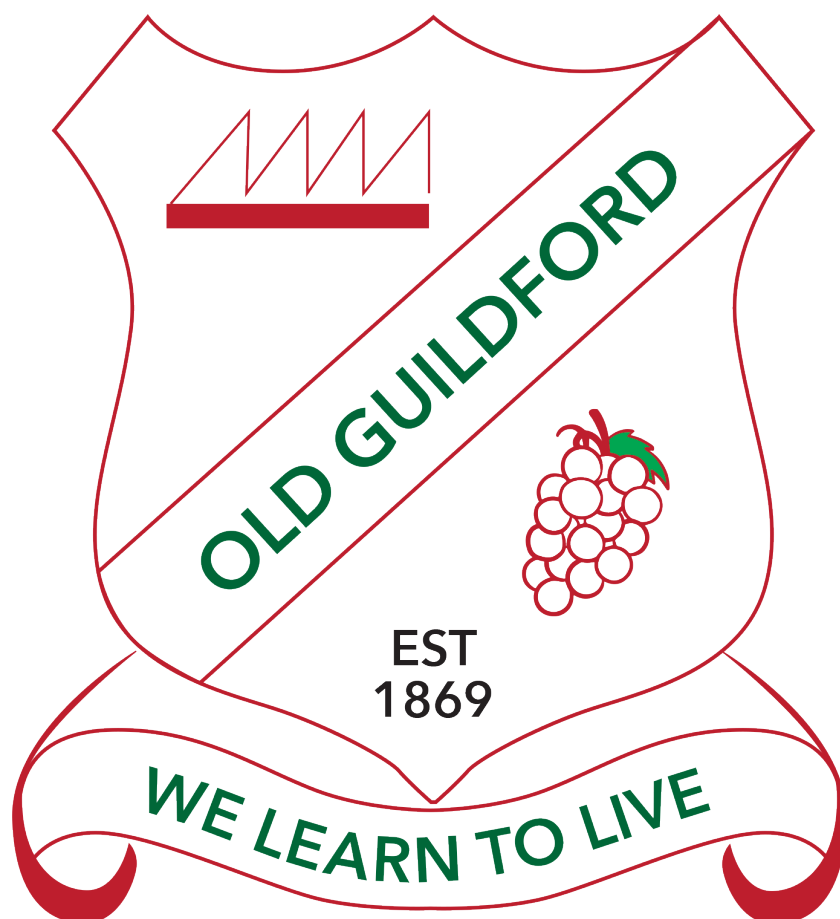# 2022 Annual Report

Old Guildford Public School

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Introduction

The Annual Report for 2022 is provided to the community of Old 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

We believe all students should be empowered to achieve their maximum potential through targeted quality teaching. Staff strive for excellence by implementing best practice to ensure school success.

School context

Old Guildford Public School (OGPS) is located in South Western Sydney and proudly built on Darug Land, home to the Cabrogal Clan. The current student enrolment K-6 is 429 and we have two Preschool groups of 20 students over a five day fortnight. Our embedded culture of high expectations and inclusivity ensure that students, staff and the community work together respectfully. As a multicultural school, 96% of our students come from non-English speaking backgrounds. We have students from 28 language backgrounds with the main being Arabic. In addition, we are proud of the small but significant number of Aboriginal students enrolled at our school.

Our learning environment reflects strong student wellbeing principles. To aid in the development of the whole child, compassionate and skilled staff offer a wide range of extra-curricular activities. These include, but are not limited to, the Stephanie Alexander Kitchen Garden program, coding, chess, debating, recorder, choir, and a wide range of sports.

Through our situational analysis we have identified five areas that will assist our school to work towards achieving our system negotiated targets: Data to inform practice, explicit teaching in literacy and numeracy, effective feedback, collaboration and improving attendance.

1. Data to inform practice

As a school, we will work towards gaining a deeper understanding of the Teaching and Learning Cycle to drive authentic assessment, planning and teaching. Stage teams are released weekly for job-embedded time for collaboration as a Professional Learning Community (PLC). Each team is led by an Assistant Principal and a Deputy Principal Instructional Leader (DPIL). Our aim is to work towards operating as a high performing PLC that examines impact and adjusts teaching based on the results of student data. This will be achieved by developing a shared K-6 understanding of the Literacy and Numeracy Progressions to monitor and track student progress as aligned to syllabus outcomes and providing students with exemplars and access to Bump It Up Walls to help them monitor and track their own learning.

