

# 2022 Annual Report

## Gunnedah Public School

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## Introduction

The Annual Report for 2022 is provided to the community of Gunnedah 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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Gunnedah Public School

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## School vision

Gunnedah Public School strives to provide an environment whereby students, staff and community work collegially to produce successful self-directed and goal-oriented learners. Through a continuous cycle of quality teaching, community partnerships and high expectations, Gunnedah Public students will flourish.

## School context

Gunnedah Public School is a small, rural primary school with a current enrolment of 172 students. 61% of our students identify as Aboriginal. The school is a Connected Communities School, following the Connected Communities Strategy's key deliverables, and has a strong partnership with the Gunnedah community, fostering the education of the whole child. Gunnedah Public School runs unique programs such as Positive Behaviour for Learning (PBL), garden to restaurant, Equine Therapy, and interschool student-led sports. We promote Responsible, Respectful and Safe learners.

The school has a wonderful mix of young and experienced staff who are well-supported by a learning and support teacher and a number of school learning support officers. The staff are very supportive of each other and are keen to build on their knowledge through tailored professional learning. Aboriginal culture is well-represented and fostered by an Aboriginal Education Officer, an Aboriginal Cultural Officer and a Senior Leader, Community Engagement.

The school has completed a situational analysis and after consultation with the community, including Parents and Citizens Association(P&C) and the Aboriginal Education Consultative Group(AECG), the following three areas have been identified as the focus areas for this Strategic Improvement Plan.

### 1. Student growth and attainment

Although there were improvements in years 3 and 5 reading and numeracy, these will continue to be focus areas for the Strategic Improvement Plan. The school will continue with initiatives that targets literacy and numeracy K-3.

When analysis was conducted against the student outcome measures, it was evident that expected growth in both reading and numeracy would be an area for explicit focus in the new school plan. This is also evidenced in our School Excellence Framework (SEF-SAS) in the area of student performance measures.

Reading and numeracy will continue to be our combined focus across K-6 and data indicates that, although the school is well below average, growth has been steadily occurring throughout the last 2 years. The focus in the new plan will be around intervention to "bump up" the middle cohort of students throughout literacy and numeracy.

### 2. Engagement

Our PBL data shows a decrease in specific behaviour issues, so the school will be shifting the focus from negative behaviour data to positive behaviour data. Suspension data has indicated a decrease in both the number of students and length of time. The priority in this area will be to ensure we continue to improve our use of alternative strategies such as in-school withdrawals and external well-being initiatives (Equine Therapy).

As parents have embraced the use of the school mobile phones and social media, the new school plan will introduce GoalHub as a platform to increase the engagement of families with their students' learning. As parents are becoming more engaged, the school will offer learning opportunities in areas identified by the school community.

Due to our current low percentage of students attending 90% of the time, and having a high percentage of students below 85%, our new school plan focus will be on improving these figures. (4 year target is 55% >90% attendance, 4 year target of less than 20% of students at <85% attendance). The school will introduce incentives for students and parents to encourage excellent attendance.

### 3. Quality Teaching Practices

A combination of the What Works Best document (WWB) teacher reflection survey and the 2019 SEF-SAS provided us with a strong need for our professional direction to focus on Assessment, Feedback, Data Skills and Use, and Learning and Development. This shows a need to strengthen our processes and practices in these areas. The new school plan will focus on teacher feedback, explicit teaching and checking for understanding throughout lessons, working together with department support staff, demonstrated through explicit programming proformas. Reviewing and strengthening our collegial analysis of assessment data, such as NAPLAN, PAT, formative and summative data will strengthen programming processes and practices across the school, enabling clear direction for student academic growth across the whole school setting.

## 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	Excelling
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	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	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to refine and embed quality learning programs and practices, with a focus on evidence-based literacy and numeracy strategies.

