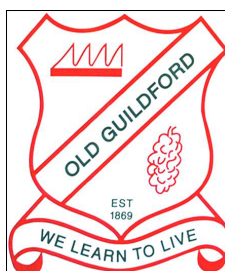


# Old Guildford Public School

## Annual Report



2018



2801

## Introduction

The Annual Report for **2018** is provided to the community of Old Guildford 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.

Helen Morgani

Principal

### School contact details

Old Guildford Public School

Woodville Rd

Guildford, 2161

[www.oldguildfo-p.schools.nsw.edu.au](http://www.oldguildfo-p.schools.nsw.edu.au)

[oldguildfo-p.school@det.nsw.edu.au](mailto:oldguildfo-p.school@det.nsw.edu.au)

9632 8286

### Message from the Principal

There were many student and staff achievements in 2018. Our teaching and administrative staff are dedicated to ensuring high quality practices that lead to quality education for all students. Our school garden promotes a sense of wellbeing and responsibility and Fairfield City Council recognised us as a finalist for the best school garden. Students learn to cook using produce from the garden in the school kitchen. Highlights for 2018 include success in sports, debating and the within the area of ICT.

Helen Morgani – Principal

### Message from the school community

The Parents and Community Group (P&C) is a dedicated team of parents who work tirelessly to support the school raising close to \$10,000 in 2018. Fundraising events included an Easter raffle, a Mother's Day stall, a Father's Day stall, Warm and Cosy Day, a Book Fair, 2 Eid raffles, sausage sizzles for both K–2 and 3–6 athletics carnivals, and a Christmas raffle. The school canteen and school banking are also run by the P&C.

Joumana Chami – President

### Message from the students

In 2018 students were provided with many opportunities to be involved in leadership including the School Representative Council, prefects, library monitors and house captains. Students in leadership positions were provided with opportunities to develop their skills through running fortnightly school assemblies, assisting students and teachers to organise events, meeting official guests at school functions and representing our school proudly in community activities. We are proud of the qualities our students display setting a fine example for their peers.

## School background

### School vision statement

Our vision at Old Guildford Public School (OGPS) is to build a safe, respectful & inclusive learning environment where communication and collaboration are highly valued across the school community.

All students will be empowered to become independent, critical & creative thinkers who deeply engage in quality learning opportunities which enable them to be productive and informed future citizens.

### School context

OGPS provides quality educational programs delivered by highly qualified & dedicated teachers to an enrolment of 499 students Preschool to Year 6, including 98% students from non-English speaking backgrounds. OGPS seeks to foster educational growth through collaborative teamwork where classroom teachers & specialist staff cooperatively plan to create innovative learning programs. This combined with student engagement, student attainment, leadership & community participation are school priorities. Our learning programs reflect the belief that children learn in different ways in an ever changing world.

## 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. 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.

**In the Learning Domain**, evaluation evidence determines that the school is Sustaining and Growing overall. Strengths in the school are evident in quality of teaching and learning programs. Teachers hold high expectations of students and they ensure that formative assessment is part of their daily practice. Teachers are becoming more confident in using learning intentions and success criteria to make learning visible. In addition the work that has been done through Assessment for Learning (AfL) has increased the amount of tools teachers use including 'No Hands Up' and '2 Stars and a Wish'. Authentic parent engagement is an area for further development.

**In the Teaching Domain**, whole school evaluation K–6 indicated that the school is Sustaining and Growing in all areas except 'Data skills and use' where the school is Delivering. With ongoing professional learning on the Literacy and Numeracy Progressions K–6, there will be improvements in this area. Strengths are evident in Teacher Performance and Development Plans where there is a clear alignment to school priorities and to the Teaching Standards. Eight teachers gained Accreditation at Proficient level and while most teachers are Maintaining their Accreditation it has been identified that more staff should be encouraged to pursue higher levels of Accreditation.

**In the Leading Domain**, the school is Sustaining and Growing in all areas except 'School planning implementation and reporting'. It has been identified that leader and staff knowledge should be developed in this area to ensure that the School Plan is everyone's business. Whole school assessment data indicated great community satisfaction for the areas of ICT and school facilities. The school offers many extra-curricular activities such as coding and robotics. In addition the school has received a grant from IMC to further develop the capacity of students and staff with ICT. The school grounds and facilities are well cared for and the community has access to many outdoor learning spaces.

