

G S Kidd Memorial School

Annual Report



2017



ENDEAVOUR TO ACHIEVE

5685

Introduction

The Annual Report for **2017** is provided to the community of **GS Kidd Memorial 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.

Sharne Turpin

Principal

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Message from the Principal

Welcome to our 2017 School Report. Our school logo 'Endeavour to Achieve' reflects what we believe is our core business and what we value about the work we do. I am honoured to lead our school and to work with a wonderful team of educators to deliver quality programs to our students. We strive for excellence through our personalised consultative model of operation.

After three long years of continuous fundraising we finally achieved our goal of buying our own bus with the help of Variety, the Children's Charity. Our teachers at GS Kidd Memorial School do an amazing job. They are dedicated, inspirational and highly skilled. They spare no effort to ensure we are leading our field in education and that we are constantly seeking to improve our knowledge and instructional practice. Our teachers provide highly engaging and safe classrooms where students are encouraged to reach their maximum potential.

I would like to extend my deepest appreciation to our families, community members for the highs we have shared, the lows we have navigated and for the celebrations we have shared about our school and our children during 2017. Tragically we lost one of our beloved former students, Tom Knight in October and he will live on forever in our hearts.

It is critical that we continue to challenge ourselves in new ways of thinking about students learning and continually improving interventions to maximise engagement in authentic and meaningful curriculum. We have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do. Teams make strong schools and teams forge enduring change and improvement.

I believe we have a fantastic team at GS Kidd Memorial School and I continue to feel enormously grateful for the opportunity I have to work with our special students and a positive, supportive school and community.

Sharne Turpin

Message from the school community

On 29th March the new bus arrived at the school! This was a Big Surprise to the students and staff and it is so exciting to see the results of all our fundraising efforts over the past few years come to fruition. We extend our gratitude to Variety and to the Gunnedah community for their financial support. It is great to see the bus around town ferrying students to numerous community activities! This year we ran a very successful golf day which we again thank the community for supporting. We have updated the kitchen with new overhead cupboards and a gift voucher presented to staff for a new oven.

A great night was had at the annual 'School Administrative and Support Staff' dinner to show our appreciation for everything you do for the students. The end of year celebrations included a Family Fun Day hosted by the P&C which was well attended and everyone who came had a great time! It was great to see so many families and for the kids to see each other on a weekend. On behalf of the P&C we thank all the staff, and of course the families of the beautiful students at GS Kidd School.

Regards, Rebecca Gander

School background

School vision statement

“Great teachers inspire their students to learn. They can, and do, make a difference to the quality of a student’s life both within and outside the school.” (Great Teaching Inspired Learning.NSW DEC 2013).

This statement guides the teaching philosophy of all staff at GS Kidd Memorial SSP. We are committed to improving the learning outcomes of students through enhancing teacher quality and we share the following beliefs:

- Students are our priority, are at the centre of everything we do and our practice reflects their best interests;
- Teachers and school leaders are the key to making the difference to student learning;
- Quality staff and instructional leadership are the key drivers for continuous school improvements; and
- The coherent alignment of teacher, leader and student learning has the greatest impact.

GS Kidd Memorial School is a nurturing and engaging learning environment with high expectations for students, staff and community. All students have the opportunity to be successful learners, confident and creative individuals and active and informed citizens, in an environment where achieving one's best is inevitable.

We will achieve this through a relentless focus by our students, staff and community on our Strategic Directions of; 1 – Successful Students, 2 – Skilled Staff and 3 – Strong Partnerships. This vision is shared and supported by our school community of students, staff, families and wider community.

School context

Our school is located in the Gunnedah Shire, within the New England Region. Currently we have 40 students enrolled across 5 classes. As a School for Specific Purposes we enrol students who are assessed as functioning in the Mild to Severe range of Intellectual Disability, from four to eighteen years. We currently have a permanent Multi Categorical Class and a temporary Multi Categorical Class.

