

2021 Annual Report

Gilgai Public School



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Introduction

The Annual Report for 2021 is provided to the community of Gilgai 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

At Gilgai Public School we value and nurture the uniqueness of every student. A positive learning culture and our safe, respectful learning environment build a sense of belonging. We work in partnership with families to encourage our students to hold aspirational expectations for their learning and for success in life.

School context

Gilgai Public School is located in northern New South Wales in the rural village of Gilgai, on the traditional land of the Kamillaroi People. The school is set on the banks of Gilgai Creek, nestled under magnificent trees and surrounded by bushland, providing a rich, natural environment.

Gilgai Public School offers individualised learning in small, composite class groups supported by personalised teaching, excellent resources and committed staff. The school fosters a strong focus on providing early literacy and numeracy skills to ensure continual improvement throughout all stages of education.

We strive to provide our students with a variety of academic, social, cultural and sporting opportunities.

We have a comprehensive technology network across all classrooms, supporting future-focused learning and access to the wider world.

Through our situational analysis we have identified that by developing our data driven practices and focusing on targeted classroom pedagogical practices, the school can work towards meeting the system-negotiated target areas in Reading and Numeracy. John Hattie's research into the practices that improve student achievement will be key areas of focus, as we work towards holistic school improvement.

Our work with individual students will be responsive and closely monitored. Individual and targeted group support will be provided where individual student growth is not meeting expectations. Analysis of student performance data will determine areas of need within the school.

Developing and modifying school operational systems will underpin our school improvement. Gilgai Public School's next external validation is 2023, when we will re-assess the school situation and create a new school plan.

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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
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	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To continually build and maintain student learning outcomes by responding to individual learning needs through the provision of differentiated teaching that is informed by the effective collection and analysis of data.

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.

- Reading (Achievement/Growth)
- Numeracy (Achievement/Growth)

Resources allocated to this strategic direction

Socio-economic background: \$104,179.25

Low level adjustment for disability: \$4,938.75

Aboriginal background: \$3,000.00

Literacy and numeracy: \$10,000.00

Professional learning: \$3,026.00

Location: \$1,374.00

Summary of progress

Despite the pandemic affecting both 2020 and 2021, Gilgai Public School achieved improvements in the average student score in 6/10 domains in the 2021 NAPLAN results. 3/10 domains maintained a similar score while one domain (Yr 3 Numeracy) saw a decline. Overall student NAPLAN results were positive and in most cases aligned with internal assessment data. Student assessment data has been tracked through the use of PLAN2 and the Instructional Leader has enhanced the analysis of that data. Concerningly, the school's performance in the online check-in assessment was not as strong as the school's NAPLAN data. With further analysis, the school identified difficulty in completing an online assessment, as a major reason for the discrepancy. Online skills will need to be a focus in 2022.

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
<ul style="list-style-type: none">• Increase beyond the baseline target of 16.7% of Year 3 and 5 students achieving in the top 2 bands of the NAPLAN Numeracy assessment.	<ul style="list-style-type: none">• 14.3% of Year 3 and 5 students achieved in the top two bands for NAPLAN Numeracy, indicating the school is yet to achieve its baseline target of 16.7%.• Year 5 achieved the targeted progress measure with 22.2% of Year 5 students achieving results in the top 2 bands of the 2021 NAPLAN Numeracy test.• However, no Year 3 students achieved a result in the top 2 bands.
<ul style="list-style-type: none">• The percentage of Year 3 and 5 students achieving in the top two bands of the NAPLAN Reading assessment will be at or above the system-negotiated lower bound target of 34.6%.	<ul style="list-style-type: none">• 35.7% of Year 3 and 5 students achieved in the top two bands for NAPLAN reading, indicating that the school has exceeded its lower bound target of 34.6%.• Exceeded target for NAPLAN Reading results in 2021 with 75% of Year 3 students and 22.2% of Year 5 students achieving a result in the top 2 bands.
<ul style="list-style-type: none">• The percentage of Year 1 to 6 students attending school at least 90% of the time will be at or above the system-negotiated lower bound target of 87.5%.	<ul style="list-style-type: none">• 46.6% of Year 1 to 6 students attended school at least 90% of the time, indicating that the school is yet to achieve its lower bound target of 87.5%.• A COVID-19 learning from home period and ongoing isolation requirements for the pandemic have significantly impacted student attendance.

