

2020 Annual Report

G S Kidd Memorial School



ENDEAVOUR TO ACHIEVE

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Introduction

The Annual Report for 2020 is provided to the community of G S Kidd Memorial School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

Despite the many changes we have had due to COVID we have had some wonderful achievements and events again during 2020 including:

- Students achieving their individual goals
- Whole School intensive swimming programs
- School NAIDOC Celebrations
- Structured sport every Friday which has included a variety of sports
- An Olympic athlete visit
- Students entering into competitions such as Dorothea Mackellar
- Friday afternoon social skills groups
- CBL and Community Access
- Cooking and gardening
- Annual swimming carnival
- Day for Daniel

I would like to take this opportunity to thank our staff and volunteers for all their effort throughout this year. Their hard work and dedication has meant we continue to provide the students of GS Kidd School with high quality educational opportunities.

Thank you to the families and the wider GS Kidd school community for your ongoing support of our school and we look forward to a positive 2021.

Last but not least, thank you to all our wonderful students. You are the reason we are all here today and it is a pleasure to watch each and every one of you strive to reach your full potential. Good luck to our year 12 students who are sadly leaving us at the end of this year and I wish them all the best for their future endeavors.

Thank you

Bec Maybury

Message from the students

When asked for their highlights of 2020 some students identified the following:

- Its was fun,
- We did lots,
- We swam in the pool,
- We had a Pool Party for PBL,
- I learnt about the world,
- We wore red for Daniel Day.

School vision

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

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

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

School context

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

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Successful Students

Purpose

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

Its purpose is to:

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

Improvement Measures

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

Progress towards achieving improvement measures

Process 1: Engagement

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

Evaluation	Funds Expended (Resources)
IEPs have focused on literacy and numeracy where appropriate. Student portfolios evidence the achievement of students.	

Process 2: Assessment

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

Evaluation	Funds Expended (Resources)
This area still requires attention and will be followed up further in 2021.	

Next Steps

Student assessment will continue to be a focus in 2021 as we look for meaningful ways to record, track and communicate assessment.

Strategic Direction 2

Skilled Staff

Purpose

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

Its purpose is to:

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

Improvement Measures

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

Progress towards achieving improvement measures

Process 1: Assessment for Learning

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

Evaluation	Funds Expended (Resources)
2020 Semester portfolios accurately provide an account of student learning and social achievements.	

Process 2: Professional Practice

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Staff completed Annual Reviews.• COVID-19 has limited the Namoi Partner Special Education Network Meetings.. This will be discussed in 2021.	

Next Steps

Teaching staff have fosters a collaborative approach to programing this will continue to be a focus as we strengthen the teaching staff capability and share resources in order to share the load.

Regular teacher meeting will allow for planning, professional learning with the long term goal of sharing responsibilities of whole school activities across all staff.

Strategic Direction 3

Strong Partnerships

Purpose

Its purpose is to:

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

Improvement Measures

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

Process 1: PBL

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

Evaluation	Funds Expended (Resources)
PBL has again been a successful program at GSK. PBL weekly lessons taught across the school on Mondays.	

Process 2: Linking

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

Evaluation	Funds Expended (Resources)
This is limited due to COVID-19. Portfolios make mention of CBL - theory component.	

Next Steps

PBL will become more student driven in 2021 with student lead activities at assembly highlighting the weekly PBL focus.

Community Based Learning and Community Access will be reestablished.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • SLSO funded support. 	<ul style="list-style-type: none"> • Additional SLSO support has greatly supported student in the classroom setting.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Teacher funded position. 	<ul style="list-style-type: none"> • This provided RFF for teaching staff however there is room to further develop this to ensure consistency.
Socio-economic background	<ul style="list-style-type: none"> • SLSO funded position 	<ul style="list-style-type: none"> • Additional SLSOs in classroom and whole school setting assists in supporting the diverse range of student need at G S Kidd Memorial School.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	21	23	23	19
Girls	12	13	13	14

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.

Staff and families acknowledged that for some students at G S Kidd Memorial School their complex health care needs impact of their overall attendance. Attendance is monitored by the classroom teachers and regular contact is made with families to support attendance

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)	1
Classroom Teacher(s)	4.74
Teacher Librarian	0.2
School Administration and Support Staff	6.61

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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.

Our schools 2020 Professional Learning Plan was greatly altered by the changes brought about due to COVID. As a result we did not access our regular Tuesday afternoon professional learning meetings. We were able on the last school day of 2020 to begin to compel MAPA professional learning which will be completed in 2021.

Despite the disruption to our plan many staff utilised working from home to complete and access online courses.

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	548,422
Revenue	2,051,408
Appropriation	2,033,077
Sale of Goods and Services	1,091
Grants and contributions	16,343
Investment income	897
Expenses	-1,536,180
Employee related	-1,354,189
Operating expenses	-181,991
Surplus / deficit for the year	515,228
Closing Balance	1,063,650

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

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

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	72,950
Equity - Aboriginal	24,501
Equity - Socio-economic	48,449
Equity - Language	0
Equity - Disability	0
Base Total	1,474,295
Base - Per Capita	16,090
Base - Location	10,020
Base - Other	1,448,185
Other Total	430,678
Grand Total	1,977,923

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Parent/caregiver, student, teacher satisfaction

During 2020 feedback was sought from families. Overall the feedback was positive with some useful information in regard to how families like to receive school information.

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.

During 2020 the staff at G S Kidd Memorials School took part in Cultural awareness Professional Learning. Staff exit slips indicated this was well received and staff asked follow up questions.

Teaching staff include in their class programing documentation on embedded Aboriginal perspectives.

We held an in school NAIDOC celebration which exposed students to art, cooking, food, and storytelling.

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.

In 2020 we again celebrated Harmony Day as a way to celebrate difference and learn about a variety of cultures.

Other School Programs (optional)

Sport:

In 2020 we continued to facilitate an inclusive sport model which exposed students to a variety of different sports. The school funded an intensive swimming program twice during the year which has benefited all students and developed their swimming ability.

Community Based Learning and Community Access programs were very much hampered in 2020 and limited to the first half of Term 1 2020.