2022 Annual Report

Gilgai Public School

1978

Introduction

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

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

School contact details

Gilgai Public School
Woodford Pl
Gilgai, 2360
https://gilgai-p.schools.nsw.gov.au
gilgai-p.school@det.nsw.edu.au
6723 1309

School vision

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

School context

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

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

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

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

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

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

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

Gilgai Public School 1978 (2022)

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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
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 continually build and maintain student learning outcomes by responding to individual learning needs through the provision of differentiated teaching that is informed by the effective collection and analysis of data.

Initiatives

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

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

Resources allocated to this strategic direction

Integration funding support: $69,356.00
Socio-economic background: $110,160.00
Aboriginal background: $18,057.00
Low level adjustment for disability: $8,312.00
Literacy and numeracy: $50,919.00
AP Curriculum & Instruction: $30,114.00

Summary of progress

Reading (Achievement/Growth)

The School Learning Support Officers (SLSO) assist children with additoinal needs through individual class withdraw, working with a small group of children to address specific needs and also provide in class support to assist any learning difficulties within each classroom. SLSO time is timetabled and can be flexible, in order to direct extra attention, where it is needed most. Our ability to offer small class sizes also enables close observations of student ability and differentiation of the curriculum to occur. The appointment of our new learning support officer has created a safe space for all children to visit when they are in need of a calming area and has made the school more capable to evaluate and offer learning programs to improve these difficulties. Gilgai Public School attained a new Assistant Principal Curriculum Instruction (APCI) who monitored and managed reading support, data input and analaysis.

The impact of these initiaities are seen through literacy graphs in Early Stage 1 and Stage 1 reflecting increased reading ability for all students.

The barriers to reading achievement and growth were inconsistency with staffing, changes to term schedule and different school wide focuses.

Next Steps: Programs will continue as expected growth for targeted students has been achieved.

The relieving Principal and APCI design development opportunities for analysis that are in line with new syllabus documents.

- **Numeracy (Achievement/Growth)**

The School Learning Support Officers (SLSO) assist children with additoinal needs through individual class withdraw, working with a small group of children to address specific needs and also provide in class support to assist any learning difficulties within each classroom. SLSO time is timetabled and can be flexible, in order to direct extra attention, where it is needed most. Our ability to offer small class sizes also enables close observations of student ability and differentiation of the curriculum to occur. The appointment of our new learning support officer has created a safe space for all children to visit when they are in need of a calming area and has made the school more capable to evaluate and offer learning programs to improve these difficulties. Gilgai Public School attained a new Assistant Principal Curriculum Instruction (APCI) who monitored and managed reading support, data input and analaysis.

The barriers to numeracy achievement and growth were inconsistency with staffing, changes to term schedule and different school wide focuses.

Next Steps: The relieving Principal and APCI design development opportunities for analysis in line with new syllabus documents to implement a whole school approach to improving numeracy.

Professional learning and department personnel will be investigated to provide staff with best practice.

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
• The percentage of Year 3 and 5 students achieving in the top two bands of the NAPLAN Numeracy assessment will be at or above the system-negotiated lower bound target of 22.1%.	Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
• The percentage of Year 3 and 5 students achieving in the top two bands of the NAPLAN Reading assessment will be above the system-negotiated lower bound target of 34.6%.	Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
• The percentage of Year 1 to 6 students attending school at least 90% of the time will be above the system-negotiated lower bound target of 87.5%.	The number of students attending greater than 90% of the time has decreased to 38%of students in year 1 to year 6.

Strategic Direction 2: Effective Classroom Practice

Purpose

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

Initiatives

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

- Visible Learning

Resources allocated to this strategic direction

Professional learning: $10,796.00

Summary of progress

Visible Learning

The enablers of visible learning to being achiend and utilised in the classroom were trained staff implementing the program in small class sizes with the additional school Learning Support Officers (SLSO). The Assistant Principal Curriculum Instruction (APCI) provided peer teaching and encouraged early career teachers to observe her practise of visble learning in the classroom.

The barriers encountered were in the areas of staffing inconstistencies and a need to train new teachers at the school.

Next Steps:

The Sapphire Community of Schools educational Leaders meet once a term to finalise teaching and learning guide and this group engages James Nottingham to provide Professional Development to the collective schools about best educational practice. Learning walks / school reports are completed by executive staff and lead teachers from other schools to provide a snapshot of visible learning practice. TheiImpact coach will deliver targeted Professional Development aligned to John Hattie's research on effect sizes, particularly: Success criteria, Student Goal Setting, Consistent language of Learning.

