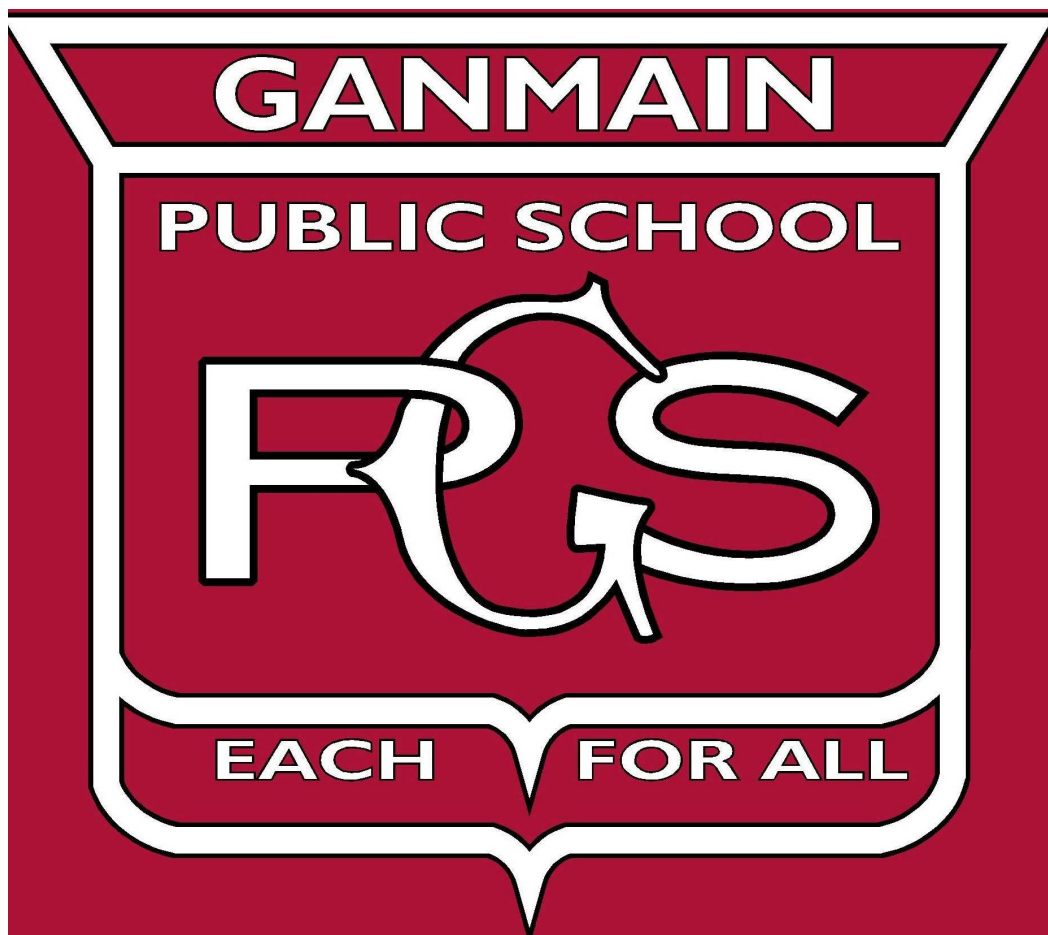


2021 Annual Report

Ganmain Public School



1954

Introduction

The Annual Report for 2021 is provided to the community of Ganmain 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 Strategic Improvement 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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School vision

Ganmain Public School, in partnership with parents, is committed to motivating students to be respectful, responsible, resilient, resourceful and reflective life-long learners. Students are supported by staff focused on the provision of consistent, quality teaching and learning.

School context

Ganmain Public School has served the local community since 1912, maintaining close and supportive ties with our families and the local community. The school has a reputation for successful academic, sporting and cultural programs in a K-6 context. These programs reflect the principle that it is the right of all young Australians to succeed in learning and to have the knowledge, skills and understandings essential to their effective participation in the community. It is a dynamic and progressive place for learning. The school provides a safe and positive learning environment that caters for the individual needs of the students.

