

# 2021 Annual Report

## Guildford Public School



2093

# Introduction

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

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## School vision

*At Guildford Public School we embed a high expectations culture, driven by evidence-based practice, to inspire, challenge and empower every student.*

*Our expert teachers are committed to delivering high quality literacy and numeracy experiences to develop informed, creative, critical and resilient life-long learners.*

## School context

Guildford Public School is situated on the traditional homelands of the Cabrogal people of the Dharug Nation. Opened in 1915, Guildford Public School now serves a diverse and multicultural community with 91% of the 590 students being from a non-English speaking background with approximately 31% being from an Arabic speaking background, 14% from a Dari speaking background. 1.5% of students identify as Aboriginal or Torres Strait Islander. We have strong professional learning alliances with Auburn and Parramatta Community of schools, @COSLead and Fairfield Local AECG. The school has an active P&C and offers a range of adult learning in the Community Hub.

The school culture is firmly focused on learning K-6 and increasing the proportion of students in the top two NAPLAN bands for reading and numeracy. The school leadership team and dedicated, caring staff maintain high expectations, aspirations and responsibility for the achievement of every student. Literacy, numeracy and an integrated curriculum are explicitly and systematically delivered and underpinned through an evaluative teaching and learning cycle. Whole school well-being programs and procedures are built on evidence-based practices, thorough assessment and informed evaluative practices resulting in positive and effective learning experiences and learning environments.

Guildford Public School staff demonstrate personal responsibility for maintaining and developing their professional standards. We understand it is the quality of teaching that makes the difference and therefore prioritises evidence-informed and differentiated professional development of teachers and instructional leaderships so as to develop all teachers as expert teachers.

Guildford Principal, Chris Haberecht, was a recipient of the 2020 NSW Department of Education's Secretary's Award for Excellent Service. Guildford Public School was also the winner of the 2021 Cumberland City Council Australia Day Community Pride Award for building agency for parents and carers, and developing their capacity as active learners and effective citizens.

The school completed a situational analysis in 2020, identifying three areas of focus for this school improvement plan. It is important to note that this builds upon the 2020 external validation and the previous school planning cycle around high-quality teaching, promoting an inclusive and future focussed learning culture, and active participation in learning.

### 1. Student growth and attainment

When analysis was conducted against the student outcome measures it was evident that we have historically high student achievement but expected growth in both reading and numeracy is an area for explicit focus in the new school plan. The NAPLAN gap analysis indicated the areas of focus include: reading - viewing and comprehension strategies, and Numeracy - whole number, addition and subtraction and volume and capacity. Our whole school focus to improve student growth maintain student achievement in reading and numeracy is underpinned by the evidence provided by 'What works best in practice'. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom. Furthermore, through our partnership with the Fairfield Local AECG we are committed to closing the gap for Aboriginal and Torres Strait Islander students in their literacy, numeracy and cultural growth and attainment.

### 2. Creating a culture of expert teaching

Highlighted in the school's 2020 external validation executive summary was the need to further develop targeted professional learning programs consummate with evidence-informed pedagogy and practices. Analysis of our evidence base, clearly demonstrates that Guildford teachers break down complexity, link new to prior learning and use explicit teaching in most lessons. Furthermore, Guildford teachers develop challenging learning experiences and are highly competent at communicating expectations. As the literature suggests, we will focus on developing embedded classroom practices in the areas of effective feedback and explicit teaching ensuring all students have a clear understanding of how to improve. Teacher feedback should be elicited by teachers so as to inform their teaching.

### 3. Embed evaluative practices in teaching and learning

When conducting an analysis of evaluative practices, it was evident that the use of data to inform practice and assessment is an area of ongoing focus. The leadership team's participation in LEED identified essential elements of focus for the 2021-2024 school improvement plan. While our school leadership team has been heavily involved with LEED and with Dr Adam Fraser in The Bounce Forward Project, our reflection on the literature and adoption of practices has been earmarked for the next planning cycle with the purpose of improving evaluative practices. Teacher focus groups and survey data identified our collective and individual areas of strength and reinforced the whole school focus on activities that are evidence-informed to have a positive impact on teaching capacity and student growth. These activities draw heavily from CESE's 'What works best' and Victoria Department of Education's 'High impact teaching strategies' referenced against a number of themes from the School Excellence Framework namely: collaboration, assessment, use of data to inform practice

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To improve Numeracy and Literacy outcomes for every student every year, we will further develop our teaching capacity and deep knowledge through ongoing practices that are underpinned by evidence-informed 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.

