



Guise Public School Annual Report



2017



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Introduction

The Annual Report for **2017** is provided to the community of **Guise 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 school 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 background

School vision statement

At Guise Public School we will use innovative quality teaching within an engaging learning environment to cater for the social, emotional and academic needs of our students, while developing authentic partnerships within the whole school community.

School context

Guise Public School caters for 175 students with 17% of students who are Indigenous and 43% who have English as an Additional Language or Dialect.

The school has an Autism support unit consisting of 3 classes.

The school values the culturally diverse background of students and the community and this is celebrated within the school and community through participation in performance and other cultural events.

The school provides outstanding teaching and learning programs for students within a stimulating and caring environment. The staff at Guise Public School is committed to a quality teaching and learning model and have high expectations for all student learning and behaviour.

Guise Public School is part of the Early Action for Success initiative, where an Instructional Leader supports quality teaching and learning. Staff provide tiered interventions that focus on improved literacy and numeracy outcomes for all students Kindergarten to Year 2.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

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

Learning Culture – Our Learning Culture is reflective of our demonstrated commitment to strengthen and deliver on school learning priorities, by setting clear directions, programs and processes across the school to ensure student learning and success. We have high expectations of students and through programs such as You Can Do It we teach explicit expectations for behaviour and have good conditions for learning through various wellbeing initiatives, quality learning environments and innovative programs. Through rigorous, authentic and engaging learning experiences, a culture of positive, respectful relationships between staff and students has been created. Current school programs and streamlined Learning and Support processes, enable the school to identify, address and monitor student learning needs. A range of initiatives cater for students with learning needs, for students with English as an Additional Language/Dialect (EAL/D), for students with at-risk behaviour needs, Aboriginal programs, and enrichment through extra-curricular activities.

Wellbeing – Effective development and implementation of explicit school programs, policies and initiatives have contributed to the building of a safe and respectful learning environment to support the wellbeing of all students. Our You Can Do It Framework, Anti-Bullying Policy and Bounce Back program has seen a school wide consistent approach to clearly defining behavioural expectations across our school community. Our school offers extensive targeted opportunities to encourage student engagement and connectedness to school, through the Boys' Vocal, Dancesport, Dance from the Heart, Breakfast Club and Back on TRAC Programs. The creation of our Koori Club by our Aboriginal

Education Officer has enhanced opportunities to share and respect cultural knowledge and diversity. The school draws upon the expertise and advocacy of our Learning and Support Team and various outside organisations and agencies, to support and address individual needs of students. All school staff are committed to maintaining the safety of all students and are maintaining currency and obligations under Child Protection and health and safety training requirements.

Curriculum and Learning – The school establishes authentic partnerships with other schools and organisations to ensure we are meeting the learning needs of all students. Through our strong link with our feeder high school, we have been able to use high school students to support our sporting programs. Teaching staff have participated in prioritised professional learning sessions with partner schools in L3, TEN, TOWN and Getting it Write, building collective efficacy and expertise in literacy and numeracy pedagogies. Our successful Pre–Kinder program has enabled the early identification and intervention of academic and wellbeing needs, to support students’ successful transition to school. Teachers work closely with both students and parents in working towards achieving individual learning goals based on identified need, which are communicated to parents through 3 Way Learning Conversations, Student Reports, and Personalised Learning and Support Plans. Through our Learning and Support Team, teachers can access the support of a range of strategies and programs to meet the individual learning needs of students. Programs such as the Learning Links ‘Reading for Life’ program, YWCA Mentoring Program and HOPE program, have helped to address and improve student learning outcomes.

Assessment and Reporting – The School Plan prioritises the use of PLAN, NAPLAN, EAfS and other internal student performance data to track students’ progress. The Instructional Leader and Deputy Principal Teaching/Learning mentor are responsible for the collaborative collection and analysis of data to drive teaching and professional learning. Explicit school wide assessment and reporting practices include a whole school Data Wall that supports the development of tiered intervention, Data Days, 5 weekly tracking of Literacy and Numeracy through EAfS and Literacy and Numeracy Planning Scaffolds. Student learning goals and achievement is communicated through 3 Way Learning Conversations and Student Reports, which focus on children’s learning goals, successes and areas for improvement. Visible Learning and Formative Assessment strategies are a fundamental teaching pedagogy adopted by all teachers in the school. The use of Learning Intentions and Success Criteria and Bump it Up Walls, enables students to reflect on their learning and formulate their own learning goals. The school regularly analyses school performance data to set priorities and whole school planning targets, such as the need for professional learning in TOWN and Getting it Write for teachers in Years 3–6, to address underperformance in Place Value and Writing.

Student Performance Measures – Internal school data is examined regularly to evaluate the impact of professional learning on student outcomes. We have been able to strengthen teacher and school leadership capacity to target quality teaching practice and to track student progress, and have seen significant movement of students from at–risk to targeted in Stage 3 in Place Value and in Stage 1 Reading Texts. An analysis of SMART NAPLAN data and SCOUT Reports show that in 2016 our school is exceeding the state and network average for value–added results and shows excellent growth. There is also an improved number of students achieving at or above national minimum standards and in the top two bands on external performance measures. This highlights the impact of high–quality professional learning in literacy and numeracy over the past 3 years.

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

Effective Classroom Practice – We are committed to identifying and implementing the most effective evidence–based teaching strategies to improve student learning. The Instructional Leader provides instructional leadership through shoulder to shoulder support, professional learning, modelling and coaching in evidence–based teaching practices, such as the identified priorities of L3, TEN and TOWN. Through the ‘Transformed Teaching, Transforms Learning’ project the leadership team has upskilled all teaching staff in Inquiry Based Learning, Future Focused Learning pedagogies and the use of technology and innovation. Our participation in Instructional Rounds with a neighbouring school focused on gaining feedback on our professional learning and implementation of Formative Assessment. Teachers regularly review and give feedback to students through formative assessment about their learning and set goals through Learning Intentions and Success Criteria, and the use of Bump it Up Walls.

Data Skills and Use – Systematic practices of rigorous collection and analysis of student performance data have been developed to ensure that school priorities and directions are based on student achievement and progress. PLAN data is collected and analysed every 5 weeks, to set student learning goals and professional learning for teachers. Data is reviewed at team meetings, in Spirals of Inquiry sessions, through termly Data Days and in Instructional Leader/Teacher planning and mentoring sessions. Our visible Data Wall and data tracking tool are used to monitor and track student progress. The school uses PLAN and NAPLAN data to identify learning priorities of the school plan and to monitor progress towards milestones and improvement measures. These are clearly articulated and communicated to the community on a regular basis through P&C meetings, parent information sessions and the Annual Report.

