

2022 Annual Report

Glen William Public School



2020

Introduction

The Annual Report for 2022 is provided to the community of Glen William 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 Glen William Public School we strive to provide high quality inclusive education where all students are challenged in a supportive environment to achieve their personal best. Through the provision of educational experiences we remain connected to culture. High expectations and a strong community supports student well-being and increases individual success in literacy and numeracy.

School context

Glen William Public School is a small school located in a beautiful rural area between Clarence Town and Dungog. The school has served the community since 1849. Glen William Public School currently has an enrolment of 34 students. The ratio of male to female students is 16:18. Small class groups consist of a K-2 and 3-6 classroom with opportunities to coordinate stage based learning opportunities.

Glen William Public School provides a small school atmosphere in a quality learning environment which is committed to developing students intellectually, physically, socially, culturally and emotionally. Our school endeavours to instill confidence and provide experiences necessary for the children to move into the wider community. Through commitment and professionalism, our school aims to provide an education which is challenging and enjoyable, thus laying the foundations for lifelong learning.

Staff are dedicated to delivering a quality teaching and learning environment that offers an incredible array of opportunities for all students. We offer a high level of support for students with additional needs and those with high potential. The school implements evidenced based programs to provide opportunities for students to excel academically in the key learning areas of literacy and numeracy. The staff and community take pride in the high level of care given to every student. They are valued as individuals and are supported in achieving their best results.

Through our situational analysis we have identified a need to use data driven practices that ensure all students develop individual goals to support differentiation across the school. A need was also identified to use data driven practices to increase the number of students in the top 2 NAPLAN bands for Reading and Numeracy. Professional learning will occur to develop a greater understanding of Literacy and Numeracy Progressions using PLAN2 and to assist teachers in developing learning goals to meet expected growth for every student.

Our school is rich with interactive technology resources to support the teaching and learning of technology in the curriculum. Through the situational analysis we identified the need for employing a teacher to support our Aboriginal students. We encourage our Aboriginal students to engage with culture through visible connections with Dungog High school and school based AECG meetings. The school setting has been beautifully kept to enrich the environment for all our students and community to enjoy. Extra-curricular opportunities include Star Struck, PSSA sports, Mindfulness, STEM: Science and Engineering Discovery Days, Peer Support and Public Speaking.

Glen William Public School has a very active parent body that is a real strength of the school. Whole school processes and practices are responsive to community feedback and satisfaction. The school highly values the ongoing assistance provided by parents and this supports our school to achieve its educational goals.

"Learn to Live, Live to Learn"

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

Strategic Direction 1: Student growth and attainment

Purpose

All teachers effectively analyse data to inform learning. This develops effective partnerships to motivate students to demonstrate personal best. Learning is systematically planned for and provides continuous improvement for all students.

Initiatives

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

- Data Skills and Use
- A Culture of Best Practice

Resources allocated to this strategic direction

Professional learning: \$5,000.00

AP Curriculum & Instruction: \$30,114.20

Socio-economic background: \$9,000.00

Low level adjustment for disability: \$16,493.00

English language proficiency: \$2,400.00

Location: \$1,091.00

Summary of progress

Our focus for 2022 was on the design and delivery of research based professional learning to build teacher capacity to ensure data collection is used to differentiate curriculum, inform teaching and provide timely feedback to students so that learning is maximised for all.

This involved staff engaging in professional learning and analysis of internal and external data to inform literacy and numeracy goals. PLAN2 data, NAPLAN and Consistent Teacher Judgement (CTJ) informed teaching and learning cycles and assisted in the evaluation and revision of teaching strategies and programs. Coaching and mentoring by the Assistant Principal Curriculum and Instruction supported the implementation of the evidenced based InitialLit program to embed a phonics based program across the school. Student learning outcomes were monitored using NAPLAN data and analysed for progress on achievement and informed future targeted areas of need.

Next year our focus will be implementing the InitialLit program, and reading and comprehension best practice strategies, aligned with the new K-2 English Syllabus. After analysis of data and guidance from the DET numeracy consultant our focus will move from Multiplicative Strategies to Additive Thinking. This will support further improvement of academic outcomes for all students and target identified areas as suggested by data analysis.

