

2023 Annual Report

Gloucester Public School



7303

Introduction

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

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

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School Captains

School vision

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

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

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

School context

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

Gloucester Public School (GPS) provides excellence, opportunity, and success in an innovative and caring environment. Our school has had a fluctuating population over the last 5 years with 297 students in 2022, and 289 in 2023 (16% Aboriginal/Torres Strait Islander). With 12 mainstream classes in 2023 and one multi categorical class, there is 17.24 teaching staff in 2023 and 3.722 School Admin and Support Staff (SASS). From 2022, GPS was provided with 1.2 Assistant Principals, Curriculum, and Instruction and one of the existing Assistant Principals, was accredited as a Highly Accomplished Teacher (HAT) in 2023. Our school is focused on continuous improvement and explicit instruction with highly skilled staff.

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

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

Our school has high expectations, which are explicitly and consistently taught and applied across the school. Our school behaviour support and management plan focuses on five core expectations, which are followed daily. We have an active student body and dynamic and experienced staff. We are proud of our involvement with Aurora College, with a number of students having been selected to attend the Opportunity Class (OC) virtual lessons in mathematics, science, and technology in 2021, 2022 and 2023, catering for academically gifted and talented students with high potential.

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

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

Purpose

To develop a whole school evidence-based approach in order to optimise learning progress and achievement for all students. Promoting a school culture that is strongly focused on learning to build educational aspiration and acquire excellence in literacy and numeracy, using programs that are dynamic, reliable and researched based.

To enhance whole school processes to ensure all students can succeed and learn as valued members of our community, while promoting equity and high expectations.

Initiatives

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

- Literacy
- Numeracy
- Writing Success

Resources allocated to this strategic direction

Socio-economic background

Professional learning

Aboriginal background

Low level adjustment for disability

Summary of progress

Internal assessment data displayed that, the Close Reading program did not explicitly teach comprehension, vocabulary and processes. In 2024, we will be using the units of work from the new 3-6 Curriculum in English for component B. Component A work will be prepared in collaboration days including the use of Spell It activities that align with the units. We will continue to use InitialLit in K-2 as component A and use the new units of work from K-2 NSW Curriculum. MiniLit Sage and Language Lift will continue to be used as intervention programs to support students in their learning. MacqLit will remain an option dependent upon funding for numeracy and literacy in 2024. An intensive literacy intervention program to support the explicit teaching of comprehension skills and vocabulary will be implemented to support stage 2 and 3 students with identified needs.

iMaths provided hands on investigations and growth was noted in internal assessment data. Number sense and algebra will be an area for improvement in 2024, in the specific areas of relationships in operations such as addition to subtraction and division and multiplication and more specifically the understanding of the equivalence relationship between fractions, decimals and percentages and the operation order in a number sentence. The implementation of explicit instruction in 2024, daily reviews, repeated practice and engagement norms will provide mastery of concepts. iMaths will no longer be used in 2024, as we will be using the new NSW mathematics syllabus units of work across K - 6. QuickSmart has been placed on hold for 2024.

In 2024 writing lessons will be interwoven within literacy lessons using the new units of work from the NSW English syllabus. A pre and post narrative test will be completed at the beginning and the end of the year to test the efficacy of the new method of teaching writing.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
K - 2 EXPLICIT LITERACY PROGRAMS	67% of students in K-2 achieved 80% or above in the final cumulative review in InitialLit F, 1 and 2 reading programs.
School Identified Measure • 85% of students in K - 2 will achieve 80% or above in the final cumulative review in InitialLit F, 1 and 2 reading	87% of students in Kindergarten, 97% of Year 1 and 80% of Year 2 students achieved 60% or above in the final cumulative review.

