

2021 Annual Report

Garah Public School



1956

Introduction

The Annual Report for 2021 is provided to the community of Garah Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

School contact details

Garah Public School
Ashley & Benarba Sts
Garah, 2405
www.garah-p.schools.nsw.edu.au
garah-p.school@det.nsw.edu.au
6754 3218

Message from the principal

I am privileged to lead such an amazing school which offers great experiences for our students. Our goal is to encourage every student to succeed. We do this by providing the best possible opportunities for them to become confident, thoughtful young people who are prepared for any future challenges.

2021 has been a year to remember in many ways. With the combination of flood, ongoing rain events and the continuation of Covid19 we have been challenged as to how we educated our students, who have been isolated from school, involved in remote learning and then returning to school with many changes and restrictions placed on us all.

Our school was fortunate to participate in the Intensive Support Model trial in the Barwon Network this year, with several other rural and remote schools. Our staff gained valuable skills and strategies during the time spent with the ISM team, who imparted beneficial knowledge, guidance and support throughout the project. It was wonderful for our rural schools to have the opportunity to be part of a new trial and in turn having a positive impact on the quality of teaching and learning at our school.

As a team we have managed to successfully complete the school year with determination, adaptability, focus, enthusiasm and a general attitude of positivity. I have seen our students and staff continue to set high expectations and work hard, regardless of limitations placed on them, to achieve the best teaching and learning possible. Thank you to our amazing staff who continue to work together towards common goals, in an environment which is continually changing and challenging. Your commitment, diligence and professionalism is very much appreciated.

Both myself and our staff have been amazed at how our students have adjusted accordingly, maintaining tenacity, flexibility and understanding as they have navigated their learning throughout the year. We believe all our students feel a sense of happiness and belonging and strive to focus on endorsing the school motto of 'I Can' and applying our school core values of respect, responsibility and personal best. Thank you to our students for being dedicated to your learning, striving to achieve your best and most importantly providing us with fun and laughter along the way.

Thank you to our families for your cooperation, understanding and support in what has been another interesting school year. To have such a committed group of people who want the absolute best for their children at our school is extremely fortunate and much appreciated. Education is a partnership and working together with you all to provide the best opportunities for your children is very much valued.

Thank you to our school's P&C who continue to support our school. Through different and somewhat challenging times, you always maintain a keen interest in what is happening, fundraise and support the needs of our students and school.

A final thought. Education is a long-term investment. The energy and effort you put in, the courage you have to move through challenges and persevere… it will all keep paying off for the rest of your life.

Jenny Johnson

Principal

Garah Public School

School vision

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

School context

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

The school takes pride in offering a safe, enjoyable, engaging and challenging learning environment for students from Kindergarten to Year 6. It fosters a culture of high expectations and quality curriculum delivery for all students. Our learning programs focus on differentiated teaching within a team-teaching classroom environment. Students have a high level of access to current technology and strong social inter-school networks.

Our core values of 'Respect, Responsibility and Personal Best' underpins and supports student development in all stages and subject areas. Learning in all KLAs is supported through the strategic access to technology, thus linking students to real world learning opportunities.

Garah Public school enjoys positive and productive partnerships and commitment from the whole school community. Students are given opportunities to participate in significant extra-curricular opportunities, often in partnership with Boomi Public School.

Current staffing includes: Teaching Principal, Part-time Classroom teacher, Part-time School Administration Manager (SAM), Part-time General Assistant and a Part-time Student Learning Support Officer (SLSO). All teaching and non-teaching staff work collaboratively to support all key stakeholders. The school has a family atmosphere where all of the students interact and learn from each other in a supportive and caring environment.

We have a current enrolment of 12 students and an expected enrolment of 12 in 2021. Our school Family Occupation and Education Index (FOEI) is currently 139.

This Plan 2021-2024 is based on rigorous self-assessment leading to three strategic directions: student growth and attainment, building future focused quality educators and strong partnerships and connections.

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	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
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: Student growth and attainment

Purpose

To engage students in innovative, quality experiences which focus on learning and improvement in Literacy and Numeracy.

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.