2. Explicit teaching

The implementation of research-based practices in literacy and numeracy will be underpinned by explicit teaching. We aim to develop a whole school shared understanding of and capacity in explicit teaching to enable staff to support student learning. Rosenshine's Principles of Instruction will be used to support staff with explicit teaching and the Five Key Questions by Lyn Sharratt will be used to check in with student about their learning.

3. Effective feedback

Building on a strong understanding of formative assessment we will create time for 'in the moment' feedback which includes, teacher feedback to students, students applying the feedback and peer and self-assessment to help students regulate their learning.

4. Collaboration

"If we create a culture where every teacher believes they need to improve, not because they're not good enough, but because they can be even better, there is no limit to what we can achieve". This quote by Dylan Wiliam resonates with us because at OGPS all staff want to improve every year. In addition to an Assistant Principal leading each Stage, we have DPILs to support K-2 and 3-6. All school leaders work shoulder to shoulder with teachers and our goal is to improve practice by regular observations, feedback and coaching.

5. Attendance

Our Tell Then From Me data indicates that students are very well connected to our school community. They like coming to school and believe that their teachers care about and hold high expectations of them. Building on this, we will continue to review and improve our school processes and structures to improve attendance patterns.

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	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
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

In order to improve student learning outcomes in literacy (reading) and numeracy, we will develop and sustain whole school practices for collecting and analysing data. This will allow teachers to plan explicit teaching that is underpinned by evidence-informed pedagogy.

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.

- Use of Data to Inform Practice
- Explicit Teaching

Resources allocated to this strategic direction

Socio-economic background: $300,000.00
Literacy and numeracy: $77,723.00
English language proficiency: $385,000.00
Low level adjustment for disability: $137,000.00
AP Curriculum & Instruction: $210,000.00
Professional learning: $27,000.00

Summary of progress

Use of Data to Inform Practice

The focus for 2022 was to support teachers to use the Assessment Waterfall (Lyn Sharratt) and develop and use visible learning strategies to help students monitor and track their learning. Teachers and leaders utilise the Teaching and Learning Cycle to collect and analyse data, drive planning and intervention, and track progress against the Literacy and Numeracy Learning Progressions.

This involved consistent use of LISC (Learning Intentions and Success Criteria) and WAGOLLs (What A Good One Looks Like) in writing in K-6 classrooms. Teachers were supported through job-embedded PLC (Professional Learning Community) time to unpack the Teaching and Learning Cycle, the importance of data collection and analysis, and co-planning responsive literacy and numeracy programs which aligned to the National Literacy and Numeracy Learning Progressions. The process we undertook to support this work included the establishment of 5-weekly data meetings during PLC to analyse data collected in the areas of Phonological Awareness, Phonic Knowledge and Word Recognition, and Creating Texts in Literacy, and Quantifying Numbers and Additive Strategies in Numeracy K-2; and Understanding Texts in Literacy and Quantifying Numbers in Numeracy 3-6. In addition, data-driven decisions informed class program and intervention planning through the utilisation of the Tiers of Intervention.

As a result, intervention plans were flexible and responsive to student need. Students understand lesson expectations and utilise the WAGOLL to support their own writing behaviours. Students use the language from the LISC to demonstrate understanding and to reflect on their own and others' learning. Teachers have a deeper understanding of the Teaching and Learning Cycle and use this to plan responsively based on data collected. Teachers feels more confident using the LISC to drive teaching and feedback in the classroom, and use WAGOLLs effectively in writing to support students' independence when writing. Data collection has allowed teachers to have a solid understanding of their students' current ability, where they need further improvement, and are now able to more effectively reflect on the impact of their chosen teaching strategies. Leaders use the Teaching and Learning Cycle more effectively to guide their stages when planning, to track and monitor student progress, and to evaluate the effectiveness of chosen teaching strategies and program content.

Next year the focus will be on implementing Bump It Up Walls consistently K-6 in one area of Literacy and one area of Numeracy to allow more student autonomy in monitoring and evaluating their own learning. Feedback will become a focus for teacher professional learning and classroom support to strengthen Assessment Waterfall practices and build on LISC.

Explicit Teaching

The focus for 2022 was to support teachers in understanding the Gradual Release of Responsibility Model to enhance explicit teaching and maximise student independence in the classroom, and using the 5 Key Questions + 1 (Sharratt; Kaser and Halbert) to check in with learners and measure impact of teaching. This involved providing professional

learning to unpack the Gradual Release of Responsibility model and Rosenshine's Principles of Instruction, as well as stage leaders conducting Learning Walks and Talks to gather data on the 5 Key Questions + 1. The process we undertook to support this work included co-planning literacy and numeracy programs (such as Talk Around Texts and Mathematics) with a focus on ensuring opportunities for modeled, guided, and independent practice. All stages engaged with at least one principle from Rosenshine based on contextual information, with K-2 focusing on Daily Review and Questioning, and 3-6 focusing on Guided Student Practice and Questioning. Learning Walks and Talks were held by all stages in Term 1 but were inconsistent throughout the year.

