

# 2020 Annual Report

## Gunnedah South Public School



4018

# Introduction

The Annual Report for 2020 is provided to the community of Gunnedah South 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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## Message from the principal

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Gunnedah South Public School is a wonderful learning environment for students.

Our focus is to develop the whole child across all academic, social and emotional domains. This has never been more important than in 2020. 2020 has indeed been an unusual, yet amazing year for Gunnedah South Public School. Who could forget the Corona Virus which turned all of our lives upside down? A new way of learning instantly!

Our staff were outstanding, being given less than two hours to put together work packs lasting three weeks. Then the whole GSPS Teams - wow! Our students certainly are lucky to have such a supportive P&C who contributed so much.

Our students and all of you rose to the occasion and took on the role of "learning from home". Combining Teams meetings with online reading, maths and spelling programs and daily work booklets was a huge achievement. We did it together! Never have I been so grateful for your continued support, your positive words and patience whilst our staff reorganised their whole way of teaching in a very tight time frame. Thank you for respecting our "Return to School" guidelines, and observing our social distancing processes. I, along with all of you learnt some new vocabulary this year, terms such as COVID-19, Learning From Home, Working From Home, social distancing, hand sanitising, Teams and Zooming just to name a few.

Finally after 7 weeks of learning from home, everyone was back at school. As your principal I was extremely proud of the way our staff displayed such a high degree of professionalism and genuine care for the students they teach. Staff went above and beyond, communicating with parents to ensure all students maintained their academic progress and a positive sense of wellbeing.

Due to the size of our school, we became virtual in a number of spaces. I was particularly proud of our leadership team for their virtual assemblies and virtual presentation day. A production Hollywood would be proud of.

On return to school we continued to deliver a well-rounded curriculum and to support the development of the whole child. Both our school community (South School Family) and I, believe that the education of our students is a shared responsibility and as such, strive for genuine community engagement and open communication between students, parents and families. This year has also seen the postponement of a number of school community activities. However, our P&C certainly went above and beyond! They were stronger than ever in their advocacy for every child at South. Special thanks again to all of our parents for following the COVID guidelines and being supportive of everything we have asked of you. I know you missed out on a lot 2020 but there's always 2021!

Finally, thank you to everyone, who contributed to South in 2020! Whether as a student, parent, staff member or community member, you were all heroes!

Looking forward to an amazing 2021!



## School vision

Gunnedah South is an innovative and dynamic school that is devoted to excellence in all academic, sporting, cultural and social endeavours and we aim to give our students the best opportunities available. We value the important role of the wider community in our school and are fortunate to have many active community links.

We are an innovative cooperative learning community driven by excellence in teaching where high expectations prepare globally motivated citizens who strive for their personal best and up holding the school values of being safe, being respectful and being learners.

## School context

Gunnedah South Public School is located in the Mooki Network which is part of the Rural North Operational Directorate for Public Schools in New South Wales. The school comprises of 634 students with 234 students identifying as Aboriginal and Torres Strait Islander. Our thriving school is set in spacious well maintained grounds and is located in the township of Gunnedah, Australia's rural hub for the richest agricultural region - the Liverpool Plains in North West New South Wales.

Our school receives a significant boost in funding through the Resource Allocation Model as a result of the school's "Family Occupation and Education Index" (FOEI) level of 119 which is above the average of 100. Gunnedah South Public School's Learning and Support Team continues to work with the school community to best support the additional and varying learning needs of all students through the promotion of differentiated curriculum.

Visible Learning remains the core foundation of all educational programs at Gunnedah South Public School. The school is privileged to be developing a strong culture of collaborative practice where all key stake holders recognise the importance of teachers seeing learning through the eyes of their students. Supporting this, is students realising and valuing teaching as the key to their ongoing life long learning.