The school has completed a situational analysis using a variety of evidence to identify strengths and areas for future development. Based on the outcome of the situational analysis, we have determined the following focus areas are required to ensure student success:

- effective classroom practice in the teaching of reading and numeracy
- using data and assessment to understand our students and to plan for our next steps
- developing resilient learners supported by a strong wellbeing program
- working in authentic partnerships with our parents and community to ensure every student succeeds and thrives.

The wellbeing and engagement of our students remains a priority. Having a strong connection within the local school's network, consisting of Ganmain Public School, Matong Public School, Marrar Public School, and Coolamon Central School, provides enhanced academic, sporting and social opportunities for our students.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school will develop systems to monitor and review its curriculum provision to meet the changing requirements of students. There will be a focus on ensuring teaching and learning programs are explicit and engaging, as well as meeting all requirements of the Department of Education and the NSW Education Standards Authority.

The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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 | 2021 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Delivering |
| LEARNING: Assessment | Delivering |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Delivering |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Delivering |
| TEACHING: Learning and development | Delivering |
| LEADING: Educational leadership | Delivering |
| LEADING: School planning, implementation and reporting | Delivering |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student in reading and numeracy, all staff will use data to understand the learning needs of individual students, which will be used to inform teaching using evidence based strategies.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice
- Knowing what students can do and where to next

Resources allocated to this strategic direction

Socio-economic background: \$50,965.00

Professional learning: \$6,328.00

QTSS release: \$5,045.00

Literacy and numeracy: \$2,651.00

Integration funding support: \$65,690.00

Aboriginal background: \$20,403.00

Low level adjustment for disability: \$7,932.00

Location: \$13,118.00

Summary of progress

One of our focus areas in 2021 was Effective Classroom Practice. Teaching staff identified Effective Classroom Practice as an area of focus through the Performance and Development Plan (PDP) process and set goals accordingly. Professional learning was set up around this focus area and the implementation was monitored through peer observations and regular feedback on programs.

Over the course of the year staff worked towards achieving their PDP goals based around Effective Classroom Practice. Staff engaged in peer observations and delivered effective feedback in accordance with the Performance and Development Framework. Funds were assigned in 2021 to allow for staff to take part in identified professional learning. Staff attended professional learning both individually and as a collective group, catering for a mix of individualised learning and whole staff focus areas to be improved. Staff programs were monitored, and feedback was given to ensure that they were of a high standard. Feedback was followed up by the principal to ensure the implementation of effective classroom practices in each classroom.

In 2022, we will embed lesson observations in the PDP process and continue to use our goals to identify areas of focus. Staff will receive additional release time to allow for a focus on PDP goals and to prepare for the implementation of professional learning in their teaching and learning programs as well as being able to create, plan for and reflect on the implementation of effective classroom practice.

For another focus area, Knowing what students can do and where to next, our instructional leader supported class teachers in using the progressions to track student progress, identify next steps and to implement these in teaching and learning programs. Students and their parents and carers were included in this process through the creation of Individual Education Plan goals.

Improving teacher capacity to implement consistent assessment practices across the school was a focus in 2021. The instructional leader worked closely with the K-2 teacher to improve knowledge of assessment and tracking practices, particularly in the Planning Literacy And Numeracy 2 (PLAN2) space. Staff, students and parents worked through a goal setting proforma as part of the Individual Education Plan process. Feedback around this area suggested a more regular approach was required, so in 2022 staff will work collaboratively on creating an Individual Education Plan document that is designed to be visited more regularly and that closely aligns to our Strategic Improvement Plan targets.

