

# 2022 Annual Report

## Guildford Public School



2093

# Introduction

The Annual Report for 2022 is provided to the community of Guildford 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.

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## School vision

*At Guildford Public School we embed a high expectations culture, driven by evidence-based practice, to inspire, challenge and empower every student.*

*Our expert teachers are committed to delivering high quality literacy and numeracy experiences to develop informed, creative, critical and resilient life-long learners.*

## School context

Guildford Public School is situated on the traditional homelands of the Cabrogal people of the Dharug Nation. Opened in 1915, Guildford Public School now serves a diverse and multicultural community with 91% of the 601 students being from a non-English speaking background with approximately 31% being from an Arabic speaking background, 14% from a Dari speaking background. 2% of students identify as Aboriginal or Torres Strait Islander. We have strong professional learning alliances with the Curriculum Reform Communities Granville Network and Fairfield Local AECG. The school has an active P&C and offers a range of adult learning experiences. Guildford Public School continues a strong and active partnership with allied health services to further enhance students' student agency and self-determination together with parent inclusion.

The school culture is firmly focused on learning K-6 and increasing the proportion of students in the top two NAPLAN bands for reading and numeracy. The school leadership team and dedicated, caring staff maintain high expectations, aspirations and responsibility for the achievement of every student. Literacy, numeracy and an integrated curriculum are explicitly and systematically delivered and underpinned through an evaluative teaching and learning cycle. Whole school well-being programs and procedures are built on evidence-based practices, thorough assessment and informed evaluative practices resulting in positive and effective learning experiences and learning environments.

Guildford Public School staff demonstrate personal responsibility for maintaining and developing their professional standards. We understand it is the quality of teaching that makes the difference and therefore prioritises evidence-informed and differentiated professional development of teachers and instructional leaderships so as to develop all teachers as expert teachers.

Analysis of internal and external progress and achievement data is used to inform planning, identify intervention and modify teaching practice. The School Curriculum Team (Assistant Principal Curriculum and Instruction and Deputy Principal Teaching and Learning) implement and embed evidence-informed literacy and numeracy practices to improve teaching, learning and assessment across the curriculum. They actively work shoulder to shoulder with colleagues to plan, teach and evaluate impact of evidence-informed teaching strategies with the aim to improve student learning outcomes in literacy and numeracy.

### 1. Student growth and attainment

When analysis was conducted against the student outcome measures it was evident that we have historically high student achievement but expected growth in both reading and numeracy is an area for explicit focus in the new school plan. The NAPLAN gap analysis indicated the areas of focus include: reading - viewing and comprehension strategies, and Numeracy - whole number, addition and subtraction and volume and capacity. Our whole school focus to improve student growth maintain student achievement in reading and numeracy is underpinned by the evidence provided by 'What works best in practice'. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom. Further more, through our partnership with the Fairfield Local AECG we are committed to closing the gap for Aboriginal and Torres Strait Islander students in their literacy, numeracy and cultural growth and attainment.

### 2. Creating a culture of expert teaching

Highlighted in the school's 2020 external validation executive summary was the need to further develop targeted professional learning programs consummate with evidence-informed pedagogy and practices. Analysis of our evidence base, clearly demonstrates that Guildford teachers break down complexity, link new to prior learning and use explicit teaching in most lessons. Furthermore, Guildford teachers develop challenging learning experiences and are highly competent at communicating expectations. As the literature suggests, we will focus on developing embedded classroom practices in the areas of effective feedback and explicit teaching ensuring all students have a clear understanding of how to improve. Teacher feedback should be elicited by teachers so as to inform their teaching.

### 3. Embed evaluative practices in teaching and learning

When conducting an analysis of evaluative practices, it was evident that the use of data to inform practice and assessment is an area of ongoing focus. The leadership team's participation in LEED identified essential elements of focus for the 2021-2025 school improvement plan. While our school leadership team has been heavily involved with LEED and with Dr Adam Fraser in The Bounce Forward Project, our reflection on the literature and adoption of practices has been earmarked for the next planning cycle with the purpose of improving evaluative practices. Teacher focus groups and survey data identified our collective and individual areas of strength and reinforced the whole school focus on activities that are evidence-informed to have a positive impact on teaching capacity and student growth. These activities draw heavily from CESE's 'What works best' and Victoria Department of Education's 'High impact teaching strategies' referenced against a number of themes from the School Excellence Framework namely: collaboration, assessment, use of data to inform practice

## 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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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To improve Numeracy and Literacy outcomes for every student every year, we will further develop our teaching capacity and deep knowledge through ongoing practices that are underpinned by evidence-informed strategies.