We promote quality education for all of our students in a happy, safe and caring school environment through our strong focus on literacy and numeracy skills. Teachers utilise learning goals and success criteria as best practice to support differentiated teaching and learning for every student. We provide a variety of extra curricula activities to extend learning through opportunities provided by the Stephanie Alexander Kitchen Garden program, as well as a huge variety of sporting, cultural and performing arts programs offered. Strong student, parent and community engagement is unique to Gunnedah South Public School and we are regionally recognised as a leader in student achievement and quality education.

# 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	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	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

### Learning

#### Purpose

A strengthened school collaborative culture of excellence ensures students, staff, families and school community work together in support of student wellbeing. All students will succeed, thrive and learn in a supportive and cohesive environment that enhances deep connections with culture and community.

#### Improvement Measures

##### **Collaborative Practice**

- Visible Learning is used as best practice in 100% of classrooms where every learner is known and valued.
- A 20% growth for literacy and numeracy in top two bands as indicated in NAPLAN
- All students can articulate what they are learning and are able to effectively accept and provide feedback.

##### **Positive Partnerships**

- Improved parent positive response by 25% annually to school surveys.
- The School Assessment Tool-Reflection Matrix data indicates the school is rated at "building" or "sustaining" across all seven dimensions.

##### **Positive Behaviour for Learning**

- Negative behaviour entries in student well-being demonstrates a 15% improvement in students demonstrating self regulation over three years.
- Staff demonstrate improved input at the planning level for PBL initiatives over three years.

#### Progress towards achieving improvement measures

##### **Process 1: Collaborative Practice**

- Staff collaborate regularly to ensure effective data use leads to improved student learning through the development of consistent teacher judgement across year levels.
- Planning, teaching and assessment is undertaken in collaboration with the Visible Learning team, and partner schools.
- Effective programming strategies are utilised to ensure teachers incorporate differentiated strategies that meet student's specific learning goals and success criteria to support their growth and learning needs. Aboriginal perspectives are embedded in all teaching and learning activities.

##### **Positive Partnerships**

- Targeted initiatives improve community relationships and strong cultural connections in the development of high expectations.
- Review of current practices to develop a successful and positive communication strategy between home and school that supports student learning and engagement.

##### **Positive Behaviour for Learning**

- Structured implementation of PBL in classroom spaces with a focus on professional learning that develops all stakeholders is used to improve Learning and engagement; Shared responsibility; and Respectful relationships.
- Staff meeting information sessions, re: EBS+, Behaviour and learning plans.

Evaluation	Funds Expended (Resources)
<p>In 2021 we will build on our school achievements through:</p> <ul style="list-style-type: none"><li>* continuing our strong focus of visible learning through the consolidation of the DP Curriculum position with a clear focus on providing classroom teachers with support to develop quality teaching practices through an instructional leader model, where all executive function as instructional leaders.</li><li>* continued utilisation of school based assessment data to plan for differentiated teaching and learning activities based on student need including the use of technology to enhance curriculum.</li><li>* restructure of learning and support with a focus to introduce tiered support for students through a variety of intervention programs and specialist support from school based speech and occupational therapists.</li></ul>	<p>Funding is duplicated in Key Initiatives section of this document</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$140000.00)</li><li>• Integration funding support (\$259834.00)</li><li>• Low level adjustment for disability (\$115208.00)</li></ul>

## Progress towards achieving improvement measures

\* the impact of COVID-19 supported a complete refocus to at home learning late Term 1 and Term 2, followed by an intensive return to school restructure focused on decluttering curriculum and targeting Literacy and Numeracy essentials for students.

## Next Steps

During 2020, our school underwent External Validation. As part of this process we were able to significantly identify key focus areas in line with 2021-2024 targets as our school continues the improvement journey. The school leadership team is focused on developing and prioritising high quality service delivery and enhanced student achievements through:

- utilising and supporting current talent within our school to focus on inspiring instructional leadership which deepens high-impact pedagogical expertise of all teachers.
- strengthening teacher collective efficacy focused on the development of high expectations for every student.
- refinement of rigorous assessment practices and feedback to inform teaching, learning and reporting procedures.
- further enhancing curriculum planning and implementation that focuses on engaging and empowering all students with a strong focus on reading and numeracy.

