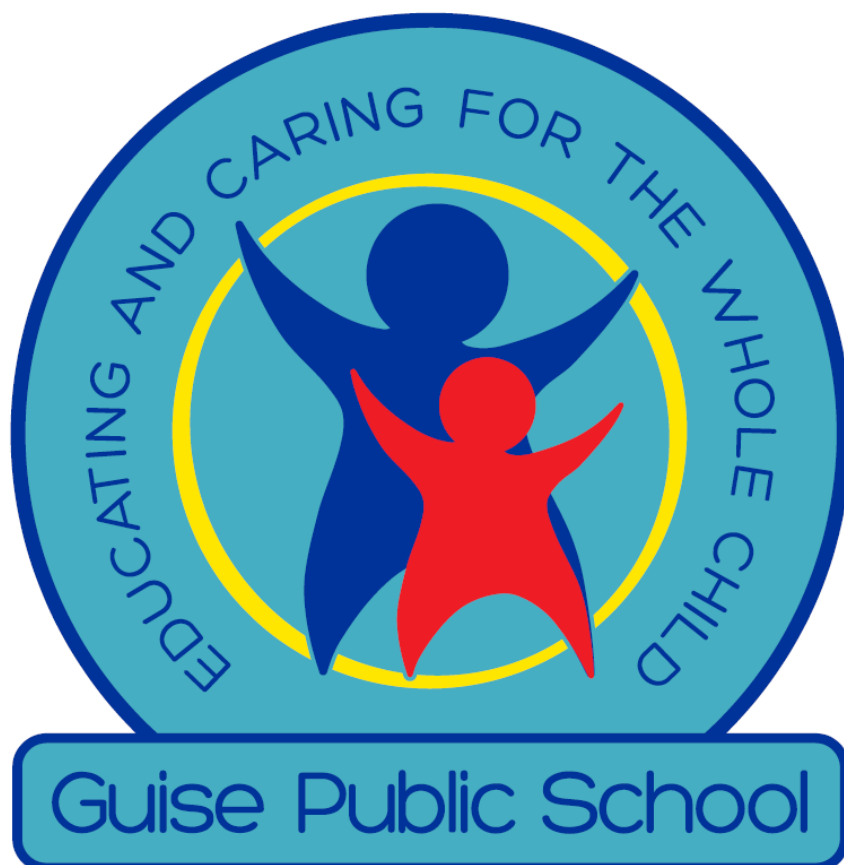


2022 Annual Report

Guise Public School



4461

Introduction

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

Guise Public School
Eucalyptus Drive
Macquarie Fields, 2564
<https://guise-p.schools.nsw.gov.au>
guise-p.school@det.nsw.edu.au
9605 4397

School vision

Guise Public School's vision is to work in partnership with our community to provide inclusive, innovative and quality educational experiences. We are committed to high expectations and providing a diverse range of opportunities for improving learning and wellbeing.

School context

Guise Public School is located in South Western Sydney and has a student enrolment of 212, including 30% of students who identify as Aboriginal and 36% who have a language background other than English. The school has an Autism support unit consisting of 3 classes.

The school values the culturally diverse background of students and the community and this is celebrated within the school and community through participation in performance and other cultural events.

The school provides outstanding teaching and learning programs for students within a stimulating and caring environment. The staff at Guise Public School is committed to a quality teaching and learning model and have high expectations for all student learning and behaviour.

Guise Public School is part of the Early Action for Success initiative, where a Deputy Principal Instructional Leader supports quality teaching and learning. Staff provide tiered interventions that focus on improved literacy and numeracy outcomes for all students Kindergarten to Year 2.

The whole school community, including students, staff, parents and the local AECG, were consulted through a thorough situational analysis and then the development of the Strategic Improvement Plan for 2021-2024. Through our situational analysis, we have identified data driven practices needs to continue to be a strong focus, ensuring teachers clearly understand and develop a full range of assessment strategies and use them to determine teaching directions, assess progress and reflect on teaching practice. Individual learning goals for students in literacy and numeracy will continue to be utilised to promote growth and self-directed learning. In addition, we will continue to have structures in place for personalised learning and support for identified students who need intervention within and beyond the classroom.

In addition, our situational analysis identifies a need to continue to create a strong culture in which collaborative planning, feedback, reflection and peer coaching are embedded in everyday school life, so that teachers are supported, and support one another, to continuously develop their skills and knowledge. There will continue to be a strong focus on professional learning for teachers in effective classroom practice and the development of evidence-based programs through collaborative practice and mentoring across all areas of literacy and numeracy instruction, through a whole school approach.

Lastly, evidence from our situational analysis indicates that we need to ensure that there is a school wide understanding and planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy 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.

- Data Driven Practice
- Personalised Learning

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$180,685.20
Socio-economic background: \$41,992.10
Accelerated Adopter Program: \$13,827.00
Low level adjustment for disability: \$145,496.90
Integration funding support: \$136,857.00
English language proficiency: \$37,752.20

Summary of progress

In 2022, professional learning continued to focus on the 'Big 6' of reading that was started in 2020. The teaching staff have now completed the fluency professional learning. As a result, teachers implemented quality fluency lessons and assessed students on the learning progressions. The Assistant Principal Curriculum and Instruction undertook training in 'High Potential Gifted Education' to facilitate the effective, explicit, evidence-based teaching where all students are challenged and engaged to achieve their educational potential.

