

2022 Annual Report

Goolmangar Public School



2037

Introduction

The Annual Report for 2022 is provided to the community of Goolmangar 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 Goolmangar Public School we strive to create resilient future focused learners who collaborate, self-regulate their learning and investigate the world around them.

School context

Goolmangar Public School is a rural school that is unique in catering to individual students whilst collaboratively learning with all stakeholders of the school and the wider community. The school culture excels in connecting with the community developing strong partnerships, utilising the skills and knowledge of community members to enhance student learning programs.

We provide a flexible, creative curriculum to build learning capabilities with a strong focus on sustainability. Extracurricular opportunities explore the areas of creative arts, languages, science and technology, and sport.

The whole school community, involving students, staff, parents, and the local Aboriginal Education Consultative Group (AECG), were consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan. Through our situational analysis, we have identified a need to use data-driven practices that ensure all students have access to stage-appropriate learning. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading, numeracy, and attendance.

Two key strategic directions were identified as a basis for future directions which are reflective of the school's vision. These are:

- Growth and Attainment
- Successful Learners.

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	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Implement a whole school approach to quality teaching, planning and assessment to ensure maximum individual growth in reading and numeracy.

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.

- Effective Classroom Practice
- Differentiation

Resources allocated to this strategic direction

Literacy and numeracy: \$2,127.00

Socio-economic background: \$4,636.00

Aboriginal background: \$999.00

Low level adjustment for disability: \$13,869.00

QTSS release: \$2,643.00

Summary of progress

Our focus for 2022 was on effective classroom practice and differentiation for reading and numeracy.

Throughout the year, K-2 teachers developed their capacity to implement K-2 English and Mathematics syllabus outcomes as a self-selector school. All teachers engaged in professional learning by completing micro-learning modules. Evidence shows the teaching and learning program reference K-2 English and Mathematics outcomes and lesson sequences. Assessment and reporting have integrated new K-2 English and Mathematics outcomes into formal reporting procedures. Lesson observations have documented new relevant resources being utilised from suggested DoE teaching units.

The establishment of Personalised Learning Support Plans with target goals has been an ongoing initiative with Family Partnership Meetings offered each term with teachers, parents, and students. Each plan has shown individual targets and personalised needs highlighting discussion points with families to be had.

As a result, 80% of K-2 students have achieved expected growth in reading and 100% of K-2 students are on track or above in numeracy as measured using Literacy and Numeracy Progressions, and other internal summative assessments (Phonemic Assessment, South Australian Spelling test, Reading Benchmark Assessment, Interview for Student Reasoning).

Check-In results are summarised below:

Students currently in years three and four are underperforming both in reading and numeracy compared to similar size school grouping and state average percentages. However, all students who completed the check-in assessments improved in both subject areas from term one to term four this year.

Students in years five and six are above average percentages compared to similar size school grouping and state averages in both reading and numeracy.

Varying proportions of families attended Family Partnership meetings throughout 2022. Parent survey results indicated the majority of parents are satisfied with how the school provides opportunity for and conducts informal and formal conversations and feel informed about their child's learning progress.

The implications for 2023 will lead us to prepare and plan for the effective implementation of the new year 3-6 English and Mathematics syllabus. The teachers will maintain the ongoing Personalised Learning Support Plans process. In addition, teachers and the executive team will review current assessment practices and engage in new DoE assessments to guide further student learning growth in reading and numeracy.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the % of Stage 2 and 3 students in the top 2 bands of NAPLAN Numeracy to contribute towards the Richmond Network Small Schools shared lower bound target of 23.1% in Numeracy.	The proportion of students in the Richmond Network of Small Schools who achieved in the Top 2 Bands NAPLAN Numeracy did not meet the system negotiated but demonstrated an uplift of 5.7% on the network baseline data.
Increase the % of Stage 2 and 3 students in the top 2 bands of NAPLAN Reading to contribute towards the Richmond Network Small Schools shared lower bound target of 40.2% in Reading.	The proportion of students in the Richmond Network of Small Schools who achieved in the Top 2 Bands NAPLAN Reading exceeded the system negotiated and demonstrated an uplift of 6.6% on the network baseline data.
Increase the % of students achieving expected growth in NAPLAN Reading up to 55% to progress towards the Richmond Network Small Schools lower bound target.	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.
Increase the % of students achieving expected growth in NAPLAN Numeracy up to 55% to progress towards the Richmond Network Small Schools lower bound target.	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.