## Strategic Direction 2

### Teaching

#### Purpose

Every student is known, valued and taught by highly qualified teaching staff at Gunnedah South Public School. Our highly professional team ensures quality school curriculum is delivered by expert teachers who demonstrate high expectations in planning and delivering quality evidence-based, differentiated teaching that focuses on the development and growth of every student.

#### Improvement Measures

##### **Visible Learning focused on Quality Literacy and Numeracy Teaching**

- Increased number of students in the top two bands of literacy and numeracy reach their expected growth.
- 30% increase of ATSI students achieving proficient standards in reading and numeracy by 2020.
- 100% of teachers to use data to inform planning and monitor student progress against learning progressions in K-6 classrooms.
- 100% of students can articulate their individual learning goals and success criteria for learning.

##### **Positive Behaviour For Learning**

- 100% of students are able to articulate what makes a safe, respectful learner.
- 100% of staff are modelling, practising and implementing PBL values and expectations throughout the school.

#### Progress towards achieving improvement measures

##### **Process 1: Literacy and Numeracy**

- Teachers utilise the teaching and learning cycle to maximise student outcomes through effective planning and assessment.
- Curriculum team leads the development and implementation of quality scope and sequences focused on teaching and learning K-6.
- Instructional Leaders support staff to evaluate and improve teaching with a focus on Visible Learning and Aboriginal perspectives that is evident in daily practice.
- Professional learning is based on best practice and research. It is focused and tailored to support continuous improvement of teaching and learning.
- Literacy and Numeracy progressions will be implemented by 2020.

Evaluation	Funds Expended (Resources)
<p>In 2020 we built on our school achievements through:</p> <p>* Refining our effective planning and assessment practices to ensure teachers are guided to develop lessons that are relevant, differentiated and of engaging quality. The curriculum team lead our core business of teaching and learning with the introduction of instructional leadership. The focus remains on literacy and numeracy and the role learning and support plans to ensure all students achieve success.</p> <p>* The school leadership team prioritise high quality service delivery and enhanced student achievements. Our redeveloped data collection processes, consistent programming and scope and sequences across all key learning areas, instructional leader model based on research and quality professional learning and processes and practices in learning support are a reflection of the excellent gains we have made in our strategic direction 2 focused on teaching.</p> <p>* COVID-19 shut down impacted on school operations late Term 1 and Term 2. The school P&amp;C supported the redirection of all programs and provided significant funds to assist in purchasing computers to ensure equity and the same access to learning for all students. This program supported school staff to completely refocus to at home learning late in Term 1 and Term 2, followed by an intensive return to school restructure focused on decluttering curriculum and targeting Literacy and Numeracy essentials for students.</p>	<p>Funding is duplicated in Key Initiatives section of this document.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$342000.00)</li><li>• Professional learning (\$48256.00)</li><li>• Quality Teaching, Successful Students (QTSS) (\$120322.00)</li></ul>

## Progress towards achieving improvement measures

\* GSPS Teams was launched and was directed by the school's Curriculum Team. The success of this collaborative practice supported students to maintain continued access to quality curriculum and content.

### Process 2: Positive Behaviour for Learning

- PBL team leads the explicit implementation of the PBL values, expectations through quality learning experiences. .