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

### Student Learning

#### Purpose

##### Student Learning

Inspire future focused learners with educational aspirations.

To improve student outcomes through tiered intervention & high expectations with teaching practice that is reflective, relevant & dynamic to meet the diverse needs of our students, staff & community.

To develop independent, responsible, life-long learners who can confidently plan, implement, monitor & evaluate their own learning to meet the challenges in an ever changing world.

#### Overall summary of progress

Students have individual learning goals in literacy and numeracy with most being able to articulate their learning goals. 3-Way interviews were conducted K-6 in Semester 1, where learning goals were shared and discussed.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of students can articulate what they are learning and how they know they are successful.	Professional learning funds directed towards building teacher capacity in formative assessment.	Students use learning intentions and success criteria. Taking on feedback to improve learning is a next step.
The percentage of students at or above the national minimum standard in literacy and numeracy is comparable to the state, and all students on IEPs achieve positive growth in literacy and numeracy levels.	Additional SLSOs were employed to work across the school K-6.	Students on IEPs received support from SLSOs. Ongoing tracking of learning goals is an area for further development.

#### Next Steps

Teachers to develop skills to provide forward feedback to students so they can articulate their 'where to next' in their learning. Identify and implement ways to improve parent attendance at 3-Way Interviews. Opportunities given to staff to self-reflect to improve teaching practice and student outcomes.



## Strategic Direction 2

### Staff and Leader Learning

#### Purpose

#### Staff and Leader Learning

Enhance quality educators & leaders through a strong professional learning culture.

To create a culture of reflective & professional practice where teachers & leaders in the school are focused on continual improvement in their teaching through constructive feedback, professional development, evidence-based learning & ongoing reflection.

#### Overall summary of progress

All teaching staff participated in AfL and completed the first phase of implementation. The school accessed specialist consultants to develop knowledge, skills and capacity in mathematics and writing (Seven Steps). K–2 staff had intensive PL on Plan 2 and the Literacy and Numeracy Progressions. Whole school PL was implemented to address wellbeing (through the KidsMatter Framework, Adam Fraser, Life Skills and internal PL). AfL was implemented across the school and phase one was completed. The role of the Technology Specialist was refined to improve impact.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff have increased bank of AfL strategies used.		Staff have developed a range of AfL strategies that are used across many key learning areas.
AfL strategies are embedded into programs.		Cross-stage peer reflection pairs met regularly to observe each others' practice.
Increased confidence in staff implementing quality teaching practices based on PL.	A significant amount of school funds were used to gain professional learning in maths and English.	In working with a Mathematic Consultant teachers have gained additional skills. Further PL is required into next year.
Increased knowledge and confidence in staff tracking student progress using the Literacy and Numeracy Progressions and PLAN 2.		Instructional Leaders have started to work with staff to understand the Progressions. Practices are embedded K–2 with more PL needed in 3–6.

#### Next Steps

More learning on the Literacy and Numeracy Progressions. Time for teams to collaborate on the PL that we have embarked on for example, the Seven Steps and maths PL. Additional PL for leaders to interpret and use data. The role of the technology specialist to increase support in Years 3–6.

## Strategic Direction 3

### Quality Relationships and Systems

#### Purpose

#### Quality Relationships and Systems

Build a positive school community that connects, succeeds & thrives.

To ensure efficient and effective organisation, management and teaching practices to build positive and respectful relationships across the school community by leading and inspiring a school culture of collaboration, communication and engagement.

To create a school-wide collective responsibility for student learning and success with high levels of student, staff and community engagement.