- Literacy
- Numeracy

### Resources allocated to this strategic direction

**Early Action for Success (EAfS):** \$308,723.40

**QTSS release:** \$26,569.89

**Socio-economic background:** \$66,703.89

**Professional learning:** \$10,000.00

**Literacy and numeracy intervention:** \$70,634.34

**Literacy and numeracy:** \$18,296.11

### Summary of progress

In 2021 our focus was on building teacher capacity and knowledge underpinned by evidence informed practices. A review of teaching and learning documentation evidenced a need to support teachers in differentiation within reading teaching strategies. An evaluation of current teacher practice in using data to differentiate instruction showed a need for teachers to explicitly use the syllabus and Literacy Progressions to guide targeted reading skills. Professional learning supported teacher knowledge for evidence informed strategies. Teacher feedback from this professional learning evidenced a need to implement collaborative planning and lesson demonstrations. The Deputy Principal Instructional Leader (DPIL) furthered their professional learning through the Parramatta and Auburn Learning Alliance to better mentor/coach teachers in explicit teaching methods through collaboration, assessment and data analysis, lesson observation, feedback and reflection. Lesson study and classroom walkthrough data revealed a need to up-skill teacher practice to bring about change and explicit programming and delivery. Instructional leaders and Learning and Support teachers assisted with the implementation of phonics and reading comprehension. Differentiated professional learning supported this. Decodable texts were purchased to resource phonics instruction. The impact of a DPIL to support reading instruction in classrooms was measured by plan 2 and revealed a need for an explicit reading program that was consistent across the school. Next year in this initiative we will develop a K-6 reading program that incorporates phonemic awareness, phonics, vocabulary and comprehension because our internal and external data shows our students are not reading or comprehending at their stage level.

In 2021 a focus on working mathematically saw professional learning in the use of problem solving tools, explicit teaching of the vocabulary of maths and explicit instruction using Number Talks. An Instructional Leader provided whole school professional learning to support this. Teachers were then supported individually to implement Number Talks. Feedback following this professional learning showed teachers lacked confidence and knowledge around evidence-based practices. An evaluation of the use of data to inform classroom instruction in maths and the use of the national numeracy learning progressions to monitor progress evidenced a need for DPIL and numeracy specialists to work side by side with teachers in order to demonstrate how to explicitly teach number talks. Next year in this initiative we will look at implementing explicit mathematical programs, K-6, because our internal and external data shows our students have gaps with skills, knowledge and understanding of numeracy.

### 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
A minimum of 25% of Year 3 and Year	NAPLAN scores indicate an increase of 25% in the percentage of students

<p>5 students achieving in the top 2 bands in NAPLAN reading. 30% of students completing Kindergarten will have achieved within Level 4 of the Understanding texts elements of the Literacy Progressions.</p>	<p>in the top two skill bands for reading (37.5% - Y3, 23.7% - Y5). Due to the interruptions of COVID, and the absence of valid and reliable data, we were unable to reach the target of 30% of students completing Kindergarten achieving within Level 4 of the Understanding texts elements of the Literacy Progressions.</p>
<p>A minimum of 21% of Year 3 and Year 5 students achieving in the top 2 bands in NAPLAN numeracy. 30% of students completing Year 2 will have achieved within Level 6 of the Number and Place Value, and Level 7 of Additive Strategies.</p>	<p>NAPLAN scores indicate there was a 7.5% decrease for Y3 students and a 13.2% increase for Y5 students in the percentage of students in the top two bands for numeracy. Due to the interruptions of COVID, and the absence of valid and reliable data, we were unable to reach the target of 30% of students completing Year 2 will have achieved within Level 6 of the Number and Place Value, and Level 7 of Additive Strategies.</p>
<p>Increase the proportion of students achieving expected growth in NAPLAN numeracy to be above the school's lower bound system-negotiated target of 60%.</p>	<p>The percentage of students achieving expected growth in numeracy decreased to 44.23% indicating progress yet to be seen toward the lower bound target of 60%</p>
<p>Increase the proportion of students achieving expected growth in NAPLAN reading to be above the school's lower bound system-negotiated target of 60%.</p>	<p>The percentage of students achieving expected growth in reading decreased to 59.62% indicating progress yet to be seen toward the lower bound target of 60%.</p>
<p>Improvement as measured by the SEF:</p> <p><b>Learning Domain</b></p> <p>Element: Curriculum (D)</p> <p>Focus theme: Teaching and Learning Programs (D)</p> <p>Focus theme: Differentiation (D)</p> <p>Focus theme: Student Performance Measures (D)</p> <p><b>Teaching Domain</b></p> <p>Element: Effective Classroom Practice (D)</p> <p>Focus theme: Lesson Planning (D)</p> <p>Focus theme: Explicit Teaching(D)</p> <p>Focus theme: Feedback (D)</p> <p>Element: Data skills and use (S&amp;G)</p> <p>Focus theme: Data literacy (D)</p> <p>Focus theme: Data analysis (D)</p> <p>Focus theme: Data use in teaching (S&amp;G)</p> <p>Focus theme: Data use in planning (S&amp;G)</p> <p>Element: Learning and Development (S&amp;G)</p> <p>Focus theme: Collaborative Practice</p>	<p>School self-assessment of the elements 'Curriculum', 'Effective Classroom Practice' and 'Data skills and use' measured at Delivering as per 2021 expectation.</p> <p>School self-assessment of the elements 'Learning and Development' and 'Educational Leadership' measured at Sustaining and Growing as per 2021 expectation.</p>