- Literacy
- Numeracy
- Attendance

Resources allocated to this strategic direction

Professional learning: \$4,000.00

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

Low level adjustment for disability: \$15,845.00

Literacy and numeracy: \$2,593.00

Aboriginal background: \$2,845.00

Socio-economic background: \$18,093.00

Location: \$13,170.00

Summary of progress

Literacy

In 2021, staff reviewed syllabus content and assessment in literacy programs. Gaps were found in teaching programs which was reflected in the whole school assessment outcomes. Teaching staff developed a whole school literacy plan using Effective Reading Strategies. Phonics and Phonemic Awareness programs and the Spelling Mastery program and a timetabled assessment program which included the use of formative and summative data collection, PLAN2 and SCOUT. This assessment timetable was followed to assess student progress and inform teaching practice, differentiation and interventions for student needs in reading.

Teaching staff were supported by professional learning in data skills and use, and used data in PLAN2 and SCOUT to identify areas of need in literacy. Teaching staff completed testing to assist in making adjustments for the implementation and delivery of revised teaching programs. Teaching staff worked together to develop stage reading programs, which included ongoing formative assessments.

In Semester 2, teaching staff participated in the Intensive Support Pilot Project (ISM). SCOUT and NAPLAN results identified the focus area Understanding Text - literal and inferential comprehension skills as an area of need. Teaching staff planned a consistent approach to leading this area across all stages. Teachers utilised the Digital Learning Resource Hub (DLRH) to embed into teaching and learning programs. Staff meetings, including ISM project leaders, involved engaging with quality models of Literacy blocks, analysing data from NAPLAN, Phonics Diagnostic Assessment and Screening Checks to inform development and implementation of a modified school literacy block. Teaching staff evaluated student growth and measurement of progress through PLAN2 data to assist in informing a future target area in literacy. This skill development provided by the ISM team will assist in ongoing school improvement through addressing student learning needs and teacher capacity building.

Improvement measures were:

- Student assessment data is now all teacher based collation in a central place and monitored consistently and regularly as a whole staff.
- Teaching programs are consistent across the school and reflect specific targetted areas
- Teaching staff are utilising the DLRH to access supportive lessons in focus areas.

Funding was used to cover staffing and professional learning costs. A Learning and Support Teacher was employed one day a week for Terms 2, 3 and 4 using COVID ISLP funding to support students in literacy. Staff funding was also utilised to release Early Career classroom teacher for extra RFF to complete professional learning.

Numeracy

In 2021, staff reviewed syllabus content and assessment in numeracy programs. Teaching staff developed a whole school numeracy plan using Number of the Day, Daily Mentals tasks, Stepping Stones Maths program and Maths Online Learning and a timetabled assessment program which included the use of formative and summative data collection, PLAN2 and SCOUT. This assessment timetable was followed to assess student progress and inform teaching practice, differentiation and interventions for student needs in numeracy.

Teaching staff were supported by professional learning in data skills and use, and used data in PLAN2 and SCOUT to identify areas of need in numeracy. Teaching staff completed testing to assist in making adjustments for the implementation and delivery of revised teaching programs. Teaching staff worked together to develop stage numeracy programs, which included ongoing formative assessments. K-2 teaching staff implemented increased.

Improvement Measures:

- Student assessment data is now all teacher based collation in a central place and monitored consistently and regularly as a whole staff.
- Teaching programs are consistent across the school and reflect specific targetted areas
- Teaching staff are utilising the DLRH to access supportive lessons in focus areas.

Funding was used to cover staffing and professional learning costs. A Learning and Support Teacher was employed one day a week for Terms 2, 3 and 4 using COVID ISLP funding to support students in numeracy. Staff funding was also utilised to release Early Career classroom teacher for extra RFF to complete professional learning.

Attendance

In 2021, school staff established a school attendance team to develop a whole school approach using the Attendance Matters document.

Attendance was monitored twice a term to check individual student attendance. Attendance letters were sent home for students who had been absent without explanation so reasons could be validated.

Attendance program was established to track and reward students with 100% attendance each fortnight.

Attendance rate has improved from 81.1% in Semester 1 to 88.3% in Semester 2.

Improvement measures:

- continued use of 100% Attendance program for 2022
- Semester 1, 2022 regular publications in the School Newsletter regarding importance of regular school attendance and 100% Attendance Program.