### Initiatives

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

- Reading
- Numeracy

### Resources allocated to this strategic direction

**Socio-economic background:** \$107,056.14

**Professional learning:** \$20,095.33

**Aboriginal background:** \$60,575.46

**Low level adjustment for disability:** \$166,542.70

**English language proficiency:** \$2,400.00

**Integration funding support:** \$191,478.00

**AP Curriculum & Instruction:** \$180,685.20

### Summary of progress

#### Reading and Writing

The implementation of the Coolabah Project. This project identifies Aboriginal students with high to very high potential, and provides suitable educational experiences that will enable them to attain their potential within the education system. The Coolabah project has strengthened consistent teacher understanding and application of phonics in writing and reading. All current K-4 staff are fully trained in using decodables and are utilising these on a needs basis. The APC&I mentor is being fully utilised for collaborative practice and planning. Scope and sequences were being developed, but have been put on hold due to the new curriculum soft launch. The decision to combine stage and staff meetings has proven to be problematic in ensuring stage relevant discussions take place.

The assessment schedule was developed and utilised by all staff but needs to be reviewed and refined to ensure that expectations for all staff are evident. PAT is now embedded within our school and data is utilised as part of a triangulation of data put together by the data analyst. This data is now utilised to track students throughout years as well as student achievement. Although assessment schedule was followed by staff, there are anomalies among individual classes and data was not efficiently used in forward programming.

The reintroduction of specific stage meetings, will allow specific agenda times allowing for follow up understanding and application of stage relevant content through the use of Areas of Focus. Ensure all current and new staff are fully trained in decodables regardless of stage level to guarantee all students needs are being met regardless of year level. The school will continue implementing the Coolabah teaching and learning strategies through the APC&I. The assessment schedule will be evaluated and revised to ensure all data collected is useful and relevant with 5-weekly check-ins at stage meetings. Executive will identify and create a revised assessment schedule that will have relevant assessments that will inform the SIP and teaching and learning directions. The role of the data analyst will be absorbed by the AP Teacher Mentor.

#### Numeracy

The strategies provided in professional learning were adapted and used in classrooms by staff. Consolidation of Matt Skoss' strategies (Maths Association of NSW) to work with staff specifically with teaching hands on mathematics, took place during staff meetings and demonstrated during weekly professional learning. The triangulation of data was completed and suggests the school needs to continue moving forward.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> <li>• By 2022, there will be an uplift of 8% of students in years 3 and 5 in the top two bands in reading, from system-negotiated target 2019.</li> </ul>	2022 NAPLAN data indicates an uplift of students in the top two skill bands for <b>reading</b> .
<ul style="list-style-type: none"> <li>• By 2022, there will be an uplift of 10% of students in years 3 and 5 in the top two bands in numeracy, from system-negotiated target 2019.</li> </ul>	2022 NAPLAN data indicates an uplift of students in the top two skill bands for numeracy indicating the school achieved the system negotiated target.
By 2022, there will be a 24% uplift of expected growth in reading from system-negotiated target 2019.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<ul style="list-style-type: none"> <li>• By 2022, there will be a 6% uplift of expected growth in numeracy from system-negotiated target 2019.</li> </ul>	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

## Strategic Direction 2: Engagement

### Purpose

We will develop a stronger culture that is focused on high expectations of student learning through regular engagement with parents, strengthening community and school relationships.

### 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.

- Strong Partnerships
- Attendance

### Resources allocated to this strategic direction

**Location:** \$27,665.53

**Aboriginal background:** \$129,603.00

**Healing and wellbeing:** \$150,000.00

### Summary of progress

#### Strong Partnerships

Employment of School Learning Support Officer (SLSO) to complement LAST position has proven effective and family access to services continues to strengthen. The implementation of Equine Therapy continues to prove successful, with all students with permission, completing the program. In 2023, the length of this program will shorten due to numbers and heat. Overnight excursions are now being offered again after COVID, and the majority of students are now attending.

The Senior Leader Community Engagement (SLCE) has developed strong relationships and links with local support agencies, and has established a rapport within the community. The SLCE continues to bring programs from community into the school, such as Elders Art and Yarn, homework centre for year 6 students and a Yarn up on a Saturday consisting of 10 outside organisations, from DRs to financial consultants coming together at the school with community. . Early Years teacher position was not filled, but strong connections with pre-schools and families with young children have been developed through Learning Support Teacher (LST). The biodiversity project has started well using students from Years 5 and 6. The Father Project continues to create more positive connections between the school and male role models in students' lives.