As a result, students are able to refer to the LISC and articulate what they are learning and in most cases, why they are learning it. They use language encountered in quality texts and explained by the teacher during modeled reading when engaging in class discussions and at times, transfer this vocabulary to their writing. Teachers have an understanding of the Gradual Release of Responsibility Model and Rosenshine's Principles of Instruction, and are beginning to use questioning to gauge student understanding of content and to support deep thinking.

Next year the focus will be ensuring teachers understand explicit teaching and the use of appropriate questioning to deepen student understanding. The 5 Key Questions + 1 will be implemented more consistently across K-6 to obtain authentic data that measures the impact of teaching.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students in the top two bands of NAPLAN Reading by 5.5% from our baseline.	17.1% of students achieved in the top two bands in NAPLAN **reading** indicating progress is yet to be seen toward the lower-bound target. Achievement of this target was impacted by the reallocation of intervention support staff to classroom supervision roles due to staff absence. Progress toward this target includes upskilling of staff in effective evidence-based reading instruction such as Sounds-Write, Science of Reading, Heggerty's, and Talk Around Text.
Increase the proportion of students in the top two bands of NAPLAN Numeracy by 5.2% from our baseline.	7.3% of students achieved in the top two bands in NAPLAN **numeracy** indicating progress is yet to be seen toward the lower-bound target. Achievement of this target was impacted by the reallocation of intervention support staff to classroom supervision roles due to staff absence. Progress toward this target includes whole-school professional learning on Di Siemon's Big Ideas in Number, consistent whole-school data tracking and analysis against the National Numeracy Learning Progression sub-element of Quantifying Number.
School determined annual Reading benchmarks in K-2 have been set for reading at 80% of students in Kindergarten reading at IC, U11 using decodable texts and Sounds Write Program, Year 1 achieve at EC, U5 and Year 2 at EC, U11.	82% of Kindergarten students achieved reading at IC, U11 or above using decodable texts indicating progress beyond the school determined annual benchmark has been achieved. 75% of Year 1 students achieved reading at EC U5 or above indicating progress towards the school determined annual benchmark has been achieved. 81% of Year 2 students achieved reading at EC 11 or above indicating progress beyond the school determined annual benchmark has been achieved. Achievement of progress towards and/or beyond these benchmarks were impacted by consistent approaches to teaching reading using decodable texts and Sounds Write program, staff professional learning and knowledge of content, and resource allocation. Progress towards this benchmark includes continued, consistent application of teaching reading processes sing decodable texts and Sounds Write Program.
School determined annual Numeracy benchmarks have been set against the Numeracy Progressions for Quantifying Number at QuN 6 for Kindergarten, QuN 7.5 for Year 1, QuN 9 for Year 2, QuN 10 for Year 3, beginning of QuN 11 for Year 4, end of QuN 11 for Year 5, and end of QuN 12 for Year 6.	71% of Kindergarten students achieved the annual Numeracy benchmark of QuN6, indicating progress towards the school determined benchmark has been achieved for these students. 29% of students did not achieve the annual Numeracy benchmark. 77% of Year 1 students achieved the level of QuN7. 18% of students achieved QuN8. This indicates that 77% of students in Year 1 are working at or beyond the annual Numeracy benchmark of QuN7 (achieving at least half of the indicators in QuN7). 16% of Year 2 students achieved the annual Numeracy benchmark of QuN9, indicating progress is yet to be seen by the majority of students. 27% of Year 3 students achieved the annual Numeracy benchmark of QuN10, indicating

