracing data analysis. This realisation prompted a renewed emphasis on the importance of data utilisation in the school's improvement efforts for 2024.

Staff feedback underscored the need for more dedicated time within stage teams to unpack class data, set individual student targets, and effectively integrate this data into their teaching practices. Consequently, the executive prioritised providing regular opportunities for collaborative data analysis and target setting sessions within stage teams. Assistant Principals played a key role in facilitating these data focused discussions during planning days and stage meetings. Additionally, senior executives and Assistant Principals for Curriculum and Instruction (APCI) led whole-school conversations to ensure alignment between data analysis practices and broader improvement goals. Furthermore, the reflection process highlighted a greater need for ongoing professional development to enhance staff proficiency in data analysis and interpretation.

Addressing these needs and fostering a culture of data informed decision making remains paramount to the school's continuous improvement efforts. Looking ahead, Gymea Bay Public School is committed to building upon the foundation laid in 2023 and further embedding data analysis practices into its improvement initiatives. By prioritising collaborative data analysis, setting clear targets, and leveraging data to inform teaching practices, the school aims to maximise student learning outcomes and drive sustained progress in the years to come.

Stage teams lead data dialogue, and build capacity in understanding of data literacy of classroom teachers, and effective use of data. (View to have data driven conversations led by teachers, and empower collective efficacy of the team).

Individual learning plans have data driven targets, with a higher percentage of Individual Learning Plans (ILPs) and Personal Learning Pathways (PLPs) showing impact through recorded adjustments.

100% of Personalised Learning Pathways are conducted in conjunction with carers as key stakeholders. These PLPs will include both cultural aspects and goals, together with appropriate Literacy, Numeracy and if needed, Attendance goals.

Whole school practices are indicated with all ILPs and PLPs being data driven, with smart goals and ongoing adjustments made throughout the year. (Reviewed, after initial set up, at least once per Semester, evidence of parent/teacher partnership)

Reviewed Annual Progress Measure:

By the end of 2023, all teaching staff consistently incorporate Learning Intentions and Success Criteria (LISC) in their lesson planning and delivery, as evidenced by classroom observations and teacher assessment.

Progress towards achievement:

Throughout 2023, Gymea Bay Public School prioritised the integration of Learning Intentions and Success Criteria (LISC) into teaching practices, anchored by a comprehensive focus on the Teaching and Learning Cycle. This foundational approach aimed to provide both staff and students with a consistent understanding of explicit teaching practices, thereby facilitating the seamless incorporation of LISC into daily instruction.

In pursuit of this goal, the leadership team initiated a series of strategic actions to support staff in effectively implementing the Teaching and Learning Cycle in their classrooms. Collaborative planning sessions formed the cornerstone of this undertaking, where teachers meticulously crafted Learning Intentions informed by curriculum outcomes and student learning needs. Drawing upon the principles of the Teaching and Learning Cycle, educators ensured that Learning Intentions were specific, measurable, and aligned with desired learning outcomes.

Guided by the Teaching and Learning Cycle, teachers delivered instruction that was explicitly linked to established Learning Intentions. Through clear articulation and modelling of Success Criteria, educators empowered students to understand what success looks like and how to achieve it. Utilising a variety of instructional strategies and resources, teachers provided scaffolding and support to facilitate student learning and mastery of identified concepts and skills.

Use of data to inform programming - There is an increased level of responsive programming evident in all programs (with indications of regular modifications made.)

The partnership of school and families is evident in modelling of three-way learning conversations with the teacher, student and parent or carer., based on data and evidence.

Professional learning communities are evident within stage teams, across stage teams and beyond the school through 3 Rivers 4 Learning, 4C's leadership & 4C's COS group activities.

Formative assessment practices were embedded within the Teaching and Learning Cycle, enabling teachers to gauge student understanding and progress towards Learning Intentions and Success Criteria. Ongoing feedback loops informed instructional decisions, allowing educators to adjust teaching strategies, differentiate instruction, and provide targeted support to address individual learning needs.

To support teachers in this endeavour, Gymea Bay Public School invested in professional development initiatives focused on unpacking the Teaching and Learning Cycle and formative assessment. Workshops, seminars, and coaching sessions provided opportunities for collaborative learning and reflective practice, equipping educators with the knowledge and skills necessary to effectively implement each phase of the cycle in their practice.