### Initiatives

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

- Literacy
- Numeracy

### Resources allocated to this strategic direction

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**AP Curriculum & Instruction:** \$240,913.60

**Socio-economic background:** \$515,871.00

**Professional learning:** \$45,770.41

**English language proficiency:** \$264,318.30

**Literacy and numeracy:** \$89,947.30

### Summary of progress

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#### LITERACY:

Pilot year of PAT Assessment has show an uplift in GPS reading and vocabulary skills. During APCI walk throughs and in class support, observation data has seen a significant shift in teacher skills and knowledge in their ability to explicitly plan, deliver and evaluate whole school guided reading program. K-2 student tracking data entered every 5 weeks reflects improvement in phonological awareness, phonic, reading and comprehension.

Data talks delivered in term 2 and term 4, have shown that follow-on tasks are being used to support student learning in the engine room.

In class support, anecdotal notes from APCI, and data collected from data talks, all show that teacher have embedded rotation activities that are literacy base and support stage syllabus outcomes.

In K-2 classrooms phonological awareness and phonics programs are embedded in everyday practice. However, in 3-6 this is a work in progress. Going into 2023, this will be a focus for the curriculum team to build teacher capacity with the teachers.

**Next year, in this initiative, we will continue to implement and monitor the K-6 reading program because we need to move our middle students to the top 2 bands in NAPLAN.**

#### NUMERACY:

Newman's Analysis in Stage 3 has been successfully implemented, resulting with an excelling NAPLAN result for our Y7 student 2022. Implementation of the program has started across years 1-6. Stage 3 teacher have a deep understanding of planning, delivering and evaluating the program.

In years 1 and 2, upon teachers feedback and implementation., the APCI's refined the program to meet the needs of our students and teacher delivery. Teacher in the lower and middle primary years, are continuing to develop their skills, knowledge and implementation of the program. APCI's will continue to build teacher capacity within numeracy through targeted PL and in class support.

**Next year, in this initiative we will be providing professional learning on the new mathematics K-2 syllabus to build teacher capacity and understanding of how Newman's Analysis can support student acquisition and application of taught mathematical concepts.**