The focus on culture through the Language Nest, Elders Theatre Group, employment of Cultural Officer and increased on-country day excursions has developed staff's confidence in teaching and embedding Aboriginal Perspectives and student engagement. The continuation of this in 2023 will further strengthen cultural ties.

#### Attendance

Attendance continually improved throughout the year, with the continuation of current effective practices using reflective moments to investigate further improvements.

### 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
There will be an uplift of 35% of all parents actively involved in Goal Hub	The number of parents actively involved in Goal Hub has remained stable.

By 2022, minor non-compliance incidents will continue to decrease at a rate of <b>5%</b> over the year.	There has been a decrease of minor incidences caused by non compliance in 2022.
Increase students attending > = 90% of the time to be moving towards the upper bound system negotiated target.	The number of students attending greater than 90% of the time or more has increased.
By 2022, there will be a total growth of 17% in the advocacy expectation of Belonging.	Triangulation of data from Positive Behaviour for Learning (reduction of minor incidences), scout and Tell them from me surveys indicates that students feel they have student voice, advocacy and participation within the school context. Student participation in academic and extra-curricular events have increased throughout 2022 with over half the students attending .all extra-curricular events run by the school, such as The Fathering Project.



## Strategic Direction 3: Quality Teaching Practice

### Purpose

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

### 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
- Consistent school wide practices for assessment and data use in teaching

### Resources allocated to this strategic direction

**Socio-economic background:** \$258,695.00

**Professional learning:** \$1,500.00

**Aboriginal background:** \$98,842.00

**Per capita:** \$40,433.79

**QTSS release:** \$32,867.41

### Summary of progress

#### Effective Classroom Practice

An extremely productive staff development was held with Matt Skoss and staff are all very confident in utilising the hands on learning skills taught on the day. Staff engaged in Professional Learning (PL) during staff meeting, with collegial planning and sharing of mathematical ideas being very successful. The one day per week teacher release was extremely successful as staff engaged in collegial planning, supervisor meetings, PL and were able to engage with the Assistant Principal Curriculum and Instruction (APC&I). Berry St continues to be a focus with domains being continually revisited through staff meetings and expectations of classroom activities are evident throughout the school. High to very high potential students were identified and participated in small group tuition with heavy parent involvement.

The barriers identified by the school such as casual staff shortages were circumnavigated by manipulating additional in-build teacher release and school based organisation.

We need to ensure that the explicit teaching skills learnt through Matt Skoss and the Coolabah Project are maintained and utilised by all staff throughout 2023. Assistant Principal (AP) Teacher Mentor has been employed and will be working shoulder to shoulder with classroom teachers both beginning and early years, ensuring understanding of processes and procedures throughout the school are known and met. Continual individualised and targeted support of explicit teaching will be undertaken by APC&I and AP Teacher Mentor.

#### Consistent school wide practices for assessment and data use in teaching

Staff meetings were utilised to engage in PL around data and data analysis, however due to teacher shortage and lack of casual teachers, individual and small group PL did not occur. Staff were given extra relief to enable more effective and efficient data analysis across the school. More explicit PL and data expectations are required in 2023 to ensure staff consistency, input and evaluation. This will be achieved through APC&I, supervisors and AP Teacher Mentor support.

### 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
• By 2022, in accordance with the School Excellence Framework, the school will be <b>sustaining and growing</b>	The school is continuing to work towards sustaining and growing in all selected elements of the School Excellence Framework.