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
<p>Performing above lower bound target (Reading-35% and Numeracy-34%) as measured by NAPLAN Reading and Numeracy for Years 3 and 5.</p> <p>Data collected to support students to demonstrate growth when comparing start of year to end of year scores in PAT assessments.</p> <p>Evaluate current assessment samples, strategies and systems. All teachers review student assessment data and compare results across the school and within cohorts.</p>	<p>NAPLAN scores indicate 50% of Yr 5 students performing in the top two skill bands for reading and performing above the lower bound target (35%). 66.7% of Year 3 students are performing in the top two skill bands for numeracy and performing above the lower bound target (34%).</p> <p>Students from Year 1 -Year 6 PAT score assessments - 66.6% growth in Maths, 66.6% growth in Comprehension, 100% growth in Vocabulary and 100% growth in Spelling, from the start of the year to the end of the year.</p>
<p>Identified students have a Personal Learning Plan(PLP) addressing student learning needs.</p>	<p>100% of students with learning support needs have a Personal Learning Plan which addresses specific student learning goals. PLPs are updated once a term when needed and include participation of student, teacher and parent involved.</p>

<p>Evaluate whole school assessment processes.</p>	<p>All student assessment data was organised and located in a central location for all students. This enabled consistent monitoring and was useful for student reporting processes.</p>
<p>Increase the percentage of students attending >90% of the time to be above the system-negotiated target baseline of 70%.</p>	<p>The percentage of students attending >90% of the time increased from 38.5% in Semester 1 to 56.3% in Semester 2.</p>
<p>50% of students achieve growth above the system negotiated minimum bound target for NAPLAN Reading.</p> <p>50% of students achieve growth above the system negotiated minimum bound target for NAPLAN Numeracy.</p>	<p>100% of students achieved growth above the system negotiated minimum bound target for NAPLAN reading.</p> <p>100% of students achieved growth above the system negotiated minimum bound target for NAPLAN numeracy.</p>

Strategic Direction 2: Building Future Focused Quality Educators

Purpose

All teaching staff will ensure the highest priority is given to evidence-based teaching 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.

- Evidence-based effective teaching

Resources allocated to this strategic direction

Socio-economic background: \$13,421.00

Professional learning: \$2,022.00

Summary of progress

During 2021, teaching staff participated in the High Potential and Gifted Education Entree professional learning. This PL provided staff with an overview of the policy and the four domains of potential: intellectual, creative, social-emotional and physical. 3-6 teaching staff also completed a workshop on the Evaluation and Planning Tool connected to this policy. More work in this area needs to be a focus for 2022. Teaching staff both read and evaluated the new K-2 English and Mathematics Draft outcomes and content and completed feedback surveys to NESA. Teachers participated in online team meetings for the Accelerated Adopter Schools program in preparation for delivery of the K-2 English and Maths syllabus, scope and sequences and units of work in 2022.

All teaching staff participated in data skills professional learning to increase knowledge and understanding and use it to inform planning for explicit teaching practice. Teachers were then able to utilise this to inform teaching practice and provide learning which was targeted at individual students' needs. K-2 staff participated in Effective Reading:Phonological Awareness and Effective Reading:Phonics online professional learning and then used these tools to then assess students abilities and compare to Best Start and PLAN2 data.

All teaching staff developed, self-evaluated and reviewed Professional Development Plans (PDPs). One specific goal for both the Teaching Principal and K-2 Teacher was to engage in PL that built knowledge and skills and provided guidance and support for Early Career Teachers and accreditation. Both staff members participated in the Early Career Teacher 2 day Winter School. and follow up networking PL meetings. (some follow up meetings did not take place due to COVID and remote learning taking place.) All staff consistently participated in meetings to discuss successes, areas of need for improvement and continued support for professional learning. Teaching staff have established a supportive team work teaching and learning environment driven by effective teaching practices, informed by assessment and data, consistent communication and access to professional learning as required. K-2 teacher has successfully, through ongoing professional learning, set high expectations for students and developed effective teaching practices in a challenging and engaging learning environment.

Improvement outcomes include:

- Teaching staff delivering current teaching and learning programs that encompassed shared programming and organisation.
- Student assessment data is now collated in a central location and is referred to and monitored consistently.