Collaborative Practice – There are explicit systems in our school for teachers to collaborate within teams and at a whole school level to share quality teaching practice in literacy, numeracy and future focused pedagogies. Through prioritised professional learning in L3, TEN, TOWN, Formative Assessment, Inquiry Based Learning and Getting it Write, teachers have ensured consistency of curriculum delivery and built collective efficacy, through training sessions, weekly mentoring/planning sessions, team meetings, Data Days and classroom observations and feedback sessions. A commitment to collaborative professional learning based on the needs of our learners, is evident through the Spirals of

Inquiry model that has been implemented in 2017. Networking, interschool relationships and collaborative practice has been fostered through the Getting it Write professional learning, coaching and mentoring model, which was collaboratively planned with Tahmoor PS, and the Instructional Rounds focused on Formative Assessment and Writing with Campbellfield PS. All beginning teachers are supported through a teacher mentoring program with the Deputy Principal Teaching/Learning mentor, to collaboratively model and develop effective teaching practice.

Learning and Development – There is a continuous focus on high quality evidence-based professional learning, which are clearly linked to priorities in our school plan. Professional learning is centred on improving literacy and numeracy pedagogy, by using the expertise of our Instructional Leader in L3, TEN and TOWN, and Deputy Principal Teaching/Learning mentor to strategically focus on staff identified areas of need, including the mentoring of beginning teachers. Through the implementation of the Performance and Development Framework, teachers engage in reflective processes to develop goals, plan professional development and participate in observations and feedback sessions, to improve their performance. The school has sought regular opportunities for staff to share their professional learning with others and encourages activities to build leadership capacity, through initiatives such as SWELL, aspiring executive programs, presenting professional learning sessions and the establishment of the Inclusive Education Network meetings at Guise PS.

Professional Standards – Staff demonstrate a shared responsibility for maintaining and developing their professional standards through the Performance and Development Framework, in which teachers set goals with the use of the AITSL Self-Assessment Tool, which are aligned to the Professional Standards for Teachers. Based on their PDP, all staff nominate to be part of one Strategic Direction Team and a Major Curriculum Team, to work towards implementation of the school's goals and priorities of the school plan. Our staff work beyond their classrooms to contribute to broader school programs and initiatives, which is evidenced by whole school roles and responsibilities and interschool professional learning and classroom observations in L3, TEN and Getting it Write.

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

Leadership – The school leadership team supports a culture of high expectations and there is a diverse range of leadership opportunities provided across and outside of the school. The school has a specific and targeted drive to increase leadership potential of staff, through professional leadership activities, such as aspiring executive succession building and networking. We have many staff members who have taken on responsibility for leading various teams within the school and presenting at parent information sessions. Through our EAfS Community of Schools, we had many staff leading high quality professional learning around writing, TEN and dialogic pedagogies for staff in other schools. Through surveys, focus groups, TTFM student and parent feedback, P&C meetings and parent sessions, we have been able to strategically plan for improvement. Student leadership opportunities are enhanced through SRC, Student Leader programs, Breakfast Club and Art Club monitors, and reporting to P&C, to increase student voice. The school has authentic relationships with Anglicare, Smith Family, YWCA, Learning Links (Reading for Life) and the HOPE program, to improve educational opportunities for students.

School Planning, Implementation and Reporting – All staff have engaged in a rigorous evaluation process of identifying where we have placed ourselves against the elements of the School Excellence Framework, and we have used this to form future directions. There are processes embedded in the school where the whole staff and parent representatives on School Plan Strategic Direction teams, regularly monitor milestones and evaluate our performance to plan for continuous improvement. We have developed a culture of evaluative thinking and undertake self-assessment and evidence collecting in an ongoing way, which provides a more accurate picture of progress and areas of improvement. Community consultation plays a major role in school planning, implementation and reporting, with decisions and developments being fed-back to the parent body on a regular basis, which ensures a broad understanding and support for school expectations and aspirations.

School Resources – School resources are strategically used to support curriculum provision with the employment of high quality staff. We have used RAM funding to increase our EAfS Instructional Leader position and to employ a Deputy Principal Teaching/Learning mentor, to improve overall teacher quality across the school. Strategic financial management is used to maximise resources to implement priorities of the school plan, including an Attendance Officer, Community Liaison Officer and QTSS funding to support mentoring in technology and innovation. Through the Performance and Development Framework systematic processes are embedded in the school, to ensure staff performance and development reviews are met. With increased demands for technology, innovation and Future Focused Learning pedagogies, the school has invested in improving quality learning environments throughout the school to support learning and engagement. The school facilities are used creatively to meet students' needs and interests, including an Art Room, Koori Room, Breakfast Club room, Yarning Circle, Green Screen Room and Library Hub.

Management Practices and Processes – Ongoing school improvement is supported by effective management systems, organisational structures and processes established in our school. There are regular opportunities for staff, parents and students to provide feedback on the progress and directions of the school, through representation on Strategic Direction teams, P&C meetings, surveys and parent feedback and consultation sessions. Streamlined processes have been developed to deliver information and strengthen parental engagement, through the employment of our Community Liaison Officer, establishment of a Community Café, regular parent information/learning sessions and implementation of the PaTCH program. A number of innovative communication methods such as the introduction of

Seesaw, Twitter and the Skoolbag app, have improved the delivery of information, strengthened parental engagement and enhanced our positive promotion of the school.

Our self-assessment and the external validation process will assist the school to refine our school 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/sef-evidence-guide>

Strategic Direction 1

Engaged, Successful Learners

Purpose

To promote high quality learning environments, provide personalised learning and clear expectations where all students are self-motivated to achieve success.

Overall summary of progress

This year, quality learning environments have been created to support future focused learning across the school. As a result, there have been observable changes in the engagement of students. Specialised areas have been generated to assist in creating more authentic and engaging learning experiences.

Attendance has been a particular focus this year. The school has been working closely with families, staff and outside agencies to support the welfare of students in maximising their attendance and to improve student outcomes across the school.

The continuation of You Can Do It and the introduction of the Bounce Back program has enabled behavioural expectations to be taught explicitly. This in turn, has impacted on a more productive teaching and learning environment.

There have been multiple interventions implemented this year for students requiring additional support. Personalised Learning and Support Plans are consistently developed in consultation with all stakeholders. Minilit was newly introduced in 2017 and Multilit continued to be a successful intervention. These interventions enabled differentiated instruction and monitored and tracked progress in personalised learning.

