

2021 Annual Report

G S Kidd Memorial School



ENDEAVOUR TO ACHIEVE

5685

Introduction

The Annual Report for 2021 is provided to the community of G S Kidd Memorial 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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Message from the principal

2021 saw yet further COVID related disruptions however the students, families and staff made a wonderful effort to continue learning and maintaining focus through learning from home.

Despite the disruptions our school achieved many great things throughout 2021 including:

- School NAIDOC Celebrations
- Harmony day Celebrations
- School sport
- Swimming carnival
- Friday Afternoon Social skills activities
- Cooking and gardening
- Community Access and Community based learning
- Students achieving their individual learning goals

Thank you to the GS Kidd Memorial School community for your support and efforts during 2021.

Message from the students

When asked for their 2021 feedback students indicated the following:

- I tried hard
- We did lots of work
- We were at home sometimes
- We couldn't go to Armidale
- We got to cook
- We went to the lookout it rained
- We did some weaving and painted for NAIDOC
- We had a pool party
- I got to gold level for PBL
- We played games for Harmony Day
- I read my book

School vision

At G S Kidd Memorial School, our vision is to provide high quality educational experiences for all students. By providing a nurturing and engaging environment students are supported to achieve their individual goals. We support our students to become prepared for post school options.

School context

G S Kidd Memorial School is situated in Gunnedah and has an enrolment from Kindergarten to Year 12 across five classes. As a School for Specific Purposes we cater for students with significant support needs. Students are placed at G S Kidd Memorial School through the placement panel process.

The diverse range of learning needs at the school are addressed by quality teaching and learning programs. These programs focus on effective communication, functional Literacy and Numeracy, along with Community Based Learning, post school planning, Community Access, a designated Sensory room, cooking, gardening and Friday Afternoon Activities.

Positive Behaviour for Learning (PBL) forms the basis for wellbeing programs at GS Kidd Memorial School. The core values of safe, respectful and responsible are regularly referred to by both students and staff. The PBL practice is reviewed and evaluated regularly.

Through our situational analysis we have identified the need to further develop assessment practices and data collection. This will also include developing greater consistency of judgement across the school.

The implementation of a more effective method of assessment data collection will support the drive that our school has to deliver effective differentiated and individualised learning to our students. This will include further investigation of approaches such as Students with additional needs (SWANs) and Goal Attainment Scale (GAS).

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student outcomes we will develop a whole school approach for collecting and analysing data. This data will be utilised to inform teaching programs which will be underpinned by evidence based practice with a focus on functional Literacy, Numeracy and communication.

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 Collection

Resources allocated to this strategic direction

Professional learning: \$500.00

Aboriginal background: \$297.00

QTSS release: \$5,519.20

Summary of progress

Teaching staff were provided with professional learning to develop their understanding of SWANs. Each teacher was given time to develop their knowledge base and enter class data. 2021 has seen an improvement in the school process for collecting and analyzing data. This data is being utilised to inform teaching programs to ensure they are underpinned by evidence based practice while focusing on the individual student need.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• All students have Individual Learning Plans containing goals linked to functional Literacy, Numeracy and communication.	<ul style="list-style-type: none">• Feedback sought from key stakeholders• Individual Learning Plans updated to include Key focus areas literacy, Numeracy, communication and well being.
<ul style="list-style-type: none">• All teaching staff undertake professional learning, develop an understanding of and are implementing SWANs.	<ul style="list-style-type: none">• Staff were provided with time to develop their understanding of SWANs and enter data. Further focus will be provided and time frames set for SWANs data to be entered.• Limited baseline data has been collected and used to reviewed assessment practice.• 2022 will see SWANs data entered, reviewed and used to inform teaching and learning practice.

Strategic Direction 2: Establishing Goals for Individual Success.

Purpose

To ensure all students are able to connect, succeed, thrive and achieve. Individual goals will be regularly monitored and evaluated.

Initiatives

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

- Wellbeing

Resources allocated to this strategic direction

Professional learning: \$375.00

Socio-economic background: \$8,278.80

QTSS release: \$2,759.60

Summary of progress

2021 has provided an opportunity for students to connect, success, thrive and achieve. A review of Positive Behaviour for Learning has taken place with recommendations to be implemented in 2022. Whole school professional learning to develop an understanding of Zones of Regulation program, this will be further implemented in all settings during 2022. Sound progress made to embed a culture with a focus on well being.

