

# 2022 Annual Report

## Garah Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Garah Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## School vision

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

## School context

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

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

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

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

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

We have a current enrolment of 13. Our school Family Occupation and Education Index (FOEI) is currently 139.

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

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2022 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	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### 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.

- Reading
- Numeracy
- Attendance

### Resources allocated to this strategic direction

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**Socio-economic background:** \$25,886.00

**Aboriginal background:** \$6,856.00

**Low level adjustment for disability:** \$4,075.00

**Location:** \$6,088.00

**Per capita:** \$216.00

**AP Curriculum & Instruction:** \$15,057.20

### Summary of progress

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#### Reading

All primary students completed Semester 2 check-in assessments, with all students demonstrating growth across all areas in literacy. Students in K-2 also demonstrated strong growth across areas all areas in literacy when comparing semester one and two reports to parents. Although the overall results literacy results were favourable, data suggests that most students in the primary classroom are not performing as well in the area of vocabulary as they are in other areas of reading.

Personalised Learning Pathways gave the opportunity for teachers, parents and students to work together to form student goals, which was well received by the community. Although not all parents could be engaged in this process, by embedding this as a cyclical school process, parents may become more familiar with the process and have greater input into their child's learning.

Check- in assessment reading assessment results demonstrated that students achieved growth between Semester 1 to Semester 2. Semester 2 results demonstrated that students achieved greater than SSSG averages and state averages across all grades.

#### Numeracy

In 2022 additive thinking was identified as an area of improvement. Classroom teachers with the assistance of APC&I (virtual) explicitly taught flexible number strategies to assist additive thinking.

Check-In Assessments: both Year 4 and Year 5 demonstrated growth in questions involving additive thinking and were above state average in Term 4 check-in assessments in each additive thinking question. Year 6 results in this area declined from Term 1 to Term 4.

Infants students were assessed using the IfSR - Additive thinking assessment: all students assessed demonstrating a greater range of flexible thinking to assist addition and subtraction.

#### Attendance

Attendance was consistently monitored and parents notified when their child's absence fell below 85%.. As a result, there was significant improvement in students attending between 85-90%. A larger number of unjustified absences during 2022 may be attributed to more families travelling with the easing of COVID restrictions.

### 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
60% of students achieving in the top 2 bands in Reading in Years 3 and 5	An increased percentage of Year 5 students achieved in the top two bands for reading indicating the school met the system negotiated target. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year. No Year 3 students were enrolled in 2022.
55% of students achieving in the top 2 bands in Numeracy in Years 3 and 5	An increased percentage of Year 5 students achieved in the top two bands for numeracy, however the school did not meet the negotiated target. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year. No Year 3 students were enrolled in 2022.
All students in Years 1-6 demonstrate 1 years growth for 1 years learning growth, recorded in PLAN 2 and measured against syllabus standards.	Cohort size does not allow the publication of percentages. Most students demonstrated growth in reading and numeracy, with those not achieving expected growth reflecting a decline in achievement across the state in reading and numeracy. Individual student progress is reported directly to parents and carers throughout the year.
Increase the percentage of students attending school >90% of the time to be at or above the lower bound system-negotiated target of 70%	The number of students attending more than 90% of the time was below the target set at 70%. Attendance rate show an improvement on the previous year and are higher than state average.
60% of students achieve growth above the system negotiated minimum bound target for NAPLAN Reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. Individual student growth tracking indicates strong growth in reading Check-in Assessment from below state average in 2021 to above state average by 14.9% in 2022.
60% of students achieve growth above the system negotiated minimum bound target for NAPLAN Numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. Individual student growth tracking indicates strong growth in numeracy Check-in Assessment from below state average in 2021 to above state average by 13.7% in 2022.