Strategic Direction 2: Successful learners

Purpose

To implement systems for all students and staff with the skills and attitude to connect, thrive, succeed and learn.

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.

- Connect, Succeed, Thrive and Learn
- Learning Dispositions

Resources allocated to this strategic direction

Professional learning: \$4,411.00

Location: \$952.00

Summary of progress

Our focus for 2022 was on coping with trauma, monitoring and analysing wellbeing data and developing our student's learning dispositions. Throughout the year, this involved the implementation of initiatives and programs utilising outside health services and DoE learning support staff to improve student wellbeing. The majority of teachers from Goolmangar PS and Blakebrook PS completed the course, Supporting Wellbeing and Mental Health, to support students to develop healthy coping strategies and self-regulation. Teachers trialed tracking students' moods to discuss at staff meetings and family partnership meetings. The STEAM Smart Home Project gave students the opportunity to apply learning dispositions into practice. Students' work and high engagement survey responses demonstrate the effectiveness of this strategy at multiple levels. It will be continued in 2023

100% of the staff who completed the survey based on various coping with trauma initiatives and programs during the period where Goolmangar Public School hosted Blakebrook Public School community on site due to major flooding, agreed that the initiative supported approximately 60 students in coping with the effects of flooding.

Teachers analysed the 'Mood Trackers' informally but there was inconsistent follow up or analysis of patterns forming, although all staff who were involved with the summative assessment of individual student samples at a staff meeting all agreed that it was helpful in supporting their students, the use of mood trackers should continue with some adaptations.

Teachers who completed the Wellbeing and Mental Health course, showed a comprehensive/sound understanding in using the intervention framework to support student wellbeing and mental health in comparison to pre-survey results of 57% of teachers indicating a limited understanding. In addition, there was growth of 14.3% to 100% of teachers who feel confident in supporting student wellbeing and mental health across both schools.

From our annual evaluations, the implications for 2023 will be reviewing and updating our Positive Behaviour for Learning program due to the change in student enrolments, continuing the use of daily 'Mood Trackers' in the classroom and using this data to analyse at staff meetings with possible follow up. In addition, to liaise with Converge counselling service to provide wellbeing support to staff at Goolmangar PS and across our wider Community of Schools. The implementation of Seasons For Growth (term one), will strengthen student's social and emotional wellbeing post significant loss.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the % of students attending school more than 90% of the time to contribute towards the Richmond Network Small Schools shared lower bound target of 70% of students attending more than 90% of the time.	The % of students attending school more than 90% of the time across the Richmond Network Small Schools decreased by 6.25%, demonstrating that we are not yet progressing towards the lower bound small schools network target.