School determined annual Numeracy benchmarks have been set against the Numeracy Progressions for Quantifying Number at QuN 6 for Kindergarten, QuN 7.5 for Year 1, QuN 9 for Year 2, QuN 10 for Year 3, beginning of QuN 11 for Year 4, end of QuN 11 for Year 5, and end of QuN 12 for Year 6.	progress is yet to be seen by the majority of students. 14% of Year 4 students achieved the annual Numeracy benchmark of beginning QuN11, indicating progress is yet to be seen by the majority of students. 37% of Year 5 students achieved the annual Numeracy benchmark of QuN11, indicating progress is yet to be seen by the majority of students. 29% of Year 6 students achieved the annual Numeracy benhmark of QuN12, indicating progress is yet to be seen by the majority of students. Achievement of progress towards and/or beyond these benchmarks were impacted by consistent approaches to data analysis and responsive programming, the reallocation of intervention support staff to classroom supervision roles due to staff absence, and staff knowledge of content and best practice. Progress toward this target includes whole-school professional learning on Di Siemon's Big Ideas in Number, staff professional learning and support for the new mathematics syllabus, and consistent whole-school data tracking and analysis against the National Numeracy Learning Progression sub-element of Quantifying Number (or aligned sub-element in Version 3 of the Numeracy Progressions as identified).
Increase the number of students achieving expected growth in Reading NAPLAN with an uplift of between 4%-5% from baseline.	Student growth cannot be calculated in 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can 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 growth scores for 2022.
Increase the number of students achieving expected growth in Numeracy NAPLAN with an uplift of between 4% and 5% from baseline.	Student growth cannot be calculated in 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can 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 growth scores for 2022.

Strategic Direction 2: Collaboration

Purpose

Teachers will be continuously engaged in the study of their craft and the impact that their teaching has on student learning outcomes. They will be supported by leaders through Learning Walks and Talks, lesson observations, coaching and 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.

- Building Teacher Efficacy through Collaboration
- Learning Walks and Talks

Resources allocated to this strategic direction

Socio-economic background: $34,000.00
QTSS release: $85,000.00

Summary of progress

Building Teacher Efficacy through Collaboration

The focus for 2022 was developing a shared understanding of co-teaching using data-informed intervention plans to ensure that all staff work together effectively to improve student learning outcomes.

This process involved interventionist teachers participating in PLCs to refine their practice by collaborating with leaders and classroom teachers to develop data-informed intervention plans. As part of this, leaders and teachers used checklists informed by the Impact Cycle to establish a shared understanding of expectations.

The process we undertook to support this work was to collaboratively create tiered, data-informed teaching and learning intervention plans every five weeks to target student need. Stage teams created clear checklists to support teachers in understanding and applying the most important elements of specific areas of teaching practice.

As a result, data indicates that where explicit intervention plans have been co-written and implemented, and teaching and learning plans have reflected targeted needs with a focus on selected progression markers, student outcomes have improved. In the sub-element of Quantifying Number (National Numeracy Learning Progression), five out of seven grades had improvements in tier 2 indicators of between 19% and 49% over a ten-week period, with an average improvement of 32%. The average improvement of all seven grades for this time period in tier 2 indicators was 24%. Interventionist teachers follow previously constructed role statements and their time is used effectively in classrooms. There is a consistent approach across the school.

Next year the focus will be developing a shared understanding of the Impact Cycle for the executive team to establish next steps for whole school implementation. These may include whole school professional learning prior to implementation and having a common PDP (Performance and Development Plan) goal linked directly to the Impact Cycle so that teachers and leaders can prioritise this. It will also include continuing and expanding the use of checklists to standardise instructional approaches and routines P-6 in pivotal areas.

Learning Walks and Talks

The focus for 2022 was for stage teams to use an inquiry approach to identify stage-related problems of practice and to plan forward so that teaching practice improves.

This involved leaders working shoulder to shoulder with teachers, analysing data, completing observations and providing feedback to identify areas of need in practice. Due to the impact of other work being done in this and other initiatives, formal Learning Walks and Talks with regular data collection and analysis by executive members did not become a priority in 2022 and were not completed as regularly as planned. However, professional learning was provided for some stages during PLC time to provide a broader understanding of the 5 Key Questions and their impact on student learning. As a consequence, 13 out of 18 classes actively promote asking the 5 Key Questions as part of lessons and have them on display for student and teacher reference. Observational evidence suggests that students have a better understanding of what they are learning, why, where to get help and what they need to do to improve. For example, in Kindergarten in Term 1, 22% of students could articulate how they could get better in their learning, compared to 89% in Term 3. In Term 1, 33% of Kindergarten students could articulate how they knew they were on track with their learning,

compared with 89% in Term 3.

The process we undertook to support and improve teaching practice was that leaders used PLCs to open discussions on areas of teaching need and make decisions regarding next steps, which may include professional learning, peer and video observations, and formal and informal feedback.

As a result, teaching and learning practice in specific areas of need has been refined resulting in greater teacher understanding of the importance of consistency in lesson delivery. This includes literacy and numeracy programs and instruction. Teachers and leaders have begun to use student responses to the 5 Key Questions (Sharratt) to better understand the impact of their teaching and improve practice.