The Teaching and Learning Cycle was explicitly linked to curriculum standards and syllabus requirements, ensuring that instructional practices were grounded in evidence-based pedagogy and aligned with curriculum expectations. Teachers received guidance on how to integrate Learning Intentions and Success Criteria into existing curriculum frameworks, enhancing instructional coherence and clarity.

In addition, the school developed a range of resources and tools to support teachers in implementing the Teaching and Learning Cycle effectively. These resources included planning templates, exemplars, and instructional guides, providing educators with practical support and guidance as they navigated the various phases of the cycle.

As a result of the concerted efforts to integrate the Teaching and Learning Cycle and embed Learning Intentions and Success Criteria (LISC) into teaching practices, Gymea Bay Public School observed tangible improvements in student learning outcomes. Internal data show an increase in Stages 1-3 in fluency and vocabulary. In reading, there was a notable increase in the percentage of students achieving proficiency levels, indicating enhanced reading comprehension and fluency skills. This improvement was attributed to the clear articulation of Learning Intentions related to reading comprehension strategies and the explicit modelling of Success Criteria during instructional sessions.

Similarly, in mathematics, the implementation of the Teaching and Learning Cycle facilitated more structured and coherent instruction, leading to enhanced conceptual understanding and problem-solving abilities among students. By explicitly linking Learning Intentions and Success Criteria to mathematical concepts and skills, teachers provided students with clear learning objectives and pathways to success. As a result, there was a notable increase in the percentage of students achieving growth in mathematics, as evidenced by assessments and performance data.

Furthermore, observations of classroom practice and teacher judgement indicated a higher level of pedagogical expertise and confidence among staff members. Teachers reported feeling more equipped to plan and deliver effective instruction, leveraging the principles of the Teaching and Learning Cycle to design engaging and differentiated learning experiences. This increased teacher efficacy translated into more student centered classrooms, where students were actively engaged in the learning process and empowered to take ownership of their learning journey.

Teaching : Data Use in Planning
Staff use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. They collaborate in teams to identify key areas for improvement within their stage, and focus learning improvement to cater for student need. Staff engage in whole school analysis of student progress, and contribute to school

The PAT Assessment is implemented across the whole school to identify student learning in literacy and numeracy. This assists with the triangulation of data and supports targeted professional learning.

planning to target point of need, school wide.

Strategies implemented are based on research informed practices and align to "What Works Best" and include ongoing monitoring of success. The school is embedding whole school practice in use of data and "Sustaining and Growing" - **in the SEF element of Data Skills and Use**, and is working towards EXcelling.

Purpose

Empowering authentic collaboration within and beyond the school will elaborate collective professional efficacy, support increased staff and student well-being and enable strengthening of community satisfaction, as parents and carers are promoted as partners in student learning and school life.

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.

- Building Authentic Community Connections
- Building whole community Wellbeing Language based on School "GyMEA Guides" Mascots
- Building Values literacy based on 4C model of Learning Dispositions.

Resources allocated to this strategic direction

**Aboriginal background
Refugee Student Support
New Arrivals Program
Per capita**

Summary of progress

Impact of Initiatives across the school plan:

In the pursuit of fostering a Culture of Authentic Collaboration, GyMEA Bay Public School embarked on a comprehensive journey aimed at inclusivity, engagement, and respect, aligning closely with policies and system-wide supports for inclusive education, student behaviour management, and student wellbeing. The school recognised the importance of creating an environment where every student could thrive and reach their full potential.

Initially, the school focused on integrating new policies and supports, particularly emphasising effective practices for promoting student wellbeing. To facilitate this process, a dedicated wellbeing team was established, comprising staff members with expertise in student support and behaviour management. This team played a pivotal role in equipping all staff with strategies and resources to promote student wellbeing consistently across the school.

An action plan was developed to address negative behaviour in both classroom and playground settings, with the aim of establishing a consistent approach to behaviour management throughout the school. The plan involved clear guidelines and procedures for responding to behavioural incidents, as well as proactive measures to prevent such incidents through positive behaviour reinforcement and social emotional learning initiatives.

Simultaneously, the Aboriginal Education Team undertook significant efforts to embed Indigenous perspectives and culture throughout the school community. Initiatives included integrating the Gujaga Foundation Dharawal languages app into classroom activities, engaging with Aboriginal Education Officers to deliver culturally relevant teaching and learning programs across all stages, and establishing a dedicated Cultural Hub where students and staff could learn, share, and celebrate Indigenous culture. Additionally, the team worked collaboratively to develop a new format for Personalised Learning Pathways (PLPs) and ensured that all PLPs were updated and aligned with student needs and aspirations.