In 2021, School Learning Support Officer time was based on withdrawing students from class for small group tuition. In 2022, a whole school practice will be to engage students in their classrooms with differentiated planning at their point of need whilst being supported by School Learning Support Officers. 2022 will see a whole school approach to assessment practices, with staff becoming more familiar with Department assessments, PLAN2 and formative assessment practices.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|---|--|
| The percentage of students achieving in the top two bands in NAPLAN within the Narrandera Small School Network increases by 2% in Reading. | Ganmain Public School students contributed to the network small schools target of 29% of network students achieving in the top two bands for reading. Individual student results are reported directly to parents and carers. |
| The percentage of students achieving in the top two bands in NAPLAN within the Narrandera Small School Network increases by 2% in Numeracy. | Ganmain Public School students contributed to the network small schools target of 25% of network students achieving in the top two bands for numeracy. Individual student results are reported directly to parents and carers. |
| There will be an uplift in the number of students attaining expected growth in NAPLAN Reading and Numeracy. | Due to the size of the cohort detailed reporting against this progress measure is not available. Individual student progress is reported directly to parents and carers throughout the year. |

Strategic Direction 2: Wellbeing and Engagement

Purpose

To ensure that all our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing
- Learning Culture

Resources allocated to this strategic direction

Socio-economic background: \$10,650.00

School support allocation (principal support): \$13,605.00

Aboriginal background: \$1,000.00

Low level adjustment for disability: \$22,424.00

COVID ILSP: \$23,600.00

Summary of progress

Our focus for 2021 was to implement evidence based strategies, systems and processes to build a strong, collaborative approach to wellbeing and learning culture. By working with students and parents we aimed to strengthen mental health, resilience, happiness and motivation.

Over the course of 2021, data was gathered through a range of methods including Individual Education Plans, regular check-in conversations with students and parents/carers, and surveys such as *Tell Them From Me*. This data, along with the ongoing impacts of COVID-19, indicated a need for a sustained focus on mental health and resilience. Staff undertook training in *The Resilience Project* and began implementing daily mindfulness sessions and weekly wellbeing sessions as part of their teaching and learning programs. Students, staff and parents all reported an increased sense of awareness of their mental wellbeing, as well as being able to implement strategies to help cope when things became difficult. Working together with the community, attendance was a major focus throughout the year. Strategies put in place included regular monitoring of attendance data, increased communication with parents and carers around attendance levels and expectations, and increased follow-up on unexplained absences.

In 2022, we will align the individual education plan process more closely with the Strategic Improvement Plan, with student goals based around reading, numeracy and attendance. Delivery of The Resilience Project and Smiling Minds programs will be further embedded into classroom programs, with greater emphasis on student feedback and data to ensure the effectiveness of these programs. Staff professional learning in the understanding of Aboriginal culture and identity will continue in 2022. Attendance strategies will be strengthened further with feedback given to parents on a regular basis to increase awareness around attendance levels, as well as proactive conversations with parents when attendance levels drop below optimal levels.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|--|---|
| The percentage of students attending for more than 90% of the time increases by 2%. | The percentage of students attending 90% of the time or more has decreased. |
| The proportion of students reporting high expectations for success, a sense of advocacy, a sense of belonging and are interested and motivated at school, increases by 2%. | Ganmain Public School's student responses to having a sense of advocacy (90% of students), a sense of belonging (90%) and a strong expectation for success (100%) at school are all trending higher than the state average. |

| Funding sources | Impact achieved this year |
|---|--|
| <p>Integration funding support</p> <p>\$65,690.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Ganmain Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Knowing what students can do and where to next <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • engaging additional staffing to assist with personalised learning and support for students in the classroom • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: all students demonstrating progress towards their individual education plan goals. Support was provided for all eligible students at point of need, and additional release time for teaching staff meant that they were able to communicate with parents and carers in regards to their child/ren's progress, as well as plan for and communicate the effective use of School Learning Support Officers.</p> <p>After evaluation, the next steps to support our students with this funding will be: the development of individual education plans more closely aligned to our School Improvement Plan targets. A refinement of planning will ensure improved monitoring of goals and increased communication with parents. As a result of these actions we should see more regular and meaningful data collected, ensuring that funding is used to specifically address each student's needs.</p> |
| <p>Literacy and numeracy</p> <p>\$2,651.00</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ganmain Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Knowing what students can do and where to next <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • teacher release to engage staff in PLAN2 <p>The allocation of this funding has resulted in: staff having a greater awareness of the capabilities of PLAN2 and how it can be used to set goals for students and groups of students, and then to track progress.</p> <p>After evaluation, the next steps to support our students with this funding will be: to select certain areas of PLAN2 to focus on setting goals and tracking improvement of student outcomes. These areas will relate closely to our Strategic Improvement Plan targets in reading and numeracy.</p> |
| <p>Socio-economic background</p> <p>\$61,615.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ganmain Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p> |