A number of assessments have been utilised by teachers to improve the monitoring and analysis of student achievement. At the Term 1 Data Day, all teachers explored how to analyse PAT data. Trends and areas of need were identified. As a result, in Term 2, staff participated in professional learning around problem solving in mathematics. Staff developed skills around teaching problem solving using the 'Quicksmart Problem Solving Steps'. A follow up session was held in Term 3 Data Day to collaborate and to identify ways to support student progress when solving mathematical tasks.

A variety of intervention programs have been implemented to support students where learning has been disrupted either due to COVID or missed content. The Learning Boost program was implemented to support students who were identified 'At Risk'. 100% of students placed on Learning Boost programs improved by at least two progression measures. MiniLit and MultiLit continue to support students in reading, with 98% of MiniLit participants on track to complete the program in 2022.

This year Guise Public School exceeded the Premier's Priority Area for students who achieved results in the top two bands in reading by 11%. In Numeracy the target was 15.1% and 12.7% of students achieved results in the top two bands across Year 3 and 5.

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 Top Two Bands • Students achieving in Top Two Bands in NAPLAN Reading in Year 3 and 5 increases to 16.6% by 2022.	Data indicates that 27.08% of students achieved in the top two bands in 2022 NAPLAN Reading, showing achievement of annual progress measure. This has exceeded the agreed lower bound Premier's Priority Area for students who achieved in the top two bands in Reading by 11%.
NAPLAN Top Two Bands • Students achieving in Top Two Bands	Data indicates that 12.77% of students achieved in the top two bands in 2022 NAPLAN Numeracy, which shows that our target has not been met.

in NAPLAN Numeracy in Year 3 and 5 increases to 15.1% by 2022.	
NAPLAN Top 3 Bands ATSI <ul style="list-style-type: none"> • ATSI students achieving in Top Three Bands in NAPLAN Reading in Year 3 and 5 increases to 40% by 2022. 	NAPLAN 2022 scores indicate 44.4% percentage of Aboriginal students now in the top three bands for Reading, indicating achievement of the annual progress measure.
NAPLAN Top 3 Bands ATSI <ul style="list-style-type: none"> • ATSI students achieving in Top Three Bands in NAPLAN Numeracy in Year 3 and 5 increases to 22% by 2022. 	NAPLAN 2022 scores indicate 44.4% percentage of Aboriginal students now in the top three bands for Numeracy, indicating achievement of the annual progress measure.
NAPLAN Growth <ul style="list-style-type: none"> • Students achieving Expected Growth in NAPLAN Reading increases to 48% by 2022. 	Expected Growth is unable to be calculated as the current Year 3 and 5 cohorts have not participated in NAPLAN (2020) due to COVID-19.
NAPLAN Growth <ul style="list-style-type: none"> • Students achieving Expected Growth in NAPLAN Numeracy increases to 45% by 2022. 	Expected Growth is unable to be calculated as the current Year 3 and 5 cohorts have not participated in NAPLAN (2020) due to COVID-19.
Literacy and Numeracy Learning Progressions <ul style="list-style-type: none"> • An additional 8% of K-2 students will achieve at or above expected PM Benchmark Reading levels by 2022. • An additional 8% of K-2 students will achieve at or above expected numeracy Quantifying number levels by 2022. • An additional 8% of K-2 students will achieve at or above expected numeracy Additive levels by 2022. 	<p>53% of K-2 students achieved at or above expected numeracy Quantifying Number levels in 2022, exceeding the target of an additional 8%.</p> <p>66% of K-2 students achieved at or above expected numeracy Additive Number levels in 2022, exceeding the target of an additional 8%.</p>
Personalised Learning <ul style="list-style-type: none"> • Regular practice of implementing learning intentions in all classrooms with students engaging in self assessment using success criteria for their literacy and numeracy goals 	Success criteria has been observed across all K-6 classes with 100% of teachers using success criteria in their lessons in order to establish explicit, challenging and achievable goals for students to engage in self assessment.
School Excellence Framework (SEF) <ul style="list-style-type: none"> • SEF element 'Data Skills and Use' move from Sustaining and Growing towards Excelling. • SEF element 'Assessment' move from Sustaining and Growing towards Excelling. 	<p>Data Skills and Use against the School Excellence Framework shows the school currently performing at Excelling.</p> <p>Self assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Assessment.</p>

Strategic Direction 2: Collaborative, Evidence Based Teaching Practice

Purpose

Identify and prioritise professional learning to improve teacher practice and effectiveness through explicit systems for collaborative practice, coaching, feedback, expertise and innovation.

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 Practice and Feedback
- Evidence Based Future-focused Practice

Resources allocated to this strategic direction

Professional learning: \$3,000.00

Socio-economic background: \$57,169.00

Beginning teacher support: \$19,814.00

QTSS release: \$47,117.61

Summary of progress

This year, through collaborative practice and feedback, we engaged our staff in explicit professional learning as we were able to implement growth coaching and mentoring to upskill our beginning and early career teachers. Spirals of Inquiry continued, with a focus on using phonic knowledge to read decodable readers for K-2 and sentence structure in writing for 3-6. Technology Mentoring continued working shoulder-to-shoulder with teachers in classes to incorporate technology authentically and ran professional learning sessions to target support to teachers. The Beginning Teacher Network continued to support early career teachers in the wider community throughout NSW in areas of need and provided teachers with access to high quality professional learning.

