

# 2020 Annual Report

## Garah Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Garah 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

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Garah Public School  
Ashley & Benarba Sts  
Garah, 2405  
[www.garah-p.schools.nsw.edu.au](http://www.garah-p.schools.nsw.edu.au)  
[garah-p.school@det.nsw.edu.au](mailto:garah-p.school@det.nsw.edu.au)  
6754 3218

## Message from the principal

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2020 has certainly been a year to remember in many ways. Covid19 swept in earlier in the school year and completely changed how we educated our students, from remote learning to returning to school with many changes and restrictions placed on us all.

As a team we have managed to successfully complete the school year with determination, adaptability, focus, enthusiasm and a general attitude of positivity. I have seen our students and staff continue to work hard, regardless of limitations placed on them, to achieve the best teaching and learning possible at our school.

Both myself and our staff have been amazed at how our students have adjusted accordingly, maintaining tenacity, flexibility and understanding as they have navigated their learning throughout the year. They have developed resilience and I believe that they will come out the other side, having learned important lessons about themselves as learners.

Thank you to our families for your cooperation, understanding and support throughout what has been a very different school year.

Jenny Johnson

Principal

Garah Public School

## School vision

At Garah Public School we are committed to providing students with high quality learning experiences and opportunities that encourage them to become successful learners, confident and creative individuals and active, informed members of society. We actively encourage and promote a school culture underpinned by the beliefs of respect, responsibility and personal best.

## School context

Garah Public School is a small rural school located 50 km north-west of Moree in the Barwon Network. It is a school that provides education for students of the town and local farming community.

The school takes pride in offering a safe, enjoyable, motivating and challenging learning environment for students from Kindergarten to Year 6.

All teaching and non-teaching staff are highly experienced and work collaboratively to support all students and parents. The school has a family atmosphere where all of the students interact and learn from each other in a supportive and caring environment.

Key programs at the school include a focus on student wellbeing, through Positive Behaviour for Learning (PBL). Our core values of 'Respect, Responsibility and Personal Best' underpins and supports student development in Literacy and Numeracy. Learning in all KLAs is supported through the strategic access to technology, thus linking students to real world learning opportunities.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 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	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	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Pedagogical Practice for Learning Success

#### Purpose

To lead learning through research based pedagogy and develop high quality educational leadership practices to guide students' understanding of the characteristics of effective learners and learning achievement.

#### Improvement Measures

Expert use of feedback and formative assessment are observable in all contexts, as evidenced through classroom observation and teacher self-reflection data.

Learning intentions and success criteria are visible, explicitly used in all settings and can be clearly articulated by all students.

Wellbeing surveys indicate high levels of satisfaction in the areas of belonging and engagement, and students can identify 2 staff members who can support them.

#### Progress towards achieving improvement measures

##### Process 1: Visible Learning

To support students to develop aspirational expectations of learning for continual improvement

Use learning intentions and success criteria as the basis for feedback to students about their learning

Instill a growth mindset culture to assist students to realise learning goals and demonstrate resilience.

Evaluation	Funds Expended (Resources)
All staff used feedback and formative assessment across all key learning areas with a focus on Mathematics and English (particularly in writing). This resulted in an overall improvement in students' understanding of mathematical concepts, as evidenced in the Stepping Stones Maths assessments. In Writing, students have shown a noticeable improvement in knowledge, understandings and the skills required to produce effective written texts. Most students have a clear understanding of their learning goals and can use them to achieve success in learning.	

##### Process 2: Wellbeing

Implement a whole school approach to student wellbeing in which students engage in learning experiences that explicitly teach the core values for resilience and success.

Evaluation	Funds Expended (Resources)
All students have a clear knowledge of the school's core values of respect, responsibility and personal best and can demonstrate an understanding of what they may look like and mean to them in the school context. They are confident in identifying two staff members who can support them at school. The school's students, staff and community believe that wellbeing underpins and supports the learning process.	

## Strategic Direction 2

### Excellence in Curriculum Application

#### Purpose

To collaboratively implement differentiated curriculum, assessment and evaluation for future focussed learning, with an emphasis on the teaching of literacy and numeracy skills across all learning areas.

#### Improvement Measures

All students achieve at or above expected growth in literacy and numeracy as indicated by internal measures and Literacy and Numeracy Progressions.

If this does not occur, the school will implement explicit teaching programs to address concerns

Embedded and explicit systems for focussed teacher collaboration within and across schools are used to plan, implement and evaluate targeted curriculum areas.

#### Progress towards achieving improvement measures

##### **Process 1:** High Quality Literacy and Numeracy Teaching

Draw on solid research to develop and implement high quality professional learning in literacy and numeracy teaching practice in all curriculum areas.

