

2021 Annual Report

Garden Suburb Public School



4136

Introduction

The Annual Report for 2021 is provided to the community of Garden Suburb 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 Garden Suburb Public School, we strive for excellence in an inclusive environment where all students and teachers are supported to achieve success and their personal best. Teachers, parents and students work in partnership for learning and collaboratively empower all students to become respectful and responsible learners. We support the development of student growth and wellbeing with a valued approach to culture and community.

School context

Garden Suburb Public School is located in Lake Macquarie North with an enrolment of 214 students, including two Autism Support classes. We promote the values of respect, responsibility and personal best in all aspects of the students' learning, providing opportunities in the performing arts and technology. Garden Suburb Public School has a proud sporting history and the spacious playground allows students to learn and participate in a large variety of sports.

Garden Suburb Public School have strong collaborative relationships with an energetic P&C consisting of parents and caregivers, Kumaridha Aboriginal Education Consultative Group and the wider community. Our Yarning Circle and extensive school grounds provides us opportunities to conduct outdoor learning and invite families and the community onto school grounds for organised events and to support student learning.

High expectations are supported across our Cardiff Community of Schools in the development of leadership for students, opportunities for High Potential and Gifted (HP&G) students and Aboriginal initiatives. Our close working relationships within the Cardiff Community of Schools allow us to support all students in a successful transition to high school and provide evidence-based interventions for students with additional learning and support needs.

The school has completed a situational analysis that has identified two areas of focus for this Strategic Improvement Plan:

1. Numeracy - focusing on whole number in particular multiplication, division, fractions and decimals. This focus has been highlighted by SCOUT trend data for 2017-2019.
2. Reading - all skills in reading and comprehension have been identified as areas of need and in particular improving student vocabulary. Garden Suburb Public School staff are committed to improved use of PLAN2 to create focus areas for student learning.

From our external validation the focus is on accurate and timely feedback, use and analysis of data and engagement with all members of the school community.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning growth and quality teacher practice, student learning is underpinned by high quality teaching. Teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care.

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.

- Data Driven Practices
- Effective Feedback

Resources allocated to this strategic direction

Literacy and numeracy: \$22,622.70

Aboriginal background: \$16,466.10

English language proficiency: \$2,400.00

Socio-economic background: \$1,100.00

Summary of progress

The focus for this strategic direction was to build teacher capacity and enable the sharing of practice. A professional learning focus on data skills and use was prioritised for the leadership team and also staff across the school. A stronger focus on data has helped to identify priority areas for students in reading and numeracy. Implementation has seen professional learning for teachers and the sharing of practice but a consistent approach across the school will need to be prioritised. Learning gains for students were seen in the top 2 bands for reading and numeracy with most improvement evident for Year 3. Gains were not achieved in the area of student growth.

2022 we will see a strategic focus on the teaching of reading and numeracy. Improvement will be supported with professional learning on the reading and numeracy guides and using data effectively. Resourcing will include the APCI, LEED and the opportunity for Learning Walks and collaborative planning time.

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
Increase the proportion of Year 3 and Year 5 students achieving in the Top 2 bands of NAPLAN Reading towards 8% from the baseline.	NAPLAN scores indicate an increase of 14.7 in the percentage of students in the top two skill bands for reading (36.4% to 51.2%). This has achieved the 2021 progress measure of working towards an increase of 8% from the baseline.
Increase the proportion of Year 3 and Year 5 students achieving in the Top 2 bands of NAPLAN Numeracy towards 7% from the baseline.	NAPLAN scores indicate of 3.5 in the percentage of students in the top two skill bands for numeracy (33.4% to 36.9%). This has achieve the 2021 progress measure of working towards an increase of 7% from the baseline.
Increase the proportion of students in Year 5 achieving expected growth in NAPLAN Reading towards 5% from the baseline.	The percentage of students achieving expected growth in reading decreased to 61% indicating progress is yet to be seen toward the lower bound target.
Increase the proportion of students in Year 5 achieving expected growth in NAPLAN Numeracy towards 5% from baseline.	The percentage of students achieving expected growth in reading decreased to 54% indicating progress is yet to be seen toward the lower bound target, however it is on an upwards trajectory from 2018.
School Self-Assessment of the School	The leadership team has increased their understanding of data skills and