Through the evidence-based future-focused practice initiatives, STEM and future focused learning has continued to be embedded through the school including through STEM Alive, Techie Club and the technology research project. Staff will continue to engage in future focused learning with our updated resources purchased this year. Seesaw continued to be extensively employed at Guise, with teachers utilising the features of folders, assessment and skills to support student learning. Students are becoming increasingly confident with our Stage 3 students leading the way with their Digital Portfolios. The Guise Film Festival was a fantastic way to share with families and community members the amazing technological skills of all students in the school and allowed parents to share in their hard work.

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
Collaborative and Effective Teaching Practice <ul style="list-style-type: none">• 50% of teachers are involved in coaching/ mentoring relationships.• All classroom teachers participate in high-quality collaborative practice.• 100% of beginning teachers are aligned to a coach/mentor.• All teaching staff develop PDP goals aligned to school priorities and support these with evidence.• Future focused learning evident in teaching and learning programs and visible through observations, classroom walk throughs and sharing sessions.	<p>75% of classroom teachers participated in weekly coaching and mentoring sessions with an Executive member.</p> <p>100% of beginning/ early career teachers were aligned with a coach/ mentor to develop their skills and capacity in a range of Key Learning Areas, based on school priorities and the needs of the individual.</p> <p>100% of staff at Guise Public School have a professional development plan aligned to school priorities, stage and personal goals. Half yearly and yearly reviews are completed with supervisor.</p> <p>Evidence of future focused learning displayed in program collection, classroom walk throughs and feedback termly. Teachers used future focus learning skills to develop films for the Guise film festival and through STEM initiatives.</p>
Student Learning Goals and Feedback	<p>Students began to collect evidence on their Family Partnership goals and worked towards achieving them. Stage 3 students created digital portfolios</p>

<ul style="list-style-type: none"> • 3-6 students co-lead Family Partnership Meetings 3 way conversations, based on their personalised learning goals through Seesaw digital portfolios. 	<p>on Seesaw to show evidence of their goals and co-lead Family Partnership Meetings.</p>
<p>School Excellence Framework (SEF)</p> <ul style="list-style-type: none"> • SEF element 'Learning and Development' move from Sustaining and Growing towards Excelling. • SEF element 'Effective Classroom Practice' move from Sustaining and Growing towards Excelling. 	<p>Self assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Learning and Development.</p> <p>Self assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Effective Classroom Practice.</p>

Strategic Direction 3: Wellbeing, Attendance and Partnerships

Purpose

To ensure that there is a school wide understanding and planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

Initiatives

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

- Effective Wellbeing Practices
- Partnerships

Resources allocated to this strategic direction

Socio-economic background: \$43,753.38

Professional learning: \$4,679.00

Summary of progress

Strategic Direction 3 encompasses wellbeing, attendance and partnerships. As a school, we completed our professional learning for the Berry Street Education Model. 100% of teachers have now effectively implemented trauma-informed practices and strategies into their classroom settings. In 2022, the existing school behaviour management policies and wellbeing initiatives were updated and revised and the Berry Street strategies were embedded into our school culture. The School behaviour policy was also revised to reflect the care continuum and new procedures that form the basis of the Inclusive, Engaging and Respectful Schools reform. This new Behaviour and Support Management plan will be shared with the wider community during our annual Community Planning Dinner.

The School support officer Red Magallanes continued providing support throughout 2022 for students through the 'Bridging the Gap' program to make positive choices and set themselves behaviour, social or wellbeing goals. 25 students accessed targeted support in 2022 and the Behaviour data on Sentral shows that the students that were involved in the targeted support had fewer incidences of negative behaviour in 2022 than in previous years. Suspension rates at Guise are lower than in previous years as well. The Tell Them from Me survey showed that school advocacy, in that students felt they had someone at school who consistently provided encouragement and advice, was significantly higher than the government norm of 7.7.

Family Partnership Meetings were implemented in Terms 1 and 3 in 2022. These meetings consisted of a three way conversation between teachers, parents and students. During the meeting students co-develop goals for their learning and wellbeing, with these goals forming the basis of our reporting to parents in Semester One. 178 out of 219 (82%) families participated in these meetings.

The attendance initiatives that were introduced in 2021 continued this year with groups of students targeted for each tiered intervention depending on their attendance percentage. Each class had the opportunity to win our You Can Do It Attendance Buddies Super Sam and Sally each week for the highest attendance for the week prior. Attendance Sprints were conducted between Weeks 4 and 5 and 8 and 9 each term and 55% of the students targeted have improved due to an attendance sprint.

The community were invited to participate in a range of events and activities throughout the year and have been given opportunities to provide feedback about the initiatives being conducted within the school and share future directions.

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% or more of time to 70.9% by 2022.	The number of students attending 90% or more of the time has slowly increased and by Term 4 2022 was 61.5%, which has not achieved our annual progress measure, however, we equaled DoE state (61.5%) and were above the Network (55.4%) and SSSG (55.7%) in Term 4.