#### Overall summary of progress

Staff participated in Module 3 KidsMatter training and Bounce Back (Social and Emotional Learning program) was implemented K–6. The school maintained positive relationships with many outside agencies including Aspire, South West Connect, Sporting Schools, Smith Family, Australian Sporting Association Clubs and South West Giants. A wide range of support and extra curricular opportunities continued to be offered to enhance student engagement and wellbeing. Open classrooms were facilitated to encourage parents to engage with student learning. Sentral was embedded into every day practice for attendance, parent communication and behaviour. The See–Saw app was used in the preschool and trialled in some classes K–6.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Anecdotal evidence indicates positive classroom culture (quotes from students, comments from parents, rating scales).	School funds were used to train staff in KidsMatter.	Surveys were conducted to collect baseline data with the intension of gaining a comparison the following year.
Increased number of tools that teachers use to enhance/maintain their own wellbeing.	School funds were used to participate in PL.	The Executive team led PL on wellbeing. Staff participated in a workshop led by Adam Fraser.
Consistent student attendance at programs and/or interviews to ascertain engagement with agency/business or sponsored programs.		Data collected indicated that 96% of students surveyed participated in school sports or cubs. Additional opportunities for students to participate in ASPIRE were created for Year 2 and Year 4 students. Coding Club was established for Year 2 students and student participation in after school Coding and Robotics Clubs was extended. Smith Family scholarships increased by 40 students.
Increase parent attendance in community programs and events.		Open classrooms were initiated and conducted during Term 3 and Term 4. Data indicated a 15% improvement in parent attendance at 3 way interviews when parents were phoned.  Parents had the opportunity to attend a range of workshops, however attendance at these was limited. Alternative plans to engage parents will be considered.

## Next Steps

KidsMatter Module 4 training needs to be shared with staff via PL. Monitoring and evaluation is needed for Bounce Back including the monitoring of resources for Bounce Back. Refine LST processes. Positive student behaviour will be recorded on Sentral. Developing a whole school approach to social media and/or apps to engage parents.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	Additional staff to support students in class \$400, 000	Improved language skills of EAL/D students.
<b>Low level adjustment for disability</b>	Additional SLSOs \$324, 000	All students are able to participate in education at their own level.
<b>Quality Teaching, Successful Students (QTSS)</b>	Additional release for executive \$87, 000	Teachers are provided with executive support to improve teaching practice.
<b>Socio–economic background</b>	Professional learning \$60, 000	High quality teaching, learning and leadership initiatives.
<b>Support for beginning teachers</b>	Mentoring support \$21, 000	Apply feedback from annual evaluation to improve/adjust the process for 2019.



## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	196	194	216	213
Girls	198	214	242	231

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.2	92.8	91.7	91.8
1	94.2	92.4	91.6	90.3
2	95	91.8	93.7	92.2
3	94.2	92.4	92.3	94.4
4	94.4	90.6	93.2	94.3
5	94.9	95.4	89.7	92
6	94	91.1	92.5	92.2
All Years	94.4	92.5	92.1	92.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

The school has very explicit structures in place to support the management of attendance. This ensures teachers and parents work together in a timely manner to implement strategies to improve attendance. We work regularly with the Home School Liaison Officer to track and monitor data.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.78
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher ESL	3.4
School Counsellor	1
School Administration and Support Staff	4.68
Other Positions	1

\*Full Time Equivalent

School resources are used to increase the number of teachers working within classrooms to support students. In addition the school employs two Instructional Leaders at a Deputy Principal level through Early Action for Success and school funds. A Speech Therapist is employed once a week to target early intervention with Preschool and K–2. One teacher in a leadership position identified as being Aboriginal in 2018.

### 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	24

### Professional learning and teacher accreditation

Teachers take an active role in developing goals against the Performance and Development Framework. Authentic goals are set in line with school priorities and the career and aspirations of teachers. Improving teaching in mathematics, community wellbeing and formative assessment are a priority professional learning has been invested in these areas. Eight teachers gained accreditation at Proficient.



## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	645,402
<b>Revenue</b>	6,155,787
Appropriation	6,031,487
Sale of Goods and Services	36,644
Grants and Contributions	81,470
Gain and Loss	0
Other Revenue	0
Investment Income	6,187
<b>Expenses</b>	-5,885,124
Recurrent Expenses	-5,885,124
Employee Related	-5,395,312
Operating Expenses	-489,813
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	270,663
<b>Balance Carried Forward</b>	916,065