Next year the focus will be to formalise Learning Walks and Talks K-6 on a regular basis to inform team inquiry because this will allow executive to better understand teacher practice and how to support improvement.

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
All Specialist teachers have clearly defined role statements and plan targeted support for students using the Tiers of Intervention model. Intervention Plans and Individual Learning Plans (ILPs) are data informed and designed to support and extend student learning.	All specialist teachers follow their role statement and most interventionist teachers participate in PLCs to refine their practice by collaborating with leaders and classroom teachers to develop data-informed intervention plans for tier 2 and 3 students. These plans reflect student need based on PLAN2 data and formative assessment with the goal of supporting and extending student learning.
Teachers align PDP goals to areas of development. Leaders provide regular observations and feedback using the Impact Cycle.	Teachers self-chosen PDP goals are directly aligned to their areas of professional development and leaders provide regular observations and feedback though not through implementation of the Impact Cycle.
Regular participation in Professional Learning Communities (PLC) challenges teachers to interrogate data. Data meetings in PLC are set every five weeks. Team leaders support discussions around a problem of practice in either reading or numeracy to explore using the Plan, Do, See, Adjust cycle.	All teachers regularly participate in Professional Learning Communities (PLC) on a weekly basis. Every five weeks, teachers and leaders engage in data meetings, analysing PLAN2 data and plotting students using the Tiers of Intervention model. Data directly informs intervention plans and is beginning to inform literacy and numeracy programs. Team leaders are yet to fully implement rich discussions around a problem of practice and use the Plan, Do, See and Adjust.
Learning Walks and Talks (Sharratt) are established as a school protocol to check in with the learner.	One round of Learning Walks and Talks was completed by all stage leaders in Term 1 and two teams repeated the procedure in Term 3.

Strategic Direction 3: Empowered Students

Purpose

Empowered students have regular attendance and they know what they are learning and how to get better. Improving attendance will allow students to fully access the curriculum and by focusing on the delivery and timing of feedback, we can empower students to track, monitor and review their learning. Teachers support quality feedback by knowing the learning trajectory of each student and how it relates to the learning task.

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.

- Improved Attendance
- Feedback to Students

Resources allocated to this strategic direction

Socio-economic background: $935,000.00
Integration funding support: $115,000.00
Low level adjustment for disability: $79,000.00
Aboriginal background: $4,500.00

Summary of progress

Improved Attendance

The focus for 2022 was to ensure staff had a thorough understanding of the school processes and structures to support regular attendance, including the school Attendance Policy, with a tiered approach to managing student attendance implemented by teachers and communicated with students and parents.

This involved the effective implementation of the school Attendance Policy, with teachers maintaining accurate Lateness and Attendance Monitoring Program (LAMP) records. The school raised awareness of the importance of daily attendance with the community through regular posts on social media (eg Facebook and Seesaw), and written and verbal communication to parents (eg letters, encouragement awards, phone calls, parent conferences).

The processes we undertook to support this work included the implementation of stage meetings to discuss and monitor student attendance and the management of LAMP records. Also, 3 out of 4 planned initiatives were implemented in full. These were Up, Up and Away (improved attendance rate to >90% for targeted students), Fabulous Friday (encouraging on-time attendance on Fridays) and Hip Hip Hooray! (100% attendance rate over the term, with no partial attendance).

As a result there has been a reduction of students on LAMPs (64%), as well as fewer late attendance notes being sent home to parents on a weekly basis. Majority of students targeted as part of the Up, Up and Away initiative achieved or exceeded the target of 90% attendance for the term. The Fabulous Friday initiative has assisted with a steady increase, from Term 2, to students' on-time attendance on Fridays (increase from an average of 30% to 35%). Since the inception of the Hip Hip Hooray! initiative, approximately 6% of all enrolled students have achieved 100% attendance for any one term.

Next year the focus will be to continue improving student attendance through consistent application of the school Attendance Policy and initiatives, including those established in 2022 because data shows that students who attend school 90% are, at a minimum, educationally at risk - this equates to missing at least 4 weeks of schooling each year. A new initiative, On Time and On Target, will focus on students being at school on time every day. This will commence from Term 2 2023.

Feedback to Students

The focus for 2022 was for all aspects of the Assessment Waterfall to be understood by teaching staff so that learning can be improved through access to and regular use of exemplars. The use of the 5 Key Questions during Learning Walks and Talks were an indication of student understanding of the learning they were undertaking. Teachers to also give feedback to students against the Learning Intention and Success Criteria (LISC) and for students to use the feedback to move their learning forward. Students were also to engage in peer feedback (student-to-student) and self-assessment as part of their learning.