Attendance <ul style="list-style-type: none"> • Increase the percentage of students attending 90% or more of time to 70.9% by 2022. 	<p>We continue to implement improvement initiatives targeting student attendance. Unfortunately, the number of students remaining home whilst sick continues to impact on the effectiveness of the attendance initiatives in 2022.</p>
Wellbeing <ul style="list-style-type: none"> • Increase the percentage of students with positive wellbeing from TTFM data to 88.6% by 2022. 	<p>The percentage of students with positive wellbeing from Tell Them From Me data was 85.89% in 2022.</p> <p>Tell Them From Me data shows an increase of student advocacy at school with a School Mean of 7.8 which is higher than the government norm of 7.7.</p> <p>Students with a sense of belonging at school has decreased slightly from 70% in 2021 to 63% in 2022 despite the explicit programs the school has in place. 86% of students believed they displayed positive behaviour at school which has been significantly impacted by the positive wellbeing programs that are being delivered.</p>
School Excellence Framework (SEF) <ul style="list-style-type: none"> • SEF element 'Wellbeing' move from Sustaining and Growing towards Excelling. • SEF element 'Learning Culture' move from Sustaining and Growing towards Excelling. 	<p>Self-assessment against the School Excellence Framework shows that Guise PS continues to be performing at Excelling in 2022 for the element of Wellbeing.</p> <p>Self-assessment showed the school currently performing at the higher end of Sustaining and Growing in the element of Learning Culture in 2022, with Attendance being an area where we are excelling.</p>
Partnerships <ul style="list-style-type: none"> • Authentic parent relationships are expanding through regular, two way initiated informal and formal conversations. • Authentic partnerships with external agencies and services are expanding and provide the best wrap around support. 	<p>Authentic parent relationships are evident within the school with 193 out of 214 (90%) parents/carers of students participating in Family Partnership meetings in Semester One and 180 out of 214 (84%) participating in Semester Two. These meetings consisted of three way conversations between the teacher, student and parents to set achievable goals for literacy, numeracy and wellbeing that are formally reported on. Parents were also invited to participate in our Annual Community Planning dinner. Data Booklets were sent home to inform parents of the initiatives that were undertaken in 2022 with 20 families represented at the event. Parents were asked to provide feedback and further directions for our school planning for 2023 and beyond.</p> <p>In 2022, partnerships with external agencies and services were renewed with new partnerships established. It is envisaged that these partnerships will continue in 2023.</p> <p>Improved partnerships with the local feeder high school, James Meehan, were reestablished providing students the opportunity to familiarise themselves with the school and its structures in order to make the transition to high school more successful.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$136,857.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Guise Public School in mainstream classes who require moderate to high levels of adjustment.</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"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing of School Learning Support Officers to assist students with additional learning and support needs. • Intensive learning, social and behaviour support for funded students from School Learning Support Officers in the classroom and playground. <p>The allocation of this funding has resulted in the following impact: All students with allocated Integration funding who have been identified with a classified disability, have been provided with their allocated hours of support through school timetabling of a School Learning and Support Officer. These students who require additional one on one support in order to integrate successfully into the mainstream, all have Personalised Learning and Support Plans and/or Behaviour Management Plans that are written to support their specific learning and support needs.</p> <p>After evaluation, the next steps to support our students will be: Continue SLSO support of current students on Integration Funding and recruit further SLSOs in 2023 for new access request applications submitted for additional students in our mainstream requiring funding support. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$496,556.48</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Guise 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"> • Data Driven Practice • Personalised Learning • Collaborative Practice and Feedback • Evidence Based Future-focused Practice • Effective Wellbeing Practices • Partnerships • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • The employment of paraprofessional speech therapist to support the language and articulation development of students identified as experiencing speech delay across K-6 with an emphasis on K-2. • Employment of external provider through the Chaplaincy program to support the wellbeing and improve attendance of students and families and provide information around access to services specific to their needs. • Employment of a Technology Mentor to provide professional learning and support time for all teachers K-6 to implement integration of technology authentically into teaching and learning programs, to improve student outcomes and engagement. • An extended Pre-Kinder Transition Program was offered in Term 2 and 4 in 2022. A Pre-Kinder teacher and School Learning Support Officer were employed to provide a school readiness and pre-literacy and numeracy program to support students starting Kindergarten in 2023. • Supplementation of extra-curricular activities for Year 5 students to

<p>Socio-economic background</p> <p>\$496,556.48</p>	<p>participate in the Dancesport program with a qualified ballroom dancing instructor.</p> <ul style="list-style-type: none"> • Additional staffing to implement Learning Boosts intervention program to support identified students with additional needs in literacy and numeracy. • IT external support position was funded for fortnightly half day visits to support IT maintenance, upgrades and technical support. • Providing students without economic support for educational materials, uniform, equipment and other items. • Professional development of staff through Spirals of Inquiry to support student learning. • Initiatives and incentives to promote attendance at school. • Employment of a Deputy Principal, Learning and Engagement position in the school., to lead teams of teachers and middle leaders to improve pedagogy through data driven practice and personalised learning. • Employment at higher duties for School Administrative Manager to Business Manager, to support WHS, finance administration and major and minor works program completion. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 72% of Kindergarten students were found to have deficiencies with receptive language and/ or articulation. 15 students from Kindergarten were chosen to participate in daily therapy with the SLSO under the guidance of the Speech Pathologist. - The Chaplaincy 'Bridging the Gap' program has involved 25 students from Years 3, 4, 5 and 6 during 2022. - Behaviour data on Sentral shows that the students that were involved in the targeted Chaplaincy support had significantly fewer incidences of negative behaviour in 2022 than in previous years. Suspension rates at Guise are lower than in previous years. - 178 Family Partnership meetings were conducted for Semester 2 2022. This equates to 84% of all students participating in FPM's. - An average of 25 students received You Can Do It nominations per term. - 19 students on average attended our Pre-Kinder program, which was offered on two days per week for 2.5 hours. - All staff have enhanced their capacity to integrate technology into teaching programs with the support of the Technology Mentor role. Staff were able to establish a focus for their lessons during an allocated consultation session, where they were provided opportunities to plan and design programs aligned with Key Learning Areas and syllabus documentation. They were provided support within the classroom, through demonstration lessons and team teaching with the mentor. - Implementation of a variety of effective evidence-based strategies and teacher professional learning to improve outcomes for students across the full range of learning outcomes. - 32 Year 5 students participated in the Dancesport lessons, which culminated in them performing at the Gala Event at Homebush. - Implementation of consistent and systematic processes to support our Attendance Matters @Guise Action Plan and initiatives to ensure student absences do not impact learning outcomes. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continuation in 2023 of the variety of intervention programs for identified students to support continued improvement in literacy and numeracy outcomes. - Collaborative practice and feedback to continue through various existing teacher professional learning models and also with the Assistant Principals, Curriculum and Instruction role, to build teacher expertise in literacy, numeracy and future-focused pedagogies. - Continuation of a range of effective evidence-based strategies to improve the learning, wellbeing and attendance outcomes for all students at Guise Public School.
<p>Aboriginal background</p> <p>\$115,787.45</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Guise 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>