| | |
|---|--|
| <p>Socio-economic background</p> <p>\$61,615.00</p> | <p>including:</p> <ul style="list-style-type: none"> • Learning Culture • Effective Classroom Practice • Knowing what students can do and where to next • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement staff Performance and Development Plan goals related to supporting identified students with additional needs • employment of additional SLSOs to support MultiLit program implementation. • resourcing to increase equitability of resources and services • funding of extra-curricular, cultural and social/emotional activities <p>The allocation of this funding has resulted in:</p> <p>a more thorough PDP process that has given time and space for staff to pursue their goals, particularly those goals related to supporting identified students with additional needs. Additional teacher release at regular intervals has allowed for teachers to pursue professional learning aligned to their PDP goals.</p> <p>Funding for additional School Learning Support Officer time allowed for the continued running of the MultiLit program, resulting in improvement in reading fluency assessments.</p> <p>The purchase of additional everyday learning materials ensured that no child's learning was disadvantaged.</p> <p>A wide range of cultural, extra-curricular and social/emotional activities and resources were also provided to students and the wider community.</p> <p>Community uncertainty around COVID-19 meant that community functions were irregular and sparsely attended, but The Resilience Project lessons and implementation of wellbeing practices were well received both during normal learning and whilst learning from home.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to consolidate the PDP process to continue to give staff the time to achieve their goals. Funding for additional School Learning Support Officer time will continue to ensure that identified students continue to receive the support they require as needed. Continued funding of cultural activities will occur, with a view to further embedding culture into day-to-day teaching and learning programs.</p> |
| <p>Aboriginal background</p> <p>\$21,403.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ganmain Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Knowing what students can do and where to next • Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in:</p> <p>support at point of need for Aboriginal students through the employment of a School Learning Support Officer to deliver the MultiLit literacy program, as well as in class support in the stage two/three classroom. This has seen Aboriginal students make important gains in reading, particularly in the focus area of fluency. Teacher release has allowed a more thorough Personalised Learning Pathway process to be implemented, creating more personalised learning for Aboriginal students.</p> |

| | |
|---|--|
| <p>Aboriginal background</p> <p>\$21,403.00</p> | <p>After evaluation, the next steps to support our students with this funding will be: to give staff time and space to be able to monitor progress against Personalised Learning Pathways through a more regular process, and to consult more closely with the community to support the development of cultural competency.</p> |
| <p>Low level adjustment for disability</p> <p>\$30,356.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Ganmain Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Culture • Knowing what students can do and where to next <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in: students receiving a range of targeted teaching and learning programs addressing their individual learning requirements at point-of-need. Targeted students have made growth against their individual education plan goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the individual education plan goal setting practices we have in place to ensure teaching and learning programs continue to be tailored to individual needs.</p> |
| <p>Location</p> <p>\$13,118.00</p> | <p>The location funding allocation is provided to Ganmain Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Knowing what students can do and where to next <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in: students receiving a range of targeted teaching and learning programs addressing their individual learning requirements at point-of-need. Targeted students have made growth against their individual education plan goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the individual education plan and personalised learning pathways goal setting practices we have in place to ensure teaching and learning programs continue to be tailored to individual needs.</p> |
| <p>QTSS release</p> <p>\$5,045.00</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ganmain Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> |