Furthermore, the school renewed its focus on supporting high-achieving students through the re-establishment of High Potential and Gifted Education (HPGE) initiatives. The HPGE policy was revisited and refined to align more closely with the school's vision and goals. Data collected from the intellectual domain informed teaching practices and program adjustments to ensure that the needs of high potential and gifted students were met effectively. The HPGE team also developed comprehensive processes for the identification and talent development of high potential and gifted students, ensuring that every student received personalised learning experiences tailored to their strengths and interests.

Upon reflection, the school recognised the importance of further enhancing student engagement and deepening students' understanding of content to enable them to apply their learning in various contexts. This insight will guide the school's efforts in 2024 as it continues to cultivate a culture of collaboration, inclusion, and student centred learning experiences.

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>90% proportion of students attending above 90% of the time.</p>	<p>The percentage of students attending school above 90% of the time is 69.9% which is 17.7% above the state.</p> <p>The percentage of students attending above 90% of the time from 2022 and 2023 has increased by 6.6%.</p>
<p>Achievement of departmental lower bound target of 90.9 % of students having a strong sense of belonging.</p> <p>Working towards the upper bound target of 95.9%</p>	<p>Reviewed Annual Progress Measure:</p> <p>By the end of 2023, Gymea Bay Public School aims to achieve a school-wide approach to promoting student wellbeing.</p> <p>Progress towards achievement:</p> <p>Gymea Bay Public School embarked on a transformative journey to enhance student wellbeing, initially adopting the framework of Inclusive, Engaging, and Respectful (IER) schools mandated by new policies and system wide supports for inclusive education, student behaviour, and restrictive practices. The implementation of the IER framework aimed to afford every student the opportunities to reach their full potential in the NSW public school system.</p> <p>However, as the school delved deeper into the IER framework, it became evident that a more comprehensive approach to student wellbeing was necessary. Recognising the need for a holistic strategy aligned with the new Behaviour Strategy, the school leadership pivoted its focus and initiated a thorough review of existing practices and policies related to student wellbeing.</p> <p>To facilitate this transition, a dedicated wellbeing team was established, comprising staff members committed to refining and enhancing student wellbeing initiatives. This team spearheaded the development of an action plan aimed at creating a consistent approach to addressing negative behaviour, both in the classroom and on the playground. The action plan served as a roadmap for educators, providing strategies and protocols for effectively managing challenging behaviours while fostering a supportive and nurturing learning environment.</p> <p>Building upon the foundation laid by the IER framework and the initial action plan, the wellbeing team undertook a comprehensive reflection on the school's whole school approach to wellbeing. This reflection, conducted in alignment with the new Behaviour Strategy, involved a deep dive into existing practices, policies, and procedures to ensure alignment and integration across all aspects of student wellbeing.</p> <p>Through this iterative process of reflection, refinement, and realignment, Gymea Bay Public School demonstrated its commitment to fostering a holistic environment where every student felt valued, supported, and empowered to thrive. By embracing the new Behaviour Strategy and refining existing practices, the school aimed to create a culture of inclusivity, engagement, and respect that permeated every aspect of school life.</p>
<p>Assessment against the School Excellence Framework shows Educational Leadership is maintained at Excellent.</p> <p>Assessment against the School Excellence Framework shows the High Expectations Culture is embedded within "Sustaining and Growing" with a focus on excellence in pedagogy, with</p>	<p>The '4C Transformative Learning Program' was not a feature of our work in 2023 due to the outcomes not aligning to our current needs of staff and students and there not being embedded practice from previous School Improvement Plans. Although 4Cs was not an area of focus, the evidence base aligned to examples of best practices that were used throughout our Strategic Direction 3.</p>