programs.	
School Identified Measure <ul style="list-style-type: none"> • Increase the school based writing assessment score of students in Years 3-6 by 24% from the 2023 baseline, using NAPLAN marking criteria and consistent collaborative teacher judgement of pre and post program writing samples. 	Growth data from pre and post writing results for 2023 in years 3-6 for informative writing indicates growth of 24.5%, persuasive writing growth of 39.8% and narrative writing growth of 7.3%. Our overall average growth in writing across years 3-6 is 23.9% which meets our progress measure for 2023. Staff have noted that writing needs to be more effectively integrated across literacy and not be taught in isolation which has led to the use of the new units of work.
School Identified Measure <ul style="list-style-type: none"> • Selected and tracked students participating in Quick Smart will demonstrate greater than 0.8 growth calculated through the effect size formula when comparing pre and post PAT numeracy assessments. 	QuickSmart data shows that students improved on their pre and post assessments by 17%. The school is currently awaiting on effect size data from the program providers.
STUDENT PERFORMANCE School Identified Measure <ul style="list-style-type: none"> • The school is able to evidence working at sustaining and growing in the themes of Student Growth and Internal and External Measures against Syllabus Standards in the Learning domain element of Student Performance Measures within the School Excellence Framework 	This is exceptionally pleasing with the school placing at sustaining and growing in the Learning domain of Student Performance Measures within the School Excellence Framework with at least 66% of Year 3 and 56% of Year 5 performing at strong in numeracy and 64% of Year 3 and 56% of Year 5 performing at strong in reading.
Year 5 Check in assessment The proportion of Year 5 students achieving reading growth from 2021 increases by 5%	Data from the 2021 Year 3 students indicated that 35.5% of students performed in Bands 6-10 in NAPLAN. A comparison with the same students now in Year 5 in 2023, showed that 56 % of students performed strongly in reading, indicating good growth in reading.
Check in assessment An increase in Check-in Assessment mean scaled score for numeracy in Years 3 - 6 for 2024 compared with the 2023 cohorts.	Data from the 2021 Year 3 students indicated that 27.2% of students performed in Bands 6-10 in NAPLAN. A comparison with the same students now in Year 5 in 2023, showed that 56 % of students performed strongly in numeracy, indicating good growth in numeracy.

Strategic Direction 2: Data informed best practice

Purpose

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

Initiatives

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

- Quality Teaching using Success Criteria and Feedback
- Data Skills and Use
- Curriculum Reform

Resources allocated to this strategic direction

Per capita

Professional learning

Location

AP Curriculum & Instruction

QTSS release

Summary of progress

Staff engaged with professional learning in across stage and stage teams throughout 2023, which supported cohesiveness, collaborative planning and the implementation of the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. Class observations have noted Learning Intentions are currently being used in all classrooms for all lessons. Stage supervisors worked in classrooms alongside teachers team teaching and providing support in curriculum implementation with a literacy and numeracy focus. Whole school scope and sequences have been updated as required and meeting curriculum requirements. Number talks happen daily in all classrooms at Gloucester Public School. All classes are using the new NSW English and mathematics syllabus units in 2024 incorporating the revised scope and sequences and daily reviews in place of number talks. We are continuing to work towards giving effective feedback with the timely use of success criteria. The implementation of explicit instruction will allow for more immediate, individual and formative feedback in 2024. Explicit instruction will be a five - eight year learning journey at Gloucester Public School (GPS) for students and staff. The Compass online platform has slowly been integrated at GPS during 2023. Reports were produced using the Compass platform for the semester 1 and 2 student reports. Teaching and admin staff have become adept and more confident in using the platform which will continue in 2024.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
School Identified Measure <ul style="list-style-type: none">• The school maintains evidence of sustaining and growing in the theme of Feedback, in the element of Effective Classroom Practice, in the School Excellence Framework Teaching domain.	We are continuing to work towards giving effective feedback with the timely use of success criteria. The implementation of explicit instruction will allow for more immediate, individual and formative feedback in 2024. Explicit instruction will be a five to eight year learning journey for our whole school.. GPS is still working towards providing explicit, specific and timely feedback related to defined success criteria.
School Identified Measure <ul style="list-style-type: none">• The school is able to evidence working at sustaining and growing in the element of Data Skills and Use in the School Excellence Framework Teaching domain.	The school promotes and demonstrates professional learning in data concepts, analysis and use of internal and external student assessment data. Teaching staff use data effectively to evaluate student understanding. The leadership team regularly analyses student progress and achievement data for insights into student learning and additional support. Assessments are developed/sourced and used regularly across the whole school and

School Identified Measure

- The school is able to evidence working at sustaining and growing in the element of Data Skills and Use in the School Excellence Framework Teaching domain.

identify skill gaps for improvement and areas for extension. Data is shared at P&C meetings and with parents/carers with growth and improvement areas discussed. Strategies implemented reflect research on best practice and include ongoing monitoring for success.