<p>Excellence Framework (SEF) of the element 'Data Skills and Use' indicates improvements towards ensuring consistency at Sustaining and Growing in every classroom.</p>	<p>use from participation in the LEED program and this is beginning to have an impact on their stage teams using data in their own classrooms. Effective data skills and use is beginning to be evident in every classroom for literacy in the areas of reading and writing.</p>
<p>School self-assessment of the School Excellence Framework (SEF) in the themes of Feedback and Collaborative Practice indicates improvement towards ensuring consistency across all classrooms and other learning environments at Sustaining and Growing.</p>	<p>There is a continuing importance placed on time for collaborative practices in the school, and during home learning, teachers were able to collaborate on grade learning programs.</p> <p>The confidence to give and receive feedback was developed by most teachers during participation in Quality Teaching Rounds and Learning Walks.</p>

Strategic Direction 2: Wellbeing

Purpose

In order for all of our students to be known, valued and cared for there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students.

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.

- Learning Support Practices
- Student Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$15,900.31

Low level adjustment for disability: \$19,285.27

Summary of progress

The focus for this strategic direction was to develop a positive school culture where student attendance is promoted and students feel a sense of belonging at school. The development of strong learning and support practices was a priority to ensure that there is a holistic approach to support all students by including parents, teachers, school support staff and external health professionals. Implementation has seen the undertaking of a review of learning and support team (LST) policies to refine and support consistent, systematic processes that ensure attendance and LST referrals enhance learning outcomes for all students. Staff professional learning focused on trauma informed practices which impacted on the teacher's knowledge to recognise and support student behaviours related to trauma. Three staff participated in Positive Behaviour for Learning (PBL) training to develop targeted intervention programs that align with the PBL framework. Gains were seen for students in the areas of wellbeing and engagement.

2022 will see a strategic focus on embedding clear LST and attendance policies and procedures to ensure that the practices are clear, communicated and embedded across the whole school. There will be a strengthening of individual learning plans to ensure that programs cater for the needs of all students who require extra support or extension in learning. The implementation of a whole school wellbeing program will be a focus to ensure that evidence based practices support student and staff wellbeing to promote positive and proactive engagement.

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
Increase the proportion of student attendance with an uplift towards 3% from baseline.	The number of students attending greater than 90% attendance or more has decreased by 4.1%
Tell Them From Me data reporting 'Expectations for Success, Advocacy and Sense of Belonging' exceeds the 2020 baseline and is working towards the 2024 improvement measure of 5% increase.	Tell Them From Me data shows an improvement of 5.54% of reported positive wellbeing, including a 7.46% increase in advocacy at school, 4.48% increase in sense of belonging and 3.73% increase in expectations of success.
School Self-Assessment of the School Excellence Framework (SEF) in the themes 'A planned approach to wellbeing' and 'Individual learning needs' indicates improvements towards ensuring consistency at Sustaining and Growing in every classroom.	Self-assessment against the School Excellence framework shows the themes 'A planned approach to wellbeing' and 'Individual learning needs' indicates some improvement towards ensuring consistency at Sustaining and Growing in every classroom.

Strategic Direction 3: Shared Learning Community

Purpose

The school leadership team model instructional leadership and support a culture of high expectations and community engagement.

Initiatives

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

- Collaboration and Engagement
- Leadership Practices

Resources allocated to this strategic direction

Socio-economic background: \$4,445.00

Professional learning: \$18,121.03

Summary of progress

The focus for this strategic direction was to build connections with the community and embed authentic Aboriginal Education through a collaborative partnership with the Kumaridha AECG. Opportunities for the school leadership team to engage in professional learning to support classroom teachers was also a focus of this strategic direction. Enhanced leadership capacity has supported the school's strategic directions and key initiatives including Quality Teaching Rounds. Significant for the school's Aboriginal students, was the achievement of Personal Learning Pathway goals for every child in literacy and numeracy.

2022 will see a strategic focus on strengthening opportunity for student and community voice, through a range of events and activities. A continued positive and authentic partnership with the AECG and our Aboriginal and/or Torres Strait Islander families will remain a priority to support outcomes for all our students. Building strong connections with the school community will focus on supporting the achievement of high quality outcomes for all students.