<p>differentiation, explicit teaching and 4C strategies. The school is working towards excelling in this area.</p> <p>The community has a high level of engagement in school activities.</p> <p>The school and community work in strengthening partnerships.</p>	
<p>Aboriginal language of the Dharawal peoples is explored and taught in Kindergarten and Year 1.</p> <p>The employment of an Aboriginal Education Officer is maintained in allocations of funding.</p> <p>Cafe Club is regularly supported by Aboriginal and Torres Strait Islander families. There is a strong sense of cultural safety for Aboriginal and Torres Strait Islander families and staff. There is a genuine engagement in all Personalised Learning Plans with families, and an increased consultative engagement of the AECG in school matters.</p> <p>Engagement of an AECG approved artist is enabled to record the story of GBPS in a mural.</p>	<p>Annual Progress Measure:</p> <p>By the end of 2023, Gymea Bay Public School aims to achieve meaningful integration of Aboriginal and Torres Strait Islander perspectives and culture across all aspects of school life.</p> <p>Progress towards achievement:</p> <p>In 2023, Gymea Bay Public School demonstrated a commitment to meaningful integration of Aboriginal and Torres Strait Islander perspectives and culture across all aspects of school life. The journey began with proactive engagement with Indigenous communities and stakeholders to ensure culturally appropriate programming and initiatives. The school took concrete steps to incorporate Indigenous perspectives into the curriculum and classroom activities, leveraging resources such as the Gujaga Foundation Dharawal languages app and collaborating with Aboriginal Education Officers to deliver culturally relevant programs. Additionally, the establishment of a dedicated Cultural Hub provided a physical space for sharing, learning, and celebrating Indigenous culture within the school community.</p> <p>Furthermore, the development and implementation of a Reconciliation Action Plan (RAP) served as a roadmap for ongoing efforts towards reconciliation and cultural competence within the school. The RAP guided initiatives such as NAIDOC Week celebrations, Reconciliation events, and community engagement activities, fostering meaningful connections and partnerships with Indigenous stakeholders.</p> <p>Through these initiatives, Gymea Bay Public School aimed to create an inclusive and culturally responsive learning environment where Aboriginal and Torres Strait Islander students feel valued, respected, and empowered to succeed.</p>
<p>Parents and Carers have increased engagement in Teacher information sessions held in Term 1.</p> <p>At least 93% of families engage with teachers for the Parent Teacher interview process in term 1 (Parent Teacher interview process in Term 1 (Parent Teacher Interview registers will provide evidence)</p> <p>35% of families respond to the TTFM survey (Approx 190 respond)</p> <p>P&C attendance is at an average of 20 attendees per meeting</p> <p>Forum meetings attract at least 25 members</p> <p>Community TTFM data for the school being an inclusive school increases to 8.0</p> <p>Community TTFM data for "Parents are</p>	<p>Throughout 2023, Gymea Bay Public School focused on improving communication with parents and caregivers. Efforts were made to enhance the welcoming atmosphere for visitors, resulting in a high rating of 7.9 for parents feeling welcome when visiting the school. Additionally, the school worked on addressing concerns effectively, leading to a rating of 7.0 for teachers listening to parent concerns. Parents reported feeling well-informed about school activities, reflected in a rating of 7.4. These efforts contributed to improved communication and engagement between the school and parents, fostering a stronger sense of community.</p>

<p>Informed" increases to a rating of 8.0</p>	<p>Reviewed Annual Progress Measure:</p> <p>By the end of 2023, Gymea Bay Public School aims to provide targeted support and enrichment opportunities for high potential and gifted students.</p> <p>Progress towards achievement:</p> <p>During 2023, Gymea Bay Public School focused on providing targeted support and enrichment opportunities for high-potential and gifted students. The school began by revisiting and refining the High Potential Gifted Education (HPGE) policy to ensure alignment with the school's vision and goals for student achievement and engagement.</p> <p>A key component of the HPGE strategy was the utilisation of data from the intellectual domain to inform teaching practices and program adjustments. This involved analysing student performance data and implementing differentiated instruction strategies to meet the diverse needs of high potential and gifted learners.</p> <p>Additionally, the school developed comprehensive processes for identifying and supporting all HPGE students, including personalised learning pathways and enrichment opportunities tailored to individual strengths and interests. These initiatives were designed to provide high potential and gifted students with the challenge and stimulation needed to reach their full potential.</p> <p>Throughout the year, Gymea Bay Public School prioritised regular monitoring and review of HPGE initiatives to assess the effectiveness and identify areas for improvement. By taking a data informed approach to supporting high potential and gifted students, the school aimed to create a learning environment where every student is challenged, engaged, and empowered to excel academically and personally.</p>
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Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$333.37</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Building Authentic Community Connections <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • additional staffing for targeted interventions to support student learning <p>The allocation of this funding has resulted in the following impact: Eligible student has been supported further in the development of English proficiency.</p> <p>After evaluation, the next steps to support our students will be: This will be dependent on the refugee status of student/s..</p>
<p>New Arrivals Program</p> <p>\$20,614.00</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 Gymea Bay 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"> • Building Authentic Community Connections <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: New arrival EAL/D students have shown a significant increase in their English proficiency.</p> <p>After evaluation, the next steps to support our students will be: Ongoing support provided to students to continue the develop of their English proficiency if required.</p>
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Gymea Bay 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"> • Reading Improvement • Numeracy Improvement <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) <p>The allocation of this funding has resulted in the following impact: School Learning Support Officers were employed to support students with a disability and additional learning and support needs by implementing learning support plans. Health Care Plans and Behaviour Management</p>

