

2022 Annual Report

Gunnedah South Public School



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Introduction

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

Gunnedah South Public School

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School vision

Gunnedah South Public School has high expectations of every student, staff member and stakeholder. Our school is innovative and inclusive with a strong focus on empowering each student to continually grow and reach their full potential.

We actively support every student to become life-long learners who confidently participate and contribute to the wider community. Our students aspire to reach the high standards set for them and consistently practice the core values of our school; being safe, respectful, learners.

Gunnedah South Public School strives for excellence in learning and teaching with a steadfast commitment to professionalism and collaboration. This is the foundation of our school's strong learning culture, that is underpinned by trust, transparency and integrity.

School context

Gunnedah South Public School is located in regional NSW, serving a diverse student population. There are currently 573 students, with 239 identifying as Aboriginal or Torres Strait Islander. The school has a FOEI of 121 and 27 classes are operating in 2022. The school community has high expectations for every student, staff member and stakeholder. We strive for excellence in learning and teaching with a steadfast commitment to professionalism and collaboration. In 2020, the school was recognised by NESA for collaborative practice.

Our school community is committed to providing a quality teaching and learning environment that is focused on improving individual student's literacy and numeracy results. The school focuses on embedding Aboriginal Education, Quality Teaching, Visible Learning, Literacy, Numeracy, Formative Assessment, Positive Behaviour for Learning, High Potential and Gifted education in all areas. Enrichment classes in stage 3 was introduced in 2021, with a focus on catering for students of high potential. This is further supported by student involvement with our partner school Aurora College. We promote equity, excellence and opportunities for all in an environment where all students are known, valued and cared for. This is the foundation of our school's strong learning culture that is underpinned by trust, transparency and integrity.

The school enjoys active partnerships with the local community and has strong connections with AECG, P&C, neighbouring schools, local preschools and other community organisations. We actively support every student to become life-long learners who confidently participate and contribute to the wider community. This is further supported by our extensive Stephanie Alexander Kitchen Garden Program. Our students aspire to reach the high standards set for them and consistently practice the core values of our school; being safe, respectful, and being a learner.

The team at Gunnedah South is focused on capacity building of students, staff, parents and the wider community with a steadfast commitment to close educational gaps. We have an embedded tiered leadership that includes a Deputy Principal Well-being, Deputy Principal Curriculum and Deputy Principal Aboriginal Students which supports inclusion for all.

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	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
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

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

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

- Intensive Learning Support
- Professional Learning and teacher development
- Data & Whole School Assessment
- Leadership Aboriginal Education
- Tiered Intervention Approach

Resources allocated to this strategic direction

Socio-economic background: \$0.00

Low level adjustment for disability: \$0.00

English language proficiency: \$0.00

Aboriginal background: \$0.00

Location: \$0.00

Per capita: \$0.00

Professional learning: \$0.00

AP Curriculum & Instruction: \$0.00

QTSS release: \$0.00

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
NAPLAN • A minimum of 28.9% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy. (Lower bound system-negotiated target). We negotiated to set the same target for Aboriginal students which is one band above state expectation to support the ethos of genuinely closing gap.	2022 NAPLAN data indicates that students are clearly working towards the top two skill bands for numeracy in both Year 3 and 5.
NAPLAN • Year 3 and 5 students will be progressing from the baseline system negotiated target to the lower bound system negotiated target.	2022 NAPLAN data indicates that students are continuing to make progress from the baseline to the lower bound target in both Year 3 and 5.
NAPLAN • A minimum of 32.7% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading. (Lower-bound system-negotiated target). We negotiated to set the same target for Aboriginal students which is one band above state expectation to support the ethos of genuinely closing gap.	2022 NAPLAN data indicates an increased percentage of students achieved in the top two skill bands for reading in both Year 3 and 5, indicating the school has exceeded the system negotiated target.
NAPLAN	2022 NAPLAN data indicates that Year 3 and 5 students have progressed

<ul style="list-style-type: none"> • Year 3 and 5 students will be progressing from the baseline system negotiated target to the lower bound system negotiated target. 	<p>from the baseline system negotiated target to the lower bound system negotiated target.</p>
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Strategic Direction 2: Quality Teaching, data and Assessment

Purpose

Student success is evident through quality teaching, collaborative practice, refinement of content knowledge and high expectations. Increasing student intellectual quality and establishing high quality learning environments based on visible learning 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.