Evaluation	Funds Expended (Resources)
<p>In 2020 our school achievements in PBL have been enhanced through:</p> <ul style="list-style-type: none"><li>* increased student awareness of PBL expectations in all aspects of school life.</li><li>* demonstrated every day practice across all online learning environments, classrooms and playground areas</li></ul> <p>As part of the PBL implementation strategy for Gunnedah South PS we will be now focus on incorporating the classroom component of the program school wide. This will further support students with learning and utilising PBL values in all aspects of their school lives. Please refer to Key Initiatives for further information.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$30000.00)</li></ul>

## Next Steps

During 2020, our school underwent External Validation. As part of this process we were able to significantly identify key focus areas in line with 2021-2024 targets as our school continues the improvement journey. The school leadership team is focused on developing and prioritising high quality service delivery and enhanced student achievements through:

- Focus on ensuring that high impact components of L3 are integrated as a component of our whole literacy plan.
- Provided progressions training with a focus to utilise PLAN 2.
- Refine our student data storage and record keeping
- Continue with all executive as Instructional Leaders to support teacher development.
- Focus on increased targeted learning and support and complete 2020 review of the LST programs and support.

## Strategic Direction 3

### Linking and Leadership

#### Purpose

Leadership at Gunnedah South Public School ensures the development of a Positive School Culture through effective planning. Our Goal is to strengthen students and all stakeholders to work collaboratively to support students to connect, succeed, thrive and learn.

#### Improvement Measures

##### **Positive School Culture - through Collaboration**

- PBL and Visible Learning are successfully embedded in to all aspects of school life and in all teaching programs.
- An increased number of parents participating in school activities.

##### **Teacher Performance and Development**

- 100% of teachers feel supported and valued. Teachers strive for continuous improvement as leading learners through Personalised Development Plans.

##### **School Planning, Implementing and Reporting**

- Executive and teacher ownership and involvement in school improvement is reflected in improved classroom practices that are clearly aligned to the school management plan. Through programs, assessment, increased engagement and job satisfaction.

##### **Management Practices and Processes**

- Increased student and parent engagement results in attendance rates for all students is at or above state averages over three years.

#### Progress towards achieving improvement measures

##### **Process 1: Positive School Culture - through Collaboration**

- Deliver an integrated approach to student well-being and learning through the ongoing implementation of the Positive Behaviour for Learning with the You Can Do IT program embedded.
- Review of current practices in successful and positive communication between home and school to support student learning, engagement and participation.
- Processes and guidelines to support meaningful relationships between key stakeholders focused on student learning are reviewed and developed with a strong focus on PLPS.

##### **Teacher Performance and Development**

- Personal Development Plans are based on smart goals
- Regular Teaching and Learning Meetings focus on the development of teacher knowledge, evidence based practice and curriculum implementation that student learning.
- Aboriginal Instructional Leader Visible learning Team work with Principal collaboratively to effectively implement the schools Literacy and Numeracy Strategy.

##### **School Planning, Implementing and Reporting**

- The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice.

Evaluation	Funds Expended (Resources)
<p>In 2020 our school achievements have been enhanced through:</p> <ul style="list-style-type: none"><li>• regular and consistent attendance tracking and follow up has occurred. This has resulted in an improvement in attendance monitoring and improved relationships and partnerships with families in this space.</li><li>• involvement with the school plan and external validation has been facilitated and it is recognised by staff as a document that has an impact on everyday operations of our school. The focus is always on students and improving learning experiences and the achievement of learning outcomes.</li><li>• teachers have a greater understanding of the professional teaching standards and PDPs and programs are inclusive of standards.</li><li>• the school executive utilise the executive standards to strengthen their skill sets and support them in leading high quality teaching and learning across their stages.</li></ul>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Literacy and numeracy (\$36487.00)</li><li>• Low level adjustment for disability (\$115208.00)</li></ul>

## Progress towards achieving improvement measures

- Visible learning data continues to show increased teacher and student engagement with the pedagogy.
- data of parent involvement and engagement with the school increased during 2020 particularly as a result of our at home learning phase. Most parents are highly willing to engage with staff and complimentary to staff for their work..