We provide personalised and individualised educational programs for all students designed in consultation with families and stakeholders. We Implement the NSW Standards for Education Authority (NESA) incorporating The Australian Curriculum, with accommodations and adjustments for complex learners. We specialise in many programs that support students who learn differently and require differentiated curriculum. We continue to provide and access professional learning across Australia for many schools and networks.

There is always going to be a diverse range of learning needs which will be addressed by quality teaching and learning programs. The partnership between parents, staff, community of schools and volunteers enhances students' outcomes and the school enjoys high community support and receives Equity funding.

Priorities include effective communication, functional Literacy and Numeracy along with Community Based Learning and Vocational Education, as significant programs underpinning all areas of life both now and in each student's future environment.

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. Our school undertook self-assessment using the School Excellence Framework. 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.

Learning – Sustaining and Growing

GS Kidd Memorial School maintains a school wide collective responsibility for student learning and success with high levels of student, staff and community engagement. We evidenced positive and respectful relationships across the school community underpinning productive learning environments and support for student development and learning. Learning is further enhanced through strong student wellbeing programs and supports including PBL and 'Growing Strong Minds'

We have continued to engage in The Australian Curriculum, adjusting learning to meet the needs of our students and we have driven innovative programs to engage students in learning and extend opportunities for all students through embedding the elements of *Assessment for Learning*. We have engaged with colleagues across the state to ensure we are promoting positive outcomes for students with disability.

The Tell them from Me survey was replaced with Google forms and SurveyMonkey to increase the amount of respondents. This was delivered to every family member's smartphone to obtain feedback about five of the eight drivers of students learning.. This method increased responses from 22% of families in 2016 to 90% of families in 2017 with all responses favourable to the school's teaching and learning programs.

Learning Culture

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

Wellbeing

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual well being of students, which improves individual and collective wellbeing.

Curriculum and Learning

Curriculum provision is enhanced by learning alliances with other schools and organisations and teachers involve students and parents in planning to support students as they progress through the stages of education.

Assessment and Reporting

Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for our students. Practices are embedded for families to be engaged and understand the learning progress of their children and how to effectively support them at home.

Student Performance Measures

All staff have participated in Professional Learning to ensure they understand that student engagement and learning are related and this is reflected through effective teaching and learning programs. The Wellbeing of students is our core business and positive relationships within the school and the wider community are critical for student's success. We have revised our Student Welfare Policy and recently developed a Positive Behaviour for Learning (PBL) matrix to decrease in appropriate behaviour and increase recognition of positive behaviour choices. Evidence to support includes:

- Every student has a comprehensive Individual Learning Plan that's developed with families and allied health providers. We had 80% of families contribute to planning meetings through formal and informal meetings.
- Family satisfaction surveys indicated that teachers from GS Kidd Memorial School moderate to high expectations for their child (85%).
- Average student growth has increased this year by 13% in literacy and 15% in numeracy.

Teaching – Sustaining and Growing

In the domain of **Teaching** our focus has been on *Effective Classroom Practice*. Teaching teams are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to the development of deep understandings about students and how they learn. Teachers regularly review learning and level of engagement to promote best practices in engaging students. All classrooms are well managed with interesting and relevant teaching occurring so that students can engage in learning productively.

Teachers maintain a whole child; students centred approach to planning and teaching and are deeply aware of student learning priorities. Our professional learning calendar supports teachers to build skills in areas that are aligned to our school strategic directions with a focus on *Assessment for Learning*. Teachers use data to inform practice with a focus on anecdotal observations, functional assessments, NAPLAN, ABLES and school based assessments.

We maintain a strong and vigorous focus on teamwork and collaborative relationships to drive staff performance and support. This also impacts on teaching and learning. We keep a strong focus on building school wide and interschool relationships to ensure ongoing improvement in teacher performance. We have strong, talented and committed teachers who drive student's learning and the broader opportunities that our students are engaged in.

Effective Classroom Practice

Teachers regularly review learning with colleagues, ensuring all staff have a clear understanding of how to improve students learning. The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence based practice including Quality Teaching Rounds.