## Strategic Direction 2: Building Future Focused Quality Educators

### Purpose

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

### 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.

- Evidence-based effective teaching

### Resources allocated to this strategic direction

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Low level adjustment for disability: \$11,492.00

### Summary of progress

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During 2022, the new English and mathematics syllabi were implemented as part of the K-2 Accelerated Adopter program. Both the Teaching Principal and K-2 teacher completed a wide range of professional learning modules from NSW Education Standards Authority (NESA) and Department of Education (DoE) to support their understanding of the links between the new syllabi documents, the National Literacy and Numeracy progressions and effective evidence based quality teaching practices. The guided implementation of these syllabus documents by DoE curriculum advisors ensured that explicit teaching and differentiation that aligns with best practice models was consistently implemented by the K-2 classroom teacher. Fortnightly consultation with our curriculum advisor facilitated reflective practices enabling modification to the sample units to suit the individual needs of learners in our K-2 classroom. This collaborative practice deepened teachers' understanding of the new curriculum and supported implementation of evidence based teaching practices in the K-2 classroom. Our K-2 teacher was invited by the DoE to collaboratively write multi-stage units for the ongoing implementation of these syllabi as mandatory roll-out continues across the state.

Parents were invited to attend a 3-way conferences with their child and their child's classroom teacher to establish personalised learning goals in the areas of literacy and numeracy, as well as a social goal. Most parents attended these conferences and were keen to be part of this process, although some were difficult to engage and preferred not to attend. During these meetings, parents were invited to discuss the results from their child's semester one student reports. Students, teachers and parents identified strategies that could be used to support student's identified goals at home. Planning for review was to take place in semester two, however, a major flooding event interrupted the cycle. The establishment of these conferences and individual goal setting will continue in 2023 with the aim to embed this as a systematic process within our school.

Staff utilised learning resources and effective teaching strategies materials from the Universal Hub and learnt during professional learning to include in their teaching and learning programs. Formal lesson observations were not conducted due to the lack of casual staffing availability, however, many informal and collaborative reflective professional conversations did occur, supporting refinements to quality teaching and learning programs. Teachers did undertake self-reflection as part of their professional practice and worked with APC&I (virtual) to ensure that adjustments to their learning program were effective. During school visits, the APC&I demonstrated lessons for teachers to observe as part of their professional practice. As a result, methods of teaching mathematics in the primary classroom have been adapted to incorporate concept-based learning to ensure a greater emphasis is placed on students working mathematically. Refinements to concept-based mathematics program development and the implementation of the K-2 mathematics units of work will be a continuing focus in 2023.

The growing suite of system-generated assessment materials, including the Interview for Student Reasoning (IfSR) assessments, provided teachers with the tools to assess student learning and identify point of need for individual students. As a result, a greater emphasis was placed on using the literacy and numeracy progressions to track learning and identify targeted student learning needs using PLAN2. This assisted teachers to plan explicit teaching using strategies and materials from the Universal Hub. Refinements to assessment schedules are needed to incorporate changes to Naplan in 2023 and ensure that consistent data collection is analysed for ongoing impact and effective evidence-based explicit teaching practices are incorporated into teaching and learning programs. .

Improvement outcomes include:

- Successfully implementation of new K-2 curriculum as an Accelerated Adopter school.
- Utilisation of Universal Resource Hub materials to provide targeted evidence-based teaching strategies.
- Establishment of 3-way conferences to set personalised goals for students

#### Future focus:

- Continuing to undertake curriculum reform professional learning to ensure smooth transition to new curriculum K-6.
- Embedding systematic processes to ensure teachers, students and parents identify and review meaningful and aspirational goals for all students.
- Establishing an analysis schedule K-6 that will ensure teachers can identify and target point of need learning using the learning progressions and implement evidence-based teaching strategies.

#### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Teaching and learning programs for K-2 demonstrate use of new and mandatory English and Mathematics K-2 syllabi.</p> <p>Teachers and students have interviews using learning goals, reports and feedback to outline next steps in their learning. PLPs are used to highlight learning goals and ongoing planning with teachers and parents.</p> <p>Teaching staff review effectiveness of lesson observation and self reflection process and make adjustments if necessary.</p> <p>All teaching staff utilise knowledge gained from High Potential and Gifted Education Policy professional learning to implement PLPs that show extension and challenge activities for students.</p>	<p>Acceptance as an Accelerated Adopter school gave teachers the understanding and support to successfully implement the new K-2 syllabi.</p> <p>Personal learning goals were established for most students in consultation with most parents. Parents and students were invited to attend 3-way conferences early in Semester 2., where teachers assisted students to reflect on their strengths. Through reflection of Semester 1 results, teachers, parents and students agreed upon literacy, numeracy and social goals for Term 3. Although original planning had a review set for Term 4, this did not take place due to the flooding event in October. A continued focus on establishing these conferences as part of our systematic progresses will take place in 2023.</p> <p>Lack of casual staff availability and the on-going impacts of COVID - 19 meant lesson observations were not undertaken in a formal manner. Teachers completed a Performance and Development Plan (PDP) and reflected upon their professional learning and development.</p> <p>Due to the implementation of the new K-2 English and mathematics syllabi as an Accelerated Adopter school, the implementation of the High Potential and Gifted Education Policy strategies were not completed. Quality differentiation remained a priority for teachers to provide support and extension for students.</p>
<p>Systems for ongoing data collection are implemented and assessed for impact and effectiveness.</p>	<p>Teachers, with the support of APC&amp;I (virtual), used PLAN2 to monitor and plan student learning. Further consultation with APC&amp;I will take place to ensure systems become more formalised in 2023.</p>