<p>in four domains: Effective Classroom Practice, Data Skills and Use, Professional Standards, and Learning and Development using the School Excellence Framework.</p>	
<ul style="list-style-type: none"> <li>• By 2022, all staff will have implemented and analysed Check-In and Phonological Awareness assessments.</li> </ul>	<p>100% of staff have implemented and analysed Check-In and Phonological Awareness assessments.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$191,478.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Gunnedah 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>• Reading</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> <li>• staffing release for targeted professional learning and collegial planning</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The implementation of the Coolabah Project has strengthened consistent teacher understanding and application of phonics in writing and reading. All current K-4 staff are fully trained in using decodables and are utilising these on a needs basis. The APC&amp;I mentor is being fully utilised for collaborative practice and planning. Scope and sequences were being developed, but have been put on hold due to the new curriculum soft launch. The decision to combine stage and staff meetings has proven to be problematic in ensuring stage relevant discussions take place. The reintroduction of specific stage meetings, will allow specific agenda times for follow up understanding to take place, as well as the application of stage relevant content through the implementation of Areas of Focus. Ensure all current and new staff are fully trained in decodables regardless of stage level to guarantee all students needs are being met regardless of year level.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue implementing the Coolabah teaching and learning strategies through the APC&amp;I.</p>
<p>Socio-economic background</p> <p>\$365,751.14</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gunnedah Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Effective classroom practice</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>• professional development of staff to support student learning</li> <li>• employment of additional staff to support program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The implementation of the Coolabah Project has strengthened consistent teacher understanding and application of phonics in writing and reading. All current K-4 staff are fully trained in using decodables and are utilising these on a needs basis. The APC&amp;I mentor is being fully utilised for collaborative practice and planning. Scope and sequences were being developed, but have been put on hold due to the new curriculum soft launch. The decision to combine stage and staff meetings has proven to be problematic in ensuring stage relevant discussions take place. The reintroduction of specific stage meetings, will allow specific agenda times for follow up understanding to take place, as well as the application of stage relevant content through the implementation of Areas of Focus. Ensure all current and new staff are fully trained in decodables regardless of stage level to guarantee all students needs are being met regardless of year level.</p>

<p>Socio-economic background</p> <p>\$365,751.14</p>	<p><b>After evaluation, the next steps to support our students will be:</b> The school will continue implementing the Coolabah teaching and learning strategies through the APC&amp;I.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Gunnedah 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>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The student was able to fully access all curriculum areas successfully.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue with current initiatives.</p>
<p>Low level adjustment for disability</p> <p>\$166,542.70</p>	<p>Low level adjustment for disability equity loading provides support for students at Gunnedah Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Numeracy</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>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of SLSO to improve the development of students by implementing speech and Occupational Therapist (OT) programs developed by specialists</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students have received individualised support through the employment of extra staff.</p> <p><b>After evaluation, the next steps to support our students will be:</b> All additional staff will be reemployed in specific areas of need based on student wellbeing and outcomes.</p>
<p>Location</p> <p>\$27,665.53</p>	<p>The location funding allocation is provided to Gunnedah Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• student assistance to support excursions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students had the opportunity to attend all events and excursions.</p>

Location \$27,665.53	<p><b>After evaluation, the next steps to support our students will be:</b> We will continue to support students geographical and social isolation.</p>
Professional learning \$21,595.33	<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 Gunnedah 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>• Reading</li> <li>• Numeracy</li> <li>• Effective classroom practice</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> <li>• To have continuous improvement of quality teaching practices throughout the school.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An extremely productive Staff Development Day was held with Matt Skoss and staff are all very confident and are utilising the hands-on learning skills taught on the day. Staff engaged in PL during staff meetings, with collegial planning and sharing of mathematical ideas being very successful. The one day per week teacher release was extremely successful as staff engaged in collegial planning, supervisor meetings, PL and were able to engage with the APC&amp;I. Berry St continues to be a focus with domains being continually revisited through staff meetings and expectations of classroom activities are evident throughout the school. High to very high potential students were identified and participated in small group tuition with heavy parent involvement. We need to ensure that the explicit teaching skills learnt through Matt Skoss and the Coolabah Project are maintained and utilised by all staff throughout 2023. An AP Teacher Mentor has been employed and will be working shoulder to shoulder with classroom teachers, both beginning and early years, ensuring understanding of processes and procedures throughout the school are known and met. Continual individualised and targeted support of explicit teaching will be undertaken by APC&amp;I and AP Teacher Mentor.</p> <p><b>After evaluation, the next steps to support our students will be:</b> We will continue current practices.</p>
QTSS release \$32,867.41	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gunnedah 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>• Consistent school wide practices for assessment and data use in 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>• Additional SAO support to reduce workload.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional support allowed a fairer distribution of administrative tasks.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Will continue employment into 2023.</p>
COVID ILSP	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by</p>