and feedback (S&G)

Focus theme: Coaching and mentoring  
(S&G)

Focus theme: Professional Learning  
(S&G)

Focus theme: Expertise and Innovation  
(S&G)

**Leading Domain**

Element: Educational Leadership  
(S&G)

Focus theme: Instructional Leadership  
(S&G)

Focus theme: High Expectations  
Culture (S&G)

## Strategic Direction 2: Creating a culture of expert teaching

### Purpose

In order to improve student learning outcomes, we will provide professional development to inspire every teacher to enhance their skill-set and promote a culture of high expectations, explicit teaching and informed feedback.

### 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.

- Explicit teaching
- Feedback

### Resources allocated to this strategic direction

**Socio-economic background:** \$226,332.00

**Beginning teacher support:** \$47,630.00

**Refugee Student Support:** \$22,546.86

**English language proficiency:** \$512,618.95

**Community Languages Program:** \$179,468.00

### Summary of progress

In 2021 learning intentions and success criteria were embedded into all key learning areas with teachers providing work examples to students of what success looks like and feedback on learning to students aligned to the success criteria. Teachers were supported to evidence student learning progress through targeted professional learning. Further to this, teachers were supported to make adjustments to teaching and learning through monitoring of student progress, ensuring that students were challenged and supported in their learning. Student voice in the use of learning intentions and success criteria to support their progress revealed a need for further professional development to ensure all students know what they are going to learn and where they are heading. Provide guidance to teachers on what their chosen teaching and learning activities are seeking to achieve, as well as provide the basis for feedback and reduce discrepancies between current student understanding and intended learning. Beginning teachers were supported through a school-based induction program, professional learning, additional release and mentoring. Teacher feedback regarding the support they received in implementing explicit teaching strategies showed increased in their ability to program effectively. Further to this coaching and mentoring was provided to all teachers to support capacity in data skills and assessment, along with planning for teaching to support the broad range of learners in the classroom. The quality teaching framework was used to support teacher critical reflection on practice. Lesson walkthroughs showed a need for developing teacher skills, knowledge and understanding of explicit teaching. Mentor feedback evidenced showed that a need for teachers to be up-skilled in their ability to understand and use the syllabus to drive teaching and learning. Next year to continue our focus on explicit teaching and feedback we will build staff capacity through whole staff professional learning on the explicit teaching approach and feedback practices because we need to improve student outcomes.

### 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
20% of teachers are excelling, 50% are sustaining and growing and 30% are delivering in the use of explicit teaching as an essential part of daily classroom instruction.	Impact of COVID has delayed the professional learning, development and coaching of explicit teaching for all KLA's and has required this work to be postponed to 2022.
30% of teachers are excelling, 40% are sustaining and growing and 30% are delivering in the use of high expectations as an essential part of daily classroom instruction.	Impact of COVID has delayed the professional learning and development of the importance of high expectations for students and has required this work to be postponed to 2022.
20% of teachers are excelling, 50% are	Impact of COVID has delayed the professional learning, development and