<p>Integration funding support</p>	<p>Plans so that each student is able to access the curriculum and be happy and safe at school.</p> <p>After evaluation, the next steps to support our students will be: Ongoing support will be provided to students with a disability and additional learning needs.</p>
<p>English language proficiency</p> <p>\$55,921.30</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Gymea Bay Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading Improvement • Numeracy Improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff • 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: A Specialist EAL/D teacher has provided strategic support to students (overall LBOTE 14.76% and EAL/D 4.83%) presenting with English language needs, in particular students with Beginning English and Emerging skills. Targeted students have been provided with a combination of in class support and small group withdrawal support focusing on intensive vocabulary instruction and oral language and communication skills. Short sharp teaching and learning sessions occurred every day for students with Beginning English and 2 times per week for students with emerging skills. Students in the Developing and Consolidating phases were provided differentiated teaching within the classroom supported by the EAL/D teacher through planning and consultative sessions. The students have demonstrated increasing independence, improved oral language skills, broader range of vocabulary and word knowledge skills. Reciprocity between oral language and written communication was evident as a result of the acquired enriched vocabulary.</p> <p>After evaluation, the next steps to support our students will be: Due to funding constraints a specialist EAL/D teacher will not be employed in 2024, however, continued support will be provided to the teachers by the executive.</p>
<p>Low level adjustment for disability</p> <p>\$168,533.11</p>	<p>Low level adjustment for disability equity loading provides support for students at Gymea Bay 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"> • Reading Improvement • Numeracy Improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: The employment of an additional interventionist teacher (4 days per week) to support students requiring additional learning support resulted in</p> <p>After evaluation, the next steps to support our students will be: Due to budget constraints funds will be utilised to employ an additional</p>

<p>Low level adjustment for disability</p> <p>\$168,533.11</p>	<p>School Learning Support Officer, this is not linked to Integration Funding Support (IFS) to deliver small group instruction to students at their point of need in English and Mathematics.</p>
<p>Professional learning</p> <p>\$50,955.15</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Gymea Bay Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading Improvement • Consistent Assessment Planning and Processes <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • High impact professional learning in alignment with new curriculum and best practice focusing on teacher pedagogy, fluency, phonics and vocabulary, and formative assessment. • Development of Scope and Sequence documents to align with new syllabus documents. <p>The allocation of this funding has resulted in the following impact: K-2 teachers have successfully implemented the new English and Mathematics Curriculum.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - The continuation of high impact professional learning to support the effective teaching and learning practices of the new K-2 curriculum and support of teachers in Years 3- 6 who will begin the implementation of their new curriculum.
<p>Beginning teacher support</p> <p>\$33,188.50</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Gymea Bay Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy Improvement • Consistent Assessment Planning and Processes <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • mentoring structures and collaborative practices within the school or across a cluster of schools • ongoing feedback and support that is embedded in the collaborative practices of the school <p>The allocation of this funding has resulted in the following impact: Funds were allocated to providing opportunities for Assistant Principals to support beginning teachers by delivering professional learning and working shoulder to shoulders in classrooms to build teacher capabilities in understanding and implementation of curriculum, and classroom and behaviour management.</p> <p>After evaluation, the next steps to support our students will be: Ongoing support for beginning teachers to ensure that all of our students are receiving a high quality education.</p>
<p>QTSS release</p> <p>\$152,221.25</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gymea Bay 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>QTSS release</p> <p>\$152,221.25</p>	<ul style="list-style-type: none"> • Reading Improvement • Numeracy Improvement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Assistant Principals utilised one day per week to build capabilities of staff in alignment with Strategic Improvement Plan.</p> <p>After evaluation, the next steps to support our students will be: Continued support to improve teacher capabilities centered around current teaching pedagogy in alignment with new curriculum to improve student learning.</p>
<p>COVID ILSP</p> <p>\$51,034.85</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> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of a School Learning Support Officer to deliver small group tuition to identified students in the area of Literacy and Numeracy. • employment of additional staff to support the monitoring of COVID ILSP funding. • development of resources and planning of small group tuition. <p>The allocation of this funding has resulted in the following impact: SLSO under the supervision and guidance of Interventionist Teacher and Learning and Support Team, delivered small group tuition to identified students requiring additional support in literacy and numeracy through Covid ILSP.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Streamline processes for data tracking and collection to inform intervention support in 2024. - Continue to support students through small group targeted instruction.
<p>Socio-economic background</p> <p>\$24,263.24</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gymea Bay Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading Improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of school Learning Support Officer. <p>The allocation of this funding has resulted in the following impact: Funding was used to add to Covid ILSP funds to support the employment of a School Learning Support Officer to deliver small group tuition in the areas of literacy and numeracy to improve learning outcomes for students working below expected outcomes.</p> <p>After evaluation, the next steps to support our students will be: Continued employment of a School Learning Support Officer to support</p>