Aboriginal background

\$115,787.45

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 equity loading include:

- An Aboriginal Education Officer 1.0 FTE facilitates various roles and programs implemented, such as:
 - Personalised Learning Pathways (PLPs) written for all ATSI students. Teachers released to write in collaboration with AEO, parents and children during Family Partnership Meetings.
 - Targeted support for Aboriginal students in classes for literacy and numeracy.
 - Aboriginal Language program communicated by AEO to staff with the Aboriginal word of the week displayed and taught in each class K-6.
 - The AEO conducts Cultural Perspectives lessons in all K-6 classes in Weeks 2, 5 and 8 each term.
 - Working with Campbelltown Opportunity Hub with Stage 3 Aboriginal students with a 5 week program on resilience and emotional support.
 - AEO organised Sorry Day, NAIDOC and Reconciliation Week activities.
 - Continued Learning Boosts program for identified Aboriginal students to improve literacy and numeracy skills.
 - Continued Quicksmart Numeracy program to implement with identified Aboriginal students.
 - Koori Club Lunch time program for all students to participate in activities which help to promote knowledge, understanding and acceptance of Aboriginal culture.
- Aboriginal flexible resources have been used for the following:
 - An Aboriginal School Learning Support Officer employed 2 days per week to work with identified Aboriginal students through the Learning Boosts program, who need additional support in targeted literacy and numeracy focus areas.
 - Other Aboriginal initiatives and programs implemented in the school this year have included:
 - Coordination of six Aboriginal students in Stage 3 to participate in the Yarn Up program.
 - Establishment and support of our Junior Aboriginal Education Consultative Group for 2022 to assist with initiatives in the school on Aboriginal Education.
 - Establishment of an Aboriginal Girls and Boys Dance group who performed at assemblies.
 - Participation in the Sister Sisterhood program conducted by Community Liaison Officers from Macquarie Fields Police Department, designed to assist girls in developing positive relationships, teaching them to respect themselves and others around them, and be proud of their Aboriginal identity. This ten week program for young Aboriginal women was targeted for our students, to inspire and to raise awareness of issues of self-esteem, identity, careers, culture and leadership.
- Aboriginal flexible resources have been used for the following:
 - Aboriginal teaching resources
 - Aboriginal library texts (quality literature)
 - Acknowledgement of Country sign
 - NAIDOC Day resources - STEM theme
 - Aboriginal whole school performance
 - 2023 Aboriginal design sport polos provided for new Kindergarten students and any new enrolments.

The allocation of this funding has resulted in the following impact:

- The allocation of this funding has resulted in Aboriginal families engaging authentically in the PLP process.
- Tell Them From Me 2022 data indicated 91% of Aboriginal students agree or totally agree that they feel good about their culture when they are at school and 88% agree or totally agree that teachers have a good understanding of their culture.
- 44.4% of Aboriginal students were in the Top 3 Bands for NAPLAN Reading.

<p>Aboriginal background</p> <p>\$115,787.45</p>	<ul style="list-style-type: none"> - 44.4% of Aboriginal students were in the Top 3 Bands for NAPLAN Numeracy. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Junior AECG formed Term 1, with regular more formalised meetings conducted. - Establishment of a yarning circle with consultation from students and community. - Apply for the Aboriginal Got It! (Getting on Track in Time), a program to assist young Aboriginal students and families with social and emotional needs. - Continue to use Aboriginal flexible funding for an Aboriginal School Learning Support Officer employed 2 days per week to work with identified Aboriginal students through the Learning Boosts program, who need additional support in targeted literacy and numeracy focus areas.
<p>English language proficiency</p> <p>\$37,752.20</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Guise 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of staff to support delivery of targeted initiatives for EAL/D students. • Ongoing professional learning for a staff member to coordinate EAL/D. • Learning Boosts and identification of EAL/D students for interventions based upon data analysis from Learning Progressions. • Learning and Support Team (L&ST) coordinated support timetable in classes for targeted EAL/D students. • Staff were provided professional learning around the EAL/D School Evaluation Framework and how it could be used to support EAL/D students and inform strategic directions within the school planning process. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - English as an Additional Language or Dialect (EAL/D) targeted students being supported by the EAL/D teacher through differentiated literacy and numeracy teaching and learning programs, incorporating EAL/D pedagogy and strategies in classroom practice. - Data from the Learning and Support Team demonstrates 100% growth in Literacy Progression markers of students who participated in the 'Learning Boost' sessions, which delivers tailored learning support for students by our EAL/D teacher. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - After evaluation, the next steps to support our students will be to continue to provide support for students at all four phases of English language learning. Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in using the ESL scales and in the form of mentoring, co-teaching and co-planning. - A Staff Development Day will be planned in 2023 to further develop staff skills in using the ESL scales when considering learning activities and programming.
<p>Low level adjustment for disability</p> <p>\$145,496.90</p>	<p>Low level adjustment for disability equity loading provides support for students at Guise 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"> • Personalised Learning