Strategic Direction 2: Effective Classroom Practice

Purpose

To develop classroom pedagogy with a focus on effective evidence-based teaching practice, Incorporating identified strategies into daily classroom action to enhance overall school performance and student learning outcomes.

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.

- Visible Learning

Resources allocated to this strategic direction

Professional learning: \$2,200.00

Summary of progress

In order to maximise student learning outcomes, the school maintains a focus on building teacher and support staff capacity to enhance our educational delivery. 2021 was a challenging school year and because of limitations, the school assessed itself to have declined in some aspects of the School Excellence Framework. One of the major obstacles to improving classroom practice was the difficulty in providing meaningful and personalised professional learning to staff whilst remaining compliant with COVID-19 restrictions. Despite this, the school has made significant improvements in our knowledge and use of online teaching resources. All staff accessed training and online resources to differentiate their teaching programs during the learning from home period.

Onsite learning was supported by the COVID-19 Intensive Support model, designed to support small groups of students who had been impacted by the effects of the COVID-19 pandemic. Training was provided to Student Learning and Support Officers to aid the delivery of the program with the school's Instructional Leader overseeing its implementation and analysis of improvement data.

The school's leadership team will enhance the use of the staff Professional Development Plan process in 2022 to provide individualised staff training.

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>Improvement as measured by the School Excellence Framework:</p> <p>Learning Domain:</p> <ul style="list-style-type: none">• Curriculum, focus theme: Differentiation - maintain and improve within Sustaining and Growing <p>Teaching Domain:</p> <ul style="list-style-type: none">• Effective Classroom Practice, focus theme: Feedback- maintain and improve within Sustaining and Growing• Data Skills and Use, focus theme: Data analysis - improve to Sustaining and Growing• Learning and Development, focus theme: Collaborative practice and feedback - maintain and improve within Sustaining and Growing	<p>2021 saw limited improvement across the identified domains of the School Excellence Framework:</p> <p>Learning Domain:</p> <ul style="list-style-type: none">• Curriculum, focus theme: Differentiation - Differentiation was particularly enhanced during the learning from home period. Learning programs were tailored to individual students learning needs and context. The school maintained achievement within Sustaining and Growing. <p>Teaching Domain:</p> <ul style="list-style-type: none">• Effective Classroom Practice, focus theme: Feedback- maintained within Sustaining and Growing for year 2021.• Data Skills and Use, focus theme: Data analysis - did not improve to Sustaining and Growing.• Learning and Development, focus theme: Collaborative practice and feedback - Gilgai Public School did maintain achievement within Sustaining and Growing. <p>Leading Domain:</p> <ul style="list-style-type: none">• Educational Leadership - focus theme: High expectations culture - Did not improve to Delivering as the school's PDP processes for staff were not sufficiently enhanced, remaining a focus area for 2022.

Leading Domain:

- Educational Leadership - focus theme: High expectations culture - improve to Delivering

Building classroom practices includes :

- regular use of student to teacher feedback.
- systematic recording of Literacy and Numeracy progressions
- baseline information recording the percentage of lessons using learning intentions and success criteria
- defined student progress goals available to students.

- The school sustained and improved its practices to record students' progress against the Literacy and Numeracy Progressions.
- Individual student learning goals were evident in all classrooms but achievement of many goals was disrupted .
- The leadership team did not begin to measure the percentage of lessons using learning intentions and success criteria, or develop a metric for monitoring teacher feedback to students. Overall classroom practice maintained a high standard and was enhanced by effective staff deployment.

Purpose

The school's Strategic Improvement Plan is at the core of continuous improvement measures. Consistent and efficient administrative systems, practices and processes will underpin ongoing school development and the professional effectiveness of all school members.

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.