Book Fair Parade Characters



Kindergarten 2023



RYSTEM Stage 3 - Winning School for 2023
Rotary Regional Youth Science Technology
Engineering and Maths Challenge Engagement Day

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

Purpose

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

Initiatives

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

- Learning Culture
- Wellbeing

Resources allocated to this strategic direction

Professional learning
Aboriginal background
Socio-economic background
Low level adjustment for disability

Summary of progress

Analysis of attendance data showed that the GPS attendance rate was 90.3% for term 4 2023 which is above the state and SSSG. Students attending more than 90% of the time is 66.64%, also above the state and SSSG. GPS attendance rates are significantly higher than Great Lakes network area. Use of Compass program for more accurate and timely attendance data allows for office staff to make daily phone calls for all students who are absent and ease of tracking. Analysis of transition programs through PL suggested a more intensive transition program for P-K. Additional visits were provided for any parents who requested, as well as half day visits by year 5 students (future leaders) to pre schools to form relationships, pre school students came to visit school on several occasions to become familiar with our facilities and be part of larger events such as NAIDOC day. Additional transition visits were organised for all students with disabilities as required allowing for wrap around support for each individual student. Additional transition visits were organised for students with disabilities to the high school, commencing from term 2. P to H transition was organised with the high school transition coordinator and the high school LaST, and any students who noted that they would benefit from extra visits and meetings were supported.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
System Negotiated Target <ul style="list-style-type: none">• Increase the percentage of students attending school >90% of the time to be above the system-negotiated lower bound target of 81%.	Attendance improved during 2023. Administration and teaching staff and the attendance team rigorously monitored attendance and ensured the attendance record completeness. Daily phone calls made a huge impact to attendance data and was part of our attendance initiatives. Staff will continue to use the Compass platform to monitor attendance and behaviour in 2024. 66.64% of students attended more than 90% of the time, which was above the state and Statistically Similar School Groups (SSSG). GPS is moving towards the minimum percentage set of 77.1%, after the ongoing impacts of COVID-19.
School Identified Measure <ul style="list-style-type: none">• The school is able to evidence growth from sustaining and growing towards excelling in the Learning domain element of Learning Culture in the School Excellence Framework.	Analysis of attendance data shows that GPS rate is 90.3% for term 4 2023 which is above the state and SSSG. Students attending more than 90% of the time is 62.9%, also above the state and SSSG. GPS attendance rates are significantly higher than Great Lakes network area. Use of Compass program for more accurate and timely attendance data allows for office staff to make daily phone calls for all students who are absent and ease of tracking. Analysis of transition programs through PL suggested a more intensive transition program for P-K. Additional visits were provided for any

<p>School Identified Measure</p> <ul style="list-style-type: none"> • The school is able to evidence growth from sustaining and growing towards excelling in the Learning domain element of Learning Culture in the School Excellence Framework. 	<p>parents who requested, as well as half day visits by year 5 students (future leaders) to pre schools to form relationships, pre school students came to visit school on several occasions to become familiar with our facilities and be part of larger events such as NAIDOC day. Additional transition visits were organised for all students with disabilities as required allowing for wrap around support for each individual student. Additional transition visits were organised for students with disabilities to the high school, commencing from term 2. P to H transition was organised with the high school transition coordinator and the high school LaST, and any students who noted that they would benefit from extra visits and meetings were supported.</p>
<p>System Negotiated Target</p> <ul style="list-style-type: none"> • Increase the percentage of students able to identify a positive sense of belonging, expectations for success and advocacy at school to be above the system-negotiated lower bound target of 84.9%, through the use of the Tell Them From Me survey. 	<p>81.22% of students surveyed using Tell Them From Me in 2023 indicated that they had positive well being.</p>
<p>School Identified Measure</p> <ul style="list-style-type: none"> • The school is able maintain evidence of excelling in the Learning domain element of Wellbeing in the School Excellence Framework. 	<p>Zones of regulation are being used and integrated across the whole school, used within reflection room and as strategies for identified students with behaviour needs in the playground. Through Peer Support/Tribes, students are connecting with additional staff across the school and developing sound relationships. We will continue the use of Zones of Regulation across the school daily, explicitly taught in Kinder and Year 1. Years 2 - 6 will teach Weaving Wellbeing programs in 2024 for additional social emotional strategies. The Be You team will continue to meet fortnightly to plan for whole school well being events and practices. There is a whole school collective responsibility for students learning and success with positive respectful relationships that promote well being.</p>