<p>Low level adjustment for disability</p> <p>\$145,496.90</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • Targeted students are provided with the evidence-based interventions of Multilit, MiniLit, MiniLit Sage and Initialit to increase learning outcomes. • Employment of LaST and interventionist teachers who plan 5 weekly targeted Learning Boosts and identify students for interventions based upon data analysis from Learning Progressions. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Students with additional learning and support needs being supported in classrooms by Interventionist Teachers and School Learning Support Officers to improve reading and numeracy outcomes, through various targeted interventions and support. - There has been an increase of 25% of students meeting targets for Phonic Knowledge and Word Recognition when compared to 2021 data. - 100% of students placed on Learning Boost programs improved by at least two progression measures. - MiniLit and MultiLit continue to support students in reading, with 98% of MiniLit participants on track to complete the program in 2022. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue tiered interventions by SLSOs, LAST and Interventionist teachers, to support our students with additional learning and support needs. Increase number of students to be placed on Learning Boosts in numeracy in 2023. - Transfer all MiniLit to MiniLit Sage to ensure maximum student growth and the introduction of InitialLit 2 for Year 2.
<p>Professional learning</p> <p>\$7,679.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Guise 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"> • Collaborative Practice and Feedback • Effective Wellbeing Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Two Assistant Principal Curriculum and Instruction staff will attend the course run by Growth Coaching International, to support the leader's ability to coach teachers through their goals and provide authentic support. • Professional learning for all teaching and non-teaching staff on the Berry Street Education Model (BSEM) in Trauma-Informed Positive Education (3 days in 2022). • Teaching staff engaged in Spirals of Inquiry professional learning, where they worked together to observe a trend in data and to improve the impact of their teaching. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 100% of class teachers implementing strategies that were presented during the Berry Street training. Sharing of the strategies implemented within classrooms has occurred across the school, with a shared Google drive continued to be added to, to provide a bank of resources that can be accessed by all staff thus making the program more sustainable over time. - 100% of APC&Is developing their leadership practice through Growth Coaching professional learning tailored to the individual need and school context. Executive have developed practical tools which assist them to develop collective capability and collaborate more effectively. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Middle Leaders will participate in the leadership initiative 'Middle Leaders Leading Through Effective Conversations to Improve Teaching and Learning in 2023. One further middle leader will participate in Growth

Professional learning \$7,679.00	Coaching International coaching course. - Continuation of professional learning through the Spirals of Inquiry model.
Beginning teacher support \$19,814.00	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Guise Public School during their induction period.</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"> • Collaborative Practice and Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • One beginning permanent teacher in their second year and two beginning temporary teachers supported by experienced mentor teachers to support goals aligning with their Professional Development Plans. • Mentors and beginning teachers released from face-to-face learning to work together to enhance their capacity to deliver quality teaching and learning cycles utilising evidence based data. Mentors also assist beginning teachers with programming, data collection and analysis. <p>The allocation of this funding has resulted in the following impact: Beginning teachers being provided with mentoring support by expert teaching colleagues. The mentors assisted the teachers to refine and develop their teaching practice through classroom demonstrations/ modelling, co-planning, co-teaching, observation, and feedback and reflection. During the meetings, they set weekly achievable goals aligned with school initiatives such as High Impact Teaching Strategies (HITS) where they devised visible learning goals for the whole class and individual student needs across Key Learning Areas, utilising PLaN2 data and Syllabus outcomes. They also engaged in analysing PLaN2 data and reflecting on lessons taught in order to select their target students and learning goals which would then drive their programming for the following week.</p> <p>After evaluation, the next steps to support our students will be: Continue to mentor beginning teachers to develop their professional practice.</p>
QTSS release \$47,117.61	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Guise 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"> • Collaborative Practice and Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Each member of the leadership team was allocated a beginning /early career teacher for coaching and mentoring one-on-one. During a timetabled one hour per week, teachers and their mentor were released from face to face teaching to set goals and provide feedback to improve practice. Mentors documented agenda and outcome on a weekly basis to demonstrate teacher growth. Goals were established and aligned to school Strategic Improvement Plan priorities and initiatives, and working at each individual colleague's point of need. <p>The allocation of this funding has resulted in the following impact: Through ongoing guidance and support from mentors, 100% of staff have implemented strategies from the High Impact Teaching Strategies and Vocabulary and Reading professional learning within their teaching practice. This is clearly demonstrated throughout programs and classroom practice, where it is evident that teaching staff are implementing HITS strategies utilising LISC across all Key Learning Areas. Teachers have become more</p>