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
Improvement as measured by the School Excellence Framework: **Learning Domain:** • Curriculum, focus theme: Curriculum provision- improve to Excelling Focus theme: **Teaching Domain:** • Effective Classroom Practice, focus theme: Explicit teaching - improve to Sustaining and Growing • Data Skills and Use, focus theme: Data Analysis - improve to Excelling • Learning and Development, focus theme: Collaborative Practice and Feedback - maintain and improve within Sustaining and Growing	The school is continuing to work towards all the selected elements of the school excellence framework.

Leading Domain: • Educational Leadership - focus theme: High expectations culture - build and improve within Delivering	
Further development of classroom practice: • school-wide consistent system for student-to-teacher feedback • reflection and adjustment of student learning goals after Progression data analysis • increasing percentage of lessons using learning intentions and success criteria.	The school is continuing to work towards all the selected Visible Learning strategies targeted for school improvement.

Strategic Direction 3: Quality Systems and Processes

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Low level adjustment for disability: $34,476.00
Location: $12,460.00
QTSS release: $10,113.00
Per capita: $13,392.00

Summary of progress

Administrative Systems, Structures and Processes

To enable quality systems, structures and processed an additional 0.2 FTE School Administration Officer (SAO) was appointed, there was a re-allocation of library coordinator to a School Learning Support Officer (SLSO) and a new Asssitant Principal Curriculum Instruction (APCI) was appointed to the school.

The barriers to acheiving this goal centred around inconsistent school staffing, changes to term schedule and different school wide focuses.

Next Steps:

There will be a completed and updated roles and responsibilities list at the begining of 2023 and these roles will be reviewed throughout the year. A part time Technology Services Officer (TSO) will be employed to assist with technology systems and computer maintenance. Administration staff wil be trained in the new Efpt system and customer service.

Reliable Learning and Support Procedures

A new learning support coordinator was appointed who faciltated learning support programs at the school and a new Asssitant Principal Curriculum Instruction (APCI) was appointed who monitored and managed support, using data-driven practice.

The barriers to acheiving this goal centred around inconsistent school staffing, changes to term schedule and different school wide focuses.

Next Steps:

We will create a referral system for teachers wishing students to access learning support. Professional learning will be run by the Asssitant Principal Curriculum Instruction (APCI) and the Learning and Support coordinator on the recording and data analysis of COVID ILSP for Gilgai Public School.

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
Improvement as measured by the School Excellence Framework: **Leading Domain:** • Educational Leadership - focus theme: Performance management and development - improve to Sustaining & Growing • Management Practices and Processes - focus theme: Service delivery - improve to Sustaining & Growing	The school is continuing to work towards all the selected elements of the school excellence framework.
System developments maintain and build upon 2021: • Increase parental engagement with parent teacher opportunities. • Decrease complaints on customer service. • Process documents have been used by staff for accessing support for students with additional learning needs. • Increase number of students who: - feel they are learning successfully? - can identify a staff member they can turn to for support? - are proud to be a part of Gilgai Public School?	The school is continuing to work towards all the selected system improvement strategies targeted for school improvement.

Funding sources	Impact achieved this year
Integration funding support $69,356.00	Integration funding support (IFS) allocations support eligible students at Gilgai Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading (Achievement/Growth) **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of support strategies • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) **The allocation of this funding has resulted in the following impact:** Academic progress for all students with IFS funding and improved targeted intervention supports for identified students. **After evaluation, the next steps to support our students will be:** Continued small group intervention, improvement of learning support procedures and additional teaching staff employed for literacy and Numeracy support.
Socio-economic background $110,160.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Gilgai Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading (Achievement/Growth) **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support curriculum implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** Academic growth for all students occured. The funding ensured all students had access to school excursions, uniform and food when required. **After evaluation, the next steps to support our students will be:** Continued employment of additional teaching staff, and the use of funds to ensure equity occurs for all students.
Aboriginal background $18,057.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gilgai 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading (Achievement/Growth)

Aboriginal background $18,057.00	**Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans **The allocation of this funding has resulted in the following impact:** Academic growth for all Aboriginal students. Funds ensured all students had access to school excursions, uniform and food when required. **After evaluation, the next steps to support our students will be:** Continued employment of additional staff and support initiatives to ensure education and opporunities are accessible and equitable for students.
Low level adjustment for disability $42,788.00	Low level adjustment for disability equity loading provides support for students at Gilgai Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading (Achievement/Growth) • Administrative Systems, Structures and Processes **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher **The allocation of this funding has resulted in the following impact:** Ensured all students had access to curriculum modifications and important planning documents. **After evaluation, the next steps to support our students will be:** Continued employment of specialist staff and provide staff with release for professional development and planning.
Location $12,460.00	The location funding allocation is provided to Gilgai Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Administrative Systems, Structures and Processes **Overview of activities partially or fully funded with this operational funding include:** • subsidising student excursions to enable all students to participate • student assistance to support excursions **The allocation of this funding has resulted in the following impact:** Ensured all students could access excursions and educational opportunities. **After evaluation, the next steps to support our students will be:** Continue to provide subsidies to families to support educational equality and opportunities.
Professional learning	Professional learning funding is provided to enable all staff to engage in a