- Administrative Systems, Structures and Processes
- Reliable Learning and Support Procedures

Resources allocated to this strategic direction

Professional learning: \$4,952.00

Location: \$10,980.75

Low level adjustment for disability: \$38,143.99

Aboriginal background: \$3,426.55

Socio-economic background: \$11,211.80

Integration funding support: \$67,474.00

QTSS release: \$10,090.62

Literacy and numeracy: \$5,074.55

School support allocation (principal support): \$13,604.80

Summary of progress

Whilst the identified progress measures were impacted by the circumstances of 2021, many other areas saw enhancements. These included improvements in:

- attendance monitoring processes with administration staff attempting to make daily contact with the families of students who were absent. When a persistent concern was identified, the school's principal was notified. Further attendance support strategies were implemented, including conducting more regular HLSO meetings and developing support plans for action.
- learning and support procedures were enhanced with weekly school counsellor involvement in Learning and Support meetings.
- improved training for Student Learning and Support Staff (SLSO) clarified and enhanced the SLSO role in supporting the delivery of educational programs.
- facilitation of a positive school culture throughout the pandemic, resulting in a significant decline in complaints.

Overall a successful year, which saw progress in areas other than those initially identified as focuses for 2021.

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>Improvement as measured by the School Excellence Framework:</p> <p>Leading Domain:</p> <ul style="list-style-type: none"> • Educational Leadership - focus theme: Performance management and development - maintain and improve within Delivering • Management Practices and Processes - focus theme: Service delivery - maintain and improve within Delivering 	<p>Improvement as measured against the School Excellence Framework in 2021:</p> <p>Leading Domain:</p> <ul style="list-style-type: none"> • Educational Leadership - focus theme: Performance management and development - maintained within Delivering • Management Practices and Processes - focus theme: Service delivery - maintained at Delivering. The school received overwhelmingly positive feedback about community satisfaction.

System developments result in:

- increased parental engagement with parent/teacher opportunities
- decreasing complaints on customer service
- process documents having been established and communicated for accessing support for students with additional learning needs
- baseline measurements taken on student satisfaction. specifically:
 - Do students feel they are learning successfully?
 - Can students identify a staff member they can turn to for support?
 - What percentage of students are proud to be a part of Gilgai Public School?

Customer service complaints decreased in 2021, however goals within the 3 other identified areas either progressed differently to the originally intended plan or were not achieved. This was due to a variety of reasons, including minimal onsite involvement opportunities for families, changes in school personnel and variation to staff roles. All four identified areas should be enhanced in 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$67,474.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Gilgai 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"> • Reliable Learning and Support Procedures <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs. • consultation with external providers for the implementation of targeted specialist support. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • students being able to effectively engage in learning, playground and extra curricula activities. The majority of the students in the program demonstrated significant progress towards their personal learning goals. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to develop data-informed explicit teaching and learning programs for identified students. • to continue to employ additional staff to provide in-class support as students work towards their personal learning goals.
<p>Socio-economic background</p> <p>\$115,391.05</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gilgai 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"> • Administrative Systems, Structures and Processes • Reading (Achievement/Growth) <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 smaller class sizes and intervention program implementation. • additional staffing to support identified students with additional needs. • resourcing to increase equitability of resources and services. • purchase of literacy and numeracy resources. • providing support for students/families for purchase of educational materials, uniforms and school-related equipment. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • an increasing percentage of students achieving a NAPLAN result in the top 2 bands. • all students having access to excursions, incursions and additional support in literacy and numeracy activities. • enhanced staffing stability and the purchase of classroom resources to support the effective delivery of educational programs. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue providing additional support in literacy and numeracy activities. • to employ additional staff to reduce class sizes and enhance learning and support. • to purchase learning resources, subsidies incursions, excursions, and intensive swimming programs and funding student wellbeing activities.
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gilgai Public School. Funds under this</p>

