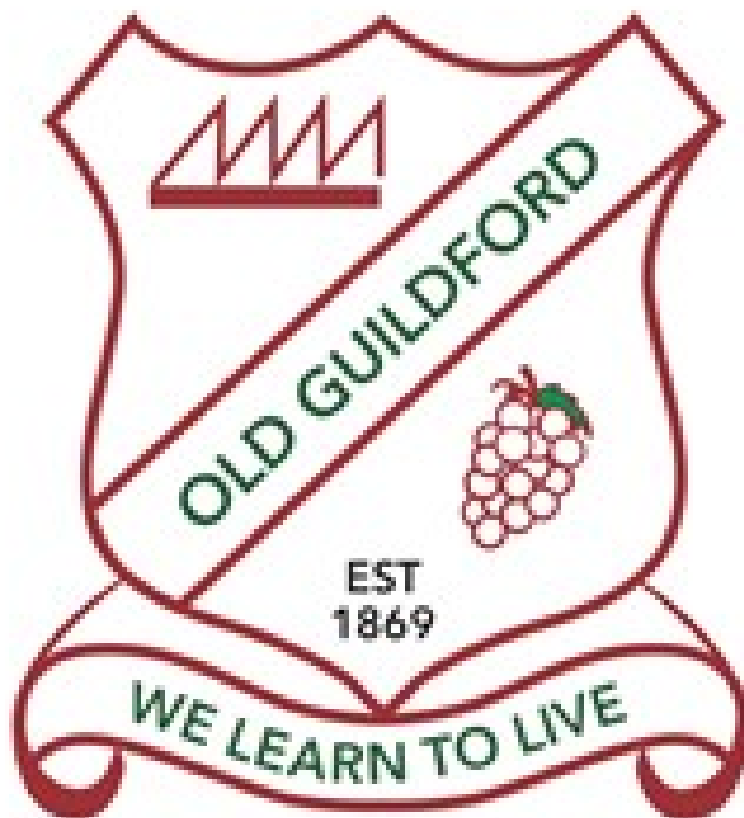# 2020 Annual Report

Old Guildford Public School

2801

Introduction

The Annual Report for 2020 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 vision

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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)
A large proportion of teachers are using Assessment for Learning (AfL) strategies to make learning visible to students. Learning Intentions and Success Criteria (LISC) are evident in the majority of programs and classrooms. LISC are implemented regularly and teachers refer to them explicitly at the beginning of lessons. Data from Instructional Rounds (IR) suggests that LISCs are not referred to during or at the end of lessons. Feedback is an area for improvement moving forward.	Teacher Professional Learning (PL)

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-2 were tracked on the Progressions for at least two elements in Literacy and Numeracy. Data is being collated and analysed and teachers use data to inform programs. Greater support is required to ensure consistent data collection and analysis K-6.	Sounds Write PL

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)
Due to COVID-19, staff could not participate in the PL needed for this area, which included peer observations. Collaboration is an area for development moving forward.	

Process 2: Literacy & Numeracy PL

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

Evaluation	Funds Expended (Resources)
Staff continued to use the mathematics scope and sequence developed with Anita Chin. Changes were made in K-2 with pleasing results. The school would like to further build their numeracy skills by focusing on the Big Ideas in mathematics. All staff participated in professional learning on Scarborough's Rope.	Whole School PL in Reading Training in Sounds Write for DPIL

Process 3: Coaching & Mentoring

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

Evaluation	Funds Expended (Resources)
Early Career Teacher (ECT) Mentors were trained in Growth Coaching to better enhance their support of ECTs. In addition, they also participated in CoS Lead with build their leadership capacity. Seven out of eight members of the Executive Team participated in Covey's Seven Habits of Effective Leadership.	Growth Coaching PL CoS Lead PL Covey - Seven Habits PL

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)
Staff participated in Model 1 of the Berry Street Education Model (BSEM). Due to COVID-19, Modules 2-4 could not be completed. Many classroom teachers are embedding brain breaks throughout the day.	Whole School Professional Learning - BSEM

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)
Due to COVID-19 all activity with external agencies and internal school clubs ceased.	

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

Evaluation	Funds Expended (Resources)
School social media team was organised to facilitate school communication with families, through a delegated stage representative. This was very helpful during the learning from home phase. Regular posts kept the community informed and engaged. The school also started using SeeSaw P-6 as an additional platform. This has improved teacher to parent communication.	Teacher Professional Learning - SeeSaw Subscription to SeeSaw

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Additional EAL/D funding	The school uses its EAL/D allocation to provide in class support to students across the school K-6.
Low level adjustment for disability	APH SLSOs AP to coordinate AHP	Students with Integration Funding Support received additional support through school learning and support officers (SLSOs). SLSOs 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, Occupational Therapist and Psychologist one day a week through Allied Health Partnerships (AHP). The team works with students in preschool to Year 2 and conducts screeners and assessments. They then work with target groups of students.
Quality Teaching, Successful Students (QTSS)		All members of the Executive team are off class and 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	PLC Release Whole School PL - Science of Reading	Staff PL was limited due to COVID-19. The major focus was on the Science of Reading and Scarborough's Rope. All stage teams were released weekly for job-embedded collaboration time in Professional Learning Communities. The focus was using the teaching and learning cycle to improve student learning outcomes in literacy and numeracy.
Support for beginning teachers		Six teachers at the school were entitled to Early Career Teacher funding. All teachers received an hour of support with a mentor and an additional hour of release. Mentors participated in fortnightly mentoring with the Principal. They were trained in Growth Coaching and participated on CoS Lead to build their leadership capacity.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	216	213	206	213
Girls	242	231	232	212

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	91.7	91.8	90.4	92.2
1	91.6	90.3	91	90.8
2	93.7	92.2	90.8	92.8
3	92.3	94.4	92.2	91.6
4	93.2	94.3	91.6	93
5	89.7	92	93	92.8
6	92.5	92.2	91.2	93.9
All Years	92.1	92.3	91.4	92.4
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
Assistant Principal(s)	4
Classroom Teacher(s)	16.6
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
Teacher ESL	2.6
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, 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[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
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.

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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** ($)
Opening Balance	1,110,760
Revenue	6,080,365
Appropriation	6,046,912
Sale of Goods and Services	-12,568
Grants and contributions	29,646
Investment income	1,375
Other revenue	15,000
Expenses	-7,069,711
Employee related	-5,726,532
Operating expenses	-1,343,179
Surplus / deficit for the year	-989,345
Closing Balance	121,415

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.

	2020 **Approved SBA** ($)
Targeted Total	121,980
Equity Total	1,761,170
Equity - Aboriginal	5,047
Equity - Socio-economic	1,219,492
Equity - Language	326,716
Equity - Disability	209,915
Base Total	3,071,900
Base - Per Capita	107,746
Base - Location	0
Base - Other	2,964,154
Other Total	969,044
Grand Total	5,924,094

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 to access the school data.

2020 NAPLAN

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

Tell Them From Me (TTFM) data suggested that parents are very pleased with the way the school operates and there is a strong two-way respect between staff and parents. The P&C have donated $20,000 towards the erection of an undercover walkway in the K-2 area. Students were surveyed and asked what they liked about the school. The majority reported their teachers, maths lessons and the playground. 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. Based on 2020 feedback, a Finance Committee was developed and met regularly.

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.

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