Data Skills and Use

Teachers analyse and use student assessment data to understand the learning needs of students. Data analysis informs the school's learning goals and monitors progress towards them. The school leadership team regularly uses data to inform key decisions.

Collaborative Practice

Teachers work together to improve teaching and learning strategies. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community.

Learning and Development

Teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in communication, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance.

Professional Standards

The teaching staff of the school demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices and rely on evidence-based teaching strategies. Evidence to support this includes:

- Teachers have extended their knowledge and understanding of data, assessments and signposting tools through, ABLES, NAPLAN, Assessment for/as/of Learning which supports their understanding of students learning needs.
- Teachers are actively engaged in completing their own Performance and Development Plans to improve practice.
- Teachers display high levels of commitment and implementation of curriculum in all students planning.
- Teachers display a high level of contemporary knowledge and innovation in the education of students with diverse learning needs.

Leading – Sustaining and Growing

Leading well is a high priority. We have purposeful leadership roles across the school that support the implementation of our school plan and also have roles that impact the outcomes for students learning. We prioritise committees and their purpose to specifically address our school needs. Our team actively use leadership tools and strategies to promote collaborative relationships conducive to developing a growth mind set in all staff. We have looked closely at the priorities that will make a difference for our students learning and we focus on achieving those improvements.

We have a shared school wide responsibility for leadership, teaching and learning. Our team have worked closely with community members to develop partnerships and relationships that enrich the school's image, purpose and standing within the local community. We welcome collaborative feedback and reflection from the community as we have a long history of community support.

Leadership

The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations.

School planning, Implementation and Reporting

There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

School Resources

Workforce planning supports curriculum provision and the recruitment of high quality staff. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. The use of the school facilities by local organisations and community members is managed effectively to benefit the school and the community.

Management Practices and Processes

Practices and processes are responsive to school community feedback. Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

Evidence to support this includes:

- We have administrative procedures in place and are continually focused on improving them to maximise efficiency and manage workload.
- We have implemented a full cycle of staff performance measures that allow staff to design their professional learning goals and to ensure they are supported in achieving these goals. Sharing best practice builds strong teams.
- The executive team completed the 'Art of Leadership' and 'Masterclass' training and actively sought to foster positive outcomes process in all areas of leadership. The executive team lead new initiatives, supported professional learning or lead training within school and for other schools. Our self-assessment 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

Successful Students

Purpose

School culture and practice respects and responds to every student's aspirations, culture and learning potential.

The focus of Strategic Direction 1 is 'Successful Students'. Its purpose is to:

- Design learning programs which are differentiated, purposeful and engaging, are directly related to each student's stage of learning development and build their capacity to be responsible and productive citizens.
- Deepen student learning through authentic relevant and meaningful student learning.
- Have students achievements celebrated and promoted in the wider community.

Overall summary of progress

Teaching and learning programs demonstrated evidence of differentiated lessons embedded with Assessment for Learning elements. Learning goals and success criteria were displayed during every lesson in classrooms with frequent interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately. Data collected during Terms 1 and 4 was analysed and showed that all students showed an increase of at least 13% growth in literacy and 15% in numeracy as measured against student's Individual Learning Plans. Student growth is measured through NAPLAN, school based assessments, ABLES assessment tool and qualitative data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 10% increase in student engagement as measured by on-task analysis• 10% reduction in 'behaviour incident notifications'• 5% increase in student and parent satisfaction as evidenced in 'Tell Them From Me' surveys	<ul style="list-style-type: none">• Professional Learning for staff to successfully implement Positive Behaviour for Learning (PBL) – \$2,238.• Signage and posters developed to support PBL – \$500.	<p>Teaching and Learning programs demonstrate differentiation of lessons to increase on-task learning data. Student engagement was measured in Term 1 and Term 4. The data showed there was an increase in on-task behaviour by 20% across all classrooms.</p> <p>School staff developed a consistent approach to manage challenging behaviours and associated documentation. The school documented a 15% reduction of negative behaviours during 2017.</p>

Next Steps

Assessment for Learning – Review and evaluate Learning Goals and Success Criteria across all Key Learning Areas to ensure inclusive common instruction and language is used.