During 2018, a significant amount of school funds were used to employ School Learning Support Officers (SLSOs). SLSOs worked with individual and small groups of students on Individual Learning Plans. The school takes pride in its grounds. In 2018 the soft fall was replaced in the Preschool playground and new synthetic turf was laid in the K-2 COLA area.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	3,211,155
Base Per Capita	90,497
Base Location	0
Other Base	3,120,658
<b>Equity Total</b>	1,685,956
Equity Aboriginal	4,067
Equity Socio economic	1,112,215
Equity Language	383,060
Equity Disability	186,613
<b>Targeted Total</b>	126,729
<b>Other Total</b>	822,129
<b>Grand Total</b>	5,845,968

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The percentage of Year 3 students performing in the top two bands (5 & 6) in 2018 were as follows:

Reading 18.9%, Writing 32.7%, Spelling 49%, Grammar & Punctuation 18.9% and Numeracy 22.6%.

These percentages have shown an increase in the following areas, as compared to results from 2017:

Spelling, Writing and Numeracy – all with improvements between 3 – 7%.

The results for the value-added growth between Best Start (Kinder) to NAPLAN 3 are ranked comparatively against all other schools as **excelling**.

The percentage of Year 5 students performing in the top two bands (7 & 8) in 2018 were as follows:

Reading 13.8%, Writing 3.5%, Spelling 22.8%, Grammar & Punctuation 22.8% and Numeracy 12.1%.

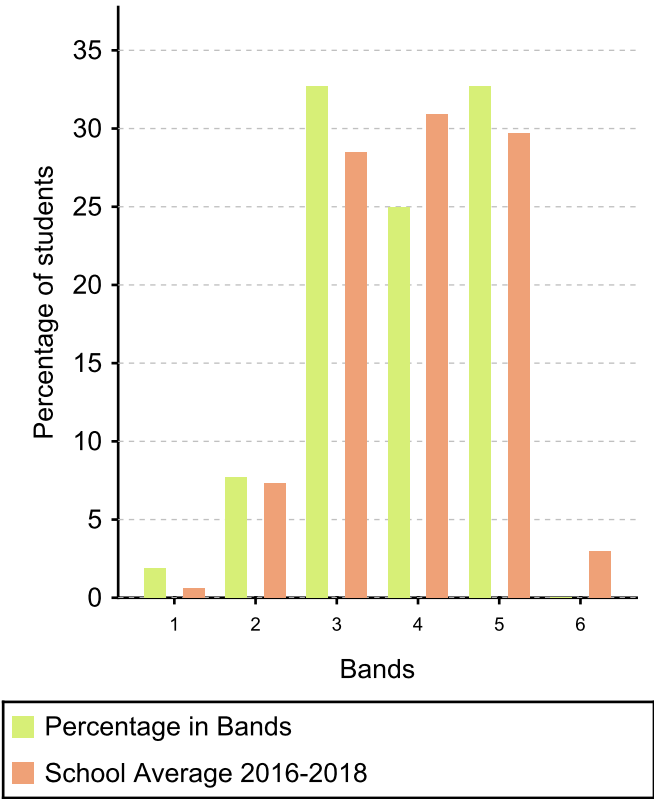
These percentages have shown an increase in the following areas, as compared to results from 2017: Reading, Spelling, Writing and Numeracy – all with improvements of up to 4%.

The results for the value-added growth between NAPLAN 3 & NAPLAN 5 are ranked comparatively against all other schools as **delivering**.

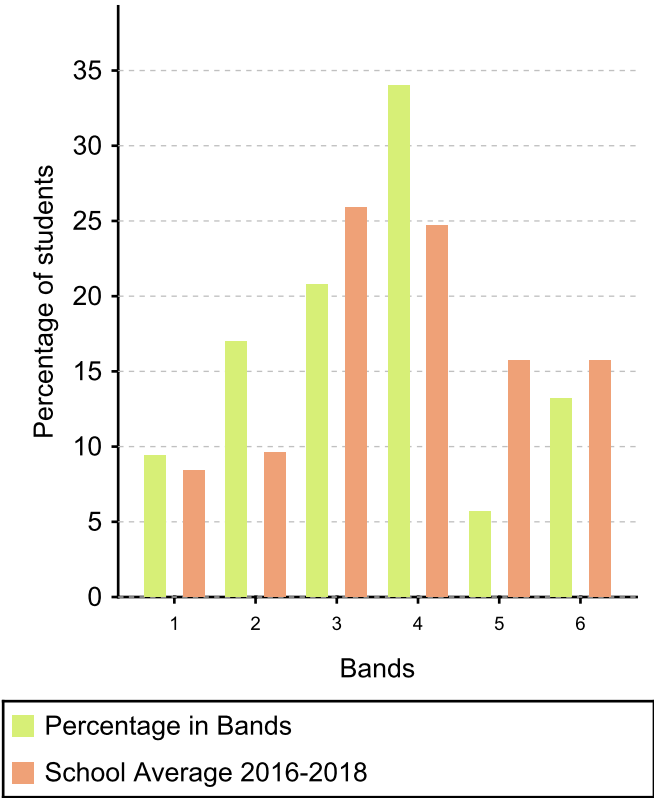
The average scaled growth for Year 5 students was greater than both similar schools and all schools nationally in three of the five domains, including Grammar & Punctuation, Numeracy and Reading. The average scaled growth for Year 5 students was above similar schools in Spelling.

