

Guildford West Public School

2019 Annual Report



4000

Introduction

The Annual Report for 2019 is provided to the community of Guildford West Public School as an account of the school's operations and achievements throughout the year.

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

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School background

School vision statement

In order to become active, informed global citizens, members of the Guildford West Public School community will:

- Work Collaboratively
- Think Critically
- Communicate Clearly
- Embrace Culture
- Develop Creativity
- Utilise Connectivity

School context

Guildford West Public School has a current student enrolment of 405. This includes 79% of students from a Language Background Other Than English. 45% of our students come from an Arabic speaking background, 8.4% from a Farsi/Dari background, 5.1% come from a Pacific Islander background, 4.6% from a Turkish speaking background and 15.7% from other language backgrounds, including Mandarin, Hindi and Tagalog. Our school population also includes a relatively small number of 7 indigenous students. Our student mobility rate has continued to increase over the last few years.

Our school has a Multi-categorical Support Unit with 4 classes. One AP, 3 permanent teachers and 4 permanent SLSOs work within the unit at Guildford West. The school also has a strong integration program for students with special needs and there are currently 4 SLSOs employed in various capacities.

Our school is PBL school, implementing the four core values of being, "On Track". A school expectations matrix was developed and communicated to the school community. Teachers have developed and teach lessons to our students to ensure that expectations are understood. A consistency matrix has also been developed and is implemented alongside the student matrix.

As an Early Action for Success school, Instructional Leaders have been appointed and additional resources have been allocated that enable the school to provide tiered interventions that focus on literacy and numeracy outcomes for all student in Kindergarten to Year 3.

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 | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| 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 | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1

Quality

Purpose

To create a responsive, evidence-based and dynamic learning culture where, as a community we are critical and creative thinkers who have a strong sense of control over our learning in order to meet the diverse needs of our students, staff and community.

This is about shifting the responsibility for learning to the student, and developing a sense of accountability for lifelong learning. It includes demonstrating how one governs oneself in matters of finance, ethical and moral boundaries, personal health and fitness, and all relationships.

Improvement Measures

100% of programs include differentiation, learning intentions, assessment and future directions.

At least 80% of students to achieve expected growth in numeracy and literacy.

Increase the percentage of school run professional development sessions that are differentiated for individual teacher knowledge/experience.

Progress towards achieving improvement measures

Process 1: Quality Instruction

High quality, cross-curricular instruction that is data driven and evidence-based is delivered through explicit teaching strategies and specific and timely feedback in order to support, extend and enrich learning outcomes for every student in every classroom.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.</p> <p>Evaluation: All teachers have made up their extra PL hours throughout the year, any teachers who were absent during that time have made up those hours at other points in Term 4. There are scheduled meeting – PL times that are on Sentral that show that these extra PL sessions have been put into the whole system.</p> <p>All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.</p> <p>Evaluation:</p> <p>Stage based teams are collaboratively working on stage programs that are systematically planned as part of a coherent integrated unit. There has been PL that has been looking at how to embed deep learning across the different Humanities and STEM inquiry units. This combined with the incorporation of the Critical and Creative Thinking Continuum into these units/lessons has seen authentic, inquiry driven learning experiences for students across K–6.</p> <p>Learning Centres</p> <p>Learning Centres are confidently managed by all ES1 teachers and SLSOs.</p> | <p>University of Newcastle – Dr Jenny Gore & PHD students</p> |

Progress towards achieving improvement measures

All students are actively engaged in the Learning Centre experiences.

Evaluation: All teachers on ES1 are implementing Learning Centers. Through the Walker Learning PL, teachers are gaining a deeper understanding of the theory behind the implementation of the Walker Learning Model.

Quality Teacher Rounds

Students being taught by monitored teacher(s) in 2019 will be asked to complete the assessments and survey on three occasions over a two-year period Term 4.

Student Progressive Achievement Tests, teacher survey and principal survey

Evaluation:

The Quality Teaching Rounds are now in the reassessment stage of their program with the students in S2 Burke and S2 Watson in Week 8. These assessments will be used to pinpoint the direction of the project in the future.

Process 2: Responsive Practice

Implement authentic formative assessment in all KLAs that shapes instruction to respond to the needs of every student within the classroom. Student goals and interventions, using the EAfS three tiered approach, will be created in response to the assessment data collected in order to achieve and monitor student growth.