Positive Behaviour for Learning – Launch PBL in collaboration with the wider school community through information sessions, newsletters, displays and social media. Formalising a merit system to recognise positive behaviours through Sentral.

Strategic Direction 2

Skilled Staff

Purpose

Strengthened capacity of staff to support and improve learning outcomes for the 'whole child'.

The focus of Strategic Direction 2 is 'Skilled Staff'. Its purpose is to:

- Develop, implement and share innovative and collaborative professional learning programs, which build personal and team capacity, leadership and educational practice, develop reflective team members and support further career development.
- Ensure staff takes responsibility for their own professional learning and improve their practice.
- Have shared ownership of purpose, values and commitment to targeted priorities.

Overall summary of progress

All teaching staff have a PDP which is developed through collaboration and professional dialogue with colleagues and supervisors. The PDP has at least 3 goals which are aligned to the Department and school plan, Australian Professional Standards for Teachers, personal and career aspirations and accreditation requirements. All staff completed the Annual Review through a structured meeting with the Principal to review and celebrate progress towards goals and inform the development of the next PDP cycle.

Teaching and learning programs demonstrated evidence of differentiated lessons embedded with Assessment for Learning elements including learning goals and success criteria displayed during every lesson. Peer feedback lead to a shared understanding of curriculum goals, outcomes, teaching strategies which aligned to the Performance and Development Framework and school plan. Data collected during Terms 1 and 4 was analysed and showed that all students showed at least 15% growth against the baseline data collected through their Individual Learning Plans.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 10% increase in student achievement as evidenced by the ABLES assessment tool• 90% positive feedback through the staff 'Tell Them From Me' survey.• Performance and Development Framework processes will be embedded with all staff completing a Performance and Development Plan. All staff to have completed, reviewed and reported on their PDPs.• 100% of student's ILPs reviewed and amended accordingly.	<p>A range of resources was used to ensure the Performance and Development Framework is embedded across the school. These include:</p> <ul style="list-style-type: none">• Professional Learning for all staff throughout the year \$7,277.• Additional release for staff to participate in Quality Teaching Rounds \$2,000.	<ul style="list-style-type: none">• Average student growth has increased this year by 13% in literacy and 15% in numeracy as evidenced through ILPs and ABLES assessment tool.• All teaching staff have a PDP which is developed through collaboration and professional dialogue with colleagues and supervisors. The PDP has at least 3 goals which are aligned to the Department and school plan, Australian Professional Standards for Teachers, personal and career aspirations and accreditation requirements.• Staff surveys stated that 80% had a 'clear understanding of their student's learning needs'.• 100% staff stated they 'worked with school leaders to create a quality, safe and orderly school environment'.

Next Steps

Performance and Development Plans – All staff to systematically gather evidence to effectively demonstrate their progress to their professional goals. All staff are able to determine the most appropriate forms of evidence and are able to align pieces of evidence against the SEF and APST for the accreditation process.

Capacity Building – ABLES is used to identify, monitor, map and track student achievement to determine future teaching focus. All teaching staff participating in regular collaborative practice within and across stage teams to develop high quality scope and sequence for Languages and Science which include the mandatory NESA syllabus requirements.

Strategic Direction 3

Supporting Community

Purpose

The focus of Strategic Direction 3 is 'Supporting Community'. Its purpose is to:

- Enhance student engagement through parent, family and community involvement through school programs.
- Provide an environment focusing on safety, respect, learning and mutual communication.
- The school links families with community service providers to enhance student outcomes.