The percentage of Year 5 students at or above their expected growth in the five domains were as follows: Writing 51%, Reading 51.9%, Spelling 52.9%, Grammar & Punctuation 51%, and Numeracy 51.9%.

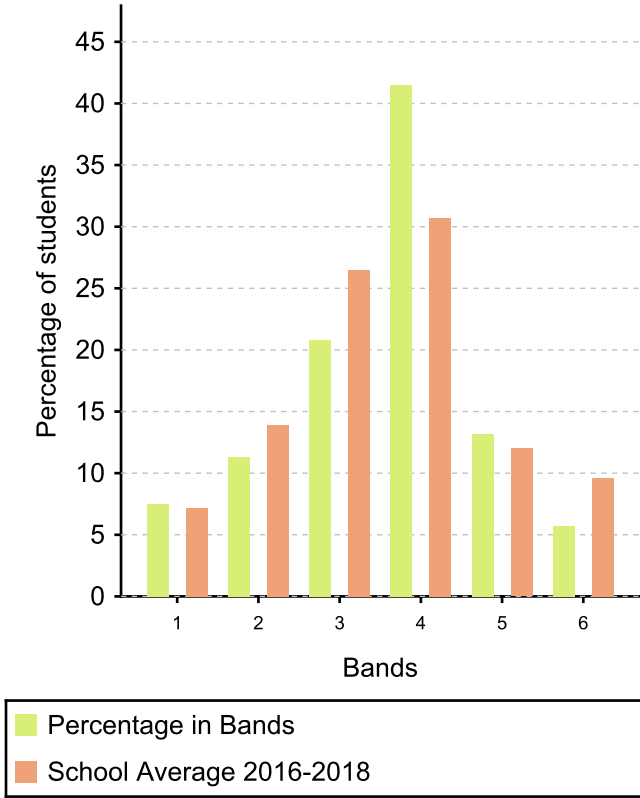
Percentage in bands:  
Year 3 Writing



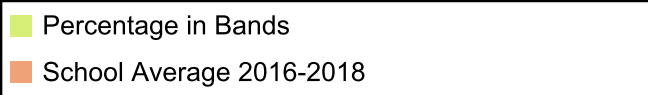
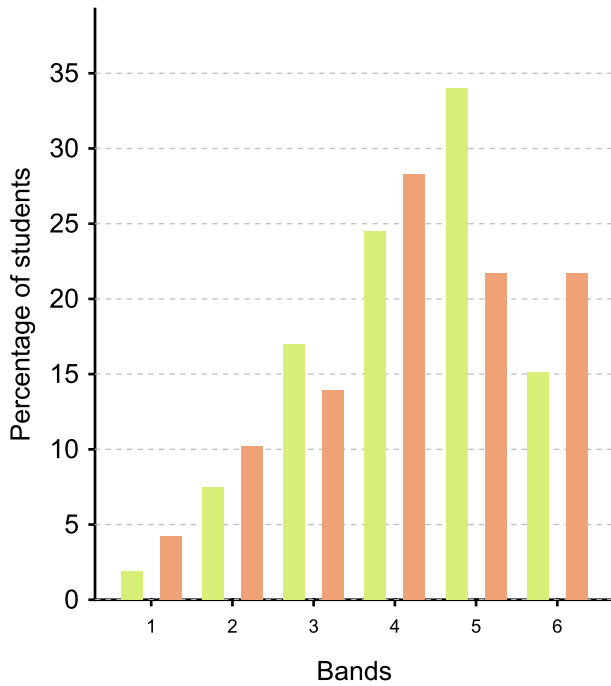
Percentage in bands:  
Year 3 Grammar & Punctuation