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
50% of Year 3 and 5 students are working towards achieving top 2 bands in NAPLAN reading.	2022 NAPLAN data indicates 50% of Year 3 students in the top two skill bands for reading indicating the achievement of the system negotiated target. 2022 NAPLAN data indicates 25% of Year 5 students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target. 2022 NAPLAN data indicates 33.33% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target.
50% of Year 3 and 5 students are working towards achieving top 2 bands in NAPLAN numeracy.	2022 NAPLAN data indicates 0% of Year 3 students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target. 2022 NAPLAN data indicates 0% of Year 5 students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
Positive Increase of students achieving	Student achievement data is unavailable for this progress measure in 2022

expected growth in reading.	with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year
50% of all students achieve expected growth in Numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
60% of Aboriginal students achieving top 3 NAPLAN bands in reading.	Cohort size of Aboriginal students does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
60% of Aboriginal students achieving top 3 NAPLAN bands in numeracy	Cohort size of Aboriginal students does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
<p>Value add moves from Sustaining and Growing for K-3 and 5-7 to Excelling and from Delivering for 3-5 to Sustaining and Growing.</p> <p>In the element Data Skills and Use maintain validation of sustaining and growing with themes within moving towards excelling</p>	Value add data is not available. Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of data skills and use.

Strategic Direction 2: Connect, Succeed, Thrive and Learn To Live

Purpose

To ensure that all of our students are able to connect, thrive, succeed and learn to live collaboratively through the development of whole school well-being practices and developing the identification processes for High Potential and Gifted Education. Whole school well-being systems support increased levels of well-being, community and cultural engagement.

Initiatives

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

- Wellbeing and Engagement

Resources allocated to this strategic direction

Professional learning: \$1,270.00

Socio-economic background: \$9,500.00

Aboriginal background: \$3,500.00

Location: \$1,000.00

Summary of progress

Our focus for 2022 was all students have the opportunity to engage in programs that support well-being and cultural engagement. That all students have the opportunity to share their voice, develop positive connections, and feel valued and cared for. This involved staff participating in HPaGE (High Performance and Gifted Education) and Connected to Country professional learning. Staff engaged in regular check-ins during scheduled staff meetings across the year,

As a result, staff indicated they have a sound understanding of HPaGE requirements and understand the systems and processes to identify HPaGE students. These include CTJ, staff meetings, ILPs and the HPGE Student Profiler Document and Identification Tool. Staff felt a new and deeper cultural understanding of Aboriginal history. They appreciated the importance of embedding Aboriginal perspectives across all key learning areas and not just focusing on one-off days of acknowledgment and celebration.