Overall summary of progress

We have completed many professional learning activities aimed at furthering our understanding of positive relationships. A strong focus on engaging families through school and community based activities has increased family involvement during planning meetings by 30%. We have strengthened our volunteer program and continue to work closely with our P&C to extend our relationships with families and the community. Families had regular access to our school's facilities for NDIS information sessions, family get togethers and allied health service providers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 90% positive feedback on Tell Them From Me, focus group and school based surveys.• 70% of families participating in planning meetings.• 5% increase in family attendance during interagency support meetings.	<ul style="list-style-type: none">• Family Fun Days and NDIS information sessions was no cost to the school.	<p>A strong focus on engaging families through school and community based activities has increased family involvement during planning meetings which improved our target from 70% to 80%.</p> <p>90% of families responded to family satisfaction surveys through Google Forms and SurveyMonkey as TTFM surveys were not accessed successfully.</p> <p>Families had regular access to our school's facilities for NDIS information sessions, family get togethers and allied health service providers. We increased engagement with service providers and family participation from 60% to 70%.</p>

Next Steps

- Increasing family engagement to build quality connections with families and the wider community (NDIS, PBL etc).
- Whole school evaluation of therapy protocols, booking and monitoring system to be conducted.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • \$14,667 	<p>All students who are identified as Aboriginal have Individual Learning Plans developed in collaboration with families, staff and service providers. Cultural significance is embedded in all Individual Learning Plans.</p> <p>This RAM funding was used to employ extra SLSO time to ensure students received additional support. This additional support was able to increase student growth by 12% in literacy and 15% in numeracy..</p>
Socio-economic background	<ul style="list-style-type: none"> • \$35,013 • 0.5 Classroom teacher 	<p>This RAM funding was used to employ extra SLSO time to ensure students received additional support.</p> <p>PSFP teacher allocation entitlement was used to release staff from face to face teaching to participate in lesson observations and peer feedback to improve teaching practices.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	22	24	22	21
Girls	11	16	15	12

A regional placement panel operated by the Department of Education determines the eligibility of students to enrol in GS Kidd School. The majority of our students have a primary diagnosis of intellectual disability and may have secondary disabilities.

Management of non-attendance

Students attending GS Kidd Memorial School have excellent attendance rates. For some students there are medical conditions or transition considerations that may impact on their attendance.

Retention Year 10 to Year 12

During 2017, none of our students left school prior to reaching Year 12. Upon reaching their final year, students receive their Higher School Certificate (Life Skills) and are linked to an agency for post school participation from funding provided by Ageing, Disability and Homecare. These students continue their learning programs through community based learning, TAFE and work experience facilitated by the post school provider. This year we had one student receive their Higher School Certificate (Life Skills).

Year 12 attaining HSC or equivalent

Congratulations to Alysha Keast who completed her Higher School Certificate and successfully graduated school.



Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	4.72
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	6.18
Other Positions	0

*Full Time Equivalent

Two staff members identify as Aboriginal.

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	60

Professional learning and teacher accreditation

All teaching staff meet the professional requirements for teaching in NSW public schools. Four staff members have graduate/post graduate degrees in Special Education. All staff are committed to continuing their own Professional Learning (PL) and attended the mandatory Staff Development Days. Through regular participation in PL, we continue to learn, share knowledge and experiences. Some of the topics we covered include:

- Child Protection and Wellbeing training;
- Emergency Care, First Aid and Anaphylaxis;
- Behaviour management;
- Mental Health;
- Formative Assessment with an independent educational consultant;
- Assistant Principal completed the 'Art of Leadership';
- Principal completed the 'Art of Leadership Master Class';
- Nutritional therapy;
- Autism Spectrum Disorder;
- Health Care Procedures for our untrained SLSOs and recertification for our trained SLSOs;
- Non Violent Crisis Intervention;
- Classroom Practice Continuum mandated through the Australian Institute of Teachers and School Leadership;
- Administrative training in Finance (LMBR);
- Disability data collection training;
- Positive Behaviour for Learning;
- Work, health and safety training;
- Professional Learning Communities with our partnership schools;
- Leading Professional Learning using the Classroom Teacher Program (PLLDD).

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the

This year we will be changing from OASIS to the Learning Management and Business Reform (LMBR) program which is why we brought forward the amount shown as this is our 'global budget'.