Spirals of Inquiry and Early Action for Success (EAfS) Data days have provided staff with intensive Professional Learning around analysing and using data and evidence to inform and guide practice. This has allowed staff to implement best practice in the classroom and monitor and track students more effectively.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of students performing in the top two NAPLAN bands in reading and numeracy by 8% in 2018.	\$93 233 (Instructional Leader Deputy Principal 0.6) \$11 900 (EAfS Data Days, L3 training and Spirals Professional Learning Funding)	L3 training was completed by several staff. Additional data has been collected and analysed to maximise student learning. An Instructional Leader Deputy Principal was appointed at Guise working with the K-2 Team to support teachers to implement best practice and early intervention in the classroom. Analysis of SMART Data to inform assessment, reporting and programming in literacy and numeracy. Three EAfS Data Days have been held with our Instructional Leader and Deputy Principal Teaching and Learning Mentor for all staff K-6 to analyse reading and/or numeracy samples and the implementation of strategies/ interventions to tailor targeted support. Evidence has been used to plan teaching and learning to move students along the continuum clusters in reading and numeracy.
Increase the percentage of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019.	\$6700 (SLSO support for targeted students in Literacy and Numeracy) \$65 500 (Aboriginal Education Officer)	L3 training was completed by several staff. Additional data has been collected and analysed to maximise student learning. An Instructional Leader Deputy Principal was appointed at Guise working with the K-2 Team to support teachers to implement best practice and early intervention in the classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the percentage of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019.</p>		<p>Analysis of SMART Data to inform assessment, reporting and programming in literacy and numeracy.</p> <p>In-class support for students by the Aboriginal Education Officer.</p> <p>A School Learning Support Officer worked to support targeted ATSI students in Literacy and Numeracy.</p> <p>Three EAfS Data Days have been held with our Instructional Leader and Deputy Principal Teaching and Learning Mentor for all staff K-6 to analyse reading and/or numeracy samples and the implementation of strategies/ interventions to tailor targeted support. Evidence has been used to plan teaching and learning to move students along the continuum clusters in reading and numeracy.</p>
<p>60% of students achieving or exceeding grade appropriate benchmarks in writing (Socio-economic Background, Aboriginal Background, English Language Proficiency)</p>	<p>\$6700 (SLSO support for targeted students in Literacy and Numeracy)</p> <p>\$11 900 (EAfS Data Days, L3 training and Spirals Professional Learning Funding)</p> <p>Interventionist Teacher (0.21 FTE)</p>	<p>EAfS Data Days and Spirals of Inquiry have been held with our Instructional Leader and DP Teaching and Learning Mentor for all staff K-6, to analyse Literacy data in writing. Evidence has been used to plan teaching and learning lessons to move students along the continuum clusters.</p> <p>L3 Kinder, L3 Kinder OPL and L3 Stage 1 training was completed. Additional data has been collected and analysed to maximise student learning. An Instructional Leader Deputy Principal was appointed at Guise working with the K-2 Team to support teachers to implement best practice and early intervention pedagogy in the classroom.</p> <p>School Learning Support Officers and Learning and Support Teachers have been utilised through timetabled sessions to support targeted students in MultiLit and MiniLit.</p> <p>Interventionist teacher employed to provide targeted support for at risk students not meeting appropriate benchmarks in Literacy.</p> <p>NAPLAN Data for 2017 shows that 33% of Year 3 students are above minimum standards for writing, although only 5% of Year 5 students are performing above minimum standards in writing.</p> <p>At the end of 2017 77% of Kindergarten students are achieving expected clusters in writing, whilst only 24% of Year 1 and 34% of Year 2 students are achieving expected clusters in writing.</p> <p>Focused Individual Assessments have been completed for all children in Year 3 and 5 in the bottom bands of NAPLAN. At the end of 2017 22 students with additional learning and support needs had Personalised Learning and Support Plans in place.</p>
<p>70% of students are achieving</p>	<p>\$11 900 (EAfS Data Days,</p>	<p>K-2 staff have engaged in ongoing professional</p>

Progress towards achieving improvement measures

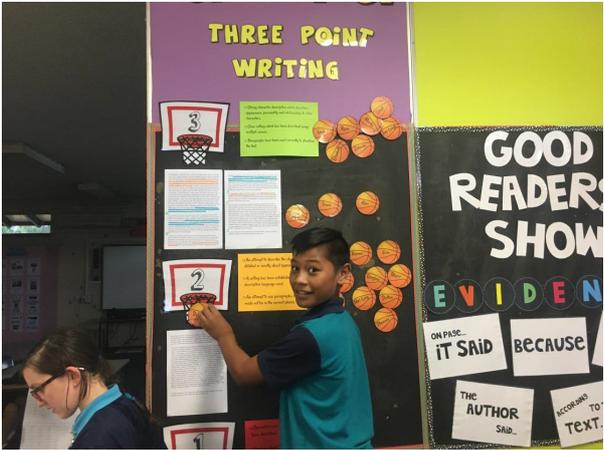
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>expected clusters on the literacy and numeracy continuum as well as meeting EAfS benchmarks. (Socio-economic Background, Aboriginal Background, English Language Proficiency)</p>	<p>L3 training and Spirals Professional Learning Funding)</p>	<p>learning in the tiered interventions of L3 and TEN/TOWN to support differentiated instruction and personalised learning with the Instructional Leader and Deputy Principal Teaching and Learning Mentor.</p> <p>Ongoing, close monitoring of individual progress against literacy and numeracy continuums has been tracked every 5 weeks.</p> <p>At the end of 2017:</p> <ul style="list-style-type: none"> • 70% of Kindergarten students were achieving at or exceeding expected clusters in reading and 91% in Early Arithmetical Strategies. • 48% of Year 1 students were achieving at or exceeding expected clusters in reading and 69% in Early Arithmetical Strategies. • 74% of Year 2 students were achieving at or exceeding expected clusters in reading and 55% in Early Arithmetical Strategies. <p>School Learning Support Officers and Learning and Support Teachers have been utilised through timetabled sessions to support targeted at-risk students in literacy and numeracy.</p> <p>100% ATSI/OOHC students have Personalised Learning Pathways designed to meet their individual needs.</p> <p>Learning Links Reading For Life Program has been implemented with a targeted 10 students to improve their reading.</p>
<p>60% of students achieving expected growth across years 3 to 5 in NAPLAN data.</p>	<p>\$8970 (SLSO Multilit)</p>	<p>School Learning Support Officers have implemented the Making Up Lost Time in Literacy (MultiLit) and MiniLit programs for identified students who have additional learning and support needs.</p> <p>2017 NAPLAN data shows matched students who have achieved greater than or equal to expected growth between Year 3 and 5 to be as follows:</p> <ul style="list-style-type: none"> • 25% Reading • 55% Writing • 35% Spelling • 30% Grammar and Punctuation • 45% Numeracy
<p>100% of staff clearly understand and implement a school wellbeing program.</p>	<p>\$3000 (YCDI Resources)</p>	<p>The staff have continued to implement You Can Do It (YCDI) this year and the Bounce Back program has been integrated to complement the class wellbeing lessons.</p> <p>Once a term, students are nominated and receive awards for displaying the 5 Keys to Success. These students are recognised at a whole school assembly.</p> <p>Happy News cards were sent home once a term for</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff clearly understand and implement a school wellbeing program.		recognition of positive behaviour and learning in every class.
Decrease in the percentage of negative incidences recorded on Sentral.	Nil	<p>Although the number of negative incidences that have been recorded on SENTRAL has increased from 335 in 2016 to 478 in 2017, it is believed that this rise is due to teachers utilising this resource more efficiently and consistently.</p> <p>Although more negative incidences were recorded these did not escalate to as many suspensions. Suspension rates decreased from 17 in 2016 to 11 in 2017.</p>
Improved attendance to match state average.	\$5079 (Attendance Officer 0.05)	<p>Improving attendance has been a priority area throughout 2017. To help achieve this goal the Attendance Officer has worked closely with the HSLO to monitor students and work with teachers to improve attendance.</p> <p>The average attendance level at Guise Public School has decreased slightly in 2017. Kindergarten recorded the lowest levels of attendance (88.1%), whilst Year 3 recorded the highest average attendance rate (94.1%).</p> <p>Awards and incentives were distributed regularly to children with good attendance. Certificates were presented twice a term. Students with 100% attendance were entered into a draw to win a new bike at the end of each term.</p>

