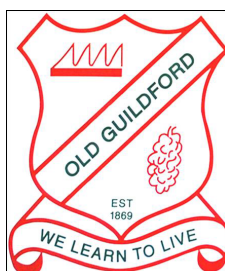# Old Guildford Public School

2019 Annual Report

2801

Introduction

The Annual Report for 2019 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.

School contact details

Old Guildford Public School
Woodville Rd
Guildford, 2161
www.oldguildfo-p.schools.nsw.edu.au
oldguildfo-p.school@det.nsw.edu.au
9632 8286

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 467 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

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

The school Executive Team has started professional learning to improve their skills in assessing school performance with a greater focus on using evidence. This learning will continue and develop in 2020 to further build our understanding of the school planning cycle.

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.

Improvement Measures

Increased number of students can articulate what they are learning and how they know they are successful.
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.

Progress towards achieving improvement measures

Process 1: **Assessment for Learning:** Student learning is supported through forward–feedback based on Assessment for Learning, e.g rigorous individual learning goals, learning intentions & success criteria.

Evaluation	Funds Expended (Resources)
Consistent data from Instructional Rounds and feedback from school executive working K–6, indicates that a majority of teachers are using Assessment for Learning (AfL) strategies to provide forward feedback to students. Learning Intentions and Success Criteria (LISC) are evident in the majority of programs and classrooms. LISC are implemented regularly and teachers are beginning to refer to them explicitly during and after lessons.	Teacher Professional learning in AfL.

Process 2: **Quality Literacy and Numeracy Programs:** Student literacy and numeracy learning is based on research–informed pedagogy.

Evaluation	Funds Expended (Resources)
All students K–6 were tracked on the Progressions for at least one element in Literacy and at least one element in Numeracy. Data is being collated and analysed and teachers are beginning to use data to inform programs.	Professional Learning with Anita Chin (Maths Consultant) and Emma Campbell Seven Steps of Writing Training

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.

Improvement Measures

All staff have increased bank of AfL strategies used.

AfL strategies are embedded into programs.

Increased confidence in staff implementing quality teaching practices based on PL.

Increased knowledge and confidence in staff tracking student progress using the Literacy and Numeracy Progressions and PLAN 2.

Progress towards achieving improvement measures

Process 1:   AfL

Leadership teams & expert teachers provide PL to improve teaching and learning by embedding an explicit system for AfL.

Evaluation	Funds Expended (Resources)
All teaching staff participated and completed phase two of the AfL program based on the action planed developed by team leaders. Evidence of implementation was shown through AfL observations and resulting feedback provided.	AfL professional learning including peer observations.

Process 2:   Literacy & Numeracy PL

Staff participate in professional learning targeted at improving literacy and numeracy outcomes.

Evaluation	Funds Expended (Resources)
A whole school approach to the planning and implantation of mathematics, including assessment practices was developed. All staff participated in professional learning on the Seven Steps of writing and in some cases, aspects of this program were implemented in classes.	Mathematics consultants Seven Steps of writing program

Process 3:   Coaching & Mentoring

School leaders and teachers participate in coaching and mentoring professional learning opportunities.

Evaluation	Funds Expended (Resources)
Following PL on Growth Coaching for school leaders, an understanding of the process was developed, resulting in informal coaching sessions between some leaders and teachers.	Growth Coaching professional learning for school Executive Team

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.

Improvement Measures

Anecdotal evidence indicates positive classroom culture (quotes from students, comments from parents, rating scales).

Increased number of tools that teachers use to enhance/maintain their own wellbeing.

Consistent student attendance at programs and/or interviews to ascertain engagement with agency/business or sponsored programs.

Increase parent attendance in community programs and events.

Progress towards achieving improvement measures

Process 1: **Community Wellbeing:** Develop a positive school culture that strengthens school community wellbeing, encouraging parent involvement through initiatives such as KidsMatter, outside agencies and Community of Schools.

Evaluation	Funds Expended (Resources)
KidsMatter Component 4 was completed as part of professional learning, with an introductory session on BeYou. Some individual teachers accessed resources on the BeYou site, eg modules. The Lebanese Muslim Association was invited to provide parent sessions on parent identified topics of interest, such as self–care. Two targeted teachers were trained in Berry Street Educational Model–BSEM (trauma informed practices) to assist in working with and teaching vulnerable students.	Workshop run by the Lebanese Muslim Association (LMA) Executive wellbeing workshops with Ibrahim Abdo Final delivery of KidsMatter training BSEM and MAPA professional learning for targeted teachers

Process 2: **Creativity and Innovation:** Create programs that develop innovative and creative opportunities through science, technology, engineering arts and mathematics (STEAM).

Evaluation	Funds Expended (Resources)
Staff professional learning delivered on coding to inform teaching and learning programs, with a focus on science. Mentoring provided to students on coding/robotics by an outside agency (IMC) and Maker/Sence to provide further resources. Multiple after–school clubs offered to engage students in STEAM including coding/robotics/3D printing/photography/talented arts program. Additional staff member employed to facilitate small group work & interaction in the kitchen, involving seven classes per semester.	IMC Maker/Sence

Process 3: **Digital Systems:** To optimise the effectiveness of systems within and beyond the school, (eg Sentral, LST, SkoolApp, social media).