<p>\$118,901.00</p>	<p>the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers and educators to deliver small group tuition.</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students within COVID learning groups showed continual improvement throughout the year.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ extra staff to run small group tuition.</p>
<p>Aboriginal background</p> <p>\$289,020.46</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gunnedah Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Numeracy</li> <li>• Attendance</li> <li>• Effective classroom practice</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>• creation of school literacy resources embedding local language</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal language and cultural programs have been successfully run throughout the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to engage whole school community within current programs.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	93	99	89	102
Girls	63	65	65	70

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.3	91.0	87.5	87.4
1	90.1	88.8	87.3	82.9
2	89.8	89.3	86.5	85.9
3	89.5	91.5	86.9	84.3
4	88.8	88.4	88.5	81.7
5	86.5	91.9	87.7	80.7
6	88.6	88.6	85.7	78.9
All Years	89.6	90.0	87.1	83.5
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
Assistant Principal(s)	3.2
Classroom Teacher(s)	8.06
Learning and Support Teacher(s)	1
Teacher Librarian	0.4
School Administration and Support Staff	4.03

\*Full Time Equivalent

## Workforce composition statement

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

## Aboriginal and Torres Strait Islander workforce composition

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

## Aboriginal and Torres Strait Islander school workforce composition

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	251,086
<b>Revenue</b>	4,325,555
Appropriation	4,269,643
Sale of Goods and Services	16,303
Grants and contributions	38,263
Investment income	1,347
<b>Expenses</b>	-4,250,798
Employee related	-3,236,305
Operating expenses	-1,014,494
<b>Surplus / deficit for the year</b>	74,757
<b>Closing Balance</b>	325,842

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>	191,478
<b>Equity Total</b>	823,714
Equity - Aboriginal	289,020
Equity - Socio-economic	365,751
Equity - Language	2,400
Equity - Disability	166,543
<b>Base Total</b>	1,545,766
Base - Per Capita	40,434
Base - Location	27,666
Base - Other	1,477,667
<b>Other Total</b>	1,081,578
<b>Grand Total</b>	3,642,537

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/Carers TTFM surveys were not conducted in 2022. Interruptions to the year, including COVID and flooding had an adverse impact on school engagement with families. Parent/carer satisfaction was largely gained through general and individual focus meetings, Facebook comments and testimonials provided by parents/carers and community members.

In terms of consistency, our school attendance rates have improved steadily from 2018 - 2021, whilst SSSG and state have been in decline. However, 2022 the school experienced a decline, with COVID and flooding impacting on these rates. Positive attendance rates will continue to be a school focus through regular communications with all stakeholders; interventions and data collection; monitoring and evaluations; as well as reward and support measures from the school and key community partners.

Enrolments have also seen a consistently strong yearly growth since 2017. We work collaboratively to implement consistent and systematic processes for interventions and connecting with students and families. Parents/carers have indicated high satisfaction during the school's enrolment processes and in meetings that the school provides effective communication to families and supports for their child

The majority of Teachers completed the TTFM Survey in semester 2 2022

Most staff believe that school leaders are leading improvement and change and have seen and understood the strategic vision of the school. The majority of staff agree that they are meeting the needs of Aboriginal students and have the knowledge required to engage with students on Aboriginal cultures and histories. Staff believe the school is a welcoming place for students.

All students completed the TTFM surveys.

Over half the students have high advocacy and high expectations at school.

The majority of students can identify a staff member to whom they can confidently turn for advice and assistance at school. Over half the students feel that their teacher is interested in their culture.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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