

G S Kidd Memorial School

2019 Annual Report



ENDEAVOUR TO ACHIEVE

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Introduction

The Annual Report for 2019 is provided to the community of G S Kidd Memorial School as an account of the school's operations and achievements throughout the year.

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

School contact details

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Message from the principal

2019 has seen high level student engagement and further embedding of clear processes across the school community. There have been a great many activities and wonderful learning opportunities. Some of the highlights have included:

- the whole school excursion to Dubbo;
- school NAIDOC ceremony;
- sporting activities including the Activate day in Tamworth and whole school structured sport;
- Structured Community Based Learning *and*
- ongoing participation in RDA.

G. S. Kidd Memorial School, in conjunction with other NSW Public Schools within and surrounding the Gunnedah area, are Leading the Future of Education with a collegial focus. The Namoi Partner Schools is a joint venture involving all of the nine local public schools. It has been forged to provide outstanding teaching and learning opportunities for students and high quality professional learning opportunities for staff.

Our strength as a partnership of public schools, K–12, lies in the fact that we are ideally positioned to share a range of expertise, facilities and programs and common values which we instil in students through curriculum and co-curricular aspects of our schools.

Thank you to everyone who has supported the school this year. Your support allows us to continue to offer high quality opportunities for our students.

Message from the students

- Fish Class: We've enjoyed shopping trips on the town bus.
- Turtle Class: We've had a great time swimming and going to the PCYC for Fitness Fun.
- Goanna Class: Cooking has been a highlight of 2019 for our class.
- Kangaroo Class: This year we have enjoyed great art lessons.
- Emu Class: We have enjoyed our music lessons.



School background

School vision statement

At G S Kidd Memorial School, we are committed to improving the learning outcomes of students through enhancing teacher quality and we share the following beliefs:

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

G S Kidd Memorial School is a nurturing and engaging learning environment with high expectations for students, staff and community. All students have the opportunity to be successful learners, confident and creative individuals and active and informed citizens, in an environment where achieving one's best there is an expectation that all students will achieve their fullest potential.

School context

Our school is located in Gunnedah within the Mooki School Network. Currently we have 36 students enrolled across 5 classes. As a School for Specific Purposes we enrol students who are assessed as functioning in the mild to severe range of intellectual disability, physical disabilities, autism and mental health from four to eighteen years.

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/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	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Successful Students

Purpose

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

Its purpose is to:

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

Improvement Measures

- 10% increase in student engagement as measured through on-task analysis once a term. (find actual tool)
- 10% increase in student achievement as measured through pre and post term data collection.

Progress towards achieving improvement measures

Process 1: Engagement

Increased levels of student engagement and student growth in literacy and numeracy as measured against ILP outcomes through annotated evidence collected against SEF v2.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• IEPs have focused on a variety of Literacy and Numeracy goals however, they also focus on other goals as set by families.• IEPs across all classes are consistent.	

Process 2: Assessment

A whole school integrated approach to student assessment including NAPLAN, ABLES, G Suite, enables staff to make accurate judgements of student learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Update life skills outcomes has been a focus for the Semester two reports. Reports have been streamed line, further planning will take place in 2020 to ensure a high quality document.	

Next Steps

- Strengthening assessment processes.
- implantation of SMART goals in classroom activities.

Strategic Direction 2

Skilled Staff

Purpose

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

Its purpose is to:

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

Improvement Measures

- 5% increase in student achievement from Term 1 to Term 4, each year as evidenced by the relevant assessment tools.
- 90% positive feedback through staff surveys each year.
- Performance and Development Framework processes will be embedded with all staff completing a Performance and Development Plan. All staff to have completed, reviewed and reported on their PDPs.
- 100% of student's ILPs reviewed and amended accordingly.

Progress towards achieving improvement measures

Process 1: Assessment for Learning

- Successfully implemented the elements of Assessment for Learning to ensure high levels of engagement and achievement across the school.
- Annotated evidence collected against the SEFv2 and the APST.

Evaluation	Funds Expended (Resources)
• Limited discussion have taken place on this, it is an area that maybe explored further in 2020.	

Process 2: Professional Practice

All staff take responsibility for their professional learning, incorporate this into their teaching and learning programs and reported through the PDP process.

Evaluation	Funds Expended (Resources)
• Executive have began planning the 2020 professional learning focuses. The aim will be to continue the Tuesday staff meeting focusing on professional learning and continue the teacher participation in the Namoi Partners Special Education Network Meetings twice a term.	

Next Steps

- Strategic staff professional learning
- Informed implementation of programs and initiatives.

Strategic Direction 3

Strong Partnerships

Purpose

Its purpose is to:

- Enhance student engagement through parent, family and community involvement through whole school programs including Positive Behaviour for Learning (PBL).
- Provide an environment focusing on safety, respect, learning and mutual communication.
- The school links families with community service providers to enhance student outcomes.