Next Steps

- Spirals of Inquiry Professional Learning model and Early Action for Success Data Days to continue.
- Professional Learning for staff in the Literacy and Numeracy Progressions, PLAN 2 and the new online Best Start Assessments.
- A whole school Assessment Procedures plan to be implemented.
- Students uploading their reflections and work on Seesaw regularly.
- Continue to update technology and ensure teachers are authentically integrating into teaching and learning programs.
- Professional learning on Future Focused Learning and technologies.
- Implementation of a Digital Leaders program.
- Include General Capabilities in programming and planning.
- Classroom upgrades/ environments e.g. flexible seating and furniture.
- Continue to engage staff regularly in professional evidence-based readings through a collaborative Book Club style discussion.
- Implement a Techie Tuesday program for staff to engage with and share technology.
- Meaningful integration of STEM into classroom practices.



Strategic Direction 2

Excellence in teaching and leadership

Purpose

To develop, through sustained support, a school culture of quality teaching and learning. To achieve a school community that excels at being successful leaders and learners.

Overall summary of progress

Staff have been supported in their professional learning, through engaging in reflective processes that facilitate their professional growth and the provision of quality teaching and learning through the implementation of the Performance and Development Framework. Through regular reflection on goals set in the Performance and Development Plan, effective monitoring and feedback processes, the school has created a culture characterised by a clear focus on improving student outcomes through continuous development of teaching practice.

Through the Early Action for Success initiative, staff professional learning opportunities have been given to all teachers to incorporate data analysis in their planning and to identify skill gaps for improvement in student learning through our planned data days each term. Identified staff members took part in Language, Learning and Literacy (L3) training in both Early Stage One and Stage One. This professional learning package has had a large impact on student learning in the early years of schooling.

This year, we introduced Spirals of Inquiry as our focus school-based professional learning model for all teaching staff. Stage teams met twice a term to investigate an identified issue, commit to taking action and evaluating impact on student learning. Reflections with participating staff members have been overwhelmingly positive.

Professional learning in Taking Off With Numeracy (TOWN) has also been a focus initiative this year, particularly with our Stage Two and Three teachers. There has also been a school-wide commitment to professional learning in Future-Focused Teaching and Learning. As part of this professional learning, an Instructional Round was held, which included student representatives.

Student leadership opportunities have been developed through the establishment of a Student Representative Council (SRC). Students participating in this leadership opportunity have assisted in roles and responsibilities including Breakfast Club, distribution of sporting equipment, fundraising and have also attended P&C meetings to share.

Leadership experiences were developed in our teaching staff with the establishment of a framework for roles and responsibilities, allowing many teachers to take on a coordinating role within the school. Two aspiring leaders have been active members of the South West Educational leadership Links (SWELL) network and have delivered professional learning at a school level to share knowledge gained at network meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff have Professional Development Plans that are aligned to the Australian Teaching Standards.	Nil	<p>Within the first five weeks of Term One, 100% of staff had developed a PDP in conjunction with their supervisor. 100% of teachers developed a Performance and Development Booklet to track their progress towards identified goals. These booklets also incorporated the Australian Teaching Standards, which allowed teachers to reflect on their achievement of the standards. Time was scheduled into team meetings to reflect on progress towards goals and set small, achievable fortnightly goals.</p> <p>All teaching staff members took part in professional learning sessions based around the Australian Teaching Standards in the lead up to pre-2004 teachers entering the Accreditation cycle in 2018.</p> <p>71% of New Scheme Teachers have completed</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff have Professional Development Plans that are aligned to the Australian Teaching Standards.		their accreditation at Proficient level.
Increased opportunities for aspiring leaders to participate in a variety of leadership roles.	\$150 (Professional Learning Funding – SWELL membership fee)	<p>One executive staff member and two aspiring leaders participated in the SWELL Network for Assistant and Deputy Principals.</p> <p>One aspiring leader has been included on the Executive Team and given leadership opportunities within the school, including supervision of staff.</p> <p>One aspiring leader gained a relieving and then permanent Assistant Principal position within the school.</p>
20% increase in student participation in leadership roles across all areas of the school.	<p>\$900 (Release days teacher for Ambassador program)</p> <p>\$50 (Ambassador Program Fee)</p>	<p>The Student Representative Council (SRC) was continued this year with two representatives per class from Years 1–6. Students participating in this leadership opportunity have assisted in roles and responsibilities including Breakfast Club, distribution of sporting equipment at recess and lunch, fundraising and have also attended P&C Meetings to share achievements and future directions.</p> <p>The school leaders (two captains, two vice captains and prefects) were given responsibilities in the school including the opening and closing school gates, organising flags, running assemblies and other special events and attended a student leadership conference. One student was nominated for the Liverpool School Ambassador Program and attended various organisation meetings and a presentation showcase in Term 4.</p> <p>The Art Leaders program was introduced in 2017 which saw six selected senior students lead weekly art lessons for our Junior Art Club participants.</p>
40% of staff sharing expertise in EAfS and Community of School initiatives.	\$11900 (EAfS Data Days, Spirals and L3 training – Professional Learning Funding)	<p>Throughout 2017, three EAfS Data Days have been conducted for K–6 staff to engage in professional learning to analyse data and plan teaching and learning to further progress students through the literacy and numeracy clusters.</p> <p>Professional learning for teachers in tiered literacy and numeracy interventions in 2017 have included:</p> <ul style="list-style-type: none"> • TOWN –three staff members and additional skill sharing sessions with all teaching staff; • L3 Kindergarten – One staff member; • L3 Stage 1 – Four staff members; • L3 Kindergarten OPL – Two staff members. <p>All classroom teachers took part in professional learning in Future–Focused Teaching and Learning, which included an Instructional Round involving student participants.</p> <p>Spirals of Inquiry became the key school–based professional learning model, with all teaching staff engaging in four spirals sessions within their stage teams over two terms. The Deputy Principal,</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
40% of staff sharing expertise in EAfS and Community of School initiatives.		Instructional Leader, Assistant Principal and Aspiring Leader have been responsible for leading Spirals of Inquiry Action Plans amongst stage teams.