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
School social media team was organised to facilitate school communication to families, through a delegated stage representative. Regular posts created to share and celebrate school successes. Whole school use of Sentral to collate data on attendance, student behaviour and wellbeing, and to record relevant parent communications. School webpage updated regularly with relevant information eg events, celebrations, timetables, whole school processes and policies. Sentral was used to facilitate in–school communications eg absent staff meetings, important updates and in–school clubs updates.	

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency		The school's EAL/D allocation is used to provide in class support to students across the school K–6.
Low level adjustment for disability		Students with Integration Funding Support received additional support through school learning and support officers (SLSOs). SLSO provide one to one support for students with physical and learning disabilities. The school employs additional SLSOs to work at a Tier 3 level helping to support the implementation of Individual Learning Plans. The school employs a Speech Pathologist one day a week. She works with students in preschool to Year 2 and conducts screeners and assessments.
Quality Teaching, Successful Students (QTSS)		All members of the Executive team are off class. They work in classroom daily to provide support in literary and numeracy. Role statements will be developed next year to clearly define the role of Assistant Principals and all Interventionists.
Socio–economic background		Staff undertook professional learning in maths, with the support of Anita Chin. They also trained in the Seven Steps of Writing program. Extensive work and reflection has occurred in the area of mathematics. This work will be further refined through our feedback from Instructional Rounds and team reflection.
Support for beginning teachers		Two teachers at the school were entitled to Early Career Teacher funding. In addition, the school provided support on another teacher. All teachers received an hour of support with a mentor and an additional hour of release. Two teachers gained their accreditation at Proficient at the end of the year.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	194	216	213	206
Girls	214	242	231	232

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	92.8	91.7	91.8	90.4
1	92.4	91.6	90.3	91
2	91.8	93.7	92.2	90.8
3	92.4	92.3	94.4	92.2
4	90.6	93.2	94.3	91.6
5	95.4	89.7	92	93
6	91.1	92.5	92.2	91.2
All Years	92.5	92.1	92.3	91.4
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.77
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher ESL	3
School Counsellor	1
School Administration and Support Staff	4.82
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|	2019 **Actual** ($)
Opening Balance	916,065
Revenue	6,241,889
Appropriation	6,096,088
Sale of Goods and Services	41,004
Grants and contributions	101,123
Investment income	3,574
Other revenue	100
Expenses	-6,047,194
Employee related	-5,298,639
Operating expenses	-748,555
Surplus / deficit for the year	194,695

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA ($)
Targeted Total	126,998
Equity Total	1,761,298
Equity - Aboriginal	4,176
Equity - Socio-economic	1,191,571
Equity - Language	367,190
Equity - Disability	198,361
Base Total	3,135,309
Base - Per Capita	106,526
Base - Location	0
Base - Other	3,028,783
Other Total	971,999
Grand Total	5,995,605

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.
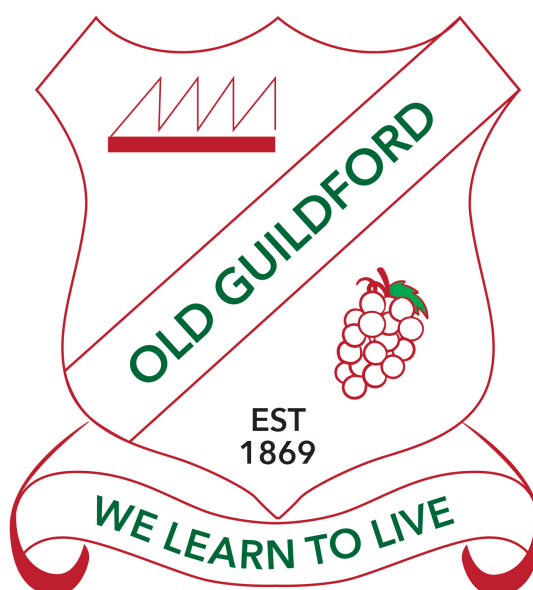
School performance - NAPLAN

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Overall, parents are very pleased with the way the school operates and there is a strong two–way respect amongst staff and parents. The P&C have suggested the erection of an undercover walkway in the K–2 area. This will be a priority for them in 2020.

Students were surveyed and asked what they liked about the school. The majority reported their teachers, maths lessons and the playground. When asked the question – Our school would be even better if... many said sport. While this was a common reply amongst the older students, our school is involved in the PSSA winter and summer competition. In 2020, we will look at developing further opportunities to engage students in physical activity.

All teaching staff were surveyed at the end of the year to provide feedback on strengths and areas for development. Staff reported high levels of satisfaction with the support they received from the leadership team and resourcing, including technology and access to day to day supplies such as stationery. An area for development was to establish a Finance Committee and better organisation of resources held in storage rooms. These two areas will be addressed in 2020.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:
- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.