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>Reading:</b> <ul style="list-style-type: none"> <li>A minimum of 29% of Year 3 and Year 5 students achieving in the top 2 bands in NAPLAN reading. 40% of students completing Kindergarten will have achieved within Level 4 of the Understanding texts elements of the Literacy Progressions.</li> </ul>	<p>The analysis of NAPLAN data showed that our Year 3 and Year 5 students had 18% and 17% (respectively) of the year group in the top two bands of NAPLAN for Reading in 2022</p>
<b>Numeracy:</b> <ul style="list-style-type: none"> <li>A minimum of 22% of Year 3 and Year 5 students achieving in the top 2 bands in NAPLAN numeracy. 40% of students completing Year 2 will have achieved within Level 6 of the Number and Place Value, and Level 7 of Additive Strategies.</li> </ul>	<p>The analysis of NAPLAN data showed that our Year 3 and Year 5 students had 7% and 8% (respectively) of the year group in the top two bands of NAPLAN for Numeracy in 2022.</p>
<p>Increase the proportion of students achieving expected growth in NAPLAN numeracy to be above the school's lower bound system-negotiated target of 60.5%.</p>	<p>Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of a student NAPLAN result across consecutive assessment so growth cannot be measured (e.g. matching Year 3 2020 scores to Year 5 2022 scores). Since NAPLAN was not run in 2020, we do not have the data needed to calculate student's growth scores for 2022.</p>
<p>Increase the proportion of students achieving expected growth in NAPLAN reading to be above the school's lower bound system-negotiated target of 60.5%.</p>	<p>Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of a student NAPLAN result across consecutive assessment so growth cannot be measured (e.g. matching Year 3 2020 scores to Year 5 2022 scores). Since NAPLAN was not run in 2020, we do not have the data needed to calculate student's growth scores for 2022.</p>
<p>Improvement as measured by the SEF:</p> <p><b>Learning Domain</b></p> <p>Element: Curriculum (D)</p> <p>Focus theme: Teaching and Learning Programs (D)</p> <p>Focus theme: Differentiation (D)</p> <p>Focus theme: Student Performance Measures (D)</p> <p><b>Teaching Domain</b></p> <p>Element: Effective Classroom Practice (D)</p> <p>Focus theme: Lesson Planning (D)</p> <p>Focus theme: Explicit Teaching(D)</p> <p>Focus theme: Feedback (D)</p> <p>Element: Data skills and use (S&amp;G)</p> <p>Focus theme: Data literacy (D)</p> <p>Focus theme: Data analysis (D)</p>	<p>Self assessment against the Schools Excellence Framework shows the;</p> <ul style="list-style-type: none"> <li>• element of Curriculum to be sustaining and growing.</li> <li>• focus theme of Teaching and learning programs to be excelling.</li> <li>• focus theme of Differentiation and Student performance measures to be sustaining and growing.</li> <li>• element of Effective classroom practice to be sustaining and growing.</li> <li>• focus theme of Student performance measures, Feedback and Explicit teaching to be sustaining and growing.</li> <li>• element of Data skills and use to be sustaining and growing.</li> <li>• focus theme of Data analysis, Data use in teaching and Data use in planning measures to be sustaining and growing.</li> <li>• focus theme of Data literacy to be delivering.</li> <li>• element of Learning and development to be sustaining and growing.</li> <li>• focus theme of Collaborative practice and feedback to be excelling.</li> <li>• focus theme of Coaching and mentoring and Professional learning to be sustaining and growing.</li> <li>• focus theme of Professional learning to be delivering.</li> <li>• element of Educational leadership to be sustaining and growing.</li> <li>• focus theme of High expectations culture to be excelling.</li> <li>• focus theme of Instructional leadership to be sustaining and growing.</li> </ul>

<p>Focus theme: Data use in teaching (S&amp;G)</p> <p>Focus theme: Data use in planning (S&amp;G)</p> <p>Element: Learning and Development (S&amp;G)</p> <p>Focus theme: Collaborative Practice and feedback (S&amp;G)</p> <p>Focus theme: Coaching and mentoring (S&amp;G)</p> <p>Focus theme: Professional Learning (S&amp;G)</p> <p>Focus theme: Expertise and Innovation (S&amp;G)</p> <p><b>Leading Domain</b></p> <p>Element: Educational Leadership (S&amp;G)</p> <p>Focus theme: Instructional Leadership (S&amp;G)</p> <p>Focus theme: High Expectations Culture (S&amp;G)</p>	
<ul style="list-style-type: none"> <li>• At least 60% of students completing Kindergarten will have achieved within Level 4 of the Understanding Texts elements of the Literacy Progressions.</li> </ul>	<p>Time in 2022 has been spent on upskilling staff to implement the K-2 reading program, using data to inform practice. As a result we have yet to enter the engaging phase of using the progressions as we are still working towards providing professional learning on how to use valid and reliable data when staff are entering students on Understanding texts levels.</p>
<ul style="list-style-type: none"> <li>• At least 60% of students completing Year 2 will have achieved the learning indicators within level 6 of Number and Place Value, and Level 7 of Additive Strategies.</li> </ul>	<p>Time in 2022 has been spent on upskilling staff to implement explicit mathematical programs. As a result we have yet to enter the engaging phase of using the progressions as we are still working towards providing professional learning on how to use valid and reliable data when staff are entering students on Understanding texts levels</p>



## Strategic Direction 2: Creating a culture of expert teaching

### Purpose

In order to improve student learning outcomes, we will provide professional development to inspire every teacher to enhance their skill-set and promote a culture of high expectations, explicit teaching and informed feedback.