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>National Literacy and Numeracy Progressions:</p> <p>All students school wide plotted on the National Literacy and Numeracy Progressions. Literacy data entered for sub-elements of Creating Texts and Understanding texts. Numeracy data entered for sub-element of Quantifying Numbers and the addition of Additive Strategies for Stage 3. This is done and completed by the end of Week 9. Reminders were sent out to all staff that this data must be submitted before 3pm on Friday – Week 9.</p> | <p>Staff utilised RFF and staff meetings to input data for PLAN2.</p> |

Process 3: Professional Learning

Draw on research to develop and implement targeted and responsive professional learning to support teachers in creating quality, innovative and engaging learning environments.

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.</p> <p>Community of school project with Jann Farmer–Hailey</p> <p>Staff engaged in Professional Learning as part of a community of schools with Jann Farmer Hailey.</p> <p>L3</p> <p>L3 training for early stage one and stage one has been completed. Staff members delivered presentations about what they learnt in the training.</p> <p>Coaching and Mentoring</p> <p>Mentoring continued across K–4. Mentors are going into classroom weekly to support teachers in the areas of quality teaching instruction, responsive</p> | <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$50000.00) • Socio-economic background (\$50000.00) |

Progress towards achieving improvement measures

practice, behaviour, data talks and innovation. Mentors are reflecting each week on the needs in classrooms and where their expertise can be best utilised.

Executive Professional Learning

Staff members and executive staff took part in 2020 planning days.

Strategic Direction 2

Innovation

Purpose

To create a high quality learning environment through the application of 'The 6 Cs' (collaboration, culture, creativity, communication, connectivity, critical thinking).

This is a demonstration of common-sense values, and an appreciation for the beauty and majesty that surrounds us every day. It encourages us to explore how to make use of Earth's resources, and to take responsibility and actions on personal, local, regional, national, and international levels.

Improvement Measures

All teaching and learning programs incorporate essential fluencies

All students are able to work within the phases and fluencies to become agents of change.

Stage 3 students will express their understanding of global issues facing their generation

Progress towards achieving improvement measures

Process 1: The S.E.A.T Project

This program empowers students to make a valuable contribution to their community. Students work collaboratively to investigate problems facing their society through inquiry based learning tasks. Students will design, create and sell a seat with the proceeds going to a charity

| Evaluation | Funds Expended (Resources) |
|---|---|
| SEAT project was evaluated in 2018 and was not recommended to continue in 2019. The school has decided to focus designing our own high-quality integrated units of work. Executive staff have guided their teams through this process, and all staff have engaged in Professional Learning on this topic by Jann Farmer Hailey. | Professional Learning on programming for humanities units (costs covered in PL costs). Executive staff to attend masterclasses with Jann Farmer Hailey. |

Process 2: STEM/STEAM

Implemented school-wide, with students, staff and the school community developing a deep knowledge and understanding of this practice. STEM/STEAM projects are underpinned within teaching and learning programs by the global digital fluencies

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>Stages have implemented and completed integrated STEM and Humanities units of work. Programs are annotated to reflect progress.</p> <p>Teachers are beginning to feel more confident in planning and implementing integrated inquiry based units.</p> <p>STEM surveys (from process two) for each stage showed:– strengths of staff (seeing links between different KLA's, inquiry based learning allows for differentiation and meeting the needs of the students)</p> <p>Areas for growth (need for greater planning time, assistance in integrating engineering and general capabilities, needing to develop students' research skills)</p> | Professional Learning around programming integrated units for executive leaders and all teaching staff \$25 000 |

Process 3: The Global Digital Fluencies Project

Empowers students to become life-long learners and creators of a bright future. The Essential Fluencies of innovative learning will be implemented to allow students to develop the skills to succeed,

Progress towards achieving improvement measures

Process 3: today and in future endeavours

| Evaluation | Funds Expended (Resources) |
|--|-----------------------------------|
| 'School resources – facilities'. Takes a creative approach to the use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting. Classroom environments continued to be updated with resources and facilities for supporting student learning and engagement. This has included purchasing new Prowise Boards to enhance student's digital learning opportunities. | Prowise boards \$33 500 |

Strategic Direction 3

Engagement

Purpose

To create a stimulating and flourishing school community, supported by a positive collaborative culture.

We are all global citizens today. Global Citizenship involves recognising and respecting how 21st-century technology and digital media have eliminated boundaries between citizens of the world, enabling dialogue, communication, collaboration, and debate across all levels of our society

Improvement Measures

80% of parents/carers have engaged and indicated satisfaction with school-home communication platforms

85% of students attending On Track Reward Day and less than 5% of students appearing on suspension register

Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience (SEF v2)

Progress towards achieving improvement measures

Process 1: Community Action Team

A mutually supportive and authentic partnership between school and home will facilitate the fusion of school directions and community aspirations.