Next Steps

- Implement a Student Leadership/Lead Learners initiative linked to You Can Do It.
- Continue Student Instructional Rounds to promote student voice.
- Implement a playground mentoring/peer mediation program.
- Review PDP process – look at possibility of stage/team goals.
- Implement online PDP sharing tool using Seesaw.
- Whole staff mini-presentations at the end of the year on PDP process.
- All staff completing maintenance at Proficiency.
- Spirals of Inquiry Professional Learning model continued.
- Continue Professional Learning in Future-Focused Teaching and Learning and General Capabilities.
- Professional Learning on Literacy and Numeracy Progressions.
- Aspiring leaders continue to take part in SWELL Network.
- Implement a variety of student mentoring initiatives to broaden the number of students experiencing leadership roles.
- New scheme teachers completing accreditation submit evidence and report.



Strategic Direction 3

Authentic Community Partnerships

Purpose

To create, through authentic communication and positive partnerships, a school environment which reflects the shared values and expectations of the whole school community.

Overall summary of progress

The school executive and staff have continued to support the implementation of deliberate and explicit strategies to improve community engagement and the development of a culture of high expectations. Throughout the year there has been a focus on delivering services and information that will strengthen parental engagement and open lines of communication to ensure the whole school community are informed about school priorities and practices. The school has sought regular engagement of school community more in the process to ensure a strong, positive and strategic approach to the progress and directions of the school.

The implementation of our extended transition to school Pre–Kinder program over 2 terms has built strong relationships and information sharing between families, early childhood settings and the school. Through collaboration with teachers, families, local services and agencies, and outreach to local preschools, the school has been better equipped to plan for children's individual needs and a successful transition to school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
75% of parents attending 3 way interviews.	Nil	Three Way Learning Conversations occurred in Term 2 between parents, children and teachers to give specific feedback on achievement and progress, through the 3 Stars and a Wish process. 51% of parents booked interviews for their children.
50% of the parent community engage in initiatives or activities offered by the school. (Socio-economic Background, Aboriginal Background, English Language Proficiency)	CLO – \$15 000 (RAM Equity – Socio-Economic Funding) Community Café – \$1500 (RAM Equity – Socio-Economic Funding) Skoolbag App – \$300 (RAM Equity – Socio-Economic Funding) Seesaw – \$1200 (RAM Equity – Socio-Economic Funding)	The Community Liaison Officer Role continued during 2017. A Community Café was established to enhance community partnerships and increase parental involvement in the school. Seven staff members and various external agencies presented on various topics to parents/carers at the Community Café sessions. An average of 8 parents attended most meetings throughout the year. Three outside excursions were offered to our parents to various organisations, on topics such as child safety in the home and nutrition. The school Twitter account has been used to positively promote and communicate events at school. We had 277 followers of @GuisePublic noted in June 2017. The Skoolbag App has the majority of community members accessing on a regular basis to receive alerts and newsletters. The total number of users of the Skoolbag App in 2017 was 274 devices. Implementation of the Seesaw app across all classrooms. At the beginning of Term 4, 2017 we had 75% of families connected to Seesaw, which has provided instantaneous feedback between teacher, student and home. The school Website has been updated and there

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>50% of the parent community engage in initiatives or activities offered by the school. (Socio-economic Background, Aboriginal Background, English Language Proficiency)</p>		<p>has been a significant increase in analytics of the community visiting various pages of the website.</p> <p>A school promotion brochure was developed to distribute in the community to promote the school.</p> <p>Three parents were included in Strategic Direction Team meetings, to have input and knowledge on 2017 Milestones implementation, planning and monitoring. These parents reported back to other parents at P&C meetings.</p> <p>The school captains reported back to the P&C on activities and initiatives of the Student Representative Council.</p>
<p>Increased partnerships with community to improve student transition initiatives.</p>	<p>Pre-Kinder Teacher release – \$5080 (RAM Equity – Socio-Economic Funding)</p> <p>Pre-Kinder SLSO – \$1400 (RAM Equity – Socio-Economic Funding)</p>	<p>A Pre-kinder program was implemented during Term 3 and 4, with 20 regular attendees each week. Collaboration and outreach by counsellor and teacher to families, preschools and local services and agencies, to gather information to plan for children’s individual needs and a successful transition to school.</p> <p>High school transition program was strengthened with 4 taster transition days at James Meehan High School with all stage three students attending. The Support Unit High School transition program was attended by one student from the Autism Support Unit.</p> <p>One student was involved in a transition program from the Autism support class to a mainstream setting class.</p>
<p>Increased parent and student feedback on a variety of initiatives.</p>	<p>Community Planning Night/Dinner – \$350 (RAM Equity – Socio-Economic Funding)</p>	<p>A Community Planning Night/Dinner was held in Term 4, to seek feedback and input from parents on future directions for the new school planning cycle.</p> <p>Feedback was sought from parents about our communication methods in the school. 90% of parents indicated that they were using Seesaw and 81% were utilising Skoolbag, to access information about the school.</p> <p>The Tell Them From Me survey was completed and provided parent and student feedback on various aspects of school life.</p> <p>At a Community Café session and P&C meeting the External Validation process was explained to parents and School Captains and feedback was sought on various Evidence Sets relating to the School Excellence Framework.</p>
<p>100% of staff actively engaging in and/or leading Community of Schools initiatives.</p>	<p>Nil</p>	<p>Community of Schools Case Conference meetings between JMHS, Curran PS, Macquarie Fields, Glenwood, Glenfield and Guise PS were held once per term with principals, counsellors and support agencies, to discuss critical students/families and families with special needs or circumstances, across the schools.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff actively engaging in and/or leading Community of Schools initiatives.		Two teachers from our Support Unit have initiated and implemented an Inclusive Education Network. The network supports teachers in support unit settings across Glenfield and Campbelltown Networks to collaborate and showcase quality practice within the field of special education.
The school has productive relationships with outside agencies.	Dancesport – \$750 (RAM Equity – Socio–Economic Funding)	<p>A connection with Uniting Care and Daystar continued to support the breakfast program for students in 2017, which operated five mornings per week rostered by all staff.</p> <p>Year 5 students participated in the ‘DanceSport’ ballroom dancing program which culminated in a Gala competition at Homebush in Term 3.</p> <p>Five Stage 3 students took part in the HOPE (Healthy Outcomes Positive Engagement) program, coordinated by the Macquarie Fields Police, YWCA and GWS Giants. This program targets students with at risk challenging behaviours.</p> <p>A commitment to providing students with a range of opportunities to thrive is evidenced in our participation in programs such as DanceSport, Dance from the Heart, Fire in the Fields and the NSW Boys’ Vocal Program in 2017.</p> <p>A successful application to Learning Links for their Reading For Life program has seen trained volunteers work with targeted students to improve their reading. We have had 10 students involved in the program in 2017.</p> <p>6 students from our Autism Support Unit took part in the Lego Builders Challenge organised by Ability Links.</p> <p>Through our partnership with the University of NSW ASPIRE program we have provided 4 free excursions for our students and a number of STEM workshops at school this year.</p>

Next Steps

- Access the Specialist Network Centre to support the implementation of a Community Expo at Guise Public School for families of our community and other CoS school communities.
- Increase links with feeder High School.
- Use School Excellence Framework regularly to reflect on Strategic Directions Milestones to move school from ‘Delivering’, ‘Sustaining and Growing’ levels to ‘Excelling’ in more areas.
- Develop a High School transition program with JMHS for children who need extra support and all students in transitioning to high school.
- Active community engagement through initiatives such as PaTCH program parent training, parent/community helper database and parent information sessions.
- Regular positive promotion of school events in local media through the school promotions team.
- Develop a Family Engagement Strategy, where at the beginning of each year and then each term, where staff get to know parents and students through home visits, meetings or phone calls. Goal setting each term with child and family.
- Improve links with feeder High School for transition from Year 6/7 program.
- Implement procedures for new enrolments for transition to a new school.
- Pre–Kinder learning sessions for parents and community café.