<p>sustaining and growing and 30% are delivering in the use of feedback as an essential part of daily classroom instruction.</p>	<p>coaching of feedback and has required this work to be postponed to 2022.</p>
<p>Uplift to 75% of students attending 90% of the time in line with the school baseline target.</p>	<p>Impact of COVID has had a direct impact on students attendance in 2021.</p>
<p>Improvement as measured by the SEF:</p> <p>Learning</p> <p>Element: Learning Culture (S&amp;G)</p> <p>Focus theme: High expectations (S&amp;G) and Attendance (S&amp;G)</p> <p>Teaching</p> <p>Element: Effective Classroom Practice (S&amp;G)</p> <p>Focus theme: Explicit teaching (S&amp;G) and Feedback (S&amp;G)</p> <p>Element: Professional Standards (S&amp;G)</p> <p>Focus theme: Accreditation (S&amp;G)</p> <p>Leading</p> <p>Element: Educational Leadership (S&amp;G)</p> <p>Focus theme: Instructional leadership (S&amp;G)</p> <p>Focus theme: High expectations culture (S&amp;G)</p>	<p>School self-assessment of the elements 'Learning Culture' and 'Educational Leadership' measured at Sustaining and Growing as per 2021 expectation.</p> <p>School self-assessment of the elements 'Effective Classroom Practice' and 'Professional Standards' measured at Delivering in contrast to the 2021 expectation of Sustaining and Growing.</p>

## Strategic Direction 3: Embed evaluative practice in teaching and learning

### Purpose

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In order to develop and refine evaluative practices that are responsive to the learning needs of every student, we will foster collaborative, whole school processes for the collection and analysis of internal and external assessment data.

### Initiatives

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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.

- Collaboration
- Use of data to inform practice and assessment

### Resources allocated to this strategic direction

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**Low level adjustment for disability:** \$357,485.72

**Integration funding support:** \$155,843.00

**Socio-economic background:** \$346,450.08

**Aboriginal background:** \$3,589.92

**Professional learning:** \$33,151.54

**QTSS release:** \$81,623.98

### Summary of progress

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#### Collaboration

Teachers, the learning and support team, and school Learning Support Officers, collaborated to identify and develop personalised learning support for identified students. Personalised learning pathways were developed for all ATSI students in collaboration with parents/carers. Student data showed parent participation with the school increased as a result of these actions. Further to this, teachers engaged in a lesson study where the implementation of Number Talks was a focus for collaboration and professional learning. Collaborative planning days enabled teachers to collaborate on the analysis of data to inform teaching and learning.

Collaboration also occurred beyond our setting with a 2021-2023 Reconciliation Action Plan developed in collaboration with the Fairfield AECG, local Elders and Cumberland Council. Learning from home saw collaboration in an online platform using digital technologies including Microsoft Teams and OneNote. Finally, collaboration also supported teachers to work with teachers in other settings to develop knowledge and practice in the use of instructional rounds as a tool for professional development. Feedback from teachers regarding the opportunities for collaboration and the impact of these collaborative opportunities revealed that pre-planning needed to be more in depth and communicated to Assistant Principals prior to planning day. Next year to continue our focus on collaboration we will pre-plan in collaboration with teachers and use data to drive the collaboration days because student outcomes need to be improved.

#### Use of Data To Inform Practice and Assessment

In 2021 teachers were provided time to work with the Deputy Principal Instructional Leader (DPIL) in analysis of their classroom data to monitor student progress, measure impact of classroom teaching and to respond to student need in teaching and learning programs. Planning days supported whole school analysis of external data. Conversations about data led to teachers being supported to implement effective teaching strategies. Teacher feedback regarding this support and professional learning evidenced a change to K-2 reading program that focused on phonemic awareness and phonics as well as implementing Heggarty across K-6. A data audit school wide was conducted to understand what assessment data was being collected and how this data was used. Findings from this audit revealed inconsistency across K-6. Students requiring particular interventions were assessed for physical, social and/or cognitive needs. This enabled targeted support responsive to the needs of the individual, ensuring each child's ability to engage with learning. A review was undertaken of our provision of allied health services which outlined a need for speech therapy and occupational therapy. The impact of these interventions on student progress evidenced that individual needs were addressed, IEPs were implemented and monitored, and access requests were written for students with severe learning disabilities. Next year to continue our focus on data informed practice we will develop a consistent approach to collect data K-6 because we want to ensure that valid and reliable data will drive our teaching and learning programs