We will embrace the culture and identity of our diverse community through a team which is representative of the school population.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>Management practices and processes are responsive to school community feedback. Community Action Team meetings indicate that parents are satisfied with the school – opportunities to engage with their students’ learning through open classrooms and homework. Parents understood that approaches to school has changed over time and appreciated the changes that educators have made to meet the individual needs of their children. Parents verbalised that they wanted to be more involved in their child's learning through offering before and after school clubs/activities. Parents were satisfied with the agenda of the meeting and were happy to share their ideas with a group of parents.</p> <p>At the end of Term 4, 2019 saw the initial establishment of a Community Action Team. Purpose for the team was discussed and topics such as differences in schooling in the past/now, parent involvement and engagement were discussed. Parents shared their ideas on what they envision for GWPS. Whilst attendance was low, it was due to the time of meeting (during school day) and community involvement and attendance would be higher if meetings were scheduled for outside of work hours.</p> <p>After the CAT meeting in week 5, parents volunteered to help run the drinks store, burger stall and sausage sizzle at carols night.</p> | <p>Granville South Performing Arts High School sound and lighting support</p> <p>\$800 for equipment and food for Carols on the Green</p> |

Process 2: Student Wellbeing

Through quality classroom practice fostering positive relationships, underpinned by our PBL framework and partnerships with parents, the wider community and external agencies we will actively implement the wellbeing framework to ensure that our students connect, succeed and thrive

| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
| | |

Progress towards achieving improvement measures

– This year we ordered waterproof wristbands for the students to wear during 'On Track' Day. At the beginning of the year what we thought was going to be the green tier is now red (40+ PBL Points)..

\$18 900 total costs for PBL (including PBL badges for the next 5 years)

The following colours represent access to 'On Track Day'. Included is the percentage of our students who achieved the points of each tiers.

40 + PBL Points – red wristbands (70.4% of our students made it into this tier)

30–39 PBL Points – yellow wristbands (22.5% of our students made it into this tier)

20–29 PBL Points – green wristbands (5.2% of our students made it into this tier)

19 or fewer PBL Points – blue wristbands (1.8% of our students made it into this tier).

Although we did not meet our target of 85% in the top tier, most of our students did make it into the top tier. Again in 2020 we will aim for 85% of our students to receive full access and be in the red tier.

– Wristband and badge Assembly held on Friday 14th December as a whole school in the hall. At this assembly our first Bronze badges were handed out to students who received 40 points in 2018 and 2019.

– Merit awards handed out at each Monday morning assembly apart from Week 10 as our 'On Track' Day fell at the same time.

– PBL Team sent out a differentiated program to all staff members to have their students complete a poster to be judged on the last day of school. Prizes are to be given.

Kindy theme was – We all belong.

Stage 1 theme was –Responding

Stage 2 theme was – Active Bystander

Stage 3 theme was – Cyber Bullying

– New playground areas still being monitored. In the 10 weeks of Term 4 the data suggests that there have been 13 more negative incidents on the playground recorded. Although this data says there has been an increase, most teachers have said that they feel the new playground areas are better. It is also the end of the year and behaviour normally spikes as the children are tired, out of routine with (carols practices, On Track Day etc). Another reason this could have happened was that for the first two weeks of Term 4 the basketball court / riding track was not opened and therefore had more students in two areas rather than spread across 2 for three weeks. Next year we will continue to add new equipment such as painting hand ball courts on the new concrete area.

Process 3: Communication strategy

Through a streamlined, clear and definitive communication processes, all members of the school community will feel informed, connected and empowered leading to enhanced efficacy across all strategic directions

Evaluation

Funds Expended (Resources)

TTFM Survey

\$2700 for cost of individual student accounts for Seesaw for the year.

Progress towards achieving improvement measures

Results of TTFM survey shared with executive team during week 9 executive planning meeting. Consideration of key areas were discussed for forward planning milestones in 2020.

Seesaw

Data reviewed, not all teachers posting one post per child per week. On average, approximately 85% of teachers engaging with this process. Professional learning will be offered in 2020 early in the school year to up-skill teachers in how to do this. Is also added to program review document in 2020 with a more rigorous check in process.

Newsletter

After a review of newsletter formats with key staff involved in this project, SMORES newsletter format to continue in 2020.