- Open classroom afternoons (TEN, TOWN, etc.), twice per term to improve partnerships with parents in student learning and school planning.
- Community Café sessions on assessment and curriculum.
- Increased parental feedback on school planning and programs through surveys at each Family Partnerships meeting/visit.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$65 500 (Aboriginal Education Officer)</p> <p>\$900 (Release for teachers for PLPs)</p> <p>\$2100 (Koori Club resources, ATSI parent morning teas, NAIDOC Day and other significant days)</p> <p>\$6700 (SLSO support for targeted students in Literacy and Numeracy)</p>	<p>Continuation of the Aboriginal Coordinator role within the school to work with the Aboriginal Education Officer to identify and target specific needs of students and forming partnerships with Aboriginal parents, carers and the Aboriginal community.</p> <p>23 Aboriginal students have Personalised Learning Pathways (PLPs) that were written in consultation with the school Aboriginal Education Officer (AEO), parents, students and teachers. These plans were revised and updated each semester.</p> <p>Each term Aboriginal parent/carer yarns and afternoons teas were coordinated by the AEO to bridge connections and partnerships with our Aboriginal parents and the community.</p> <p>Raised the profile of Aboriginal Education through providing extensive opportunities for Aboriginal students to connect with their Aboriginality, including the school Koori Club which operates with the AEO and Aboriginal Coordinator at recess each week. Coordination and acknowledgement of Aboriginal cultural events and significant dates to build the knowledge and understanding of all students about Aboriginal histories and cultures, including Sorry Day, Reconciliation Week and NAIDOC Day.</p> <p>Continuation of our partnership with the Campbelltown Opportunity Hub, a key initiative of OCHRE, by involving our seven Stage 3 students. This has resulted in the Opportunity Hub and school working in partnership to track Aboriginal students' progress and establish a network for supporting their successful transition to High School.</p> <p>A School Learning Support Officer worked to support targeted ATSI students in Literacy and Numeracy.</p> <p>Cultural Perspectives lessons were conducted in K–6 classes by the AEO in Weeks 3, 6 and 9 of each term.</p> <p>The Tharawal Dental Check Program was accessed for all Aboriginal students in the school.</p> <p>In Term 4 all students from K–6 were given the opportunity to participate in an Aboriginal performance by artist Sean Chulburra.</p>
English language proficiency	<p>\$25 700 (EAL/D support teacher)</p> <p>\$550 (Multicultural Day food and resources)</p>	<p>A teacher was employed to support targeted EAL/D students through differentiated literacy and numeracy teaching and learning programs, incorporating EAL/D pedagogy and strategies in classroom practice. This was timetabled for class support through identified EAL/D student need and data.</p>

<p>English language proficiency</p>	<p>\$25 700 (EAL/D support teacher)</p> <p>\$550 (Multicultural Day food and resources)</p>	<p>The Learning and Support Team coordinated the school support program for identified EAL/D students.</p> <p>A Multicultural Day was held in Term 3 to celebrate and encourage cultural diversity, promoting cultural understanding and encouraging community harmony.</p>
<p>Low level adjustment for disability</p>	<p>\$31 775 (SLSO support for identified students)</p> <p>\$71 102 (Learning and Support Teacher)</p>	<p>Personalised Learning and Support Plans developed and regularly reviewed for 22 students with additional learning and support needs and those students with identified disabilities.</p> <p>School Learning Support Officers and Learning and Support Teachers have been utilised through timetabled sessions to support targeted students with additional learning and support needs in literacy and numeracy.</p> <p>School Learning Support Officer (SLSO) support for identified students through the Making Up Lost Time in Literacy (MULTILIT) individualised program.</p> <p>Targeted playground support by School Learning and Support Officers (SLSOs) for students at-risk who have additional support needs.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>0.151 FTE (Term 1 & 2) and 0.346 FTE (Term 3 & 4)</p>	<p>QTSS funds have focused on Executive staff receiving time to directly support 3–6 class and Support Unit class teachers through one hour a week of in class support, which could take the form of demonstration lessons, team teaching and targeted student support. For K–2 teachers they receive the same support which is funded through EAfS.</p> <p>In addition, QTSS funding has been used to release the IT Coordinator to work directly with class teachers and students, assisting to authentically integrate technology into classroom teaching and learning programs.</p>
<p>Socio-economic background</p>	<p>\$74 000 (Deputy Principal Higher Duties + 0.4 AP)</p> <p>\$62 155 (Deputy Principal Instructional Leader 0.4 top up)</p> <p>\$5079 (Attendance Officer 0.05)</p> <p>\$6500 (Pre-Kinder Teacher and SLSO)</p> <p>\$10 856 (Socio-Economic Background) and \$5000 (Community Consultation Funding) for CLO</p> <p>\$23 205 (SAO Office and Library 2 days)</p>	<p>Deputy Principal (Teaching and Learning Mentor) position was maintained during 2017, to support quality professional learning of staff in literacy and numeracy pedagogy and classroom practices. In addition to planning for whole school professional learning, the Deputy Principal mentors staff (predominantly Early Career Teachers), leads Performance and Development Plans (PDPs) and works closely alongside the Instructional Leader.</p> <p>Deputy Principal Instructional Leader top up of time of two days per week to make a full time position, to support and determine the individualised professional learning needs of 3–6 staff to differentiate instruction and strategically plan appropriate interventions in literacy and numeracy.</p> <p>An Attendance Officer has been appointed to</p>