Zone Cross Country Team



Girls Netball Team

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$149,761.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Gloucester Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs. • staffing release for targeted professional learning around Autism. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students. <p>The allocation of this funding has resulted in the following impact: Adjustments for students with disability in mainstream classes allowed for improved student outcomes by enabling access to the full school experience for students with disability on the same basis as their peers. Increased levels of student participation and engagement in learning and improving the quality of teaching and learning for students with disability. Through the Personalised Learning and Support planning process, the partnership between school and parents/carers was strengthened, as well as fulfilling obligations under the Disability Standards for Education 2005.</p> <p>After evaluation, the next steps to support our students will be: To continue to work closely with parents/carers in order to support specific, targeted outcomes for students at their level of need and to continue to improve the quality of teaching and learning for students with disabilities.</p>
<p>Socio-economic background</p> <p>\$213,134.36</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gloucester Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Learning Culture • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support program implementation. <p>The allocation of this funding has resulted in the following impact: Selected and tracked students who participated in programs demonstrated improvement in literacy and numeracy and achieved academic growth. The growth targets were met in programs and were tracked using PAT assessment data, NAPLAN marking criteria and cumulative reviews.</p> <p>After evaluation, the next steps to support our students will be: A whole school approach ensuring the most effective evidence-based teaching methods to optimise learning progress in numeracy and literacy programs to support all students across the full range of abilities at Gloucester Public School. The school using embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$73,021.20</p>	<p>needs of Aboriginal students at Gloucester Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Learning Culture • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs. • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (SLSO) to support Aboriginal students. • Purchase explicit teaching and learning programs and resources for individual, small group and classroom support. <p>The allocation of this funding has resulted in the following impact: Selected and tracked students who participated in QuickSmart and MultiLit programs demonstrated improvement in numeracy and reading, with the effect size data demonstrating substantial improvement in accuracy using the intensive strategies of QuickSmart with improved numeracy achievement data. Cumulative data indicated improvement and growth in reading. Program data informed key decisions such as resourcing and implementation of new initiatives and teaching tools. Additional support in all classrooms ensured that all students were provided with a range of educational programs to meet individual needs.</p> <p>After evaluation, the next steps to support our students will be: A whole school approach to numeracy with students' learning improvement monitored and feedback is explicit and timely related to defined success criteria. A continued focus and commitment to implementing and providing effective literacy instruction grounded in scientific evidence-based practice.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Gloucester Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives. <p>The allocation of this funding has resulted in the following impact: Improved automaticity and fluency in the English language in everyday situations.</p> <p>After evaluation, the next steps to support our students will be: The continuation of individualised intervention using withdrawal and classroom support.</p>
<p>Low level adjustment for disability</p> <p>\$143,069.93</p>	<p>Low level adjustment for disability equity loading provides support for students at Gloucester Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Low level adjustment for disability</p> <p>\$143,069.93</p>	<p>including:</p> <ul style="list-style-type: none"> • Literacy • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students. • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Students with additional and special needs provided with direct support through behaviour plans, personalised learning and support plans, individual programs, specialist support and health care plans. The learning and support teacher providing support and mentoring for classroom teachers using a collaborative and consultative approach to ensure a school-wide collective responsibility for student learning and success, which was shared with parents and carers. Student wellbeing and learning needs were addressed in consultation with parents/carers to support students, personalise learning and fulfil their potential. The additional support of the Speech pathologist has improved the skills of staff in working with students with language difficulties, as well as improving outcomes for targeted students.</p> <p>After evaluation, the next steps to support our students will be: To continue the whole school planned approach to wellbeing, to improve engagement and support learning for all students. Continue to provide targeted speech support for identified students.</p>
<p>Location</p> <p>\$35,884.69</p>	<p>The location funding allocation is provided to Gloucester Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum Reform • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions. • additional staffing <p>The allocation of this funding has resulted in the following impact: Collaboration and planning days allowed for staff to reflect on their teaching practice and the learning of their students. Feedback and adjustments were made based on observations and reflections to ensure consistent and reliable student assessment and continuous tracking of student progress and achievement.</p> <p>After evaluation, the next steps to support our students will be: The continuation of collaborative planning meetings to support best practice across the whole school, to support staff and allow students to achieve their potential.</p>
<p>Professional learning</p> <p>\$25,491.64</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Gloucester Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Professional learning</p> <p>\$25,491.64</p>	<ul style="list-style-type: none"> • Literacy • Numeracy • New K-6 Curriculum • Explicit Instruction, Learning Intentions, Success Criteria and Feedback • Data Skills and Use • Learning Culture • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning. • course costs for staff undertaking recognised courses. • other methods of learning designed to improve student outcomes. • employment of additional staffing <p>The allocation of this funding has resulted in the following impact: The school facilitated professional learning that built teachers' understanding of effective strategies in teaching and knowledge. Staff are trained effectively in programs and school initiatives ensuring all students fulfil their potential. Staff analysed student learning data in order to direct future teaching and learning programs. Staff worked collaboratively to improve whole school practice.</p> <p>After evaluation, the next steps to support our students will be: Staff will continue to be trained in all programs used at GPS, so they are best equipped to support all students in effective evidence-based programs.</p>