\$150 for license to SMORES newsletter

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--------------------------------------|--|---|
| Aboriginal background loading | Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$5 000.00) | <p>Aboriginal students attended AECG Welcome to country program</p> <p>Aboriginal programs during NAIDOC day</p> <p>Staff meetings with students and parents for PLPs</p> |
| English language proficiency | <p>SLSOs</p> <p>NAP funding</p> <p>staffing allocation</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$41 558.00) | <p>National Literacy and Numeracy Progressions:</p> <p>Evaluation: 100% of mainstream and support unit students plotted on the National Literacy and Numeracy Progressions. Our report comments need to match the data that we have on PLAN2. This is evident in the evidence set. All students plotted on literacy sub elements of Creating Texts and Understanding Texts. All students plotted on the numeracy sub–element of Quantifying Numbers. Stage supervisors to verify data before it is sent out to State Office.</p> <p>SLSO and Teacher partnership – K–2</p> <p>Evaluation: The partnerships between K–2 staff and SLSOs haven't been a priority for this year. Currently discussions made about matching students to particular SLSOs for 2020 to support them in the transition into new years, new stages and matching to the most needy students.</p> <p>K–2 class teachers have been involved in Data meetings to discuss the selection of targeted students and pinpointing the intervention to support specific students.</p> <p>All classroom teachers and support teachers attended and received support in writing Individual Education Plans and Behaviour Management Plans to ensure our teaching is responsive to student need.</p> <p>Management practices and processes are responsive to school community feedback. Community Action Team meetings indicate that parents are satisfied with the school – opportunities to engage with their students&acute; learning through open classrooms and homework. Parents understood that approaches to school has changed over time and appreciated the changes that educators have made to meet the individual needs of their children. Parents verbalised that they wanted to be more involved in their child's learning through offering before and after school clubs/activities. Parents were satisfied with the agenda of the meeting and were happy to share their ideas with a group of parents.</p> <p>At the end of Term 4, 2019 saw the initial establishment of a Community Action Team. Purpose for the team was discussed and</p> |

| | | |
|---|--|---|
| <p>English language proficiency</p> | <p>SLSOs</p> <p>NAP funding</p> <p>staffing allocation</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$41 558.00) | <p>topics such as differences in schooling in the past/now, parent involvement and engagement were discussed. Parents shared their ideas on what they envision for GWPS. Whilst attendance was low, it was due to the time of meeting (during school day) and community involvement and attendance would be higher if meetings were scheduled for outside of work hours.</p> <p>After the CAT meeting in week 5, parents volunteered to help run the drinks store, burger stall and sausage sizzle at carols night.</p> |
| <p>Low level adjustment for disability</p> | <p>2.1 FTE Staffing Allocation</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$100 000.00) | <p>LaST timetables and allocations</p> <p>Latest timetables evaluated and uploaded on the Team Drive. Information about students receiving intervention included in 2020 handover information packages. These timetables are not purely about academics but also behaviour and which students are getting targeted and the reasons behind the decision. All information is shared and accessible for all staff (classroom, support, interventionists).</p> <p>National Literacy and Numeracy Progressions:</p> <p>Evaluation: 100% of mainstream and support unit students plotted on the National Literacy and Numeracy Progressions. Our report comments need to match the data that we have on PLAN2. This is evident in the evidence set. All students plotted on literacy sub elements of Creating Texts and Understanding Texts. All students plotted on the numeracy sub–element of Quantifying Numbers. Stage supervisors to verify data before it is sent out to State Office.</p> <p>SLSO and Teacher partnership – K–2</p> <p>Evaluation: The partnerships between K–2 staff and SLSOs have been a priority for this year. Currently discussions made about matching students to particular SLSOs for 2020 to support them in the transition into new years, new stages and matching to the most needy students.</p> <p>Coaching and Mentoring</p> <p>Mentoring continued across K–4. Mentors are going into classroom weekly to support teachers in the areas of quality teaching instruction, responsive practice, behaviour, data talks and innovation. Mentors are reflecting each week on the needs in classrooms and where their expertise can be best utilised. Mentoring in differentiation and making adjustments for students with additional needs in the classroom has been a focus.</p> |
| <p>Quality Teaching, Successful</p> | <p>0.772 FTE Staffing</p> | <p>Professional learning is aligned with the</p> |