<p>Socio-economic background</p>	<p>\$8 970 (SLSO Multilit)</p> <p>\$2000 (Student Assistance)</p> <p>\$5460 (IT Support)</p> <p>\$35 250 (Library and pinboards)</p> <p>\$1500 (Community Café)</p> <p>\$1500 (Skoolbag and Seesaw)</p> <p>\$26 470 (Technology resources)</p> <p>\$17 000 (SVA partnership)</p>	<p>work alongside the HSLO to address the need to improve student attendance across the school.</p> <p>A Pre-Kinder Transition Program continued for Term 3 and 4 in 2017. A Pre-Kinder teacher and School Learning Support Officer were employed two hours per week, for approximately 20 students who will start Kindergarten in 2018.</p> <p>Employment of a Community Liaison Officer working one day per week, to facilitate weekly parent workshops/activities offered to our community to increase parental involvement and engagement in school.</p> <p>An additional two SAO days were funded to support a full time SAO position in the office and also a one day per week SAO position in the library.</p> <p>School Learning Support Officers have implemented the Making Up Lost Time in Literacy (MULTILIT) program for identified students who have additional learning and support needs.</p> <p>Student Assistance funding was provided to families who requested support for payment of various school activities, excursions and events.</p> <p>Three days per term an IT support position was funded to support IT maintenance, upgrades and technical support.</p> <p>School improvement projects this year have included the upgrade of our Library and the installation of pinboards in all mainstream classrooms.</p> <p>A Community Café was established and the CLO runs parent sessions weekly.</p> <p>Implementation of successful communication strategies such as Skoolbag App and Seesaw to deliver information and strengthen parental engagement.</p> <p>Technology facilities and resources have been updated with purchase of iPads, Mini-laptops, Green Screen and other technology.</p> <p>Participation in the Bright Spots Schools Connection with Social Ventures Australia, to engage in capacity development of leadership teams.</p>
<p>Support for beginning teachers</p>	<p>\$16 287 (Beginning Teacher Second Year Funding – 4 teachers)</p>	<p>Four permanent teachers received their second year of Beginning Teacher funding under the Great Teaching, Inspired Learning reform.</p> <p>One teacher (in second year of teaching) used the funding allocation as an hour per</p>

<p>Support for beginning teachers</p>	<p>\$16 287 (Beginning Teacher Second Year Funding – 4 teachers)</p>	<p>week release time for the beginning teacher and one hour per week release for an expert teaching colleague (using QTSS funds), to provide mentoring support. The mentor assisted the teacher to refine and develop their teaching practice through classroom demonstrations/modelling, co-planning, co-teaching, observation, and feedback and reflection.</p> <p>Three teachers used their second year funding to support individual professional learning needs based on their Performance and Development Plans and the Australian Teaching Standards, through professional learning sessions and other release days to improve their teaching practice and performance.</p>
<p>Early Action for Success (EAfS)</p>	<p>\$93 233 (Instructional Leader Deputy Principal 0.6)</p> <p>\$11 900 (EAfS Data Days, L3 training and Spirals – Professional Learning Funding)</p>	<p>One Instructional Leader Deputy Principal employed 3 days per week in our school to support K–2 staff in ongoing professional learning in tiered literacy and numeracy interventions to support differentiated instruction and personalised learning.</p> <p>Three EAfS Data Days have been held with our Instructional Leader and Deputy Principal Teaching and Learning Mentor for all staff K–6 to analyse reading and/or numeracy samples and the implementation of strategies/ interventions to tailor targeted support. Evidence has been used to plan teaching and learning lessons to move students along the continuum clusters in reading and numeracy.</p> <p>Professional learning for teachers in tiered literacy and numeracy interventions in 2017 have been:</p> <ul style="list-style-type: none"> • L3 Stage 1 – four staff members; • L3 Kinder OPL – two staff members; • L3 Kindergarten – one staff member. <p>Instructional Leader in class support and demonstration lessons in reciprocal reading.</p> <p>Student progress is tracked on a 5 – weekly cycle as part of the EAfS program and through a school created digital Google Docs program.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	62	71	83	98
Girls	60	65	73	72

In 2017 the school's total number of enrolments was 170 children which was an increase from 2016. The enrolment of students over the past four years can be seen in the table above.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.7	90.8	89.6	88.1
1	91.4	89.3	90.2	89.2
2	92.4	91.4	91.6	92.9
3	94.4	92	91.5	94.1
4	92.7	89.6	94.2	91.7
5	94	90.4	91.2	93
6	91.4	91.7	90.4	89.4
All Years	92.6	90.8	91	90.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

As demonstrated in the table above, the average attendance level at Guise Public School has decreased slightly in 2017. Kindergarten recorded the lowest levels of attendance (88.1%), whilst Year 3 recorded the highest average attendance rate (94.1%).

Non-attendance by students was managed through a variety of methods. This included posting information in school newsletters and the school website, follow up

calls and correspondence from the Attendance Officer, referrals being made to the Home School Liaison Officer (HSLO), and a whole-school rewards system for students with excellent attendance records. These children were positively recognised through certificates presented twice a term, reward afternoons once a term for the most improved class attendance, and students with 100% attendance were entered into a draw to win a new bike at the end of each term.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	8.1
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	6.02
Other Positions	0

*Full Time Equivalent

Guise Public School is staffed by committed teaching, support and administrative personnel. They are dedicated to providing quality teaching and learning programs and catering to student social, emotional and academic needs.

Guise Public School had three Aboriginal staff members in 2017.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	65

Professional learning and teacher accreditation

All staff participated in mandatory professional learning training including Child Protection, Code of Conduct, Corruption Prevention e-Learning and face to face CPR and Anaphylaxis training.

School Development Days in 2017 included professional learning in Inquiry Based Learning, Spirals of Inquiry, School Planning 2018–2020 and the School Excellence Framework Version 2.

Staff have been supported in their professional learning through the implementation of the Performance and Development Framework. Ongoing intensive professional learning was provided to teachers through observations and mentoring support sessions with the school funded Deputy Principal Teaching and Learning Mentor and Instructional Leader Deputy Principal.

Significant staff professional learning continued to be undertaken as part of the Early Action for Success Initiative, with K–2 staff involved in ongoing professional learning in the tiered literacy intervention of L3, to support differentiated instruction and personalised learning.

All staff engaged in professional learning in Taking Off With Numeracy (TOWN) and the Place Value aspect of the Numeracy Continuum. All 3–6 teachers have been trained in TOWN through rigorous professional learning, demonstration lessons and team teaching.

All K–6 teachers have engaged in professional learning Data Days in Term 1 and 2 to analyse data and plan teaching and learning to further progress students through the literacy and numeracy clusters.

In 2017, we have participated in the Bright Spots Schools Connection with Social Ventures Australia. Networking and collaboration form the basis of this model, where Executive staff members have engaged in powerful professional learning sessions through NSW Star Hub Days, Thought Leadership Gatherings in Canberra, Adelaide and Melbourne, and school visits.

All teaching staff were provided with professional learning in theory, design and pragmatics of Spirals of Inquiry at the Term 3 School Development Day. Teachers were released for two half days per term in the second semester to participate in Spirals collaborative professional learning and disciplined inquiry, based on the needs of our learners.