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
Tell Them From Me data 'Leadership and Collaboration' exceeds the 2020 baseline and is working towards the 2024 improvement measure of 10% increase.	Tell Them From Me data in the areas of 'Leadership and Collaboration' has not seen shown progress towards the 2024 improvement measure.
Tell Them From Me data 'Parents Feel Welcome' exceeds the 2020 baseline and is working towards the 2024 improvement measure of 10% increase.	Tell Them From Me data shows an improvement of 0.2% towards the achievement of the 2024 improvement measure.
School Self-Assessment of the School Excellence Framework (SEF) in the element 'School planning, implementation and reporting' indicates improvements towards ensuring consistency at Sustaining and Growing in every classroom.	Self-assessment against the School Excellence framework in the element of 'School planning, implementation and reporting' shows the school moving towards consistency at Sustaining and Growing in every classroom.
School Self-Assessment of the School Excellence Framework (SEF) in the element 'Educational Leadership' indicates improvements towards	Self-assessment against the School Excellence framework in the element 'Educational Leadership' shows the school moving towards consistency at Sustaining and Growing in every classroom.

ensuring consistency at Sustaining and Growing in every classroom.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$129,984.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Garden Suburb 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"> • Other funded activities <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 • classroom teacher release to develop and review Personalised Learning Support Plans <p>The allocation of this funding has resulted in: Improved outcomes for students receiving integration funding support in the areas of social emotional and academic learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Providing opportunities for evidence based Professional Learning for School Learning Support Officers to further support individual student needs. Continual improvement of Learning and Support Team procedures to support students who are eligible for integration funding support achieve personalised learning plan outcomes.</p>
<p>Socio-economic background</p> <p>\$21,445.31</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Garden Suburb 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"> • Collaboration and Engagement • Data Driven Practices • Learning Support Practices • Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Personalised Learning Support Plans (PLSP) and Personalised Learning Pathways (PLP) for identified students • trauma informed practice and MAPA training for staff • engagement of Schools in Sport Australia (SISA) to provide a P.E. program, allowing teachers to meet in K-2 and 3-6 teams once a fortnight for 2 hours for collaboration and data analysis • PBL professional learning for staff <p>The allocation of this funding has resulted in: Enhanced opportunities for staff to collaborate together to analyse data and use this to inform teaching and learning programs. Improved outcomes for students in the area Physical Education. Embedding of the PBL framework in the school and the development of a tier-2 team to work with students who required extra intervention, resulting in improved outcomes for students in the areas of wellbeing and engagement.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continual implementation of collaborative practices to support student outcomes in literacy, numeracy, wellbeing and engagement. Continue to support teacher collaboration opportunities for staff to develop their pedagogical knowledge and engage in data driven practices that support assessment to inform teaching and learning programs.</p>

<p>Socio-economic background</p> <p>\$21,445.31</p>	<p>Provide release time for teachers to meet with parents to develop PLSPs that improve outcomes for students with additional learning needs and high potential.</p>
<p>Aboriginal background</p> <p>\$16,466.10</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Garden Suburb Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of an additional teacher to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in: Improved outcomes for Aboriginal students, with all students meeting their literacy and numeracy Personalised Learning Plan (PLP) goals for 2021. Improved outcomes for Aboriginal students, with the majority of students meeting their cultural goal for 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continual implementation of PLPs and engagement of local Aboriginal community groups to support cultural programs at the school to support all Aboriginal students in achieving their cultural goal. Continual improvement in the delivery of authentic Aboriginal Education programs to support the whole school community Aboriginal Education initiatives.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Garden Suburb 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"> • Data Driven Practices <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 EAL/D students <p>The allocation of this funding has resulted in: Improved outcomes for EAL/D students through targeted teaching in the areas of lieteacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Professional learning for classrooms teachers to develop teaching and learning programs at point of need for EAL/D learners using the EAL/D progressions .</p>
<p>Low level adjustment for disability</p> <p>\$86,556.07</p>	<p>Low level adjustment for disability equity loading provides support for students at Garden Suburb Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Support Practices