### Process 2: Management Practices and Processes

- School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

Evaluation	Funds Expended (Resources)
<p>In 2020 our school achievements have been enhanced through:</p> <ul style="list-style-type: none"><li>• data of parent involvement and engagement with the school increased significantly during 2020 as a result of ongoing support for parents during our at home learning phase.</li><li>• increased parent involvement in key decision making through utilising the schools virtual P&amp;C meetings to share in the Local Schools Local Decision making process.</li><li>• all stake holders contributed to the decisions on how to best deliver consistent services for all students from GSPS.</li></ul>	

## Next Steps

During 2020, our school underwent External Validation. As part of this process we were able to significantly identify key focus areas in line with 2021-2024 targets as our school continues the improvement journey. The school leadership team is focused on developing and prioritising high quality service delivery and enhanced student achievements through:

- Leadership team supporting the utilisation of current expertise to focus on inspiring instructional leadership which deepens high-impact pedagogical expertise of all teachers.
- Supporting executive to consider taking on relieving regional positions to increase diversity of localised skillsets.
- Strengthening a shift to student focused high expectations
- Refinement and enhancement of school organisation and management practices with a particular focus of tiered communication to staff.
- Focus on developing current talent within our school to support inspiring instructional leadership which deepens high-impact pedagogical expertise of all teachers.
- Refinement of school communication tools for parents and community stake holders with a focus on parent and community engagement in a secure form.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$387 330.00)</li> </ul>	<p>Our staff were supported by our Aboriginal Education Team to incorporate Aboriginal Education components in all areas of the curriculum. There was a strong focus on local knowledge of Aboriginal culture and histories and also make connections to our local area and community.</p> <p>Our School Wide Speech Program continued. This focused on identifying students requiring additional assistance and provides target support through an intervention model. Targeted support was provided to Kindergarten and Year 1 students through direct programs focused on phonics and phonemic awareness.</p> <p>All Aboriginal parents/carers and students are given the opportunity to attend virtual PLP meetings with their teachers with a focus on literacy and numeracy as well as student engagement.</p> <p>Aboriginal perspectives are embedded within teaching and learning programs across all key learning areas. All students are provided with opportunities to learn about Aboriginal culture and histories within their classrooms and local Gamilaraay language is integrated throughout the curriculum. A school wide series of lessons was delivered weekly to students during at home learning / return to school learning phases and has provided a strong foundation for increased inclusion of Aboriginal perspectives in all key learning areas.</p> <p>The Aboriginal education team is currently focused on rebuilding links with Aboriginal parents as a result of the local AECG becoming inactive. Currently the school is accessing North West 1 AECG and State AECG to continue our school's strong partnership with the AECG and ensure that AECG input continues.</p> <p>The next phase of the cultural hub external refurbishment was placed on hold in 2020 due to the COVID restrictions. As this hub is used as a meeting place for students and parents and forms a base for outside agencies who visit our school. We look forward to the redevelopment of the exterior of the Cultural Hub as an opportunity to welcome parents and community members back to our school.</p>
<b>Low level adjustment for disability</b>	<p>Speech Therapist Interventionist Occupational Therapist (Term 1 only)</p> <p><b>Funding Sources:</b></p>	<p>The Learning and Support Team had a very busy time during the 2020 school year. The team provided support and guidance for teachers, to assess student progress, and evaluate the need for outside agency support.</p> <p>As a result of identifying the substantial learning and support needs for students in all</p>