<p>QTSS release</p> <p>\$47,117.61</p>	<p>aware of how to utilise PLAN 2 Data and K-2 teachers have piloted the implementation of the new English and Mathematics syllabus and units of work to inform their teaching practice and target students' learning through participating in the mentor program.</p> <p>After evaluation, the next steps to support our students will be: Mentoring time will continue in 2023 to build staff teaching capacity, aligning to school initiatives and personal goals. Focus in 2023 will be mentoring staff in the implementation of the new English and Mathematics syllabus and other new syllabus as they are released.</p>
<p>COVID ILSP</p> <p>\$217,120.00</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 to deliver small group tuition through targeted and explicit instruction in literacy and numeracy. • Releasing staff to analyse school and student data to identify students for small group tuition through Learning Boosts in a 5 week cycle. Progress of students was constantly updated in PLAN 2 to inform the next phase of the learning cycle. • Providing intensive small group tuition for identified students who were deemed to be 'at risk' as a result of COVID-19 learning interruptions. <p>The allocation of this funding has resulted in the following impact: The COVID Intensive Learning Support Program continued to be implemented for students who required more intensive support due to COVID school disruptions over the past two years. This five week program, 3-5 days a week for 30 minutes followed the same model as Learning Boosts. The COVID Intensive Support Learning Program covered reading, writing and number. Students were assessed at the beginning and end of the program to track progress.</p> <p>After evaluation, the next steps to support our students will be: As a result of the success of the CILSP program and the continuation of government funding, this will be continued in 2023 through Intensive Learning Support Program (ILSP) in the form of Learning Boosts with reviews every 5 weeks. This will be government funded for the first 6 months and then school funded for the remainder of the year.</p>
<p>Per capita</p> <p>\$54,450.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Guise 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Resources for STEM Alive activities conducted with all classes each term. • GRIP Leadership Conference for 10 students. • Wooden doors and window replacement with aluminium for B Block and Library • Classroom furniture for additional class. <p>The allocation of this funding has resulted in the following impact: The per capita funding allocation has given more flexibility to address the needs of students in our school and support initiatives in the school's strategic improvement plan .</p>

<p>Per capita</p> <p>\$54,450.00</p>	<p>After evaluation, the next steps to support our students will be: Continue to utilise per capita funding to provide additional support to students and enable initiatives to be implemented in the school's strategic improvement plan.</p>
<p>AP Curriculum & Instruction</p> <p>\$180,685.20</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"> • Data Driven Practice <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • The Assistant Principal, Curriculum and Instruction worked shoulder to shoulder with teachers and middle leaders in co-planning, co-teaching and co-reflection to improve practice. They promoted and supported staff to enhance evidence-based approaches to learning, teaching and leading in line with the School Excellence Framework. The position provided support for the effective teaching of literacy and numeracy across the school and tailored specific programs of learning at point of need. • APC&Is conducted Data Days each term for K-2 and 3-6 teaching staff. Focus of these days were on developing teacher capacity to improve the monitoring and analysis of student achievement and tailoring programs to support the specific needs of all students. • Supported and mentored teachers in the delivery of differentiated literacy and numeracy intervention through timetabled mentoring sessions. • Supported K-2 teaching staff in the implementation and trialling of the new K-2 English and Mathematics syllabus as part of the Accelerated Adopter Program. <p>The allocation of this funding has resulted in the following impact: Teaching staff have been supported to establish relevant and contextual goals for their growth and development in literacy and numeracy. The Assistant Principals, Curriculum and Instruction have coordinated differentiated professional learning that has built teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum. They have also lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers, to improve their practice.</p> <p>After evaluation, the next steps to support our students will be: Assistant Principals, Curriculum and Instruction will continue to work shoulder to shoulder with teachers and middle leaders, with a focus on enhancing the quality of literacy and numeracy instruction across the curriculum.</p>
<p>Accelerated Adopter Program</p> <p>\$13,827.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Guise 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 Driven Practice <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Professional learning to support teachers familiarising with and preparing for the new English and Mathematics K-2 syllabuses. • The development of illustrations of practice and teachers collaborating in the development of units of work.

<p>Accelerated Adopter Program</p> <p>\$13,827.00</p>	<p>The allocation of this funding has resulted in the following impact: As an Early Adopter school, Stage One teachers piloted the implementation of the new English and Mathematics units. They were given the opportunity through QR code feedback to share experiences of what worked well or what could be refined around the resources and implementation support, moving forward towards future lessons and implementation in 2023. Staff have engaged in implementing mathematics lessons through the power of the 'Launch, Explore and Summarise' model. This has enabled students to investigate and explore problems with different ways of thinking, which is essential for student learning.</p> <p>After evaluation, the next steps to support our students will be: Continue implementation of English and Mathematics syllabus documents in 2023.</p>
---	--

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	110	116	119	114
Girls	89	99	93	102

Student attendance profile

School				
Year	2019	2020	2021	2022
K	87.1	87.5	89.7	85.0
1	90.0	88.0	86.8	84.9
2	88.2	87.9	90.6	82.9
3	89.6	90.4	89.6	89.0
4	92.3	92.0	91.6	86.8
5	92.0	87.1	92.5	90.6
6	90.2	84.3	89.9	86.1
All Years	89.8	88.3	90.1	86.4
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)	4.2
Classroom Teacher(s)	9.44
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	6.42