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
• Progress in learning and achievement is identified and acknowledged.	• Individual student achievement recognized and celebrated. • Weekly assemblies highlight student achievement inline with Positive Behaviour for Learning key focus areas.
Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.	• Whole school professional learning delivered in class staff groups to developing staff understanding regarding the Well being Framework . • Feedback provided indicated that there was positive and productive feedback offered during these sessions. • Class groups were able to draw links to students in their class. • Individual Education Planning Meeting and semester portfolios provide families with the key information regarding their students learning and well being achievements.
• Increase student attendance.	• Classroom teachers have identify students with attendance concerns. • Teachers maintained regular contact with families during COVID - remote learning this allowed for students individual needs to meet during a very disrupted Term 3.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$39,182.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at G S Kidd Memorial 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"> • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • additional staffing to implement [program/initiative] to support identified students with additional needs • equitable access to specialist resources <p>The allocation of this funding has resulted in: Classroom teachers have identify students with attendance concerns. Teachers maintained regular contact with families during COVID - remote learning this allowed for students individual needs to meet during a very disrupted Term 3.</p> <p>After evaluation, the next steps to support our students with this funding will be: Feedback provided indicated that there was positive and productive feedback offered during these sessions. Class groups were able to draw links to students in their class.</p>
<p>Aboriginal background</p> <p>\$17,097.40</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at G S Kidd Memorial 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 Collection • 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 specialist additional staff (LaST) to support Aboriginal students <p>The allocation of this funding has resulted in: Staff were provided with time to develop their understanding of SWANs and enter data</p> <p>After evaluation, the next steps to support our students with this funding will be: Further focus will be provided and time frames set for SWANS data to be entered.</p>
<p>Location</p> <p>\$9,500.00</p>	<p>The location funding allocation is provided to G S Kidd Memorial School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>Location</p> <p>\$9,500.00</p>	<p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement • incursion expenses <p>The allocation of this funding has resulted in: Projects were amended due to COVID restrictions however this funding has provided students with access to online resources.</p> <p>After evaluation, the next steps to support our students with this funding will be: This is still in initial stages much of the linking with other school staff has taken place online in 2021 due to COVID.</p>
<p>Literacy and numeracy</p> <p>\$1,435.25</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at G S Kidd Memorial 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: Subscriptions have allowed students to access online learning opportunities.</p> <p>After evaluation, the next steps to support our students with this funding will be: These programs have been reviews with feedback sought from the teaching staff as we moved towards 2022.</p>
<p>QTSS release</p> <p>\$8,278.80</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at G S Kidd Memorial 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 Collection • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: SWANs data used to inform teaching and learning programs. Whole school Professional learning delivered.</p> <p>After evaluation, the next steps to support our students with this funding will be: Baseline data will be used to inform teaching programs. Whole school implementation of Zones of Regulation program.</p>
<p>COVID ILSP</p> <p>\$24,836.40</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</p>

<p>COVID ILSP</p> <p>\$24,836.40</p>	<p>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"> • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups. • providing targeted, explicit instruction for student groups in literacy/numeracy - IEP focus area <p>The allocation of this funding has resulted in: Focus areas were linked to student IEP Goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: 2022 focus will be literacy and numeracy.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	23	23	19	19
Girls	13	13	14	14

Families and staff at GS Kidd Memorials School acknowledge that for some students their complex health needs impact their overall attendance.

Attendance is monitored by the classroom teacher and regular contact is made with families to support attendance.

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)	1
Classroom Teacher(s)	4.78
Teacher Librarian	0.2
School Administration and Support Staff	6.61

*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.

- During 2021 staff participated in Zones of Regulation learning and further sensory skill development.
- All staff completed MAPA training.
- Teachers were provided with time to learn about the implementation of SWANs

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	1,063,650
Revenue	2,070,208
Appropriation	2,054,159
Sale of Goods and Services	1,205
Grants and contributions	14,447
Investment income	396
Expenses	-1,813,308
Employee related	-1,730,857
Operating expenses	-82,451
Surplus / deficit for the year	256,899
Closing Balance	1,320,550

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	70,154
Equity - Aboriginal	18,376
Equity - Socio-economic	51,779
Equity - Language	0
Equity - Disability	0
Base Total	1,473,271
Base - Per Capita	16,492
Base - Location	9,718
Base - Other	1,447,062
Other Total	398,827
Grand Total	1,942,253

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.

Parent/caregiver, student, teacher satisfaction

During 2021 feedback was sought from families.

Members of the GS Kidd Memorial School P&C were provided with opportunities to offer feedback at meetings on topics including Individual Learning Plans and portfolios.

Staff were provided with an opportunity to offer feedback during 2021. Information from this feedback was used for 2022 planning purposes.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

Aboriginal perspectives are embedded in all key learning areas across classes at GS Kidd Memorial School. Teaching and learning programs show evidence of this.

In 2021 we again held NAIDOC celebrations which included weaving, art, storytelling, cooking, bush food barbeque and a visit on country.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural and anti-racism education - School Statement

In 2021 the school took part in Harmony Day celebrating difference.