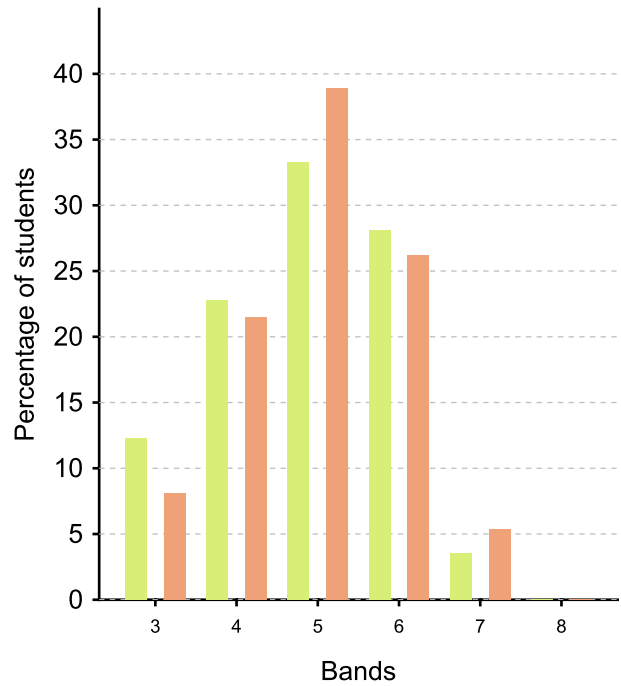
Percentage in bands:  
Year 3 Reading



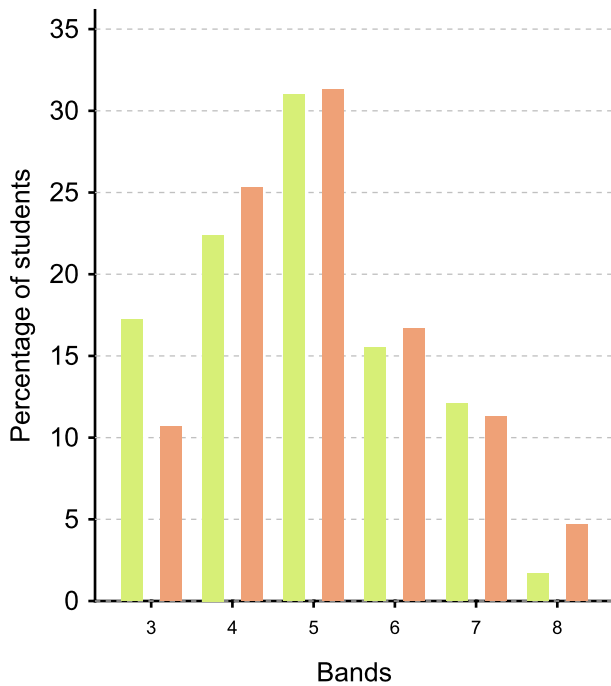
**Percentage in bands:**  
Year 3 Spelling