<p>Low level adjustment for disability</p> <p>\$86,556.07</p>	<ul style="list-style-type: none"> • Student Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: Improved outcomes for identified students in the areas of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ additional staffing to support identified students in the areas of literacy, numeracy, wellbeing, engagement and attendance. Enhance whole school transition practices to ensure continuity of education P-K, 6-7 and transition from one stage to another.</p>
<p>Literacy and numeracy</p> <p>\$22,622.70</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Garden Suburb 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"> • Data Driven Practices • Effective Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: Improved outcomes for all students in the areas of writing and reading. Consistent whole school evidence based approaches to the teaching of reading being evident in all classroom programs. A deeper understanding of data driven practices by all teachers to inform differentiated teaching and learning programs in reading and writing.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued implementation of high impact professional learning to support student outcomes in literacy and numeracy. A focus on numeracy programs, that are evidence based and provide opportunities for differentiation in delivery and assessment.</p>
<p>QTSS release</p> <p>\$44,174.49</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Garden Suburb 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: Improved outcomes for all students in the area of reading, as a result of teacher engagement in Learning Walks and Quality Teaching Rounds. Teachers improving their teaching practice and student outcomes through mentoring and support by executive staff.</p>

<p>QTSS release</p> <p>\$44,174.49</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued release for executive staff to mentor and support teachers to develop engaging programs to support student outcomes in all Key Learning Areas.</p> <p>Continued opportunities for teachers to be released to participate in Learning Walks and high impact professional learning with Executive staff, to successfully implement whole school strategic direction initiatives.</p>
<p>COVID ILSP</p> <p>\$75,716.52</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 a teacher to deliver small group tuition <p>The allocation of this funding has resulted in:</p> <p>Improved outcomes for targeted students in the areas of literacy and numeracy as a result of small group intervention programs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued employment of additional staffing to support student outcomes in literacy and numeracy through targeted interventions.</p> <p>Developing a stronger Learning Support Team collaboration between the COVID ILSP teacher and LaST to develop a more cohesive and planned approach, targeting specific groups for intervention using data driven practices.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	119	112	111	120
Girls	93	103	98	92

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.5	95.4	96.4	94.6
1	94.4	95.7	95.6	94.2
2	95.2	95.2	96.2	94.6
3	96.5	94.7	96	96.3
4	96.8	95.1	95.6	94.3
5	94.7	94.3	96.2	93
6	96.2	93.2	94.7	93.1
All Years	95.8	94.8	95.8	94.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

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
Assistant Principal(s)	2
Classroom Teacher(s)	10.3
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	4.42

*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	339,679
Revenue	2,850,539
Appropriation	2,771,713
Sale of Goods and Services	6,056
Grants and contributions	72,541
Investment income	229
Expenses	-2,788,361
Employee related	-2,488,950
Operating expenses	-299,411
Surplus / deficit for the year	62,178
Closing Balance	401,857

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	129,984
Equity Total	126,867
Equity - Aboriginal	16,466
Equity - Socio-economic	21,445
Equity - Language	2,400
Equity - Disability	86,556
Base Total	2,057,703
Base - Per Capita	54,278
Base - Location	0
Base - Other	2,003,425
Other Total	227,251
Grand Total	2,541,806

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

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year, Garden Suburb Public School is required to seek the opinions of parents, students and teachers about our school. A summary of their responses is presented below:

Parent survey: 37 respondents

- 94% of parents surveyed indicated they view the school as being well maintained, with 92% indicating the physical environment is welcoming.
- 92% of parents surveyed have communicated at least once with their child's teacher to discuss their child's learning and behaviour.
- 97% of parent responses indicated they would recommend Garden Suburb Public School to other families with 92% indicating Garden Suburb Public School is their first choice of public school.
- Informal and formal meetings were highly regarded amongst parents surveyed and considered a useful type of communication.

Student survey: 79 respondents

- 92% of students surveyed indicated they have a sense of pride in their school.
- 86% of students indicated they know where to go for help and support if they or someone else is being bullied.
- 100% of Year 4 students indicated they believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- The school mean was above the NSW Govt Norm in the area of students with positive behaviour at school.
- All Aboriginal students surveyed indicated to varying extends they feel good about their culture and teachers understand their culture.
- 92% of students surveyed indicated they feel proud of their school.
- 90% of students surveyed indicated one or more areas of their reading they have improved throughout the year.

Teacher survey: 11 respondents

- The areas of teaching strategies, inclusive school and parental involvement were above the NSW Govt Norm.
- The vast majority of teachers surveyed indicated they set high expectations for student learning and they link previously mastered skills and knowledge to new concepts.
- 72% of teachers surveyed indicated the school leadership team lead improvement and change.
- 91% of teachers surveyed indicated there is a sense of belonging for students.
- All teachers surveyed indicated to varying extends they are confident in their capacity to meet the needs of Aboriginal students and they have the knowledge required to engage with students on Aboriginal culture and histories.

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.