Next year our focus will be assigning individual staff a HPaGE domain to coordinate learning opportunities for students and embedding cultural education in History and Geography programs. This will support further improvement towards providing a range of opportunities for high potential and gifted students and aid in the identification of potential HPaGE students. Embedding cultural education in History and Geography programs will provide opportunities for all students to develop knowledge of Aboriginal history and support teachers to focus on truth telling when teaching this key learning area. Staff to participate in 8 Ways professional 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
<ul style="list-style-type: none">• TTFM Wellbeing data (advocacy, belonging and expectations) increases by 5% .• 60% Aboriginal students demonstrate improved cultural awareness and engagement (TTFM)	Tell Them From Me data indicates 72.22 % of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). This was an increase of 1.22% from 2021, therefore this progress measure was not met. Tell Them From Me data indicates there was not enough data to display a result of the percentage of Aboriginal students demonstrating improved cultural awareness and engagement.
Increase the percentage of students attending >90% of the time to 57%.	The number of students attending greater than 90% of the time or more has increased by 6.3% to a total of 63.30%.
In the element of Wellbeing embed validation at sustaining and growing with themes moving towards excelling	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of wellbeing moving towards excelling.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$34,711.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Glen William Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staff release for individual case conferences and development of Individual Learning Plans (ILPs) and Personalised Learning Plans (PLPs) • classroom teacher release to liaise with carers and stakeholders to develop and conduct regular reviews of student ILPs and PLPs <p>The allocation of this funding has resulted in the following impact: The employment of a school support officer has provided the support and assistance for funded students to access the curriculum to support their learning needs. Individual Learning Plans and Personalised Learning Plans were effectively implemented, focusing on both academic and well-being goals.</p> <p>After evaluation, the next steps to support our students will be: Revise and amend Individual Learning Plans and Personalised Learning Plans to support students to maximise their learning potential. Complete staff professional learning in the Smiling Minds well-being program and implement across the school.</p>
<p>Socio-economic background</p> <p>\$49,866.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glen William Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Wellbeing and Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through InitialLit and HPaGE program to support student learning • economic support of extra-curricular activities <p>The allocation of this funding has resulted in the following impact: Increased allocation and targeting of student support across the whole school. Planning days and staff development in the HPaGE policy and InitialLit program has resulted in the identification of students with high potential and accurate goal setting and improved differentiation for students. Equitable access to extra-curricular activities such as school excursions and school resources has resulted in improved student engagement and knowledge.</p> <p>After evaluation, the next steps to support our students will be: Identification of Stage 2 students that require support and allocation of small group instruction setting. Implementation of interest groups to target students with high potential or giftedness in particular domains.</p>
<p>Aboriginal background</p> <p>\$28,769.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glen William Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$28,769.00</p>	<p>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"> • Wellbeing and Engagement • 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 additional staff to deliver personalised support for Aboriginal students • professional development of staff through the Connected to Country program to support student learning • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Deepened cultural knowledge and awareness by students and staff. Staff indicated they are more confident when approaching cultural discussions and embedding knowledge in key learning areas. Student eagerness and participation in school based activities and excursions, particularly the LMG whole school cultural day, have demonstrated pride and a positive attitude towards cultural understanding.</p> <p>After evaluation, the next steps to support our students will be: Employment of a teacher to coordinate and implement cultural education within the school setting and local management group (LMG), plan both excursions and incursions and provide literacy and numeracy support within the classroom setting. Participation of a staff member in the LMG network meetings.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Glen William Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • A Culture of Best Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: A school environment with a multistage class structure, consisting of a K-2 and 3-6, which deliver curriculum initiatives supporting student learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: Staff professional learning in K-2 and 3 -6 new literacy and numeracy syllabuses to ensure all staff have an expert understanding of the ESL scales to improve student outcomes.</p>
<p>Low level adjustment for disability</p> <p>\$16,493.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Glen William Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • A Culture of Best Practice

<p>Low level adjustment for disability</p> <p>\$16,493.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • release staff to develop personal learning plan and consult with families <p>The allocation of this funding has resulted in the following impact: Effective consultation between staff and parents to review and support the achievement of learning goals as specified in personalised learning plan. School Learning and Support Officer providing in class support to access the curriculum and assist students to work towards achievement of learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: Adjusting support delivery as needed, after evaluation of student needs and learning outcomes data.</p>
<p>Location</p> <p>\$2,091.00</p>	<p>The location funding allocation is provided to Glen William Public 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"> • A Culture of Best Practice • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: A settled school environment with a multistage class structure, consisting of a K-2 and 3-6, which deliver curriculum initiatives supporting student learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: Identification of staff professional learning needs in reading and comprehension strategies.</p>
<p>Professional learning</p> <p>\$6,270.00</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 Glen William Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • A Culture of Best Practice • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff professional learning in HPaGE policy and Multiplicative Strategies • staff professional learning in K-2 syllabus <p>The allocation of this funding has resulted in the following impact: Professional learning has supported staff in implementing best practice in the use of data informed teaching and learning programs. It supported staff in achieving the goals outlined in the school strategic directions. Professional learning prepared staff for the implementation of the new K-2 syllabuses and improved teaching quality and learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: Targeted professional learning in Additive Thinking and Multiplicative Strategies and the wellbeing program Smiling Minds. To utilise professional learning to support identification of PLAN2 literacy and numeracy whole school progressions focus and systematic data entry.</p>

<p>QTSS release</p> <p>\$6,665.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Glen William Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: A settled school environment with two multistage classes providing sustainable curriculum initiatives to support learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: Staff professional learning in explicit teaching strategies for literacy and numeracy. Identification of students for support and extension in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$30,115.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • development of resources and planning of small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: Internal data and staff feedback indicated that initial small group withdrawal was highly beneficial in targeting student outcomes. Staff consultation resulted in COVID tutoring changing to a flexible arrangement of in-class and withdrawal support.</p> <p>After evaluation, the next steps to support our students will be: Continue with COVID tutoring in a small group setting as funding allows and adjust targeted students as identified by staff and internal and external data. Align COVID tutoring support with identified PLAN2 literacy and numeracy focus outcomes.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	14	18	15	15
Girls	12	19	17	14