Receipts	\$
Balance brought forward	148,986
Global funds	198,990
Tied funds	64,616
School & community sources	63,465
Interest	2,485
Trust receipts	11,532
Canteen	0
Total Receipts	341,088
Payments	
Teaching & learning	
Key Learning Areas	26,854
Excursions	4,566
Extracurricular dissections	46,895
Library	236
Training & Development	12,015
Tied Funds Payments	66,623
Short Term Relief	26,338
Administration & Office	24,221
Canteen Payments	0
Utilities	21,707
Maintenance	16,590
Trust Payments	12,118
Capital Programs	4,337
Total Payments	262,501
Balance carried forward	227,573

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.

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

	2017 Actual (\$)
Opening Balance	0
Revenue	234,040
Appropriation	227,573
Sale of Goods and Services	648
Grants and Contributions	5,818
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-53,774
Recurrent Expenses	-53,774
Employee Related	-31,588
Operating Expenses	-22,186
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	180,266
Balance Carried Forward	180,266

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

	2017 Actual (\$)
Base Total	416,854
Base Per Capita	10,224
Base Location	9,848
Other Base	396,781
Equity Total	49,679
Equity Aboriginal	14,667
Equity Socio economic	35,013
Equity Language	0
Equity Disability	0
Targeted Total	917,605
Other Total	6,709
Grand Total	1,390,847

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

School-based assessment

Teachers have been implementing evidence based, best practice classroom strategies to increase student outcomes through Assessment for Learning. We need to continually adjust and accommodate teaching and learning plans for our students to reach their fullest potential. All school programs help to develop socially appropriate behaviours, promote independence and increase skills in all Key Learning Areas for school and post school life.

Literacy

Literacy experiences in the early years at GS Kidd Memorial School focus on phonics, blending and segmenting words. Additional resources include PM readers and a benchmarking kit. Subscriptions to online levelled book resources, in which students read texts and answer literal and inferential questions levelled to their comprehension ability assisted to consolidate skills.. Literacy experiences in older years continue to give students the opportunity to develop their reading skills. They also develop the functional literacy skills that are required when students are out in the community. These important skills include the recognition of signs and the language students will encounter in the 'real' world; for example, when purchasing an item from a shop.

Programs, such as MultiLit, which target students' sight

word recognition, phonics and reading fluency, have also continued at the school. The average growth in literacy over the year for each class is displayed below:

- Room 1 – 18%
- Room 2 – 10%
- Room 3 – 20%
- Room 4 – 17%
- Room 5 – 12%

Numeracy

This year we continued with our focus on the delivery of the NSW Mathematics Syllabus (Life Skills) embedded with the elements of Assessment for Learning. This aimed to support teachers of mathematics to research and engage in effective pedagogies for teaching an inclusive mathematics program leading to numeracy acquisition through:

- Learning goals and success criteria identify the intended student learning, based on the knowledge, skills, concepts and processes from the NSW Syllabus, including the Numeracy Continuum.
- During the learning, students and teachers co-construct the success criteria linked to learning goals. Learning goals and success criteria are expressed in language that is meaningful to students.
- Learning goals and success criteria are open to review and revision.
- Learning goals and success criteria are used consistently to scaffold student learning, provide descriptive feedback and set high expectations for students.

Whole number concepts form GS Kidd Memorial School's core mathematical content. Money handling and time skills are also a priority and we are fortunate to have access to quality programs that allows us to teach these skills in a meaningful way to students with a range of abilities. All staff aim to provide students with the skills, knowledge and values necessary for success. Our school values community based learning very highly and having the opportunity to use maths skills in the community is a wonderful way for students to generalise their skills, build confidence and educate the community about what our students are capable of achieving. The school works closely with families and community service providers to discover and develop the potential in every child. The average growth in numeracy for each class is displayed below:

- Room 1 – 16%
- Room 2 – 8%
- Room 3 – 22%
- Room 4 – 17%
- Room 5 – 18%

Two of our students participated in NAPLAN and the results showed these students are performing at or just below state level for Reading Numeracy. The adjustments for NAPLAN 2018 are permitted in line with the Disability Discrimination Act 1992, and Disability Standards for Education (2005), which emphasise that reasonable adjustments must be made to help ensure students with disability are able to access the tests wherever possible. This means that most of our students will attempt NAPLAN online next

year.