$10,796.00	cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Gilgai Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Visible Learning **Overview of activities partially or fully funded with this initiative funding include:** • engaging a Technical Support Officer to provide digital enhancements to classroom technology and provide targeted professional development • Additional release for staff to complete identified professional development **The allocation of this funding has resulted in the following impact:** Technology improvements in all classrooms and one to one support for teachers at their request. **After evaluation, the next steps to support our students will be:** Identify and allocate a Visible Learning Impact Coach and give release time for Assistant Principal Curriculum Intervention to support classroom improvements.
Literacy and numeracy $50,919.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Gilgai Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading (Achievement/Growth) **Overview of activities partially or fully funded with this initiative funding include:** • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • purchasing of literacy resources such as quality picture books for guided and shared instruction • teacher release • targeted professional learning to improve literacy and numeracy **The allocation of this funding has resulted in the following impact:** Literacy and Numeracy adjustments in all teaching and learning programs, improved access to up to date resources. **After evaluation, the next steps to support our students will be:** Employment of additional staff for literacy and numeracy support.
QTSS release $10,113.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gilgai Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Administrative Systems, Structures and Processes **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum **The allocation of this funding has resulted in the following impact:** Collaborative planning opportunities for staff to improve teacher capacity which increases student improvement.

QTSS release $10,113.00	**After evaluation, the next steps to support our students will be:** Continue additional release to support professional learning to develop teacher capacity.
COVID ILSP $46,256.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding **The allocation of this funding has resulted in the following impact:** All students involved achieved measurable progress in their learning. **After evaluation, the next steps to support our students will be:** Continue program implementation while funding is available.

Student information

Student enrolment profile

	Enrolments			
Students	**2019**	**2020**	**2021**	**2022**
Boys	23	22	27	28
Girls	27	32	26	37

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	90.7	91.8	78.9	77.8
1	92.4	93.0	85.1	83.1
2	92.5	94.1	86.3	83.9
3	92.8	92.8	89.6	80.1
4	93.5	93.2	92.4	86.1
5	92.2	96.6	82.9	86.0
6	82.6	95.8	89.5	89.1
All Years	90.7	93.9	85.2	84.2
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	87.6
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	87.4

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 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

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)	2.48
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*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[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
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** ($)
Opening Balance	205,647
Revenue	1,176,938
Appropriation	1,159,827
Grants and contributions	14,926
Investment income	2,186
Expenses	-1,128,667
Employee related	-952,086
Operating expenses	-176,581
Surplus / deficit for the year	48,271
Closing Balance	253,918

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	69,156
Equity Total	171,007
Equity - Aboriginal	18,057
Equity - Socio-economic	110,161
Equity - Language	0
Equity - Disability	42,789
Base Total	752,230
Base - Per Capita	13,392
Base - Location	12,460
Base - Other	726,378
Other Total	65,329
Grand Total	1,057,722

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

Parent

Only 7 parents responded to our parent satisfaction survey which offers a small snapshot of parent satisfaction. 87% of reponders were satisfied with the academic education provided and 100% of parents felt that the school's teachers were knowedlgeable. 57.1% felt teachers were approachable and 71.4% felt they had enough communication with thier child's class teacher. When asked if paretns felt school events, activities and news were accessible, 100% of survey repsonders said yes and 71.4% rated the equipment, buildings, sporting facilties and appearance as excellent. The survey showed that 100% of survey participants would recommend Gilgai Public School to other families and 85.7% thought the schol principal was approachable. In 2022 parents thought the school leadership was excellent, with 71.4% selecting this option. In 2022 parents and carers found a student toiletupgrade was required and in the January holidays, Gilgai Public School student toilets were upgraded.

Student

In 2022 32 children responded to survey questions very favourably. We have foud out that 93.8% of students are proud to be at Gilgai Public School, 71% feel important at school and 100% feel safe. 90.6% felt they are treated fairly at Gilgai Public School and 80.6% were able to get help when they needed it. Teachers seem to be well liked with 65.6% thinking school is important, 84.4% weresatisifeid with the education they received in 2022 and 75% felt they could talk to their teacher. 100% of students found the school principal to be approachable and helpful and 93.5% felt the office staff were helpful. Multiple students highlighted a desire for upgraded student toilets and the school was able to achieve this by the beginning of the 2023 school year.

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.