| | |
|---------------------------------------|---|
| <p>QTSS release</p> <p>\$5,045.00</p> | <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: more structure around the PDP process for teaching staff, including the ability for teachers to be mentored to refine teaching practice. An instructional leadership model has meant that teachers have improved in their target areas of programming, classroom management and explicit teaching.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue providing additional release time for staff to participate in structured professional learning and to work towards achieving their PDP goals.</p> |
| <p>COVID ILSP</p> <p>\$23,600.00</p> | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Culture • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy - comprehension, vocabulary and fluency <p>The allocation of this funding has resulted in: an improvement in the reading benchmark levels of all targeted students, as well as improved fluency.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to focus on comprehension and inferring skills, as staffing and technology issues meant that the delivery of intended programs in this area were not as comprehensive as intended.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 13 | 13 | 14 | 15 |
| Girls | 11 | 15 | 16 | 16 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 94.7 | 97.2 | 93.5 | 90.5 |
| 1 | 78.6 | 95.6 | 96.6 | 92.4 |
| 2 | 93.6 | 92.7 | 92.1 | 92.7 |
| 3 | 85.6 | 93.7 | 96.4 | 93.2 |
| 4 | 96 | 94.3 | 91.3 | 84.9 |
| 5 | 93.7 | 93.9 | 96.3 | 88.9 |
| 6 | 88.3 | 95.5 | 88.9 | 94.3 |
| All Years | 90.6 | 94.9 | 93.7 | 91.9 |
| State DoE | | | | |
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 93.8 | 93.1 | 92.4 | 92.8 |
| 1 | 93.4 | 92.7 | 91.7 | 92.7 |
| 2 | 93.5 | 93 | 92 | 92.6 |
| 3 | 93.6 | 93 | 92.1 | 92.7 |
| 4 | 93.4 | 92.9 | 92 | 92.5 |
| 5 | 93.2 | 92.8 | 92 | 92.1 |
| 6 | 92.5 | 92.1 | 91.8 | 91.5 |
| All Years | 93.4 | 92.8 | 92 | 92.4 |

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Classroom Teacher(s) | 1.59 |
| Learning and Support Teacher(s) | 0.2 |
| Teacher Librarian | 0.08 |
| School Administration and Support Staff | 0.95 |

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2021 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 4.40% |
| Teachers | 3.30% | 3.20% |

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2021 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 167,039 |
| Revenue | 792,826 |
| Appropriation | 774,801 |
| Sale of Goods and Services | 2,157 |
| Grants and contributions | 15,752 |
| Investment income | 116 |
| Expenses | -831,848 |
| Employee related | -690,036 |
| Operating expenses | -141,812 |
| Surplus / deficit for the year | -39,022 |
| Closing Balance | 128,017 |

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.

| | 2021 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 21,428 |
| Equity Total | 113,427 |
| Equity - Aboriginal | 21,460 |
| Equity - Socio-economic | 61,612 |
| Equity - Language | 0 |
| Equity - Disability | 30,355 |
| Base Total | 546,458 |
| Base - Per Capita | 7,396 |
| Base - Location | 13,162 |
| Base - Other | 525,900 |
| Other Total | 14,376 |
| Grand Total | 695,688 |

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.

Parent/caregiver, student, teacher satisfaction

According to the Tell Them From Me surveys completed by parents/caregivers, students and teachers at Ganmain Public School, it is noted that students, parents and staff continue to believe our school is a safe and happy environment that promotes high expectations of our students.

Ganmain Public School rates higher than the state average in all aspects of the 'Partners in Learning Parent Survey Report', with 6 out of the 7 areas being significantly higher than state average. Feedback from parents and carers on the school's community and wellbeing support and engagement during the home learning period, indicated that they felt well supported during this period and staff comments reflected that the support from home was reciprocated.

The Tell Them From Me survey indicated 90% of Ganmain Public School students had advocacy at school and a sense of belonging, with 100% of students having a strong expectation for success. Ganmain Public School rates equal to or higher than the state average in all aspects, except one of the 'Student Outcomes and School Climate Report'.

Teachers were surveyed throughout the year and rated higher or significantly higher than the state average in all aspects of the 'Focus on Learning Teacher Survey Report'.

In 2021 the school completed a situational analysis that involved conversations with parents, carers, students and staff to determine the current context of the school's progress and to identify key focus areas to include as future directions in the 2021 - 2024 Strategic Improvement Plan.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.