<p>\$6,426.55</p>	<p>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"> • Reading (Achievement/Growth) • Administrative Systems, Structures and Processes <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students. • employment of additional teaching staff to support literacy and numeracy program development. • purchase of resources to implement targeted literacy and numeracy programs. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • targeted support for Aboriginal students to engage and succeed in literacy and numeracy activities. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to employ a Student Learning Support Officer to support Aboriginal students with their literacy and numeracy learning achievement.
<p>Low level adjustment for disability</p> <p>\$43,082.74</p>	<p>Low level adjustment for disability equity loading provides support for students at Gilgai 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"> • Administrative Systems, Structures and Processes • Reading (Achievement/Growth) • Reliable Learning and Support Procedures <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 smaller class sizes and intervention program implementation. • additional staffing to support identified students with additional need. • resourcing to increase equitability of resources and services. • purchase of literacy and numeracy resources. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • a consistent approach to student learning support, additional support in literacy and numeracy activities, increased access to intervention activities, and an increased number of collaborative learning support activities. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to provide continued support for identified students through the employment of a special education teacher and SLSO to support the delivery of explicit, individualised teaching and learning programs.
<p>Location</p> <p>\$12,354.75</p>	<p>The location funding allocation is provided to Gilgai 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"> • Administrative Systems, Structures and Processes • Numeracy (Achievement/Growth)

<p>Location</p> <p>\$12,354.75</p>	<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. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • an increase in the opportunities for students to participate in learning activities beyond the township of Gilgai, helping students to overcome geographical isolation. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to develop and deliver student learning opportunities with other schools., support additional high school transition activities and improve technology access and digital proficiency.
<p>Literacy and numeracy</p> <p>\$15,074.55</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Gilgai 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"> • Reading (Achievement/Growth) • Reliable Learning and Support Procedures <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • purchasing of literacy resources such as quality picture books for guided and shared instruction. • employment of an additional Learning and Support intervention teacher. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • additional educational support for students and improved literacy resources available in all classrooms. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue employing an additional teacher and Student Learning Support Officer for the explicit teaching of literacy and numeracy.
<p>Early Action for Success (EaFS)</p> <p>\$102,907.80</p>	<p>The early action for success (EaFS) funding allocation is provided to improve students' performance at Gilgai Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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 initiative funding include:</p> <ul style="list-style-type: none"> • employment of an Instructional Leader to facilitate high quality literacy and numeracy learning programs, the provision of and support teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students • employment of an Instructional Leader to lead the analysis of student performance data <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • the collection of a comprehensive range of formative and summative student learning data which was thoroughly analysed, resulting in delivery of differentiated teaching and learning programs. Students demonstrated growth on internal assessments, external assessments and the literacy and numeracy progressions. <p>After evaluation, the next steps to support our students with this</p>

<p>Early Action for Success (EAfS)</p> <p>\$102,907.80</p>	<p>funding will be:</p> <ul style="list-style-type: none"> • to replace the Early Action for Success (EAfS) program with a permanent Assistant Principal Curriculum Intervention position of 0.2 FTE.
<p>QTSS release</p> <p>\$10,090.62</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gilgai 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"> • Reliable Learning and Support Procedures <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. • additional teaching staff to implement quality teaching initiatives. • 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:</p> <ul style="list-style-type: none"> • teachers researching and employing high impact teaching strategies in their classroom practice and providing targeted curriculum differentiation informed by analysis of student learning data. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to provide release time for staff to plan and lead in-school professional learning for improvement in areas where teachers need support, such as literacy or numeracy.
<p>COVID ILSP</p> <p>\$48,183.24</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. • releasing staff to analyse school and student data. • employing/releasing staff to coordinate the program and monitor COVID ILSP funding. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • students demonstrating growth in the literacy and numeracy progressions in their targeted focus areas. • staff developing enhanced skills in data analysis and small group intervention. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue small group tuition and staff professional development for successful implementation in 2022.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	27	23	22	27
Girls	23	27	32	26

Student attendance profile

School				
Year	2018	2019	2020	2021
K	87.9	90.7	91.8	78.9
1	87.4	92.4	93	85.1
2	95.3	92.5	94.1	86.3
3	92.9	92.8	92.8	89.6
4	93.4	93.5	93.2	92.4
5	92.4	92.2	96.6	82.9
6	95.2	82.6	95.8	89.5
All Years	92.6	90.7	93.9	85.2
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)	2.48
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*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	432,380
Revenue	1,180,546
Appropriation	1,162,241
Grants and contributions	18,057
Investment income	248
Expenses	-1,385,566
Employee related	-953,949
Operating expenses	-431,617
Surplus / deficit for the year	-205,020
Closing Balance	227,361

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	67,474
Equity Total	164,900
Equity - Aboriginal	6,427
Equity - Socio-economic	115,391
Equity - Language	0
Equity - Disability	43,083
Base Total	692,922
Base - Per Capita	13,312
Base - Location	12,355
Base - Other	667,256
Other Total	144,660
Grand Total	1,069,956

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.