<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$301 161.00)</li> </ul>	<p>stages of learning, we utilised 2020 as an opportunity to develop plans to introduce a new model in 2021. This includes referrals to the effective reading centre, our continued partnership with Tamworth referral agency and refinements in counsellor workload.</p> <p>In planning for the next 4 year cycle, based on student need, a dedicated AP LaST will be included in future school plans.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Deputy Principal Curriculum Teacher Release for Collaboration</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$1 220 322.00)</li> </ul>	<p>Teachers have been able to observe colleagues and have others observe them, with the fundamental component of feedback being centered on student engagement and practices used within the classroom.</p> <p>Mentoring of early career teachers has occurred with a focus on the development of quality teaching and learning programs, assessment and the use of data to inform teaching.</p> <p>Beginning Teachers program 2nd Year has been subsidised to support additional mentoring opportunities for new teachers.</p> <p>QTSS future focus is on developing strong collaborative practices to refine curriculum development and assessment.</p>
<b>Socio-economic background</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$500 558.00)</li> </ul>	<p>Due to the significant funding that Socio-economic funds provide the funding has been incorporated and utilised across all programs throughout the school and are subsequently reported in these areas.</p>
<b>Support for beginning teachers</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$13 125.00)</li> </ul>	<p>In 2020, our school identified one 1st year beginning teacher and six 2nd year / early career teachers who required additional mentoring and support to develop high quality teachers. The foundation for this was set through the implementation of PDPs.</p> <p>Early career / beginning teachers have gained valuable feedback after peer lesson observations, analysed and been given the opportunity to reflect on their practice with the assistance of an experienced mentor.</p> <p>Support has also been provided to all teachers in gaining their accreditation regardless of funding to ensure staff equity. A review of the program in 2018 led to a split into 1st Year / 2nd Year beginning teacher groups which allowed for greater individualised support. This program will continue for subsequent years based on school need.</p>
<b>Targeted student support for refugees and new arrivals</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Targeted support for refugees and new arrivals (\$708.00)</li> </ul>	<p>This funding was added to the Learning and Support Team's budget to assist with assessment as required.</p>
<b>Positive Behaviour for Learning</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$23 000.00)</li> </ul>	<p>Our staff were supported by our PBL Team in 2020 through:</p> <ul style="list-style-type: none"> <li>• Continued use of the revised reward system which allowed for maximum student</li> </ul>

<b>Positive Behaviour for Learning</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$23 000.00)</li> </ul>	participation in PBL reward days. <ul style="list-style-type: none"> <li>Staff collaboration to develop a whole school classroom system that was placed on hold due to COVID 19 adaptions were made and will be utilised in 2021 ensuring consistency from Kindergarten to Year 6.</li> <li>PBL student team again providing a student voice and opinions on PBL systems within the school and layed the foundations for stronger student participation and interest in leading PBL as a student driven program for 2021-2024.</li> <li>Whole school matrix reinforced by weekly lessons and students being accustomed to school values and expectations, evident through the use of shared language. Staff have used the same formatting for 2020 classroom matrixes for consistency.</li> <li>Professional learning and preparation to move into Tier 1 Classrooms and introduced Tiered Planning Room model in 2021.</li> </ul>
<b>Visible Learning</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$70 000.00)</li> <li>Socio-economic background (\$156 000.00)</li> </ul>	The Curriculum Team responded exceptionally well to the COVID-19 shut down and recommencement of at school learning. The team took this opportunity to increase collaboration and reinvigorate and refocus teaching practices. Teachers and students were interviewed individually or in groups to ensure all team members were in tune and connected with what needed to addressed.  'Walkthroughs' recommenced in Semester 2 and continued to keep the spot light on what Visible Learning strategies were having the greatest impact on learning. Whole school processes such as lesson planning templates, stage meetings, professional learning for staff, maintained a focus on strengthening our shared language around learning and reinforcing the importance of the implementation of learning goals and success criteria.  Our whole school assessment schedule/data guided our return to school learning. Teachers were given professional learning and support to develop a collective vision of how students should receive feedback regarding their assessment and recognise that feedback is necessary to help students become assessment capable learners. Assessment is moving from being a tick a box task that teachers own by themselves, to a tool used collectively by teachers, students and in some cases parents to evaluate learning and plan future learning goals and direction.  The Curriculum Team led the whole staff throughout 2020 and were integral in ensuring student progress was least affected.
<b>Instructional Leader Aboriginal Students</b>	Aboriginal Programs - DPILAS - (Deputy Principal) - funded through Aboriginal Education Directorate.	The mentoring and support of teachers and students has contributed to an increase in student performance and the achievement of learning outcomes.. Subsequently the success of this program resulted in the funds