Parent/caregiver, student, teacher satisfaction

Family satisfaction

Last year we only had 20% of families respond to the 'Tell Them From Me' survey. This year we used Google Forms and SurveyMonkey links sent to parents smartphones with a 90% response rate. The questions included:

1. How open is the school to student's families? (90%)
2. How confident are you in your ability to make sure child's school meets your child's learning needs? (95%)
3. Teachers have high expectations for my child to succeed? (88%)
4. What are the strengths of this school? (caring staff)
5. What are the weaknesses of this school? (increase in communication needed)

Near the end of Term 4 the P&C organised another family fun day with a visit by Santa Claus, which was well attended and a fantastic day all round. We look forward to this day becoming an annual event.

Staff satisfaction

The questions in this survey are grouped to assess the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. The survey results are outlined below.

1. Families understand the expectations for students in our school. (30% very well, 65% somewhat well)
2. I have a clear understanding of the learning needs of my students. (85% very clear)
3. I can easily identify unproductive learning strategies. (89%)
4. I give students effective feedback on how to improve their performance. (82% well)
5. Students find class lessons relevant to to their experience or needs. (93% agree)
6. I work with other staff in developing cross-curricular or common learning opportunities. (75%)
7. I work with school leaders to create a quality, safe and orderly school environment. (95%)

During the next planning cycle we will be working closely with families and staff to ensure consistent communication strategies. Staff will also have more opportunities to collaborate effectively to increase professional knowledge and student outcomes.



Policy requirements

Aboriginal education

GS Kidd Memorial School is dedicated to fostering our students' knowledge and understanding of Aboriginal and Torres Strait Islander people as the first people in Australia. This is demonstrated at every function and assembly where the students show respect by listening to the acknowledgement of country. Throughout the year every class engages in units of work celebrating Aboriginal people and culture. We are fortunate to have a close working relationship with Winanga–Li, Aboriginal Child and Family Centre. We have developed a fortnightly program that connects our Gunnedah Community of Schools' at-risk students to their land through fishing, smoking ceremonies dancing and art. All schools report that the students involved look forward to the fortnightly excursions and is a great motivator to attend school throughout the week as a reward.



Multicultural and anti-racism education

All students are provided with the knowledge, skills and values needed to participate in a culturally diverse country like Australia. Students have been participating in HSIE lessons that explore different countries including showing respect for their cultures. Sharne Turpin and Sarah Dando are our Anti–Racism Contact Officers (ARCOs) and have been fully trained in the procedures to handle complaints of a racist nature.

The role of the ARCO is to:

1. receive the suggestion, complaint or allegation

regarding racism

2. assist the complainant to write the complaint, if required

3. advise the complainant of their rights and the process to be followed in lodging a complaint

4. refer the complaint to a member of the school executive who will be responsible for resolving the complaint.

Other school programs

Community Based Learning

All students over 14 years old are given the opportunity to participate in work experience activities through school programs. Each section of the program is tailored to provide a positive and stimulating environment in which the students will thrive and grow in maturity and confidence as they proceed to post school life. The aims are simple but dynamic and provide scope to every student to achieve a rewarding outcome. The intended outcomes include:

- providing an opportunity for every student to work at a set task for a set period;
- raising students' confidence and competence levels;
- developing appropriate work behaviour skills including team work;
- familiarising the students with the demands of regular work employment;
- developing an ethic of voluntary work;
- giving students the opportunity to experience TAFE and high school delivered courses;
- providing opportunities for future employers to gauge student interest and ability prospects post school.

For some students it is developing skills that will enable them to access work opportunities in the future, these include staying on task, showing initiative, accepting criticism and following instructions. Two of our students participated in a TAFE delivered automotive course and all of our students over the age of 14 years old participated in work experience and community based learning throughout the year with 100% positive feedback from employers.