This involved revising teaching and learning programs to improve student outcomes through the elements of Big Ideas

and Essential Questions. As part of this, in literacy and some numeracy programs, exemplars (WAGOLLs - What A Good One Looks Like) and Bump-It-Up Walls were included to showcase high quality work samples as student models. Executive members of staff interviewed selected students across each stage, asking the 5 Key Questions to ascertain information about how well the students understood their learning. Also, a greater focus on all classes displaying LISC in a prominent position in classrooms, using child-friendly language, to support self-directed learning. Students and teachers co-created the Success Criteria (SC) to encourage student ownership over their learning.

The process we undertook to support this work involved adding exemplars in writing programs K-6 and deconstructing these to explicitly show students expected (aspirational) standards. Also, each executive member of staff asked selected students from each class, across all stages (K-6) the following questions to gauge student learning and understanding: What are you learning? How are you doing? How do you know? How can you improve? Where do you go for help? In addition, a colour-coding system was used to define the key aspects of the LISC, highlighting links between what students need to learn (Learning Intention) and how they know that they have been successful (Success Criteria).

As a result we are beginning to see an improvement in students being able to clearly communicate the purpose of their learning, how well they are doing and some steps needed to improve their learning. Teachers now have an increased understanding of how to write and implement LISC effectively as part of teaching and learning programs to move learning forward. Teachers are observing more frequent use of the LISC by students for self and peer feedback.

Next year the focus will be for teachers to become more familiar with the 5 Key Questions so these can applied across K-6 classrooms consistently because all staff need to reflect on their teaching practice and gauge student understanding to enhance learning outcomes.

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
An uplift of 1.7% from our baseline of students attending 90% or higher.	The number of students attending greater than 90% of the time or more has decreased by 34.7%. However, we are making progress through attendance initiatives implemented in 2022, with 70.1% of enrolled students showing an improvement in their attendance rate.
Students are asked the Five Key Questions there is a strong correlation (X% from baseline) between the lesson and what the students are learning and doing.	At the beginning of 2022, selected students K-6 were asked the 5 Key Questions. Students showed greater ability to articulate their understanding with questions 1, 2 and 5: "What are you learning?" (96%), "How are you going with your learning?" (74%), and "Where do you go for help?" (79%). When answering question 3 ("How do you know you are on track with your learning?") and question 4 ("How can you get better (in your learning)?"), 30% and 32%, respectively, were able to successfully answer these questions. This data identifies that teachers need to place greater emphasis on ensuring students understand how they are going with their learning and can communicate this effectively.

Funding sources	Impact achieved this year
Integration funding support $115,000.00	Integration funding support (IFS) allocations support eligible students at Old Guildford Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Feedback to Students **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • implementation of targeted programs to differentiate teaching and learning programs **The allocation of this funding has resulted in the following impact:** The school continued to use funds to provide targeted support for students with additional needs. This included the engagement of SLSOs and additional interventionist teachers. Interventionist teachers have a solid understanding of how to use Intervention Plans (IPs) in response to student need, however due to COVID, they were often used to cover teachers in their absence. SLSOs followed IPs and IBPs to support students. They would help teachers to reflect on plans and to modify goals when needed. **After evaluation, the next steps to support our students will be:** Continue to employ above establishment staff to support students. Instructional Leaders (ILs) and Assistant Principals (APs) to continue to monitor and support all specialist teachers and SLSO with the creation and evaluation of IPs and Individual Learning Plans (ILPs)
Socio-economic background $1,269,000.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Old Guildford Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Use of Data to Inform Practice • Explicit Teaching • Building Teacher Efficacy through Collaboration • Improved Attendance • Feedback to Students **Overview of activities partially or fully funded with this equity loading include:** • employment of additional stuff to lead the implementation of Professional Learning Communities (PLC). • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** PLCs now run smoothly and effectively across the school. APs and ILs lead weekly job-embedded meetings that focus on aspects of the teaching and learning cycle. Data meetings occur twice a term and this data is used to create Intervention Plans and class programs. The school was able to create a K-6 EAL/D team and Learning and Support teachers to work alongside each stage. These teams were supported by the EAL/D Leader, the Early Stage 1 APCI and the Learning and Support Coordinator to implements quality programs. **After evaluation, the next steps to support our students will be:** The school has established solid processes and structures to support