Three beginning teachers are working towards New South Wales Education Standards Authority (NESA) accreditation at Proficient. Five teachers are maintaining accreditation at Proficient.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	240,821
Revenue	2,573,222
Appropriation	2,482,730
Sale of Goods and Services	44,949
Grants and Contributions	44,438
Gain and Loss	0
Other Revenue	0
Investment Income	1,104
Expenses	-2,511,421
Recurrent Expenses	-2,511,421
Employee Related	-2,205,061
Operating Expenses	-306,361
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	61,800
Balance Carried Forward	302,622

Financial management processes and governance structures at Guise Public School have been established to meet financial policy requirements. A finance committee was established at the beginning of Term One to share decision making, make recommendations and to prepare the school budget. All staff are aware of the need to strictly adhere and comply with guidelines to control and monitor expenses within the planned budget. Sharing of financial matters were regularly shared through the school P&C during the year.

A large proportion of the funds available at the end of year were used for planned school improvements and maintenance, with work carried out over the January school holiday period. These works included removal of dead wood to all trees in our school, installation of playground equipment, additional seating and an automatic opening front gate.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,217,980
Base Per Capita	26,470
Base Location	0
Other Base	1,191,510
Equity Total	509,383
Equity Aboriginal	75,252
Equity Socio economic	305,005
Equity Language	26,250
Equity Disability	102,877
Targeted Total	565,357
Other Total	134,364
Grand Total	2,427,084

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2017 NAPLAN 16 Year 3 children and 21 Year 5 students completed the literacy and numeracy assessments at Guise Public School. Due to the low number of students completing the tests care must be taken when analysing and interpreting percentage data and average progress data.

2017 NAPLAN Data shows matched students who have achieved greater than or equal to expected growth between Year 3 and 5 in literacy to be as follows:

- 25% in reading;
- 35% in spelling;
- 45% in grammar and punctuation; and
- 55% in writing.

2017 NAPLAN Data shows matched students who have achieved greater than or equal to expected growth between Year 3 and 5 numeracy to be 45% of

students.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In 2017, in accordance with the *Premier's Priorities: Improving education results*, schools are required to report on their student performance in the top two NAPLAN bands in reading and numeracy.

2017 NAPLAN Data shows that 8% of Year 3 students and 5% of Year 5 students were in the top two bands for reading. In numeracy, 15% of Year 3 students and 5% of Year 5 students were placed in the top two bands.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2017, the school sought the opinions of parents/carers about the school and our communication methods through an online survey. Their responses are presented below:

- 90% of respondents were using the Seesaw app to view their child's online digital portfolio;
- 81% of parents were utilising the Guise Public School Skoolbag app to find out more about what is happening at school;
- 60% of respondents read the fortnightly school newsletter to find out more about what is happening at school;
- Only 3% of parents were utilising the school website for information;
- 50% of parents have attended our Community Café; and
- 20% of parents have attended a parent workshop offered by the school this year.

In 2017 our students participated in the Tell Them From Me student feedback survey. The survey measures factors that are known to affect academic achievement and other student outcomes. The survey results provided us with valuable and quick feedback on what

students think about school life, how engaged they are with school and the different ways that teachers interact with them. Their responses are presented below:

- 74% of students in this school had a high sense of belonging;
- 100% of students in this school valued School Outcomes;
- 70% of students in this school were interested and motivated in their learning;
- 84% of students in this school tried hard to succeed in their learning; and
- 60% of students agreed or strongly agreed that when they finish high school, they expect to go to University.

Policy requirements

Aboriginal education

Guise PS had 23 Aboriginal and Torres Strait Islander students enrolled in 2017. The school is dedicated to improving the outcomes for all Aboriginal students through implementation of various programs at the school and classroom level.

Implementation of the Aboriginal Education and Training Policy at Guise Public School has included:

- All staff are familiar with the Aboriginal Education and Training Policy and the Introductory Guide, and have reflected on the implications of these documents.
- A planning team has been established in the school and attends The Fields AECG meetings.
- Establishment of an Aboriginal Coordinator role within the school to work with the Aboriginal Education Officer to identify and target specific needs of students and forming partnerships with Aboriginal parents, carers and the Aboriginal community.
- Through staff meetings and in class support from the Aboriginal Education Officer, staff have had opportunity to build competencies in Aboriginal Cultures.

The focus this year has included:

- coordination and acknowledgement of Aboriginal cultural events and significant dates to build the knowledge and understanding of all students about Aboriginal histories and cultures, including Sorry Day, Reconciliation Week and NAIDOC Day;
- the continuation of a Koori Club program which operates with the AEO and Aboriginal Coordinator at recess times each week;
- Aboriginal perspectives program implemented by the Aboriginal Education Officer incorporated throughout Key Learning Areas and in all classrooms from K–6;
- continued use of our Aboriginal cultural room in the school with Indigenous artefacts and is used by the AEO for cultural perspectives lessons and Koori Club program;
- partnership with the Campbelltown Opportunity Hub, a key initiative of OCHRE, by involving our seven Stage 3 students. This has resulted in the Opportunity Hub and school working in

partnership to track Aboriginal students' progress and establish a network for supporting their successful transition to High School;

- analysis of SMART Data to inform assessment, reporting and programming in literacy and numeracy;
- in-class support for students by the Aboriginal Education Officer;
- a School Learning Support Officer worked to support targeted ATSI students in Literacy and Numeracy;
- the Tharawal Dental Check Program was accessed for all Aboriginal students in the school;
- students from K–6 were given the opportunity to participate in an Aboriginal performance by artist Sean Chulburra;
- establishment of a Koori classroom on Seesaw for the AEO and Aboriginal students to connect with their families through an online digital portfolio;
- explicit focus on 3 way interviews involving families, teachers and students to develop Personalised Learning Pathways and goal setting supporting Indigenous students; and
- utilising the school's Aboriginal Education Officer to identify and target specific needs of students and forming partnerships with Aboriginal parents and carers, as well as bridging connections and partnerships with Aboriginal people and the community.



Multicultural and anti-racism education

The school uses a combination of policies, programs and practices, which ensure the recognition and acceptance of the multicultural nature of our school community.

Multicultural perspectives have been incorporated into the classroom and school setting as well as throughout the curriculum, fostering inclusive teaching and learning practices. Multicultural Education has also enabled students to increase their understanding of the world, whilst developing the skills and knowledge to promote and participate in a culturally and linguistically diverse society.

- English as an Additional Language or Dialect (EAL/D) targeted students are supported by the EAL/D teacher through differentiated literacy and

numeracy teaching and learning programs, incorporating EAL/D pedagogy and strategies in classroom practice. This was timetabled for class support through identified EAL/D student need and data.

- Teaching programs within the school promote intercultural understanding through engaging students in meaningful learning experiences about a variety of cultures.
- The school planned and celebrated many special events such as Harmony Day and Multicultural Day.
- A Multicultural Day was held in Term 3 to celebrate and encourage cultural diversity, promoting cultural understanding and encouraging community harmony.
- One teacher continued in her role as our trained Anti-Racism Discrimination Officer (ARCO) to ensure any racial or discrimination issues or conflicts were dealt with appropriately in the school.

Future Directions

- Continue to invite EAL/D parents to address students in aspects of their culture.
- Involve EAL/D parents in cross cultural projects as well as special events at school.
- Continue to celebrate special days and events.