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
Evaluate current teaching and learning programs and assess areas of strengths and areas for improvement. Students utilise peer feedback and self assessment in English and Maths.	Teaching and learning programs were revised and updated K-6 to ensure the continuation of programming standards meet expectations . Staff agreed on a PDP process and implemented it in Term 1, in alignment with the SIP. Self evaluation took place at the end of Term 2 and lesson observations were completed by supervising teacher and DEL.

<p>What Works Best (WWB) strategies are used to support whole school systems for ongoing feedback. Staff complete professional reading of What Works Best.</p> <p>All teaching staff develop PDPs that focus on development and improvement in specific areas of need and have a shared focus which supports the SIP.</p> <p>Teaching staff participate in lesson observations and self reflection processes to inform teaching practice.</p> <p>Teaching Principal and Classroom teacher access professional learning in High Potential and Gifted Education.</p> <p>Teachers have read, evaluated and made suggestions on the new English K-2 draft outcomes and content and provided feedback to NESAs.</p>	<p>Lesson observations were also used for Early Career teacher feedback and evidence for Teacher Accreditation. Staff made adjustments to PDPs to include the Intensive Support Model Pilot Project, which formed a large portion of professional learning for Semester 2.</p> <p>Staff participated in the Accelerated Adopter Schools meetings in Term 4 to assist in familiarisation, understanding and implementation of the new K-2 English and Mathematics Syllabus in 2022.</p> <p>Professional learning focus altered throughout the year for all teaching staff with the ISM Project being implemented, so further professional learning in the High Potential and Gifted Education Policy was replaced by the project for 2021.</p> <p>Teaching staff completed the survey for the Draft K-2 English Curriculum, and were nominated to be an Accelerated Adopter School for the trial of the new K-2 English and Mathematics Curriculum in 2022.</p>
<p>Evaluate current data collection systems for areas of strengths and areas for improvement.</p>	<p>The Intensive Support Model (ISM) Project introduced and provided staff with professional learning for PLAN2 in the understanding text and phonics diagnostic areas. Continued use of PLAN2 data collection in other areas of literacy and numeracy needs to take place in 2022.</p>

Strategic Direction 3: Strong Partnerships and Connections

Purpose

Whole school and inter-school relationships ensure the ongoing development and improvement in teaching practice and student achievement.

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.

- School and Inter-School Partnerships

Resources allocated to this strategic direction

QTSS release: \$3,700.00

Summary of progress

This year the effects of COVID have reduced our ability to work collaboratively beyond our school. All staff and parents worked collaboratively to maintain open communication practices and build positive school relationships. Due to restrictions around inter-school events and numbers of staff at meetings, we have achieved little toward this strategic direction. All the progress measures for this year will be carried forward to 2022.

With all small schools participating in the ISM project, no progress has been made towards evaluating the PDP process beyond our school. As a staff we will continue to use this document, supported by our lesson observations, mid-year self evaluation and PDPs with goals set by staff based on Professional Learning needs and teacher capacity building.

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
<p>A method to track data on community engagement is developed.</p> <p>Kids Matter wellbeing data shows 75% of students and parents agree in most areas of the surveys.</p>	<p>Community engagement was unable to be tracked due to COVID restrictions placed on school community involvement. 100% of staff have been diligent in promoting the school as a positive hub in the community, including regular updates on the school's Facebook page and in-school newsletters. Parents had the opportunity to attend P&C meetings and participate in a variety of in-school and inter-school extracurricular activities.</p> <p>Due to the low student enrolment numbers, the school was unable to utilise The Kids Matter Wellbeing Surveys. The school utilised a school generated school satisfaction survey for students and parents to complete to inform wellbeing practices and satisfaction with the school. Student and parent data indicated that most students feel safe and cared for at school and believe it is a place where they were highly engaged and motivated to learn. Parent data indicated that they mostly have a positive degree of satisfaction with the school and its teaching and learning programs. They mostly agreed that it is a safe place of learning for their children where they are encouraged and supported by staff.</p>
<p>Evaluate agreed PDP process, document is signed off by Barwon Community of Schools.</p> <p>Boomi PS, Bullarah PS and Garah PS participate in shared lesson observations, programming evaluation and PDP tracking as a method to build staff capacity across the network.</p>	<p>An agreed school PDP process was implemented. Staff completed mid year self reflections and lesson observations were completed. Early Career Teacher lesson observations were a valuable tool in using for Teacher Accreditation evidence. As a school we met 4 times each term to hold staff meetings with ISM leaders, both in-school and on Teams. Staff attended 4 meetings with the Barwon COS each term to work on ISM Project implementation.</p> <p>Capacity building across schools was not possible due to COVID restrictions. Teaching staff regularly attended Barwon Small Schools</p>