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.1	95.4	90.3	89.2
1	89.3	89.6	91.2	85.7
2	87.2	90.2	93.0	89.9
3	93.6	92.5	81.4	95.7
4	86.7	94.7	83.2	92.6
5	89.0	93.8	95.3	85.9
6	84.5	90.8	89.2	92.3
All Years	89.8	92.6	88.2	90.1
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)	1.31
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	40,038
Revenue	732,764
Appropriation	705,958
Grants and contributions	26,131
Investment income	675
Expenses	-729,165
Employee related	-647,111
Operating expenses	-82,053
Surplus / deficit for the year	3,600
Closing Balance	43,638

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	34,711
Equity Total	98,062
Equity - Aboriginal	27,812
Equity - Socio-economic	52,130
Equity - Language	2,400
Equity - Disability	15,721
Base Total	504,924
Base - Per Capita	8,086
Base - Location	2,091
Base - Other	494,748
Other Total	51,951
Grand Total	689,649

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

Student Survey

Question: I enjoy coming to school at GWPS

59% always

27% most of the time

14% sometimes

Question: I feel safe at GWPS

62% always

19% most of the time

19% sometimes

Question: I am encouraged and supported to do my best at GWPS

73% always

23% most of the time

4% sometimes

Question: I feel the teachers listen to me at GWPS

59% always

37% most of the time

4% sometimes

Question: What is your favourite thing about GWPS?

Student Quotes:

- Having fun with my friends and learning
- Maths lessons
- It is a small school and small community and I have lots of friends
- The camphor laurel tree

Question: What is one thing you would change at GWPS?

Student Quotes:

- More trees to make it more shady
- More computers
- More toilets
- Bigger classroom

Parent Survey

Question: What do you regard as the most positive aspect of GWPS?

Parent Quotes:

- Wonderful teachers and staff, who all know my child
- Smaller school, other parents really supportive
- Inclusive community environment
- The teaching per student ratio and support teachers
- The beautiful country setting and small school atmosphere
- The consistency in teaching staff and the small school, being not many students so students aren't just a number

Question: What words would you use to describe GWPS to others?

Parent Quotes:

- Intimate, approachable and friendly
- Small school, positive outlook, lovely families
- Family, community, caring
- Inclusive, boutique, extra-curricular activities included
- Tight-knit community, individualised education, good teacher-student ratios
- A beautiful little school
- Dedicated, caring, supportive, organised, opportunities
- A beautiful small school in a lovely rural setting with caring staff who show empathy and compassion towards the students

Question: *What is something you would like to see improved changed and/or implemented at GWPS?*

Parent Quotes:

- Heavier lean toward environmentally sustainable practices. I would love our school to be known for its inclusivity and accessibility and education around these issues
- Becoming zero-waste and improved recycling. OOSH
- OOSH capabilities. Increased sustainability focus
- More hands on learning for students in relation to permaculture, the environment and being able to get their hands dirty in the garden and the kitchen. I think the benefit of having a small school is lost in the public school curriculum

Question: *Would you recommend GWPS to others as a school for their child/ren to attend?*

100% responded yes

Staff Survey

Question: *Please give up to three strengths/things that GWPS has or does well*

Staff Quotes:

- Wellbeing and community engagement, professionalism/experience of staff and updated whole school scope and sequences
- Creating an inclusive environment for all students, setting high expectations, communicating with parents
- Culture (well being, support, behaviour etc), explicit and high quality teaching, staff collegiality and support
- Opportunities for students, connecting with community and families, supporting staff, active parent body
- Supporting students, giving students a wide variety of opportunities, supporting staff

Question: *Please give up to three weaknesses or areas for improvement at GWPS*

Staff Quotes:

- Buildings- office block and primary classroom (lack of space), provision of a multipurpose hall, staff facilities
- STEM opportunities, sharing learning with our community (classroom blurbs in the newsletter/Facebook etc)
- Technology in classrooms more often, music programs/education

Question: *What opportunities do you see for GWPS that could help us reach our SiP improvement measures?*

Staff Quotes:

- Staff release, literacy and numeracy programs provided by the DET aligned with the new syllabus
- Attendance rewards (lunch with the principal, extra lunch play for certain % attendance), InitialLit program to improve reading outcomes, whole school cultural program, data days for staff to collect and analyse data
- Continued PL in identified areas, number talks, additive thinking

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.