*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	95,077
Revenue	4,001,839
Appropriation	3,932,424
Sale of Goods and Services	34,106
Grants and contributions	34,209
Investment income	1,001
Other revenue	100
Expenses	-3,929,737
Employee related	-3,402,910
Operating expenses	-526,827
Surplus / deficit for the year	72,102
Closing Balance	167,178

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	136,857
Equity Total	796,395
Equity - Aboriginal	116,203
Equity - Socio-economic	496,943
Equity - Language	37,752
Equity - Disability	145,497
Base Total	2,308,979
Base - Per Capita	58,131
Base - Location	0
Base - Other	2,250,847
Other Total	329,919
Grand Total	3,572,150

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2022 our students, parents and staff participated in the Tell Them From Me feedback survey. The student survey measures factors that are known to affect academic achievement and other student outcomes. The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The 'Focus on Learning' Survey is a self-evaluation tool for teachers and schools on Drivers of Student Learning and Dimensions of Classroom and School Practices. Responses are presented below:

Students

- 63% of students in this school had a high sense of belonging;
- 92% of students in this school valued School Outcomes;
- 62% of students in this school were interested and motivated in their learning;
- 84% of students in this school tried hard to succeed in their learning; and
- 57% of students agreed or strongly agreed that when they finish high school, they expect to go to University.

Parents

- 73% of parents have talked with a teacher about their child's learning or behaviour two or more times over the year;
- 82% of parents have attended two or more meetings (e.g. parent-teacher meetings) or social functions during the year;
- 19% of parents are involved in any school committees;
- 77% of parents expect that their child will complete Year 12; and
- 32% of parents expect that their child will go to university.

Teachers

- 100% of teachers agree or strongly agree that school leaders in my school are leading improvement and change; and
- 100% of teachers agree or strongly agree that school leaders clearly communicate their strategic vision and values for our school.

In Term 4, we sent home a 2022 Data Booklet and surveyed our parents through a satisfaction/suggestions survey through a phone interview. Responses are represented below:

Parents

1. Select three things that make Guise Public School great?

See survey graph image below.

2. Choose one of the areas from the list above and give a reason why you think this is an area that Guise excels in.

Breakfast Club; A lot of the staff are very friendly and easy to talk to; Providing great environment for support students; Seesaw is easier to communicate with teachers; School environment as it has something for all kids; Family partnership Programs are great here; Extra curricular activities as it gives the kids something to do and learn about; Staff - everyone is so approachable; Safety is always a major concern and Guise School is one of the best I've known for its safety; Extra-curricular activities are good because it provides different opportunities for students to do things they're interested in in safe place; Staff are very supportive and always helpful; The teachers are very caring and help the children to learn the best they can; Staff- The staff at Guise are approachable and friendly. They go above and beyond for students; Staff are very friendly and very helpful.; Very easy to communicate with; Four of my children enjoy going to breakfast club every morning. They enjoy breakfast with their friends and are happy to tell me everyday what they had. Plus makes my morning much easier to get four kids to school; Most of all is the school environment and the communication via Seesaw and Skoolbag; It is a tremendous opportunity for the parents to be well informed about kids activities through all the year round; Helpful.

3. Tell us one thing that could make a great school even better?

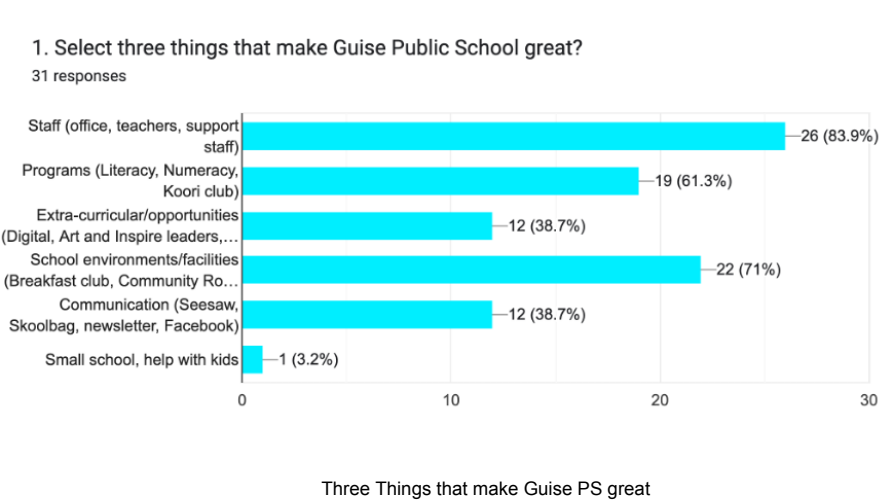
Tutoring students extra learning; Happy how it is; Easier access to newsletter; Less bullying; No, its already great; It's very good at the moment; I really would like to see some more Indigenous things at the school; More activities which involve parents and their children together. Also more sport events in school; From a community member I would like to see more advertisement on Facebook-what's on at our school, reminders for things going on; Guise school has most wonderful facilities; We most struggle when we drop off and pick up the kids as the school is in main street and its a bit hard to find safe close parking near the school. Any safe drop off and pickup points may even make the school more lucrative; Understanding why kids don't do want to come to school.

4. The school's INSPIRE program and the 5 keys to success are teaching my child core values and attitudes.

67.7% strongly agree and 32.3% agree.

5. The whole school attendance initiatives have had an impact on my child's attendance at school.

61.3% strongly agree and 22.6% agree.



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.