Staff role statements include areas of responsibility, especially for data collection. A uniform recording system for students is established.

Teaching staff regularly attend Barwon COS meetings to build learning alliances.

meetings to build learning alliances. Professional learning included ongoing data skills and use, and the implementation of the ISM Project.

Teaching staff created a uniform centralised system for recording student assessment data and referred to this to inform student reporting.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$31,514.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Garah 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 including:</p> <ul style="list-style-type: none"> • Evidence-based effective teaching • Literacy • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Evidence based teaching and leadership • Literacy - Reading • Data informed practice <p>The allocation of this funding has resulted in: Students being provided with the opportunity to build on lifelong learning that will prepare them for adulthood. The employment of a second teacher four days a week and and SLSO eighteen hours a week enhanced learning opportunities, provided ongoing consistent support and assisted students in their learning in literacy, numeracy and other Key Learning areas. Extra staff also supported students with learnin difficulties in literacy and numeracy. Financially we were able to share these programs with another small school , making access to professional and highly skilled specialist staff to work in our school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ a second teacher and an SLSO for 2022 to ensure ongoing support for all students. Our extra curricular learning programs have increased student engagement and confidence in the particular areas of Creative and Practical Arts.</p>
<p>Aboriginal background</p> <p>\$2,845.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Garah 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"> • Literacy • Numeracy <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 support literacy and numeracy programs • implementation of NAIDOC Day celebrations and activities that engage the wider school community <p>The allocation of this funding has resulted in: Staff, student and school community member engagement in a NAIDOC Day excursion to Terry Hie Hie Nature Reserve. Staff, students and parents went on a guided nature and bush tucker walk through the reserve with a local Aboriginal community member and bush tucker specialist to learn about local Aboriginal culture. Staff, students and parents enjoyed a morning tea and lunch together at the reserve.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Aboriginal background</p> <p>\$2,845.00</p>	<p>Continue to make links in teaching and learning to share Aboriginal culture beyond the school. Continue to use student and parent feedback to improve or update NAIDOC celebrations.</p>
<p>Low level adjustment for disability</p> <p>\$15,845.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Garah 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"> • Literacy • Numeracy <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 <p>The allocation of this funding has resulted in: Consistent support for K-6 students who require learning support needs in literacy and numeracy. Opportunities for students to work in a one-to-one or small group learning environment to help ensure achievement of learning outcomes. Learning opportunities for K-2 student to hone their technology skills through small group computer sessions with SLSO.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing employment of an SLSO in 2022 to continue learning support for student with learning disabilities.</p>
<p>Location</p> <p>\$13,170.00</p>	<p>The location funding allocation is provided to Garah 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"> • Literacy • Numeracy <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement • additional staffing to assist with learning support <p>The allocation of this funding has resulted in: All students having the opportunity to attend all school excursions. All students attending interschool excursions with neighbouring school. Additional staffing provided extra support to students with learning needs in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will continue to be used to bridge any financial gap within the school to ensure all students have access to the same opportunities.</p>
<p>Literacy and numeracy</p> <p>\$2,593.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Garah 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"> • Literacy • Numeracy