<b>Instructional Leader Aboriginal Students</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• (\$0.00)</li> <li>• DoE Initiative - Aboriginal Education (\$167 335.00)</li> </ul>	from Aboriginal Education Directorate been redirected to another school.  As a result of increased student, parent and teacher engagement due to this program, and the collaboration between key stakeholders, the school has identified the need to fund a specific Deputy Principal Aboriginal students in the 2021-2024 school plan.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	328	324	331	322
Girls	306	305	305	292

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.9	93.8	93.3	94
1	94.5	92.7	92.3	94.1
2	93.9	93.6	92	94
3	94.5	93	94.1	93.5
4	94.5	93.7	92.7	95.1
5	94.9	92.7	92.9	93.6
6	94.1	93.2	93.3	94.2
All Years	94.5	93.2	93	94.1
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	27.32
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	6.26

\*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>	89,089
<b>Revenue</b>	7,286,060
Appropriation	6,987,458
Sale of Goods and Services	145,618
Grants and contributions	149,032
Investment income	403
Other revenue	3,550
<b>Expenses</b>	-7,136,629
Employee related	-6,164,713
Operating expenses	-971,916
<b>Surplus / deficit for the year</b>	149,431
<b>Closing Balance</b>	238,520

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.

Important note: Grants and contributions

Under direction of NSW DoE General Contributions were not requested for the 2020 school year. The majority of donations were from the Gunnedah South P&C who assisted with our schools significant focus on technology and providing programs and upgraded infrastructure for students.

## 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 Approved SBA (\$)
<b>Targeted Total</b>	260,542
<b>Equity Total</b>	1,194,705
Equity - Aboriginal	387,330
Equity - Socio-economic	500,558
Equity - Language	5,656
Equity - Disability	301,161
<b>Base Total</b>	4,775,430
Base - Per Capita	153,995
Base - Location	93,157
Base - Other	4,528,278
<b>Other Total</b>	514,757
<b>Grand Total</b>	6,745,433

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](http://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.

The school undertook the newly developed Check-In assessments and utilised this data to confirm student progress. Our intensive streamlined learning programs supported students to regain missed at school learning opportunities as a result of the COVID shut down.

## Parent/caregiver, student, teacher satisfaction

In 2020, students, parents and teachers undertook anonymous, online surveys about their experience at Gunnedah South through the Centre for Educational Statistics and Data; Tell Them From Me platform.

- The student surveys are built around three major aspects of school life; Advocacy at School, Expectations for Success and Sense of Belonging.
- Results from the student, parent and teacher survey were unreliable or significantly scattered from the norm due to the COVID-19 Pandemic resulting in inconsistency in data.
- 77% of students indicated that they felt accepted and valued by their peers and others at school, while 98% believe that school is useful in their everyday lives and will have a strong bearing on their future. This matched previous years information.

In 2020, the school undertook its own surveys to form a submission for the Department of Education's Showcase of highly effective and innovative practice in public schools. Through this submission, we hope to get recognition for our Remote Learning Package that we all worked so hard on in response to COVID-19.

To support this submission, we asked parents and carers about the particular things that had a positive impact on students' learning during the COVID-19 response in the form of a survey. Please see the summarised responses below:

Feedback from school survey to parents regarding at home learning and the return to school:

- I think it was unique because every child received exactly the same opportunities for learning. It was effective because everything that they required was provided, and also because the school provided Reading Eggs, Mathletics and Readewriter for all students.
- It allowed interaction with peers and teachers and assisted parents, ensuring education was delivered via a platform students could manage and take responsibility for. It was structured and supported.
- It shows what the children learn at school , it can be done at home.
- No arguments. She got in and did work. She found the more visual she had, the easier it was.
- The combination of power points videos and work booklets and meet Nows assisted my child with accessing learning without interruption. I was very pleased that the school use the secure platform at teams rather than the other commercially available products. They provided each student with the essential equipment needed to ensure equity for all occurred. The consideration of insuring every student had school device ensured that parents could continue to work from home using their devices and supported our community and my family through the COVID-19 shut down. I was particularly impressed with how the lessons were adaptive and allowed students to perform to the best and highest potential.
- The use of Teams allowed my children to connect with their teachers and class mates. Plenty of activities that engaged them.
- Unique, the packs contained a variety of lessons for each day. The video clips were every helpful1Was unique but again was on both boys terms
- Activities were structured so research could be undertaken and students could extend their learning accordingly. They were able to interact with students and teachers to discuss learning activities and outcomes.
- I was particularly impressed with how the lessons were adaptive and allowed students to perform to the best and highest potential. The creative arts lessons were incredible and certainly allow children to connect with positive attributes and experiences beyond simply literacy and numeracy. This was further enhanced by the school supplying the appropriate equipment to ensure no student missed out on being able to complete set tasks.
- It shows what process of learning what the school has achieved.
- LEGO challenges, maths extension groups, Aboriginal language.
- The art work lessons were amazing. This time really opened my eyes to areas of strengths and struggles to for my kids.
- The creative arts activities allowed for students to demonstrate their creativity. All materials required were supplied which was fabulous. The poetry activities also allowed for creativity.
- There was loads of creative stuff, narratives, drawings, and different ways they wanted those completed.
- Trying to find fun activities for both boys was very challenging and did occur many arguments and tantrums little a lone mum did have several breakdowns/meltdowns while doing the home schooling due to COVID 19.
- All students received everything they required, from laptops, to activities, to pencils and oil pastels. There was also a range of activities to cover the curriculum content.1Hand sanitizers at each of the gates (Infants, Primary, Stock Rd and Bridge St) but good luck at the teachers that get the difficult child/children that refuse to use had sanitizer not all kids like to use it.
- Interactive app for updates and contact with teachers, stationery packs, parent information, online updates, resource packs, stationery, holiday activities, and laptops were provided with teacher and school support available.
- Roll out of laptops for every student. All learning tools provided in packs.
- Teacher check in helped a lot. Some things that my daughter was learning, I was taught a different way so was confusing her more than helping her.
- The had great practices in place so the students were informed.
- The roll out of laptops and weekly learning booklets.
- The school went above and beyond and insured all families had a point of contact at the school. The accessibility of teachers was positive. I particularly was impressed with the school principal's willingness to assist and guide with technical support and continuous videos that were supplied to guide student about their day.

- I feel that the laptops were the most useful- students could see their classmates and teacher during class chats. It also allowed students to use Reading Eggs- a fantastic and engaging activity.
- Laptops were very useful and removed the divide from the have and have nots.
- Parents could be confident children had everything needed and it provided for interaction with peers and teacher during education delivery.
- The computer , It kept the students informed.
- The laptops as each child could access work and have daily meetings with their teachers and classmates1The lessons on slides. Having it look more appealing rather than just a piece of paper with activities made it easier for my daughter to enjoy.
- The most useful resource was the school laptop. This allowed learning to be continued regardless of households access to technology it also allowed students and our child in particular to be able to continue their learning and be supported by quality inclusive differentiated content.
- The resources that were sent home for both boys were useful but only on their terms
- Aboriginal culture embedded throughout the experience.
- Being able to help out and teach and have laugh1I enjoyed the whole experience and found it really helped my children.
- Seeing my child be able to take responsibility for learning via the online platform and engage well.
- My highlight was sending both boys back to school and giving both mum and dad a break (dad is a shift worker at the local mines to keep the economy going just like all essential workers)
- Spending more time with my child, and watching her progress with her learning.
- The greatest highlight for me as a parent with at home learning was the opportunity to identify very clearly and exactly where my child required additional attention with his learning. It also provided the opportunity to strongly connect with the school and develop a combined plan to improve my child's focus on learning and taking responsibility for his learning.
- Phew, my highlight to be honest, when my daughter was able to go back to school. Home learning was hard for me.

# 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.

## 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.