## Strategic Direction 3: Strong Partnerships and Connections

### Purpose

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

### Initiatives

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

- School and Inter-School Partnerships

### Resources allocated to this strategic direction

**Professional learning:** \$6,516.25

**QTSS release:** \$2,298.42

**Location:** \$7,682.17

**Per capita:** \$3,321.52

### Summary of progress

Due to the small number of parents and change of school leadership, formal surveys including those on parent and student satisfaction were not conducted. Students and parents were anonymously surveyed using a school generated survey. Community engagement was maximised through the use of the school social media account and newsletters. Due to the easing of COVID restrictions, parents were invited to attend fortnightly formal assemblies, showing student learning and celebrating student achievement through the awarding of achievement and PBL certificates. Additional opportunities were sort to welcome and engage the community, including Mother's Day and Father's Day breakfasts, both of which were well attended by parents and grandparents. The school also participated in the community run "Greatest Morning Tea".

Inter-school events allowed students to build their friendship networks and provided peer learning opportunities. Students participated in sporting carnivals, incursions, a refined mini-schools event and the Illuminate challenge conducted by University of New England for primary students within the Moree Region. The relationship with Boomi Public School was strengthened through sporting carnivals and excursions, providing teachers and students with networking opportunities.

Both teachers attended professional learning as part of the Barwon Cos network literacy and numeracy initiative.

Improvement outcomes include:

- Parent and community participation at school events, and engagement with social media posts.
- Well-established interschool communication and opportunities with neighbouring schools.

Future focus:

- Establish reliable and consistent methods of data collection to measure student, parent and community satisfaction, taking into account the small sample size and the need to maintain anonymity.

### 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
Systems for ongoing data collection on community engagement are established and embedded.  Kids Matter wellbeing data shows 80% of students and parents agree in most areas of the surveys.	Data on community engagement was not collected in a formal manner, such as an external survey, due to the change in school leadership and need for new Teaching Principal to establish relationships with families and the community. The kids matter survey was also not conducted due to the small number of students. Students and parents were surveyed using an anonymous school established surveys.