<p>Tell them from me student surveys reflect increased student responses around expectations for success, advocacy, sense of belonging against 2021 internal data.</p> <p>2022</p> <p>Yr4-6 Tell Them From Me Survey- Expected Growth.</p> <p>Sense of belonging 70%</p> <p>Expectations for success 9 mean</p> <p>Explicit teaching practice and feedback 7.5 mean.</p> <p>Positive Learning Climate 7 mean.</p> <p>Advocacy at School- 82%</p>	<p>2022, was a year when our school hosted Blakebrook PS onsite for two terms due to major flooding in our area. This meant that GPS students were relocated to the library for that period and needed to share their playground and resources. Our student cohort changed dramatically (up to approximately 20%) in numbers with some students arriving and some students leaving due to flooding issues, the cohort of students surveyed was not 100% the same student cohort that we have had at GPS since the 2021 internal data was taken.</p> <p>There were nine students from years two to six who responded to the GPS Tell Them From Me Survey in December 2022. The survey results indicate:</p> <p>Most students have a strong sense of belonging.</p> <p>All students indicated they have regular opportunities to meet with preferred staff members for advice and support.</p> <p>89% of students indicated they are challenged in their learning.</p> <p>55.5% of students agreed that teachers provide them with success criteria to help them aim high.</p> <p>The majority of students indicated GPS is a positive place to learn.</p> <p>100% of students indicated they are welcomed every day.</p>
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Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$4,636.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Goolmangar 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"> • Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • The partial employment of additional teacher time to allow for classroom teacher to work with support staff to establish targets for students performing below the expected stage level. <p>The allocation of this funding has resulted in the following impact: Targeted students had comprehensive and explicit personalised learning strategies built and implemented in 2022. Staff collaborated with each other and families to monitor and refine each plan to maximise the impact. Internal and external assessments demonstrated all students made strong progress against their benchmark data.</p> <p>After evaluation, the next steps to support our students will be: School staff will continue provide individualised learning strategies to support identified students areas of need.</p>
<p>Aboriginal background</p> <p>\$999.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Goolmangar Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation <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 targeted students. <p>The allocation of this funding has resulted in the following impact: Targeted students had comprehensive and explicit personalised learning strategies built and implemented in 2022. Staff collaborated with each other and families to monitor and refine each plan to maximise the impact. Internal and external assessments demonstrated all students made strong progress against their benchmark data.</p> <p>After evaluation, the next steps to support our students will be: School staff will continue provide individualised learning strategies to support identified students areas of need.</p>
<p>Low level adjustment for disability</p> <p>\$13,869.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Goolmangar 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"> • Differentiation

<p>Low level adjustment for disability</p> <p>\$13,869.00</p>	<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 teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Targeted students had comprehensive and explicit personalised learning strategies built and implemented in 2022. Staff collaborated with each other and families to monitor and refine each plan to maximise the impact. Internal and external assessments demonstrated all students made strong progress against their benchmark data.</p> <p>After evaluation, the next steps to support our students will be: School staff will continue provide individualised learning strategies to support identified students areas of need.</p>
<p>Location</p> <p>\$952.00</p>	<p>The location funding allocation is provided to Goolmangar 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"> • Learning Dispositions <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: All students K-6 were supported to fully realise learning outcomes from STEAM challenges and build their sphere learning potentials for future activities. This funding also allowed for students to experience an overnight excursion to achieve the above statement.</p> <p>After evaluation, the next steps to support our students will be: To build upon learning success by further STEAM opportunities in 2023.</p>
<p>Professional learning</p> <p>\$4,411.00</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 Goolmangar 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"> • Connect, Succeed, Thrive and Learn <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engage specialist support to enhance staff knowledge and ability for coping with trauma, especially that associated with the catastrophic flood event. <p>The allocation of this funding has resulted in the following impact: Staff were effective in supporting each other, our students and families to best manage associated traumas from the flood. Parent feedback indicated that they felt strong support from the school with managing the year's challenge.</p> <p>After evaluation, the next steps to support our students will be: Continued to target professional learning undertaken with staff, school and system needs.</p>
<p>Literacy and numeracy</p> <p>\$2,127.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Goolmangar Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$2,127.00</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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: As a new curriculum self-selector school, teachers have undertaken comprehensive learning around implementing the new K-2 English and Mathematics syllabus, collaborating to trial this learning into effective practice.</p> <p>After evaluation, the next steps to support our students will be: The school will effectively start instruction of both syllabi in 2023.</p>
<p>QTSS release</p> <p>\$2,643.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Goolmangar 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"> • Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Targeted students had comprehensive and explicit personalised learning strategies built and implemented in 2022. Staff collaborated with each other and families to monitor and refine each plan to maximise the impact. Internal and external assessments demonstrated all students made strong progress against their benchmark data.</p> <p>After evaluation, the next steps to support our students will be: School staff will continue provide individualised learning strategies to support identified students areas of need.</p>
<p>COVID ILSP</p> <p>\$8,970.00</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 <p>The allocation of this funding has resulted in the following impact: Targeted students had comprehensive and explicit personalised learning strategies built and implemented in 2022. Staff collaborated with each other and families to monitor and refine each plan to maximise the impact. Internal and external assessments demonstrated all students made strong progress against their benchmark data.</p> <p>After evaluation, the next steps to support our students will be: School staff will continue provide individualised learning strategies to support identified students areas of need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	10	6	4	7
Girls	6	7	8	5