<p>Beginning teacher support</p> <p>\$31,346.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Gloucester 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • ongoing feedback and support that is embedded in the collaborative practices of the school. • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. • reduced responsibilities or teaching loads sufficient to support the development of their skills. • employment of additional staffing <p>The allocation of this funding has resulted in the following impact: Beginning teachers supported with additional release for mentoring time and professional development guided by the Australian Professional Standards for Teachers. Beginning teachers worked closely with their supervisor and the APC&I to plan and prepare for accreditation. Funds were also used to provide release time and for professional learning, impacting the quality of teaching and learning outcomes and providing explicit and sustained quality teaching practices.</p> <p>After evaluation, the next steps to support our students will be: The continuation of support for beginning teachers to attain their professional goals and maintain their accreditation.</p>
<p>QTSS release</p> <p>\$58,473.79</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gloucester Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>QTSS release</p> <p>\$58,473.79</p>	<p>including:</p> <ul style="list-style-type: none"> • Curriculum Reform • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum. • assistant principals provided with additional release time to support classroom programs. • additional teaching staff to implement quality teaching initiatives. • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in the following impact: Staff collaboratively refining their teaching and reflecting on their teaching practice, to increase student outcomes and provide discussion on system-negotiated targets, feedback, learning intentions and success criteria. Collaborative discussion around staff's individual Professional Development Plans in order to ensure best practice and continual learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to allow for collaborative planning to improve teaching and ensure the most effective, evidence-based teaching methods are used to optimise learning progress for all students.</p>
<p>COVID ILSP</p> <p>\$108,928.12</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 teachers/educators to deliver small group tuition. • providing targeted, explicit instruction for student groups in literacy/numeracy. • releasing staff to participate in professional learning. <p>The allocation of this funding has resulted in the following impact: Students in the MacqLit program, increasing their accuracy of reading in the YARC reading assessment. Reading fluency grew for students, using these literacy intervention programs. The inclusion of students with significant learning difficulties who did not grow in all domains, and still made improvement. Students in the CARS and Flying Start programs made significant gains in their results from the pre and post-test assessments. These results were reflected in the internal school PAT assessments, where students performed well. The intensive literacy program allowed for targeted, explicit teaching in specific areas of need. Students displayed growth in their understanding of Audience and main ideas.</p> <p>After evaluation, the next steps to support our students will be: The continuation of literacy and numeracy intervention programs e.g., CARS, Flying Starts, MacqLit programs. Further support in the area of comprehension strategies for students using the Perspectives Series Flying Start to Literacy program Levels Q - T and S - V. The program helped support a greater focus on explicitly teaching comprehension strategies to students in areas of need.</p>
<p>Per capita</p> <p>\$78,156.08</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Gloucester Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Per capita</p> <p>\$78,156.08</p>	<p>including:</p> <ul style="list-style-type: none"> • Explicit Instruction, Learning Intentions, Success Criteria and Feedback • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • employ additional staffing. • Purchase teaching and learning resources. • Provide professional learning. <p>The allocation of this funding has resulted in the following impact: The school facilitated professional learning that built teachers' understanding of effective and explicit strategies in teaching literacy and numeracy skills and knowledge.</p> <p>After evaluation, the next steps to support our students will be: To employ additional teaching staff to ensure a strong focus on the use of well-developed and evidenced based approaches, program and assessment processes, regularly monitoring and reviewing individual student learning needs. To ensure a future focus on specific feedback for improvement using clearly defined success criteria to support improved learning outcomes for all students. To provide time for teachers to collaborate across stages and in teams to share curriculum knowledge and data regarding student progress and achievement, to inform the development of evidence-based programs and lessons, to meet the needs of all students.</p>
<p>AP Curriculum & Instruction</p> <p>\$186,105.60</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>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"> • Curriculum Reform • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • 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. • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms. • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms. • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum. <p>The allocation of this funding has resulted in the following impact: All teaching staff felt supported by the validation of professional dialogue in reflection meetings and worked collaboratively and shared a flexible repertoire of strategies to improve students learning outcomes. Classroom observations and analysis of data indicated that the re-development of whole-school mathematics programs resulted in improved learning outcomes, with students able to articulate and link taught concepts to 'big picture ideas'. All K-2 classrooms throughout 2023 were utilising new syllabus content, with all teaching staff supported and confident in their understanding and capacity to teach and assess students using outcomes in the new syllabuses. All 3-6 preparing to implement the new English and mathematics curriculum in 2024. Learning intentions and success criteria professional learning resulted in enhanced teacher capacity, with all teaching staff providing valid feedback</p>

AP Curriculum & Instruction

\$186,105.60

to students to improve their understanding and ownership of their learning. Learning intentions and success criteria are incorporated across all key learning areas and explicitly identified in all teaching and learning programs.