Improvement Measures

- 90% positive feedback during focus group and school based surveys.
- 70% of families participating in planning meetings.
- 5% increase in family attendance during interagency support meetings.
- 85% of students achieve identified school wide PBL targets.
- all staff tracking appropriate behaviour.
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Progress towards achieving improvement measures

Process 1: PBL

- A whole school approach to student well being and behaviour expectations ensuring optimum conditions for learning.
- PBL advisor working with the school community to formalise merit system and launch PBL within the school and wider community.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• All classrooms have PBL Visuals• Students displayed increases awareness of PBL targets.	

Process 2: Linking

- The school has productive links with community service providers to support CBL, vocational education programs and post school providers especially during key transition points.
- Families and community members have access to service providers to support their child's needs.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• We are still working towards a consistent approach and have taken on board parent feedback to improve the program in 2020.• Services providers working within the school are asked to plan support times to work in with school/class activities. This has been an ongoing thing and something that will be again noted at the beginning of 2020.	

Next Steps

- Increased student participation in PBL activities.
- strengthening community based learning opportunities and instruction of community access program for younger students.



Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	\$6,937	<ul style="list-style-type: none"> • Funds utilised to support Teaching and Learning programs.
Socio-economic background	47,653	<ul style="list-style-type: none"> • Funding used to employ extra SLSO time in the classroom to ensure students receive the support required. • Funding utilised to support teacher release to provide staff with opportunities to plan and complete individual student plans.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	22	21	23	23
Girls	15	12	13	13

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.

Post school destinations

Students who completed Year 12 Life Skills outcomes in 2019 are accessing a variety of options in supported environments post school. Many are supported through their NDIS package

Year 12 students attaining HSC or equivalent vocational education qualification

Five students completed Year 12 Life Skills outcomes in 2019.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.75
Teacher Librarian	0.2
School Administration and Support Staff	6.61

*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.

Staff are committed to continuing their learning and access to professional learning. Staff participated in Connecting to Country learning and managing complex behaviours. Individual staff have also attended professional learning focused on their individual professional goals.

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	350,891
Revenue	1,650,928
Appropriation	1,620,213
Sale of Goods and Services	1,557
Grants and contributions	23,800
Investment income	2,836
Other revenue	2,523
Expenses	-1,453,398
Employee related	-1,313,754
Operating expenses	-139,643
Surplus / deficit for the year	197,531

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	958,541
Equity Total	68,625
Equity - Aboriginal	20,972
Equity - Socio-economic	47,653
Equity - Language	0
Equity - Disability	0
Base Total	442,075
Base - Per Capita	15,697
Base - Location	9,915
Base - Other	416,463
Other Total	50,825
Grand Total	1,520,067

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.

Parent/caregiver, student, teacher satisfaction

Parent and Family:

- Information regularly shared with families.
- Information including suggested changes presented at P&C Meetings.
- Information provided to parents on particular areas including Community Based Learning and portfolios.
- Newsletter format improved and provides a variety of information as well as showcasing student achievements.
- Families identify that a strength of the school is the caring staff.

Staff:

- At the beginning of 2019 staff met with the principal to provide information as a component of the professional develop process.
- Teaching staff were provided with an opportunity to make suggestions for class placements for 2020.
- Staff were provided with an opportunity to provide feedback during term four 2019. This feedback has identified areas for improvement for 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.

In 2019 G. S. Kidd Memorial School hosted NAIDOC activities at school for the first time. This included a site visit which provided students and staff with an opportunity to celebrate culture.

Three students participated in the AECG Culture Camp held at Lake Keepit.

Staff have focused on embedding Aboriginal perspectives across Key Learning Areas.

Classrooms have been renamed with animal names which are displayed in language.

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.

Diversity is celebrated at G. S. Kidd Memorial School. Classroom and whole school activities support students' understanding of the culturally diverse nation in which we live.

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.

Students explore a variety of different nations and learn about acceptance and diversity. In 2019 the school hosted Harmony Day celebrations.

Other School Programs (optional)

Community Based Learning:

Students are provided with opportunities to participate in activities in the community which aims to support post school options and develop skills. This was supported by a Community Based Learning Mentor. In 2019 three students participated in TAFE, providing them with an opportunity to develop in areas of interest.

Sport:

G. S. Kidd Memorial School students had an opportunity to participate in the Activate Sport held in Tamworth. Students enjoyed access to a variety of sports and an opportunity to meet other students from across the area.

During 2019 students have participated in a structured sports program which took place on Friday mornings and included a variety of activities including yoga, swimming, cricket, soccer and tennis. Some students also took part in RDA each

fortnight.