Socio-economic background $1,269,000.00	students from socio-economic backgrounds but the way in which we provide this support will need to be restructured in 2023 due to a shortage of teachers.
Aboriginal background $4,500.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Old 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Feedback to Students **Overview of activities partially or fully funded with this equity loading include:** • staffing release to support development and implementation of Personalised Learning Plans **The allocation of this funding has resulted in the following impact:** All indigenous students have authentic Personalised Learning Pathways. These were created in consultation and collaboration with students and their families. The Aboriginal Engagement Committee organised an excursion to the Museum of Contemporary Arts with a specific focus on Aboriginal history and culture. All indigenous students and their classmates attended. This allowed for connection building and genuine discussions about culture and history. Texts on Aboriginal perspectives were purchased and used at part of the 5-A-Day literacy program and Guided Reading program to allow for greater discussions. After consultation with the community, the school built a Yarning Circle and held a smoking ceremony as part of the official opening. All staff were trained in how to respectfully use the Yarning Circle and students have been using it successfully. The Executive Team reviewed the new partnership agreement between the AECG and the department. They selected aspects they could commit to in 2022 such as delivering personalised Acknowledgement of Country. PL was delivered by the principal and as a result, 80% of the executive team are now delivering personalised Acknowledgement of Country. **After evaluation, the next steps to support our students will be:** The Aboriginal Engagement Committee will reflect on the work done in 2022 and will strengthen and build on the work done this year. The aim of the team is to build the capacity of staff and to raised awareness in the community to that Aboriginal Education becomes everyone's business.
English language proficiency $385,000.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Old Guildford Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Use of Data to Inform Practice • Explicit Teaching **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds **The allocation of this funding has resulted in the following impact:** The EAL/D team continues to be led by and supervised by the same leader. This has strengthened and developed the capacity of the team and allows it to build on its processes and structures. Worked continued with the EAL/D Network Leader to support former members and to build the capacity of new members. As a result untrained teachers were able to plan, program, assess and report against the EAL/D Progressions. One teacher was able to provide a new arrival with structured support. For a highly transient team,

English language proficiency	these work is something the school is proud of.
$385,000.00	**After evaluation, the next steps to support our students will be:** EAL/D targeted support led by a school-based leader was vital. This created a cohesive approach K-6. While the would like to replicate this in 2023 it will not be possible due to a lack of human resources. Attempts will be made to ensure class teachers can support EAL/D students in the classroom.
Low level adjustment for disability $216,000.00	Low level adjustment for disability equity loading provides support for students at Old Guildford Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Use of Data to Inform Practice • Feedback to Students **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of an Occupational Therapist to provide intervention programs that support student needs **The allocation of this funding has resulted in the following impact:** The employment of allied health professionals to support early intervention and NDIS applications. This has included a Speech Pathologist, Occupational Therapist (OT) and Psychologist. They work to assist teachers in class and families to access NDIS, mental health care plans and chronic disease management plans to enable 1:1 therapy. Additional teachers and SLSOs are employed to work with students on Tier 2 Intervention Plans targeting specific goals to bridge the gap in learning. **After evaluation, the next steps to support our students will be:** Due to the higher number of students identified as needing additional Speech and OT support, the 2023 program will change from a withdrawal program to a whole class program. This will enable teachers to work with side by side with the allied health professionals to maximise intervention. Due to the teacher shortage, the school cannot employ additional teachers so it will employ additional SLSOs to provide intervention.
Professional learning $27,000.00	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 Old Guildford Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching **Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing **The allocation of this funding has resulted in the following impact:** Job-embedded time for stages teams and specialist teachers to collaborate as a Professional Learning Community (PLC) remains the most effective use of funds. PLC has built the capacity of leaders to develop and deliver

Professional learning $27,000.00	evidence-based PL in line with the SIP which has built teacher capacity. 5 weekly data meetings allow teams to analyse and respond to data using the Tiers of Intervention. Tier 2 Learning Plans were created to support students and plans were created to extend students resulting in differentiated support. **After evaluation, the next steps to support our students will be:** The school will continue to invest in PLC. Due to the teacher shortage only class teachers will be able to attend stage PLC sessions. Instructional Leaders hope to meet with all stage aligned specialists twice a term to support them.
Literacy and numeracy $77,723.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Old Guildford Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Use of Data to Inform Practice • Explicit Teaching **Overview of activities partially or fully funded with this initiative funding include:** • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy **The allocation of this funding has resulted in the following impact:** Instructional Leaders work with Assistant Principals to develop evidence-based programs to build teacher capacity. This has included professional learning on the Science of Reading and the Big Ideas in Number. Teachers have begun to reflect on practice and have made changes to the way they teach literacy and numeracy. **After evaluation, the next steps to support our students will be:** The school will continue to reflect build on, and evaluate professional learning in the areas of literacy and numeracy. ILs will ensure the school's practices are in line with the new curriculum.
QTSS release $85,000.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Old Guildford Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Building Teacher Efficacy through Collaboration **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** The employment of additional leaders in the school and having APs off class has resulted in a targeted focus that has allowed the school to ensure the big rocks in the SIP have been brought to life. School leaders meet regularly to co-plan PLC sessions focused on improvement. Staff are supported through shoulder to shoulder teaching, the establishment of authentic Performance and Development goals and coaching to build capacity. **After evaluation, the next steps to support our students will be:** In order to ensure the school's established processes and structures remain