### 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.

- Explicit teaching
- Feedback

### Resources allocated to this strategic direction

**Socio-economic background:** \$57,460.50  
**English language proficiency:** \$327,769.90  
**QTSS release:** \$113,771.79

### Summary of progress

#### Explicit Teaching of Literacy:

Internal data tracks individual student growth each term for writing using a consistence rubric focusing on skills such as, purpose and audience, vocabulary, structure, ideas and sentence structure. Data collected, student work samples and assessment tasks, has seen a steady improvement as a result of explicit teacher of literacy program. Teacher focus groups have show that efficacy, confidence and satisfaction with literacy program has improved. As a result, teacher skills and knowledge of the writing cycle has had a direct impact on student writing.

Through professional learning provided by APCI's and collaborative planning days, internal data has indicated that teachers are effectively differentiated the curriculum to meet the needs of individual students.

**Next year, in this initiative, we will** continue to upskill our staff to be able to effectively differentiate learning activities and teaching in literacy.

### 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
30% of teachers are excelling, 50% are sustaining and growing and 20% are delivering in the use of explicit teaching as an essential part of daily classroom instruction.	Self-assessment against the School Excellence Framework shows the focus theme of Explicit teaching to be sustaining and growing. The majority of teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.
40% of teachers are excelling, 50% are sustaining and growing and 10% are delivering in the use of high expectations as an essential part of daily classroom instruction.	Self-assessment against the School Excellence Framework shows the focus theme of High expectations to be excelling. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
25% of teachers are excelling, 50% are sustaining and growing and 25% are delivering in the use of feedback as an essential part of daily classroom instruction.	Self-assessment against the School Excellence Framework shows the focus theme of Feedback to be sustaining and growing. The majority of teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.
Uplift to 81% of students attending 90%	48.3% of students (301 number) attended school more than 90% of the

of the time in line with the upper bound system negotiated target.	<p>time.</p> <p>The attendance rate at the start of the year for 2022 School was 82.1%. This was below the state average attendance rate of 84.6% for the commencement of the year. However, Semester 2 report shows attendance rate of 85.9% is above state average of 85.1%.</p>
<p>Improvement as measured by the SEF:</p> <p>Learning</p> <p>Element: Learning Culture (S&amp;G)</p> <p>Focus theme: High expectations (S&amp;G) and Attendance (S&amp;G)</p> <p>Teaching</p> <p>Element: Effective Classroom Practice (S&amp;G)</p> <p>Focus theme: Explicit teaching (S&amp;G) and Feedback (S&amp;G)</p> <p>Element: Professional Standards (S&amp;G)</p> <p>Focus theme: Accreditation (S&amp;G)</p> <p>Leading</p> <p>Element: Educational Leadership (S&amp;G)</p> <p>Focus theme: Instructional leadership (S&amp;G)</p> <p>Focus theme: High expectations culture (S&amp;G)</p>	<p>Self assessment against the Schools Excellence Framework shows the;</p> <ul style="list-style-type: none"> <li>• element of Learning culture to be sustaining and growing.</li> <li>• focus theme of High expectations to be excelling.</li> <li>• focus theme of Attendance to be sustaining and growing.</li> <li>• element of Effective classroom practice to be sustaining and growing.</li> <li>• focus theme of Feedback and Explicit teaching to be sustaining and growing.</li> <li>• element of Professional standards to be sustaining and growing.</li> <li>• focus theme of Accreditation to be sustaining and growing.</li> <li>• element of Educational leadership to be sustaining and growing.</li> <li>• focus theme of Instructional leadership to be sustaining and growing.</li> <li>• focus theme of High expectations culture to be excelling.</li> </ul>

### Strategic Direction 3: Embed evaluative practice in teaching and learning

#### Purpose

In order to develop and refine evaluative practices that are responsive to the learning needs of every student, we will foster collaborative, whole school processes for the collection and analysis of internal and external assessment 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.