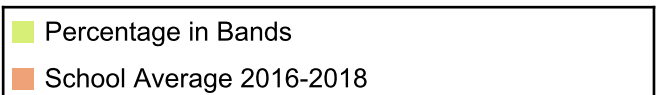
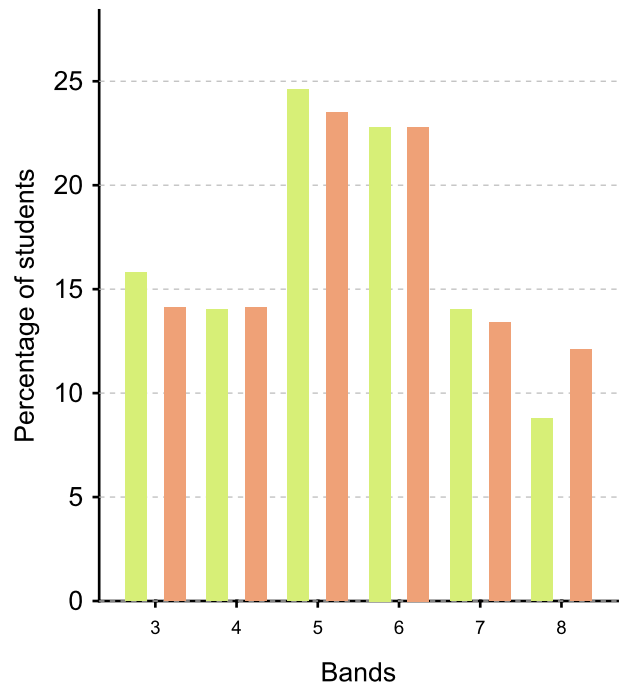
**Percentage in bands:**  
Year 5 Writing



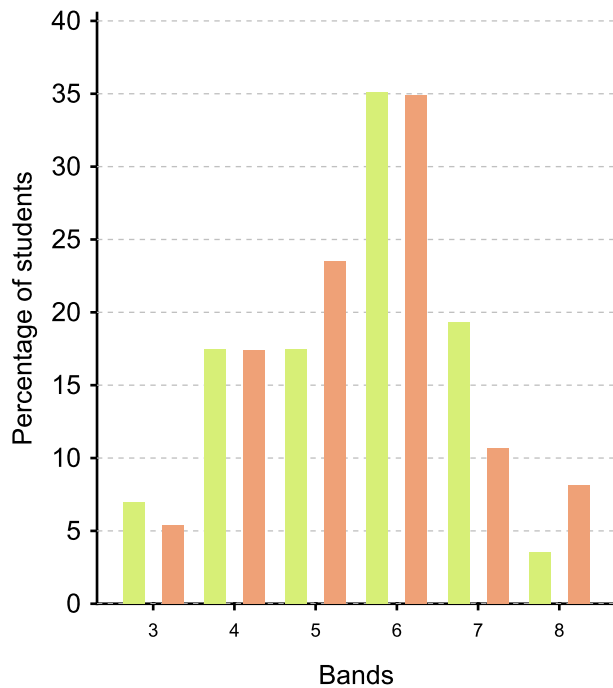
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling

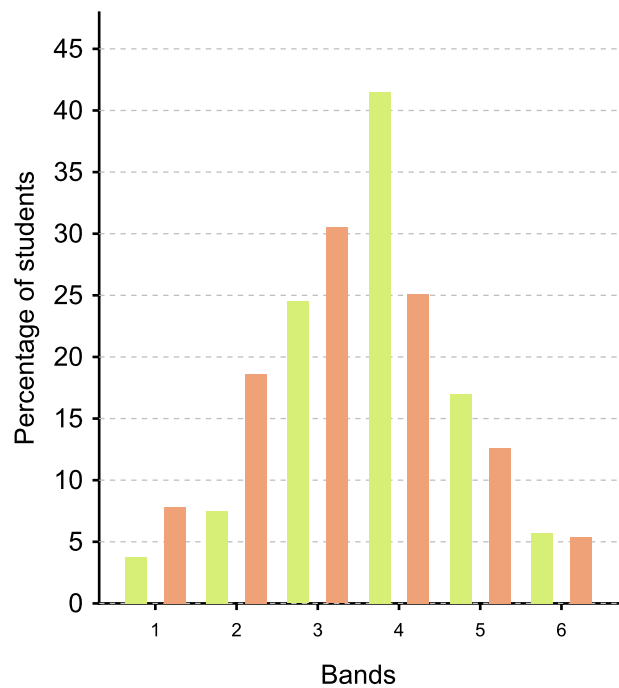


Percentage in Bands  
School Average 2016-2018

Year 3 performed comparatively well in numeracy with 88% of students achieving in the middle to high bands 3–6 (above National Minimum Standard), compared to 69% for similar schools & 84% across all schools nationally.