Differentiation, Assessment and Evaluation

Design and implement high quality differentiated learning programs that meet syllabus requirements across all key learning areas and encourage future focussed thinking. This will be supported by authentic assessment and evaluation strategies to inform future focussed teaching and learning.

Evaluation	Funds Expended (Resources)
Most students have shown growth in literacy and numeracy through internal formative and summative assessment tasks. All teaching staff worked collaboratively, in-school and with other small schools, to plan and deliver work to support classroom tasks and assessment for students in literacy and numeracy.	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Funding Source: Aboriginal background loading \$3932	Aboriginal background loading, Low level adjustment for disability and Socio economic background funding were combined, along with school funds to employ a second teacher four and a half days per week and an SLSO eighteen hours a week. This extra staffing provided enhanced learning and assisted students in their learning in literacy, numeracy and other Key Learning areas. Staff were also able to support students with learning disabilities. This funding also provided student support to access school excursions throughout the year, ensuring full student participation.
<b>Low level adjustment for disability</b>	Funding Source: Low level adjustment for disability \$15571	Aboriginal background loading, Low level adjustment for disability and Socio economic background funding were combined, along with school funds to employ a second teacher four and a half days per week and an SLSO eighteen hours a week. This extra staffing provided enhanced learning and assisted students in their learning in literacy, numeracy and other Key Learning areas. Staff were also able to support students with learning disabilities. This funding also provided student support to access school excursions throughout the year, ensuring full student participation.
<b>Socio-economic background</b>	Funding source: Socio-economic Background \$22103	Aboriginal background loading, Low level adjustment for disability and Socio economic background funding were combined, along with school funds to employ a second teacher four and a half days per week and an SLSO eighteen hours a week. This extra staffing provided enhanced learning and assisted students in their learning in literacy, numeracy and other Key Learning areas. Staff were also able to support students with learning disabilities. This funding also provided student support to access school excursions throughout the year, ensuring full student participation.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	12	11	8	7
Girls	10	9	9	6

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.9	91.1	91.8	81.2
1	86.6	93.3	97.5	77.8
2	97.7	80.5	88.5	90.6
3	94.9	88.3	82.2	74.4
4	94.3	87.7	90.1	81.8
5	95.1	91	87.2	83.7
6	86.9	84.5	91.7	95.7
All Years	91.9	88.4	89.3	82.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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
Classroom Teacher(s)	0.62
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.8

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	136,777
<b>Revenue</b>	477,295
Appropriation	469,223
Sale of Goods and Services	458
Grants and contributions	7,251
Investment income	363
<b>Expenses</b>	-453,422
Employee related	-362,700
Operating expenses	-90,722
<b>Surplus / deficit for the year</b>	23,873
<b>Closing Balance</b>	160,650

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	41,606
Equity - Aboriginal	3,932
Equity - Socio-economic	22,103
Equity - Language	0
Equity - Disability	15,571
<b>Base Total</b>	403,447
Base - Per Capita	4,089
Base - Location	14,527
Base - Other	384,832
<b>Other Total</b>	23,402
<b>Grand Total</b>	468,456

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

In 2020, all students completed a survey that indicated their sense of belonging, their attitudes towards different areas of school life and wellbeing. Most students indicated they were highly engaged and motivated to learn at school. This was evidenced by positive attitudes and effort applied in class, individual attendance rates, teacher observations in the classroom and playground and minimal behaviour incidents. All of our students successfully achieved the highest level of Gold in the school's Positive Behaviour Merit Program. Results from parent surveys mostly indicated a positive degree of satisfaction with the school and its teaching and learning programs. Parents agreed that the school is a safe place of learning for their children where they are encouraged and supported by staff. They also agreed that the school has a good reputation for learning, rewards student success and that their input assists in improving school planning and the education provided for their children. The teaching staff state that they are highly motivated and committed to their roles within the school, and appreciate having the ability to work collaboratively as a team.

# Policy requirements

## Aboriginal Education Policy

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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.

Garah Public School provides support for Aboriginal students and provides programs designed to educate all students about Aboriginal culture, history and contemporary Aboriginal Australia. These issues are integrated across all Key Learning Areas. This practice has given students a broader understanding of Aboriginal history and culture.

## Anti-Racism Policy

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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

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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.

Multicultural perspectives are integrated into curriculum as a cross curriculum capacity. We actively promote a culture of inclusivity of all students. We participate in events that promote respect, responsibility and multiculturalism through Harmony Day, NAIDOC week and the CWA Country of Study.