- Collaboration
- Use of data to inform practice and assessment

#### Resources allocated to this strategic direction

**Integration funding support:** \$219,537.00

**New Arrivals Program:** \$100,000.00

**Low level adjustment for disability:** \$361,426.24

**Beginning teacher support:** \$40,000.00

#### Summary of progress

##### Learning and support:

The focus of 2022 was for the Learning Support team to analyse student learning support data to identify and understand better the functional needs of students with disability and to provide personalised learning.

This involved staff engaged in professional learning throughout Terms 1, 2 and 3 on evidence-informed practices and strategies to improve learning.

The process we utilised was to capture baseline data through NCCD and details mapped against teaching and learning programs and individual IEPs.

**Next year, in this initiative direction, we will continue to refine our processes on analysing student needs to inform teaching and learning practices.**

#### K-6 Reading Programs:

This year we have implemented the use of consistent, explicit and strategic observational note proformas in K-2 and 3-6 that support teachers to make consistent observations of students and also to collect consistent data on student learning; as a result data collected from data talks and observational notes shows that this has improved teachers' ability to record consistent notes and have consistent judgment on student growth/achievement.

Teachers have been provided with in class support and PL to be able to provide consistent feedback to students based on the guided reading learning focus and also to make consistent judgments of student learning and progress.

**Next year, in this initiative, we will continue to work alongside our staff because this will enable us to ensure consistent teacher feedback, judgments and observations are collected.**

#### 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
20% of teachers are excelling, 50% are sustaining and growing and 30% are delivering in the use of formative	Self-assessment against the School Excellence Framework shows the element of assessment to be sustaining and growing.

assessment as an essential part of daily classroom instruction.	
20% of teachers are excelling, 40% sustaining and growing and 40% delivering in the Use of data to inform practice to identify strategic priorities and implement plans for continuous improvement.	Self-assessment against the School Excellence Framework shows the element of Data skills and use to be sustaining and growing.
<p>Improvement as measured by the SEF:</p> <p>Learning</p> <p>Element: Learning Culture (S&amp;G)</p> <p>Focus theme: High expectations (S&amp;G)</p> <p>Element: Assessment (S&amp;G)</p> <p>Focus theme: Formative assessment (S&amp;G)</p> <p>Teaching</p> <p>Element: Data skills and use (S&amp;G)</p> <p>Focus theme: Data analysis (S&amp;G)</p> <p>Element: Learning and development (S&amp;G)</p> <p>Focus theme: Collaborative practice and feedback (S&amp;G)</p>	<p>Self assessment against the Schools Excellence Framework shows the;</p> <ul style="list-style-type: none"> <li>• element of Learning Culture to be sustaining and growing.</li> <li>• focus theme of High expectations to be excelling.</li> <li>• element of Assessment to be sustaining and growing.</li> <li>• focus theme of Formative assessment to to be sustaining and growing.</li> <li>• element of Data skills and use to be sustaining and growing.</li> <li>• focus theme of Data analysis to be sustaining and growing.</li> <li>• element of Learning and development to be sustaining and growing.</li> <li>• focus theme of Collaborative practice and feedback to be excelling.</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$219,537.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Guildford Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students supported and guided to engage in learning experiences by incorporating adjustments to learning and differentiated learning activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Assess and allocate resources to best address the needs of targeted and emerging students.</p>
<p>Refugee Student Support</p> <p>\$13,293.31</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for targeted interventions to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Refugee students and families have developed a sense of agency. They have an improved understanding of the aspects of their school education. They are better informed of curriculum requirements and wellbeing programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Supporting refugee students and families remains a high priority. Student and family engagement and improvement will be monitored and assessed to determine which evidence informed practices have the highest impact.</p>
<p>New Arrivals Program</p> <p>\$100,000.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Guildford Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of New Arrival students were assessed and allocated targeted support based on their needs. Students attend New Arrivals Program class for two hours every day to focus on developing key language to access</p>