Gilgai Public School has small student cohort groups; caution should be used when interpreting results.

Despite the pandemic affecting both the 2020 and 2021 school years, Gilgai Public School saw improvements in the average student score in 6 out of 10 learning domains in the 2021 NAPLAN results. 3 out of 10 domains maintained a similar score, while one domain (Yr 3 Numeracy) showed a decline.

43.75% of students achieved a result in the top 2 bands for Grammar and Punctuation. 38.5% of students achieved a result in the top 2 bands for Reading. 31.25% of students achieved a result in the top 2 bands in Writing. 18.75% of students achieved a result in the top 2 bands for Spelling. 15.4% of students achieved a result in the top 2 bands for Numeracy.

Overall student NAPLAN results were positive and in most cases aligned with internal assessment data.

Parent/caregiver, student, teacher satisfaction

Gilgai Public School greatly values the opinions of parents/caregivers, students and staff of the school. These stakeholders are encouraged to give regular feedback throughout the year, both formally and informally. The school analyses this feedback to enhance the processes, facilities and educational delivery within the school.

Feedback was generally positive; however, there were some key issues that consistently appeared amongst all three stakeholder groups, including:

- challenges with COVID-19 operational guidelines
- a desire to improve school facilities
- improving communication strategies

Parents and the Community

Overall in 2021, our parents and the community were satisfied with the operation of the school. Parents/community members praised staff for their professionalism, compassion and their ability to adapt as restrictions changed due to COVID-19. Multiple parents expressed gratitude for the academic improvements they saw throughout the year, while others described their communication with learning and support representatives as very positive.

However, many parents identified that restrictions on parent access to school sites, particularly to key events and assemblies, as a major negative for the year. Parents indicated some communications with staff were difficult at times and they wished to be more familiar with all staff members. Parents suggested this would be enhanced with more parent engagement opportunities within the school.

Another negative raised consistently over the course of the year was the lack of progress with key school projects including school storage, the bus bay/parking area and multi-purpose sports court.

Improving facilities will remain a key focus in 2022. With operational restrictions permitting, the school intends to restart regular parent teacher/meetings, and community engagement events.

Students

Staff meet with the SRC three times a term to discuss important topics and hear any concerns from our students. Feedback was mostly positive, with students indicating that they were happy and felt supported at Gilgai Public School. Throughout the year, most students were able to identify a staff member they felt comfortable to talk to if they were facing challenges and approximately 80% of students identified that they preferred learning at school over learning at home. During walk-throughs by executive staff most students were able to indicate that they knew the objective/s of the learning tasks they were performing.

The major concerns raised by students in 2021 included:

- Disappointment that the major excursions were cancelled
- A desire to have improved sporting facilities
- A desire for enhanced environmental and gardening learning opportunities
- A need for more lunchtime activities

As a direct result of student feedback, a lunch time dance group was started, more sporting items were purchased, including totem tennis, soccer goals, and a variety of different balls. The school vegetable garden was significantly increased in size.

Staff

2021 was a particularly challenging year for staff for a variety of reasons. Positively, staff identified their connection with students and students achieving success as major contributors toward their job satisfaction. They also raised a desire for 2022 to see a return to normal school operation.

COVID-19 and school operational guidelines were continually areas with which staff expressed frustration during 2021. This included concerns for their own safety, class arrangements and reporting throughout the pandemic. Staff also raised concerns of increasingly confrontational communications from some families, issues with the confidentiality of some outside agency staff and increasing administration, as significantly impacting their job satisfaction. Staff also repeatedly raised concerns that Gilgai Public School's facilities needed improvement, particularly storage, sporting and safety around car parks.

The teaching staff shortage was again prevalent during 2021 with a lack of available casual and temporary staff increasing staff workloads. Staff also expressed a desire to participate in more professional development, particularly face-to-face courses.

In 2022, increasing engagement with professional development will be a priority, targeting the new curriculum and improving parent/carer engagement.

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.