### Progress towards achieving improvement measures

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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
10% of teachers are excelling, 50% are sustaining and growing and 40% are delivering in the use of formative assessment as an essential part of daily classroom instruction.	Impact of COVID has delayed the professional learning, development and implementation of the use of formative assessment and has required this work to be postponed to 2022.
10% of teachers are excelling, 40% sustaining and growing and 50% delivering in the Use of data to inform practice to identify strategic priorities and implement plans for continuous improvement.	Impact of COVID has delayed the professional learning, development and implementation of the use of data to inform teaching and learning and has required this work to be postponed to 2022.
<p>Improvement as measured by the SEF:</p> <p>Learning</p> <p>Element: Learning Culture (S&amp;G)</p> <p>Focus theme: High expectations (S&amp;G)</p> <p>Element: Assessment (D)</p> <p>Focus theme: Formative assessment (D)</p> <p>Teaching</p> <p>Element: Data skills and use (S&amp;G)</p> <p>Focus theme: Data analysis (S&amp;G)</p> <p>Element: Learning and development (S&amp;G)</p> <p>Focus theme: Collaborative practice and feedback (D)</p>	<p>School self-assessment of the elements 'Learning Culture' and 'Learning and Development' measured at Sustaining and Growing as per 2021 expectation.</p> <p>School self-assessment of the element 'Assessment' measured at Delivering as per 2021 expectation.</p> <p>School self-assessment of the element 'Data skills and use' measured at Delivering when the expectation was Sustaining and Growing.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$155,843.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Guildford Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional School Learning Support Officers to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students who have high-level learning and wellbeing needs are provided targeted 1:1 support to improve learning and social/emotional milestones.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Refugee Student Support</p> <p>\$22,546.86</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of a School Learning Support Officer for targeted student support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> employment of a bilingual school learning support officer (SLSO) to support refugee and new arrival students to access language, learning and school culture.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to sustain and grow relationships with culturally and linguistically diverse parents by engaging them in weekly learning sessions within the Community Hub.</p>
<p>Socio-economic background</p> <p>\$880,155.99</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Guildford Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Use of data to inform practice and assessment</li> <li>• Explicit teaching</li> <li>• Numeracy</li> <li>• Literacy</li> <li>• Other funded activities</li> </ul>

<p>Socio-economic background</p> <p>\$880,155.99</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support Literacy and Numeracy program implementation.</li> <li>• professional development of staff through Literacy and Numeracy mentoring to support student learning</li> <li>• employment of two additional teachers to reduce class sizes to increase effective classroom practice and student wellbeing.</li> <li>• employment of Allied Health providers to assess and support students with additional learning needs.</li> <li>• providing students without economic support for educational materials, uniform, equipment and experiential learning activities.</li> <li>• resourcing to increase equitability and access to digital devices and educational platforms.</li> <li>• employment of Afghan and Arabic Community Liaison Officers build connections with parents and refugee students.</li> <li>• fund Positive Behaviour for Learning (PBfL) experiences and classroom programs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>lowering class sizes so students have equitable access to learning and personal/social development. Students surveyed through Tell Them from Me indicates 'effective learning time' and 'explicit teaching practices and feedback' exceed like schools. Year 3 and 5 NAPLAN Reading in top two bands increased from 15.53% (2019) to 30.77% (2021). Increased number of students accessing speech and occupational therapies. Years 1-6 classes allocated a dedicated bank of 12-15 mobile devices. Percentage of students achieving PBL Gold level increased from 31.7% to 36.5%. Guildford Public School identified as a Centre of Excellence in public speaking and debating.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to develop a high functioning Curriculum Team, including employment of a Deputy Principal Teaching and Learning to support our trajectory towards achieving targets. Continue to employ two additional teachers to reduce class sizes to provide equitable access to students for learning during Covid-19 period. Attendance data indicates that Kindergarten and Year 1 students and families need support in increasing school attendance. Next year, the school will increase employment of Community Liaison Officers equivalent to a full time member to engage with disadvantaged and minority groups. Technical support officers (TSO) will be employed to process all technical issues, freeing teachers to focus on teaching and learning. Students will be provided increased experiential learning opportunities and related financial support to access experiences.</p>
<p>Aboriginal background</p> <p>\$3,589.92</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Guildford 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Aboriginal and Torres Strait Islander students being elected as student leaders.</p>

<p>Aboriginal background</p> <p>\$3,589.92</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b>  engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. The school Aboriginal Education Committee to develop a Reconciliation Action Plan 2022-2024 (RAP) in consultation with Fairfield Local Aboriginal Education Consultative Group, community elders and Aboriginal and Torres Strait Islander students and families.</p>
<p>English language proficiency</p> <p>\$512,618.95</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Guildford Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  new arrival and refugee students identified in beginning and emerging phases access daily withdrawal support. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Classroom teachers collaborate with EAL/D teachers to develop and plan appropriate strategies to support inclusion of EAL/D students. English language proficiency has been assessed against the EAL/D Learning progressions and the ESL Scales levels and a process for tracking progressed established.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$357,485.72</p>	<p>Low level adjustment for disability equity loading provides support for students at Guildford Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of two LaST teachers</li> <li>• employment of additional School Learning Support officers to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  the school achieving a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. establishment of a</p>