<p>Literacy and numeracy</p> <p>\$2,593.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> resources to support the quality teaching of literacy and numeracy purchasing of literacy resources such as quality picture books for guided and shared instruction updating reading resources to meet the needs of students online program subscriptions to support literacy and numeracy <p>The allocation of this funding has resulted in: Provision of quality learning resources to support the ISM project and the revised literacy program across the school. Purchase of online subscriptions to support literacy and numeracy (Soundwaves and Maths Online). Provide students with high quality, engaging resources to support their learning. Higher student engagement in literacy and maths activities. that support explicit teaching in the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the subscription purchase in 2022 to ensure learning continuity for students and to embed the online learning programs into teaching and learning programs from K-6. Continue to use these programs to inform student engagement and achievement of outcomes.</p>
<p>QTSS release</p> <p>\$3,700.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Garah 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> <ul style="list-style-type: none"> School and Inter-School Partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: Staff developing the capacity to support staff collaboration by having additional release time to plan and develop teaching and learning activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Due to the many responsibilities of teachers in a small school, this funding will continue to be used to support staff with extra release time for programming and planning.</p>
<p>COVID ILSP</p> <p>\$15,733.00</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"> Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> employment of teachers/educators to deliver small group tuition providing targeted, explicit instruction for student groups in literacy-[Understanding Text/Comprehension] <p>The allocation of this funding has resulted in: Students who have demonstrated a delay in achieving learning outcomes during the impacts of COVID were given the opportunity to receive additional learning support time. This was delivered through one-to-one or small group tuition and provided revision and consolidation of previously</p>

COVID ILSP \$15,733.00	learnt concepts in school. After evaluation, the next steps to support our students with this funding will be: One-to-one and small group tuition will be the strategy used to support learning needs of students K-6.
---------------------------	---

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	11	8	7	8
Girls	9	9	6	6

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.1	91.8	81.2	83.1
1	93.3	97.5	77.8	97.7
2	80.5	88.5	90.6	79.5
3	88.3	82.2	74.4	87.9
4	87.7	90.1	81.8	97.2
5	91	87.2	83.7	58.8
6	84.5	91.7	95.7	70.5
All Years	88.4	89.3	82.7	81.3
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

The percentage of students attending >90% of the time increased from 38.5% in Semester 1 to 56.3% in Semester 2. This increase is positive but still requires follow up procedures for monitoring attendance to ensure it continues to improve.

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

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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.

In 2021 we employed an Early Career teacher who worked tirelessly, and with dedication towards gaining accreditation at Proficient teacher status. This accreditation will be finalised in Term 1 2022.

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	160,650
Revenue	496,257
Appropriation	493,274
Grants and contributions	2,826
Investment income	157
Expenses	-548,108
Employee related	-370,503
Operating expenses	-177,605
Surplus / deficit for the year	-51,851
Closing Balance	108,799

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	0
Equity Total	45,533
Equity - Aboriginal	2,845
Equity - Socio-economic	26,843
Equity - Language	0
Equity - Disability	15,845
Base Total	404,657
Base - Per Capita	3,205
Base - Location	13,169
Base - Other	388,284
Other Total	23,978
Grand Total	474,168

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.

Literacy

The sizes of the Year 3 and Year 5 classes are too small to publish results.

Numeracy

The sizes of the Year 3 and Year 5 classes are too small to publish results.

Parent/caregiver, student, teacher satisfaction

In 2021, all students completed a school-generated survey that indicated their sense of belonging, their attitudes towards their learning and wellbeing. Most students indicated they were highly engaged and motivated to learn at school. This was evidenced by positive attitudes and effort applied in class, individual attendance rates, teacher observations in the classroom and playground and minimal behaviour incidents. 92% of our students who attended school for the whole year successfully achieved the highest level of Gold in the school's Positive Behaviour Merit Program.

Results from the six returned school-generated parent surveys mostly indicated a positive degree of satisfaction with the school and its teaching and learning programs. Parents agreed that the school is a safe place of learning for their children where they are encouraged and supported by staff. They also agreed that the school has a good reputation for learning, rewards student success and that their input assists in improving school planning and the education provided for their children.

The teaching staff state that they are highly motivated and committed to their roles within the school, and appreciate having the ability to work collaboratively as a team. They believe they have positive and productive relationships with their students and offer them a safe and supportive learning environment.

Additionally, during learning from home periods, staff regularly communicated with parents via phone conversations, receiving feedback about the learning programs we were delivering whilst students were learning from home. Parents were comfortable in reaching out to the school if their child/ren required support with learning during this time.

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.

Aboriginal Education - School statement

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

Anti-Racism Policy

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.

Multicultural and anti-racism education - School Statement

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