<p>Socio-economic background</p> <p>\$24,263.24</p>	<p>students who do not receive Integration Funding Support.</p>
<p>Per capita</p> <p>\$202,742.61</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Gymea Bay 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"> • Building whole community Wellbeing Language based on School "Gymea Guides" Mascots <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • • Decodeable Readers purchased to support new English syllabus documents. • Purchase of technology to support classroom teaching and learning programs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Students have access to the required resources to support the delivery of the new curriculum. - Students have indicated greater engagement and interest in learning activities. - Upgrading of technology infrastructure to support the needs of our school and students including upgrade of technology lab. - Purchase of additional technology including smart boards and laptops. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue upgrading of technology infrastructure to support the needs of our school and students- Continue to purchase additional technology including smart boards and laptops to ensure equity across the school.
<p>AP Curriculum & Instruction</p> <p>\$155,088.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading Improvement • Consistent Assessment Planning and Processes <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • 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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - All staff indicated greater understanding of pedagogical understanding and teacher practice. - High impact professional learning built the capacity of staff to to deliver evidence based English and Mathematics programs in line with the new curriculum. - Increased understanding and skills in the collection and use of authentic data to inform teaching and learning programs. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continuing teacher support in collaborative practices and effective implementation of teaching and learning. - Continue to develop and improve processes for whole school data collections, analysis and use to inform practice.

Aboriginal background

\$11,954.01

Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gymea Bay 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.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Building Authentic Community Connections

Overview of activities partially or fully funded with this equity loading include:

- employment of specialist additional staff (AEO) to support Aboriginal students

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

Employment of an Aboriginal Education Officer has led to the deepened understanding across the school of Aboriginal Histories and Culture and the introduction of a Cultural Hub that is a safe place for the Sutherland Shire community to meet to have a yarn.

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

Continued employment of an Aboriginal Education Officer.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	426	425	410	390
Girls	362	355	369	366

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.9	95.4	89.7	93.8
1	95.3	94.8	88.2	93.8
2	95.5	94.5	88.7	92.7
3	95.5	95.0	90.4	93.1
4	94.4	92.9	89.0	92.4
5	93.8	93.3	89.3	92.7
6	94.8	93.1	89.0	91.9
All Years	94.9	94.2	89.1	92.9
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)	2
Assistant Principal(s)	6
Classroom Teacher(s)	31.82
Learning and Support Teacher(s)	1
Teacher Librarian	1.2
School Counsellor	0.5
School Administration and Support Staff	4.47

*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	725,443.17
Revenue	8,299,563.61
Appropriation	7,760,038.26
Sale of Goods and Services	32,784.04
Grants and contributions	473,997.10
Investment income	32,644.21
Other revenue	100.00
Expenses	-7,659,903.30
Employee related	-6,971,295.40
Operating expenses	-688,607.90
Surplus / deficit for the year	639,660.31
Closing Balance	1,365,103.48

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	299,350
Equity Total	260,672
Equity - Aboriginal	11,954
Equity - Socio-economic	24,263
Equity - Language	55,921
Equity - Disability	168,533
Base Total	5,394,459
Base - Per Capita	202,743
Base - Location	0
Base - Other	5,191,716
Other Total	1,158,335
Grand Total	7,112,816

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

Student Satisfaction

Student Responses from the 2023 'Tell Them from Me' (TTFM) data resulted in:

- 90% believe that they have friends at school that they can trust and who encourage them to make positive choices.
- 79% believe they try hard to succeed in their learning.
- 76% expressed that they are confident in their skills of English and Mathematics
- 6% felt that they lacked confidence in their skills and did not feel challenged.