QTSS release $85,000.00	it will have to pivot due to the teacher shortage. APs will have to be used on class so the school will look to employ an above establishment Deputy Principal and four Aspiring Assistant Principals to ensure the focus remains on teaching and learning.
COVID ILSP $469,000.00	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition **The allocation of this funding has resulted in the following impact:** The school has solid processes and structures to enable staff to identify students K-6 who require additional support. Due to the impact of COVID, resulting high staff absences, staff employed to provide small group tutoring had to be used to cover classes. **After evaluation, the next steps to support our students will be:** The commitment to deliver small group instruction to support students will remain a focus.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	206	213	216	209
Girls	232	212	215	225

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.4	92.2	90.5	81.4
1	91.0	90.8	91.2	82.2
2	90.8	92.8	91.2	79.5
3	92.2	91.6	91.4	82.3
4	91.6	93.0	90.6	85.3
5	93.0	92.8	88.7	82.0
6	91.2	93.9	90.5	82.0
All Years	91.4	92.4	90.6	82.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5.4
Classroom Teacher(s)	16.54
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
Teacher ESL	2.6
School Counsellor	1
School Administration and Support Staff	4.82
Other Positions	1

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

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

	2022 **Actual** ($)
Opening Balance	151,192
Revenue	6,958,318
Appropriation	6,867,527
Sale of Goods and Services	18,618
Grants and contributions	69,730
Investment income	2,243
Other revenue	200
Expenses	-6,890,716
Employee related	-5,736,943
Operating expenses	-1,153,773
Surplus / deficit for the year	67,602
Closing Balance	218,794

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

Financial summary - Equity loadings

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

		2022 **SBAR Adjustments** ($)
Targeted Total	Old Guildford Public School 2801 (2022)	115,002
Equity Total		1,877,716
Equity - Aboriginal		4,505
Equity - Socio-economic		1,269,634
Equity - Language		386,592
Equity - Disability		216,985
Base Total		3,249,399
Base - Per Capita		111,369
Base - Location		0
Base - Other		3,138,030
Other Total		934,072
Grand Total		6,176,189

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

The school seeks feedback from the community in many ways including the annual Tell Them From Me (TTFM) survey. The school has a public Facebook page and parents often comment of their satisfaction with the school. This is also expressed verbally and in P&C meetings. The school consistently receives a high number out of area enrolments and the main reasons parents state of their application are 'we hear it is a great school' and 'we follow you on Facebook and we love what you do so we would like our child to attend your school.' In 2022 our wait list for Preschool was over 60 and the number of positions we had open for new enrolments was 40.

TTFM survey data shows the following for parents:

- The school scored above the NSW average in all areas with a significant difference in the areas of Parents being Informed **(+1.3)** and Supporting Learning at Home **(+1.9)**

TTFM survey data shows the following for students:

- Effort (Students Try Hard to Succeed in their Learning) - **above the norm for Year 5**
- Effective Learning Time (Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.) - **above the norm for Year 5**
- Explicit Teaching Practices and Feedback (Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback) - **above the NSW norm overall**
- Advocacy at School (Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.) - **above the norm for Year 5**
- Positive Learning Climate (Students understand there are clear rules and expectations for classroom behaviour.) - **above the norm for Year 5**

Improvements can be made in the area of feedback in relation to providing examples of work that would receive an A, B or C and providing students receive written feedback on their work at least once a week. Feedback is an area of ongoing focus in the school's Strategic Improvement Plan.

Teacher engagement in the TTFM survey is low however annual data collected through face-to-face staffing surveys indicates:

- Teachers feel supported by leaders
- Professional Learning such as Talk Around Texts led by ILs has had a significant impact on their teaching
- Teachers value PLC and the collaboration and co-planning that occurs
- Teachers value the K-6 continuity of learning that is developing across the school
- Specialist teachers felt that they could not do their role as they were used to cover classes due to significant staff absences due to COVID.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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