<p>New Arrivals Program</p> <p>\$100,000.00</p>	<p>further learning in their mainstream class. All new arrival students were assessed using the EAL/D progressions and demonstrated progress in responding, reading and writing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> New arrival students continue to receive group support once initial withdrawal targeted support is completed. Classroom and EAL/D specialist teachers continue to program and assess students using the EAL/D progressions and Literacy and Numeracy progressions. Teachers perform regular check-ins to discuss students' progress and growth.</p>
<p>Socio-economic background</p> <p>\$900,271.24</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Guildford Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Explicit teaching</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support school literacy and numeracy program implementation.</li> <li>• professional development of staff through [program] to support student learning</li> <li>• staff release to increase community engagement</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Deputy Principal Teaching and Learning and two Assistant Principal Curriculum and Instruction supported 28 classroom teachers and 12 specialist teachers in implementing explicit Reading and Number Talks programs improving students comprehension and oral language as well as mathematical language.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The Curriculum Team will further assess and evaluate teaching and learning programs to determine which evidence-informed practices impact most. Professional learning will be developed and delivered to teachers to develop coherent language, processes and practices so student performance data collected is valid and reliable.</p>
<p>Aboriginal background</p> <p>\$5,246.99</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Guildford Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• creation of class literacy resources with a focus on First Nations languages and culture.</li> </ul>

<p>Aboriginal background</p> <p>\$5,246.99</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal and Torres Strait Islander students and families demonstrate pride and increasing knowledge in their cultural background. First Nations reading boxes are being developed for all 28 classrooms. Personalised Learning Pathways (plans) are developed and rigorously assessed during the year to monitor students' growth and attainment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Evaluate the current Personalised learning Pathway process so it accurately reflects the aspirations of students and the support required for each of them.. Involve students and families in the development of the school Reconciliation Action Plan.</p>
<p>English language proficiency</p> <p>\$592,088.20</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Guildford Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Explicit teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> COVID-19 caused significant disruptions and changes to programs. EAL/D teachers are sometimes required to take classes due to teacher absences and shortage of casual teachers. This has an impact on the support hours that EAL/D teachers can give to supporting EAL/D students in their classrooms. In Early Stage 1, the EAL/D teachers work alongside the classroom teachers to plan, teach and evaluate support programs that assist EALD students to develop phonological awareness, phonics, BICS and CALP knowledge. In Stage 3, the EAL/D teacher uses a variety of EAL/D strategies to plan differentiated activities and create resources aimed at developing students' vocabulary knowledge and comprehension skills to access learning in the classroom. These levelled activities and resources are used by all classroom teachers with all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> EAL/D Learning progression, Literacy learning progression, Commercially developed assessment tools, School developed assessment tools and ESL Scales will be utilised where necessary to adjust to the needs of cohorts or individual students.</p>
<p>Low level adjustment for disability</p> <p>\$361,426.24</p>	<p>Low level adjustment for disability equity loading provides support for students at Guildford Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Use of data to inform practice and assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified</li> </ul>

<p>Low level adjustment for disability</p> <p>\$361,426.24</p>	<p>students</p> <ul style="list-style-type: none"> <li>• employment of an Occupational Therapist to provide intervention programs that support student needs</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Learning Support staff assess students during Kindergarten Orientation against aspects of language, physicality, emotional and social capacity and cognitive ability. Specific support is determined for each child based on observations, medical reports and parent feedback. Adjustments are programmed to enable students to access learning and social development immediately. The student enrolment process collects essential data and information so these children are supported.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing evaluation of teaching and learning programs. Ongoing use of data to inform adjustments, differentiation and programs. Parent, student and staff feedback to be sourced.</p>
<p>Professional learning</p> <p>\$45,770.41</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 Guildford Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A coherent K-6 literacy and numeracy programming process and structure. The teaching and learning cycle embedded in all classroom teacher practice. Students accessing evidence informed literacy and numeracy programs and experiences.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing evaluation of stage and differentiated programs. Curriculum Team to continue whole school planning processes. School executive team directly involved in a coherent approach to all programming aspects.</p>
<p>Beginning teacher support</p> <p>\$40,000.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Guildford Public School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Use of data to inform practice and assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Weekly mentoring and coaching for identified beginning teachers in areas of programming, assessment and reporting.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased beginning teacher capacity. Beginning teachers commensurate with school practices and processes. Effective classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing evaluation of teaching and learning cycle and support for beginning</p>