Parent/Carer Satisfaction

In Term 4, 2023 Parent Survey was conducted. Below is the outcome of responses from 123 families.

- 81.3% believe that their child/ren are engaged in classroom activities.
- 74% believe Gymea Bay Public School fosters a safe and inclusive learning environment
- 66.6% believe that teachers are responsive to individual needs and respond to necessary support and/or extension.
- 61% agreed that communication between teachers and parents is effective.

Comments:

- Teachers are incredibly engaged, and are passionate about teaching our children. There are wonderful teachers at our school who make it such a great environment, and make kids WANT to learn.
- Principal has made an amazing difference to the overall vibe of the school, love her open door policy and how she seeks feedback from students and acts on commitments made.
- Extra curricular opportunities are varied and there is a great community spirit around the school.
- New principal is fantastic, and there is definitely an improvement in morale across teachers and students.
- My children are very happy, they enjoy learning and share their learning with us. They have strong friendships and talk positively about the teachers.
- Teacher and staff quality, a genuine commitment to students wellbeing and academic growth, and an inclusive and equitable approach across all grades fostering a safe nurturing environment for younger students to feel confident and happy.
- The community and sense of belonging is good. There are lots of activities and the grounds and facilities are good
- High range of activities and excursions. Visibility and engagement with the Principal.
- Supportive, inclusive and positive school community, led by passionate, committed teachers. My child is known, valued and cared for.
- Since Mrs Davidson has taken over the role of principal, we have been extremely happy with the communication between the school and home, as well as, the new sense of feeling welcome in the school. The celebration of learning each term has been an amazing opportunity for parents to come in and feel welcome in the school and share in their child's learning.
- My children feel that the Principal is very approachable. The teachers my children have had this year are also amazing and have catered to my children's learning needs as well as their overall well-being. I am also very happy that the school's IT program now incorporates basic keyboard/ computer skills and not such a big focus on the iPad. I also feel that there is a better balance between ipad use and handwriting/ writing skill practice.
- Lovely teachers that care about students, a friendly school community and a safe, inclusive atmosphere. Good amount of contact with teachers that provide regular updates about student wellbeing, learning. Activities and school events that promote parent involvement in their children's learning - such as celebration of Learning.
- We are new to the school, this is my child's 3rd school (due to moving around). This is by far the most excellent school he has attended. Principal and teacher are both fantastic. A lot of support teachers are also excellent. Engaged and engaging.
- Since Cara has started as the GBPS Principal I feel the school has become vibrant and fun again especially after the mess of COVID with lots of chances for parents to come into the school to see what their children have been learning in the classroom, seeing them perform in dance/music/singing groups etc.

Teacher Satisfaction

In Term 4, 2023 a Staff Survey was conducted. Below are some key comments from 46 staff members related to positive aspects of Gymea Bay Public School:

- The students, the staff, the opportunities for growth, support from executive and peers. It's a place I love walking into every day.
- Approachable leadership, lots of great changes taking place and more structured processes.
- Due to updated systems and procedures this year, I believe we are on our way to highly improved levels of communication and consistency. I am excited for the further modifications next year, allowing us to bring learning back to the forefront of our daily professional practice.
- Loving the culture change from Principal. Love her courage to lead change. She is approachable, supportive and proactive. Deputy Principal has been very supportive of me and students in my class. He responds to all emails

and communicates regularly. Both Deputy Principal and Principal freely praise staff when required creating a feeling of pride in my role as an educator.

- Dedicated and approachable staff who go above and beyond
- Nice physical work environment that has been further improved in 2023
- I love our staff together. We truly have so much fun and have the happiest working environment.
- Some great teachers who share resources and knowledge. We are heading in the right direction in terms of policy and programming. I am hoping we will settle into more of a routine next year though as this year has been lots of 'new'. The standards of the school are high and I like this as it makes us better teachers.
- Hardworking teachers who are genuinely doing their best for their students. Teachers are willing to learn and with the right support can do amazing things. Lots of opportunities for our students. Large teams are great for sharing the load! When everyone pulls their weight it makes a better work environment for all.

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.