After evaluation, the next steps to support our students will be:
APC&I will continue to provide collaborative practice opportunities, including team teaching and lesson observations, to continue to drive the success of the whole-school mathematics program. All teaching staff will utilise additional Curriculum Reform release time to work collaboratively with the APC&I to continue to build capacity in teaching mathematics. APC&I will collaborate with all teaching staff to familiarise and introduce the new 3-6 English and mathematics syllabuses. Teaching staff will be provided with the opportunity to plan and implement new syllabus content throughout 2024. All teaching staff will engage in professional learning to build capacity and understanding of the 3-6 English and mathematics syllabuses.



Boys Basketball - Hunter Finalists



GRIP Leadership Conference

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	162	163	168	169
Girls	148	144	128	110

Student attendance profile

School				
Year	2020	2021	2022	2023
K	91.9	93.1	84.7	90.4
1	92.4	91.5	87.4	89.8
2	90.9	92.5	85.8	92.1
3	92.1	89.9	85.1	92.8
4	90.4	94.2	85.6	90.2
5	90.8	87.8	84.8	89.4
6	89.8	91.3	83.3	90.4
All Years	91.1	91.4	85.2	90.7
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.



Stage 2 Excursion - Shark and Ray Centre

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.2
Classroom Teacher(s)	10.54
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	3.72

*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	171,949.17
Revenue	3,836,208.71
Appropriation	3,721,811.15
Sale of Goods and Services	12,222.23
Grants and contributions	95,980.94
Investment income	5,854.39
Other revenue	340.00
Expenses	-3,676,277.96
Employee related	-3,292,270.26
Operating expenses	-384,007.70
Surplus / deficit for the year	159,930.75
Closing Balance	331,879.92

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.



Stage 2 Excursion

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	126,553
Equity Total	431,625
Equity - Aboriginal	73,021
Equity - Socio-economic	213,134
Equity - Language	2,400
Equity - Disability	143,070
Base Total	2,485,147
Base - Per Capita	78,156
Base - Location	35,885
Base - Other	2,371,106
Other Total	326,970
Grand Total	3,370,296

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.



Jump Rope For Heart

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.



Stage 3 Canberra Excursion



Girls Hockey Team



Swimming Carnival - Go Bradman!

Parent/caregiver, student, teacher satisfaction

The majority of parents and carers believe the school communicates well with the school community. The school is always welcoming to parents/carers and values the learning experiences provided for all students. The school is responsive to the needs of the whole school community and the wellbeing of its students. Teachers, parents/carers and the community work together to support consistent and systematic processes that ensure student absences do not impact learning outcomes.

The Audiri App is used regularly to communicate current events and information about the school. Parents/carers have responded well and appreciate the new online 'My school connect' dashboard which is being used to order from the canteen online, purchase school uniforms and organise raffles online.

Class Dojo is used by staff to share stories, photos, updates and videos with parents/carers, so that parents/carers can see the learning and experiences within the classrooms at GPS. Class Dojo is also used in the K-2 classrooms to support social-emotional learning with points and big ideas, giving students rewards and a voice.

Early in Term 1 2023, students and staff discussed the need for a reward at the end of each term to correspond to the Term Expectation award. It was decided that the SRC would determine the reward session after collecting responses from each class and then organise the activities to run for a morning, middle or afternoon session. Student voice is important at Gloucester Public School and guides many decisions.

Year 6 participated in peer support training and joined staff in tribe groupings, leading the activities and discussions about positive relationships. We identified a need for opportunities for students with strengths in the area of social and emotional learning through our HPGE policy evaluation and planning tool and saw a number of students flourish in their role as peer leaders. Survey results of students and staff confirmed that the program empowered students to build positive relationships and contributed to a positive school culture.

In 2023, 81.22% of students surveyed using Tell Them From Me, indicated that they had positive well being, with a positive sense of belonging.



K-2 Fun Day

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.