Beginning teacher support \$40,000.00	teachers.
Literacy and numeracy \$89,947.30	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Guildford Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A coherent programming process for all classes K-6. A common language for teachers and school leaders has been developed. Quality literacy and numeracy resources are directly related to reading and number talk programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> A rigorous evaluation of the process of data collection and analysis.</p>
QTSS release \$113,771.79	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Guildford Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Assistant principals committed to using 50% of their allocated executive release to support teachers shoulder to shoulder in implementing and assessing quality teaching and learning strategies and high impact teaching practices. Class teachers have an improved understanding of differentiation; what it is and is not, when to differentiate.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing shoulder to shoulder support, weekly check-ins, 5 weekly data talks and 5 weekly stage collaborative planning days.</p>
COVID ILSP \$440,729.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted</b></p>

<p>COVID ILSP</p> <p>\$440,729.00</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing intensive small group tuition for identified students who were...</li> <li>• leading/providing professional learning for COVID educators</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Findings from the analysis informed necessary changes required to specific teaching and learning programs to uplift learning for all students with a learning difficulty. Small group tuition data resulted in individual education plans being developed with specific student learning goals at the centre.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing small group tuition. Efficient sharing and analysis of student learning data and evaluation of learning goals. Analysis of NCCD data.</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	313	308	290	316
Girls	272	277	274	276

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.6	89.4	88.1	81.4
1	91.2	90.4	91.3	79.6
2	91.5	91.2	90.9	85.7
3	90.9	91.3	91.2	86.7
4	89.3	90.2	91.2	84.1
5	91.2	91.2	91.7	84.7
6	88.6	90.7	91.7	85.7
All Years	90.2	90.6	90.8	83.8
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

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	6.6
Classroom Teacher(s)	24.83
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	4.6
School Counsellor	1
School Administration and Support Staff	7.06
Other Positions	1.6

\*Full Time Equivalent

## Workforce composition statement

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

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

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

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

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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 <b>Actual</b> (\$)
<b>Opening Balance</b>	242,519
<b>Revenue</b>	9,152,491
Appropriation	9,041,762
Sale of Goods and Services	18,825
Grants and contributions	86,758
Investment income	2,141
Other revenue	3,005
<b>Expenses</b>	-9,214,079
Employee related	-7,473,543
Operating expenses	-1,740,536
<b>Surplus / deficit for the year</b>	-61,588
<b>Closing Balance</b>	180,931

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	232,830
<b>Equity Total</b>	1,859,033
Equity - Aboriginal	5,247
Equity - Socio-economic	900,271
Equity - Language	592,088
Equity - Disability	361,426
<b>Base Total</b>	4,981,918
Base - Per Capita	142,511
Base - Location	0
Base - Other	4,839,406
<b>Other Total</b>	916,597
<b>Grand Total</b>	7,990,377

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



## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Parents, students and teachers were invited to complete the Tell them from me survey twice during 2022.

94% of parents indicated they were satisfied with the communication they received from school. 84% of parents reported that their child was moderately to highly engaged in their learning and valued school. 93% of parents reported they felt supported by the school and class teacher. Tell them from me student responses indicated a decline of 2% in Interest and Motivation, a 2% increase in Sense of Belonging and 18% decline in Participation in Sport and Extracurricular Activities. Students reported a 4% increase in high perseverance and 5% decline in low perseverance. 82% of Aboriginal or Torres Strait Islander students feel good about their culture. 84% of teachers reported that collaboration was effective while 81% reported that the school's learning culture was positive. 76% of teachers reported that school leadership gave productive feedback while 82% reported leadership focused on goals.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Aboriginal Education - School statement

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Guildford Public School demonstrates a strong commitment towards the Partnership Agreement, Walking Together, Working Together 2020-2030, between the NSW Aboriginal Education Consultative Group (AECG) and the NSW Department of Education. Guildford Public School Principal is the Vice President of the Fairfield Local AECG and the school has a well established Aboriginal Education Committee, responsible for advocating for the learning and wellbeing of Aboriginal students together with building strong meaningful connections with families of Aboriginal students.

## Anti-Racism Policy

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

## Multicultural Education Policy

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