<p>Assess and identify areas for adjustment in new PDP process. It is trialled and evaluated across the Barwon COS.</p> <p>Shared performance development is implemented. Review feedback with staff to support staff and school improvement.</p> <p>Staff participate in networking opportunities in PDP identified areas to build capacity of all staff in the school and the network.</p> <p>Inter-school relationships are established and support school in evidence-based teaching, planning and programming and professional learning. Student opportunities might include Sport, Visiting school performances and workshops. Mini School Days.</p>	<p>Due to the ongoing disruptions of COVID-19, the refined PDP process in place in 2022 and a new Teaching Principal, a greater emphasis was placed on individual teacher and school goals as part of the PDP process. Teachers participated in several professional learning and networking opportunities as part of the Barwon COS that supported curriculum reform and evidence based quality teaching practices.</p> <p>Inter-school professional learning for teachers was limited outside of the Barwon COS days due to the lack of casual staff availability across the network. Students had opportunities to participate in inter-school activities including sports days, visiting school performances and a revised mini - schools (revised due to flooding).</p>
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Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$25,886.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Garah Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><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>• Reading</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 additional staff to support literacy and numeracy program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Personalised learning goals were developed with students in consultation with parents. Through the engagement of additional School Learning Support Officer (SLSO) employment, student learning was personalised, at point of student need, with lesson delivery support provided by SLSO.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to embed the development of personalised learning pathways to support all students to identify learning goals. Continued engagement of SLSO to support teachers to deliver lessons at student point of need.</p>
<p>Aboriginal background</p> <p>\$6,856.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Garah Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><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>• Reading</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 additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Through the engagement of additional School Learning Support Officer (SLSO) employment, Aboriginal student learning was personalised, at point of student need, with lesson delivery support provided by SLSO.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued employment of SLSO to support Aboriginal student learning.</p>
<p>Low level adjustment for disability</p> <p>\$15,567.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Garah Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><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>• Reading</li> <li>• Evidence-based effective teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Low level adjustment for disability</p> <p>\$15,567.00</p>	<ul style="list-style-type: none"> <li>• employment of additional staff 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 the following impact:</b> Student learning was personalised, at point of student need, with lesson delivery support provided by SLSO.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued employment of additional support staff to support students individual learning needs.</p>
<p>Location</p> <p>\$13,770.17</p>	<p>The location funding allocation is provided to Garah Public School to address school needs associated with remoteness and/or isolation.</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>• Reading</li> <li>• School and Inter-School Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for teaching principal and classroom teacher release</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Funding engaged additional teaching and support staff to enable teachers to attend professional learning to enable ongoing quality teaching practices and curriculum reforms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Teachers will continue to engage in high impact professional learning to ensure that evidence-based strategies implemented to deliver curriculum.</p>
<p>Professional learning</p> <p>\$6,516.25</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Garah 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>• School and Inter-School Partnerships</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>• Engagement of casual staff to allow teacher release to attend professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers attended professional learning provided by the Barwon Community of Schools. Teachers have implement high quality, evidence-based teaching strategies to further student learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued involvement in professional learning opportunities with the Barwon COS</p>
<p>QTSS release</p> <p>\$2,298.42</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Garah Public School.</p> <p><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>• School and Inter-School Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>

<p>QTSS release</p> <p>\$2,298.42</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers attended professional learning on curriculum reforms and evidence-based practices.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Teachers will continue to engage in professional learning to implement new English and mathematics curriculum.</p>
<p>COVID ILSP</p> <p>\$12,587.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</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/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Small group tuition was delivered to enhance student learning in reading and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Difficulty in engaging staff to deliver COVID ILSP tuition has determined our decision to engage with online COVID ILSP lessons in future years.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$15,057.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Engagement of virtual APCI to work with school leadership to develop numeracy programs and monitor student progress.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Demonstration lessons for teachers, modelling evidence-based strategies to delivery numeracy lessons. Student learning was monitored through PLAN2.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Engagement of an onsite AP Curriculum and Instruction to lead development of whole school scope and sequences to align with new curriculum.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	8	7	8	7
Girls	9	6	6	6

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.8	81.2	83.1	95.6
1	97.5	77.8	97.7	86.3
2	88.5	90.6	79.5	90.1
3	82.2	74.4	87.9	
4	90.1	81.8	97.2	95.6
5	87.2	83.7	58.8	92.3
6	91.7	95.7	70.5	72.5
All Years	89.3	82.7	81.3	88.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.3

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.61
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.8

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	108,389
<b>Revenue</b>	517,451
Appropriation	509,410
Sale of Goods and Services	329
Grants and contributions	6,314
Investment income	1,398
<b>Expenses</b>	-477,556
Employee related	-409,329
Operating expenses	-68,227
<b>Surplus / deficit for the year</b>	39,896
<b>Closing Balance</b>	148,284

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	48,309
Equity - Aboriginal	6,856
Equity - Socio-economic	25,886
Equity - Language	0
Equity - Disability	15,567
<b>Base Total</b>	384,074
Base - Per Capita	3,538
Base - Location	13,770
Base - Other	366,766
<b>Other Total</b>	58,814
<b>Grand Total</b>	491,197

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

Students were surveyed anonymously using an internal survey. Results indicated that all students felt safe at school, and that students felt teachers provided a supportive and encouraging learning environment, where they received teacher support when learning was difficult. All students agreed that teachers encourage them to take risks in their learning. Most students agreed that teachers provided interesting lessons and have high expectations of students. Most students reported having good friends at Garah Public, yet some students reported a low sense of belonging.

# 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.