| | | |
|---|---|--|
| Students (QTSS) | Allocation Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$82 000.00) | school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. |
| Socio–economic background | Funding Sources: <ul style="list-style-type: none"> (\$427 180.00) | Individual needs being catered for in a range of areas. Speech and Occupational Therapy being implemented based on individual need. |
| Support for beginning teachers | Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$49 466.00) | All beginning teachers received mentoring and received professional learning in areas of Daily 5, behaviour management, assessment and accreditation. Teachers attended L3 training and all teachers received in–class support throughout the term. |
| Targeted student support for refugees and new arrivals | SLSOs Funding Sources: <ul style="list-style-type: none"> Targeted student support for refugees and new arrivals (\$80 000.00) | SLSOs SLSOs are utilised to support students in class with their learning. Specific focus on students from Refugee backgrounds and those who are newly arrived. |
| Early Action for Success | EAFS II Staffing Allocation 1.4 | L3 – ES1 and S1 All K–2 class teachers and ES1 interventionists are implementing L3 practices into their classroom. Staff participating in L3 – ES1 and S1 were involved in coaching and mentoring opportunities to refine practice. Staff completed in between tasks to stay on top of the requirements for the course. Mentoring opportunities also included having experienced teachers to support teachers to develop classroom resources so that quality learning environments were created and maintained. Practice has continued to improve through collegial support. Daily 5 and CAFE Staff undertaking Daily 5 PL and CAFE completed the online training to support the delivery of explicit modelled, guided and independent instruction in the classroom and across the school. This was done as the course was only available for a month and some of the resources are continuing to be available for staff members. There was some mentoring and support for teachers first implementing Daily 5 practices.. Further resources and sharing platforms available on Google Classroom, as well as whole school meeting to share experiences and knowledge about these practices. Collaborative Practice There was no whole school PL on collaborative teaching practices. PL to discuss frameworks of collaborative teaching practices and flexible learning environments. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 241 | 226 | 213 | 205 |
| Girls | 195 | 189 | 189 | 186 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 94.9 | 93.1 | 93.5 | 91.6 |
| 1 | 92.2 | 93.3 | 93.8 | 90.7 |
| 2 | 92.3 | 90.7 | 92.3 | 91.1 |
| 3 | 92.4 | 90.6 | 92 | 90.1 |
| 4 | 92.1 | 90 | 91 | 90.1 |
| 5 | 93.9 | 90.6 | 92.3 | 92 |
| 6 | 92.9 | 93.4 | 92.3 | 89.5 |
| All Years | 92.9 | 91.6 | 92.5 | 90.7 |
| 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) | 5 |
| Classroom Teacher(s) | 15.34 |
| Teacher of Reading Recovery | 0.74 |
| Learning and Support Teacher(s) | 2.1 |
| Teacher Librarian | 0.8 |
| Teacher ESL | 2.2 |
| School Administration and Support Staff | 7.12 |

*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 | 674,528 |
| Revenue | 5,287,580 |
| Appropriation | 5,132,498 |
| Sale of Goods and Services | 4,487 |
| Grants and contributions | 149,299 |
| Investment income | 996 |
| Other revenue | 300 |
| Expenses | -4,765,320 |
| Employee related | -4,191,834 |
| Operating expenses | -573,486 |
| Surplus / deficit for the year | 522,260 |

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 | 769,542 |
| Equity Total | 1,037,093 |
| Equity - Aboriginal | 5,373 |
| Equity - Socio-economic | 427,180 |
| Equity - Language | 276,334 |
| Equity - Disability | 328,207 |
| Base Total | 2,575,509 |
| Base - Per Capita | 99,773 |
| Base - Location | 0 |
| Base - Other | 2,475,736 |
| Other Total | 511,781 |
| Grand Total | 4,893,926 |

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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are below:

Students Students from Years 4, 5 and 6 completed the online 'Tell Them From Me' survey in Term 2. Key findings from the survey include:

* 77% of students have a positive sense of belonging

* 93% of students value schooling outcomes

* 85% of Students are interested and motivated in their learning

* 81% Students felt they have someone at school who consistently provides encouragement and can be turned to for advice.

Guildford West students exceeded NSW Government norms in regards to Intellectual Engagement in the 3 measures of students who are interested and motivated, student effort and teacher quality instruction.

Parents and Teachers Parents and Teachers were also surveyed about their perceptions. 7.8 Parents agreed that Classroom Teachers expected children to pay attention in class, and that students were clear about the rules for school behaviour. 8.8 Teachers said that they set high expectations for their students learning.

Teacher results Teachers were surveyed on eight drivers of student learning; leadership, collaboration, learning culture, data practice, teaching strategies, technology, inclusive school, parent involvement. 7.3 said that they talk with students about barriers to learning and 7.8 said they work with parents to help solve problems interfering with their child's progress. 8.2 said they monitor the progress of individual students and 8.4 said they strive to understand the learning needs of students with special learning needs. 8.2 of teachers reported that students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.

Parents results A total of 8 parents completed the survey during September of 2019. The lower than normal engagement had an impact with some data being suppressed due to too few responses. However 8.0 parents reported that they support learning at home while 57% of parents expect their child to go to university and 100% of parents expected their child to complete year 12. In regards to types of Communication at school, 50% of parents listed email as very useful, while 58% found social media very useful, useful when finding out news about the school.

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.