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.8	85.5	81.5	80.1
1	91.1	90.8		
2	93.4	86.4	82.8	87.7
3	87.0	83.0	81.5	79.9
4	92.5	94.7	79.8	86.3
5	96.9	92.9	91.9	
6	88.6	100.0	89.5	64.7
All Years	91.7	89.6	83.5	81.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7		
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	
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
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*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	200,966
Revenue	515,558
Appropriation	503,292
Sale of Goods and Services	941
Grants and contributions	10,254
Investment income	1,070
Expenses	-484,150
Employee related	-368,616
Operating expenses	-115,533
Surplus / deficit for the year	31,408
Closing Balance	232,374

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	0
Equity Total	19,507
Equity - Aboriginal	1,000
Equity - Socio-economic	4,637
Equity - Language	0
Equity - Disability	13,870
Base Total	312,516
Base - Per Capita	3,032
Base - Location	953
Base - Other	308,531
Other Total	19,953
Grand Total	351,976

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 Satisfaction- Summary of The GPS Tell Them From Me Survey

Students are particularly satisfied with having various voice and choice projects connected to their learning pathways. They enjoyed the aquaponics project, growing vegetables, and keeping chickens. The bike program has grown in momentum with all students indicating they like riding their bikes,; one student has even learned to ride a bike. All students indicated they like having their own computer and attending Minecraft club twice a week before school. They all indicated they have friends and like the teachers.

RESULTS FROM PARENT SURVEY December 2022

There were 63% () of our families participated in this survey. The results are summarised below.

Communication and Connecting Learning with Home & School

- All parents read the monthly newsletter and access the Skool Loop app. for 'The Week Ahead'.
- Most families follow the school's Facebook page.
- Overall consensus indicates that families are kept well informed.
- 100% of our families are satisfied with informal and formal communication.
- Most parents indicated they feel well informed about their child or children's progress.
- Family Partnership meetings each term are valued.
- All our families are aware of the school's expectations for students to be attending school 90% or more to engage in learning unless they are unwell or have extenuating family commitments (special events).
- There were some ideas on how to increase engagement for parents and community members. E.g. Open classroom, Art/Craft Weekends, Career Learning for parents, Family camp at School.

Building Community and Identity, Recognising the role of the Family and Consultation on Decision Making

- 100% of respondents indicated that the school makes genuine attempts to engage the school community in special events.
- Possible joint programs that the P&C and staff could do together are open day/night, fun days for the kids, Bunnings Barbeque, and planting/ revegetation/ environmental projects.
- All surveys indicated the school library is a valuable resource.
- Playgroup was an idea mentioned to use our school facilities.
- 100% of families agree the school informs families about issues or changes, with the opportunity to provide feedback.
- A suggestion was made to hold P&C meetings later in the evening.

Collaborate beyond the school

- 100% of surveys indicated we used different agencies beyond our school to support our staff and families (Eg. Social futures, Story Dogs, Family Network Service, Headspace, Mobile Richmond Tweed Library, Foodbank) to support our child(ren) in a variety of ways

Participate

- The events and programs we implemented in 2022 were overall appreciated.

Wellbeing

- The survey indicated that staff caters to the flexibility of student needs in the classroom.

Teacher Satisfaction

We have had three part-time teachers at GPS throughout the year. Most teachers have indicated 100% satisfaction with the school and community. The special projects the school is involved in make teaching at GPS an engaging place. Our science teacher particularly was impressed with the project about coding using micro bits and other gadgets to create an automated house. The creative arts teacher was inspired through professional learning by attending Bill Shakespear Drama workshops to create inspiring lessons. Other events including excursions to art galleries, trips away, and community projects, all made GPS a satisfying place to learn and work.

The Community Beyond Our School has indicated on the GPS Facebook page very positive feedback to posts.

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.