- Collaborative Curriculum Development
- Reading Improvement
- Numeracy

Resources allocated to this strategic direction

Socio-economic background: \$0.00

Aboriginal background: \$0.00

Low level adjustment for disability: \$0.00

English language proficiency: \$0.00

AP Curriculum & Instruction: \$0.00

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
60% of classroom teachers collaboratively program literacy and numeracy units and have actively engaged with curriculum reforms.	Instructional Leadership workplans indicate that we are continuing to work towards our target. All K-2 classes have implemented the new English and Mathematics outcomes and have shown significant improvement in actively engaging in curriculum reform.
Quality implementation and analysis of assessment data. Assessment schedule is continually reviewed and refined.	Whole school assessment records indicate that all teachers have engaged in quality implementation and analysis of assessment. The Curriculum Team will continue to utilise departmental resources and evidence-based approaches to assessment.

Strategic Direction 3: Empowering Partnerships focused on Positive School Culture

Purpose

To ensure that all of our students are able to connect, succeed, learn and thrive, there will be a planned approach focused on whole school wellbeing.

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.

- Attendance, Wellbeing and Engagement

Resources allocated to this strategic direction

Socio-economic background: \$0.00

Location: \$0.00

Per capita: \$0.00

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
Attendance <ul style="list-style-type: none">• Increase the percentage of students attending > 90% of the time to be at or above the lower bound system negotiated target of 82.6%	The number of students attending greater than 90% of the time or more has increased.
Wellbeing <ul style="list-style-type: none">• TTFM wellbeing data (advocacy, belonging and expectation) increases to be at or above the lower bound system negotiated target of 91.2%	Tell Them From Me data shows an improvement of reported positive wellbeing, including an increase in advocacy at school, in sense of belonging and in expectations of success.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$541,288.63</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gunnedah South Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Intensive Learning Support • Professional Learning and teacher development • Collaborative Curriculum Development • Attendance, Wellbeing and Engagement • Data & Whole School Assessment • Tiered Intervention Approach <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through ongoing professional learning opportunities to support student learning <p>The allocation of this funding has resulted in the following impact: Staff have accessed training in new Syllabus K-2 . The Learning and Support Team in conjunction with Curriculum team have worked to overcome shortages in the counselling team.</p> <p>After evaluation, the next steps to support our students will be: The school has worked with the regional team to access the full school allocation of school counselling service in 2023.</p>
<p>Aboriginal background</p> <p>\$486,913.23</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gunnedah South Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Intensive Learning Support • Collaborative Curriculum Development • Data & Whole School Assessment • Leadership Aboriginal Education • Tiered Intervention Approach <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • The school employs an additional deputy principal to work as a full-time mentor for Aboriginal students to embedded Aboriginal perspectives in all aspects of the school curriculum <p>The allocation of this funding has resulted in the following impact: The school has a highly focused Aboriginal Education Team that is guided by the Deputy Principal Aboriginal Education position. This has supported the provision of Aboriginal perspectives to be embedded as best practice across all key learning areas.</p> <p>After evaluation, the next steps to support our students will be: Looking forwards, we will be adding more specialised and specific teaching around localised Aboriginal perspectives through targeted interest group activities and supported cultural programs that is added to the school curriculum. The school is also preparing to implement the new syllabus document.</p>
<p>English language proficiency</p>	<p>English language proficiency equity loading provides support for students at</p>

<p>\$6,660.36</p>	<p>all four phases of English language learning at Gunnedah South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Intensive Learning Support • Collaborative Curriculum Development • Data & Whole School Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • The school makes provision of additional EAL/D support in the classroom and as part of differentiation initiatives for students. Additionally, targeted Speech therapy programs have assisted EALD students with annunciation. <p>The allocation of this funding has resulted in the following impact: New policy has been introduced and LaST team has been further developed and expanded to support the extensive student need. This team has also utilised the COVID ILSP to further assist individual student need.</p> <p>After evaluation, the next steps to support our students will be: The school will look at continuing to fund AP LaST position, school funded speech therapist program and CLO role as feedback and student results indicate that this is directly supporting over 25% of students individually.</p>
<p>Low level adjustment for disability</p> <p>\$303,773.50</p>	<p>Low level adjustment for disability equity loading provides support for students at Gunnedah South Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Intensive Learning Support • Collaborative Curriculum Development <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • The school has engaged specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Significant increase in the number of individual student programs and tracking of student support needs has supported through increased differentiation through teaching programs and support from the learning and support team to make target adjustments for all students who require additional support to fully access learning.</p> <p>After evaluation, the next steps to support our students will be: The LaSt team will have increased CLO time in 2023 to support families to connect better with external service providers.</p>
<p>Location</p> <p>\$94,047.88</p>	<p>The location funding allocation is provided to Gunnedah South Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Intensive Learning Support • Attendance, Wellbeing and Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses

<p>Location</p> <p>\$94,047.88</p>	<p>The allocation of this funding has resulted in the following impact: The school utilises location funding to support all students to access excursions beyond the township due to the extensive costs with accessing capital cities and transport costs for all excursions beyond the local township.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to need to subsidise all excursion costs as cost of living pressures increase due to financial hardship experienced by families.</p>
<p>QTSS release</p> <p>\$119,517.84</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gunnedah South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data & Whole School Assessment • Tiered Intervention Approach <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Assistant principals and deputy principals have worked with grade based teams as instructional leaders to increased lesson quality and support implementation of new syllabus. Additionally whole school assessments have been purchased to support accurate and consistent measurement sources.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to provide staff with additional professional learning time that is supported by APs / DPs acting as instructional leaders and also the APC&I executive in the school.</p>
<p>COVID ILSP</p> <p>\$263,947.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • employing staff to provide online tuition to student groups in literacy/numeracy - [focus area] • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: The school has utilised all available funds to assist students whose learning has been impacted as a result of lengthy at home learning sessions and disruptions to learning as a result of ongoing restrictions. Students have had successful gains in literacy and numeracy as a result of this program.</p> <p>After evaluation, the next steps to support our students will be: The program will be funded for Semester 1, 2023 at 25% of original funding. The school will match this for Semester 2 to ensure support is maintained for students who require additional support.</p>

<p>AP Curriculum & Instruction</p> <p>\$240,913.60</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Learning and teacher development • Reading Improvement <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • introduction of FTE 1.6 APC&I supporting staff to implement new syllabus <p>The allocation of this funding has resulted in the following impact: The APC&I have worked directly with teachers to improve literacy and numeracy in classrooms. Additionally they have also worked with the curriculum team to improve school programs.</p> <p>After evaluation, the next steps to support our students will be: The APC&I allocation will be fully utilised in Early Stage 1 and Stage 1 in 2023. Additional instructional leadership will be added as executive teaching loads for 2023 to support all other grades.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	331	322	327	299
Girls	305	292	280	272

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.3	94.0	93.0	89.2
1	92.3	94.1	91.2	90.1
2	92.0	94.0	92.9	87.7
3	94.1	93.5	92.4	89.6
4	92.7	95.1	91.6	88.7
5	92.9	93.6	91.1	87.6
6	93.3	94.2	91.7	87.5
All Years	93.0	94.1	92.0	88.6
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
Deputy Principal(s)	1
Assistant Principal(s)	5.6
Classroom Teacher(s)	27.26
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	6.26

*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	245,080
Revenue	8,148,413
Appropriation	7,722,227
Sale of Goods and Services	260,605
Grants and contributions	161,701
Investment income	3,880
Expenses	-8,022,101
Employee related	-6,737,112
Operating expenses	-1,284,989
Surplus / deficit for the year	126,312
Closing Balance	371,392

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	217,557
Equity Total	1,338,636
Equity - Aboriginal	486,913
Equity - Socio-economic	541,289
Equity - Language	6,660
Equity - Disability	303,774
Base Total	4,856,088
Base - Per Capita	154,680
Base - Location	94,048
Base - Other	4,607,360
Other Total	850,969
Grand Total	7,263,250

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

In 2022, students, parents and teachers undertook anonymous, online surveys about their experience at Gunnedah South through the Centre for Educational Statistics and Data; Tell Them From Me platform.

- * parents indicated that they felt welcome in the school.
- * parents felt they could easily speak with their classroom teacher.
- * parents said that their child was encouraged to do their best work.
- * students reported that their teacher set clear goals for learning, established expectations and checked for student understanding and provided appropriate feedback. The positiveness of students' responses was higher than state averages.
- * students indicated that they felt advocacy at school had increased since 2021.
- * Staff felt supported by executive in 2022, especially around the delivery of new curriculum.

Looking forward to 2023, the school will be expanding a community engagement team to support the redevelopment of positive relationships and greater involvement with the school community as a whole. The need for this team is a direct result of the disconnection that parents, extended families and community members have experienced as a result of complying with government requirements in the past.

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.