<p>Low level adjustment for disability</p> <p>\$357,485.72</p>	<p>Learning Support Team leader provides increased collaboration and accountability to learning support processes and impact on teaching and learning programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to further expand the impact of the learning support team, the school will provide additional support for identified students through the evolving employment of trained SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$18,296.11</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Guildford Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• teacher release to engage staff in [program name]</li> </ul> <p><b>The allocation of this funding has resulted in:</b> differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>Early Action for Success (EAfS)</p> <p>\$308,723.40</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Guildford Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of 1.8 (full time equivalent) Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an increase in percentage of students achieving expected growth in reading from 52% to 60%. Additionally, an increase in percentage of students in the top two bands in reading from 15% to 30%</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> EAfS ceases at the conclusion of 2021, to be replaced with the Literacy and Numeracy Leadership Strategy. Employment of 1.6 FTE Assistant Principal Curriculum and Instruction (APC&amp;I) will be increased to 2.0 full time equivalent APC&amp;I to be school funded for 2022-2024.</p>
<p>QTSS release</p> <p>\$108,193.87</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Guildford Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>QTSS release</p> <p>\$108,193.87</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Use of data to inform practice and assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to support teachers to develop a thorough understanding of explicit teaching and how to use data to inform practice.</p>
<p>Literacy and numeracy intervention</p> <p>\$70,634.34</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Guildford Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and PLAN data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$367,274.28</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers to deliver small group tuition.</li> <li>• providing targeted, explicit instruction for student groups in reading.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the majority of the students in the program achieving significant progress towards their personal learning goals. ___% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

COVID ILSP  
\$367,274.28

After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy small group tuition using data sources to identify specific student need.

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	307	313	308	290
Girls	261	272	277	274

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.5	88.6	89.4	88.1
1	88.6	91.2	90.4	91.3
2	92.4	91.5	91.2	90.9
3	91.1	90.9	91.3	91.2
4	93	89.3	90.2	91.2
5	92.3	91.2	91.2	91.7
6	92.7	88.6	90.7	91.7
All Years	91.5	90.2	90.6	90.8
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

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.56
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	2
Teacher Librarian	1.2
Teacher ESL	4.2
School Counsellor	1
School Administration and Support Staff	4.06
Other Positions	1.6

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	273,115
<b>Revenue</b>	7,905,927
Appropriation	7,790,579
Sale of Goods and Services	60,158
Grants and contributions	54,313
Investment income	177
Other revenue	700
<b>Expenses</b>	-7,676,511
Employee related	-6,828,178
Operating expenses	-848,332
<b>Surplus / deficit for the year</b>	229,416
<b>Closing Balance</b>	502,532

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	155,514
<b>Equity Total</b>	1,753,851
Equity - Aboriginal	3,590
Equity - Socio-economic	880,156
Equity - Language	512,619
Equity - Disability	357,486
<b>Base Total</b>	4,320,482
Base - Per Capita	144,212
Base - Location	0
Base - Other	4,176,270
<b>Other Total</b>	952,149
<b>Grand Total</b>	7,181,996

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

92% of parents indicated they were satisfied with the communication they received from school. 84% of parents reported that their child was moderately to highly engaged in learning during Covid-19 learning from home. 96% of parents reported they felt supported by the school and class teacher.

Tell them from me student responses indicated a decline of 5% in Interest and Motivation, a 6% decline in Sense of Belonging and 16% decline in Participation in Sport and Extracurricular Activities. Students reported a 6% increase in high perseverance and 5% decline in low perseverance. 77% of Aboriginal or Torres Strait Islander students feel good about their culture.

84% of teachers reported that collaboration was effective while 72% reported that the school's learning culture was positive. 78% of teachers reported that school leadership gave productive feedback while 80% reported leadership focused on goals.



School mascot Daisy helps shape students.



Yarn circle time



Students supporting National Tree Day 2021



Celebrating the cultures of Guildford



2021 elected Parents and Citizens Association

# Home Learning Rule Week 7



I use kind words towards my parents, peers and teachers at all times.

Before you...

**THINK!**

- T** = Is it True?
- H** = Is it Helpful?
- I** = Is it Inspiring?
- N** = Is it Necessary?
- K** = Is it Kind?

Weekly home learning rule

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for 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

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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.