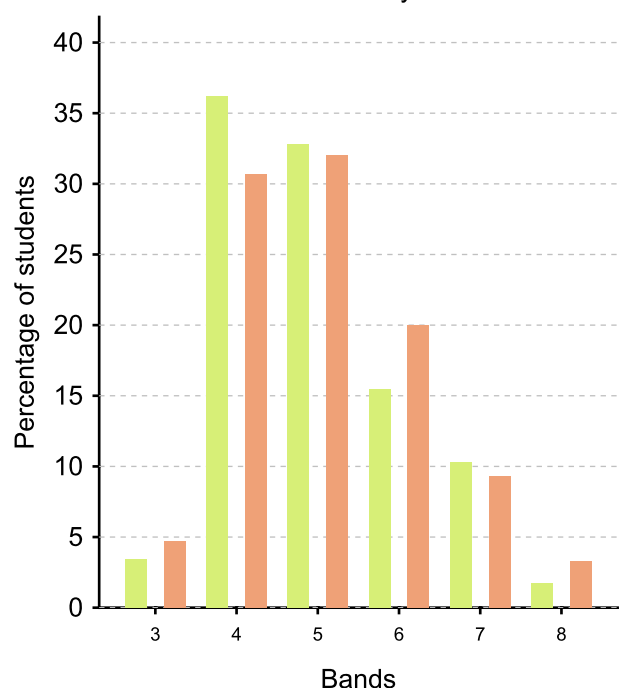
Year 5 performed satisfactorily in numeracy with 59% of students achieving in the middle to high bands 5–8 (above National Minimum Standard), compared to 61% for similar schools nationally.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

Due to only having a small percentage of Aboriginal and Torres Strait Islander (ATIS) students the school is unable to report on the Premier's Priorities. All ATSI students have Individual learning plans.

## Parent/caregiver, student, teacher satisfaction

### Parent/carer Satisfaction

In 2018, 25 parents were surveyed using Tell Them From Me. Survey results showed that across all areas surveyed, parents felt more positive about Old Guildford Public School than compared to the NSW Government Norm. Parents rated the following: Feeling welcome as 8.1 compared to the NSW Government Norm 7.4; Parents are informed as 8.1 compared to the NSW Government Norm 6.6; School supports learning as 8.4 compared to the NSW Government Norm 7.3; School supports positive behaviour as 8.5 compared to the NSW Government Norm 7.7; Safety at school as 7.8 compared to the NSW Government Norm 7.4; and Inclusiveness of the school as 8.4 compared to the NSW Government Norm 6.7.

### Student Satisfaction

In 2018, 139 were surveyed using Tell Them From Me. Survey results showed that 93% of students were in the optimal quadrant for High Advocacy, High Expectations, 8% above the state average and 11% above Statistically Similar School Group (SSSG). 86% of students surveyed were in the optimal quadrant of High Belonging, High Expectations, 10% above state average and 15% above SSSG. 96% of students at OGPS participated in school sports or clubs compared to the NSW Government Norm of 89%. 84% of students surveyed at OGPS are interested and motivated and 92% of students surveyed tried hard to succeed. Quality instruction, positive teacher–student relations, positive learning climate and expectations for success were all rated above the NSW Government Norm indicating students at Old Guildford Public School feel more positive about these areas of learning.

### Teacher Satisfaction

In 2018, 15 teachers were surveyed using Tell Them From Me. Survey results showed school leadership and technology as areas of strength, these areas were rated higher than the NSW Government Norm. Teaching strategies was rated in line with the NSW Government Norm. Parent involvement, collaboration, learning culture, data informed practices and inclusiveness were rated below the NSW Government Norm. These will be focus areas for improvement in 2019.



## Policy requirements

### Aboriginal education

There is a genuine respect for Aboriginal and Torres Strait Islander (ATSI) history traditions and culture at our school. Six students enrolled in 2018 identified as Aboriginal and there is a strong commitment to improving the educational outcomes and wellbeing of our students. Across the school Aboriginal Education is embedded into teaching and learning programs and our Aboriginal families share their beliefs, customs and traditions.



### Multicultural and anti-racism education

Our school is proud of the diversity of students and families in our community. Relationships between students, parents and staff are built upon mutual respect. We have a Community Language teacher who supports the development of Arabic. Through history and geography studies students engage in authentic experiences about other cultures. The Book Week Parade is a community highlight and Harmony Day promotes respect, diversity and inclusion.