

2022 Annual Report

G S Kidd Memorial School



ENDEAVOUR TO ACHIEVE

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Introduction

The Annual Report for 2022 is provided to the community of G S Kidd Memorial School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School vision

At G S Kidd Memorial School, our vision is to provide high quality educational experiences for all students. By providing a nurturing and engaging environment students are supported to achieve their individual goals. We support our students to become prepared for post school options.

School context

G S Kidd Memorial School is situated in Gunnedah and has an enrolment from Kindergarten to Year 12 across five classes. As a School for Specific Purposes we cater for students with significant support needs. Students are placed at G S Kidd Memorial School through the placement panel process.

The diverse range of learning needs at the school are addressed by quality teaching and learning programs. These programs focus on effective communication, functional Literacy and Numeracy, along with Community Based Learning, post school planning, Community Access, a designated Sensory room, cooking, gardening and Friday Afternoon Activities.

Positive Behaviour for Learning (PBL) forms the basis for wellbeing programs at GS Kidd Memorial School. The core values of safe, respectful and responsible are regularly referred to by both students and staff. The PBL practice is reviewed and evaluated regularly.

Through our situational analysis we have identified the need to further develop assessment practices and data collection. This will also include developing greater consistency of judgement across the school.

The implementation of a more effective method of assessment data collection will support the drive that our school has to deliver effective differentiated and individualised learning to our students. This will include further investigation of approaches such as Students with additional needs (SWANs) and Goal Attainment Scale (GAS).

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>

Strategic Direction 1: Student growth and attainment

Purpose

To improve student outcomes we will develop a whole school approach for collecting and analysing data. This data will be utilised to inform teaching programs which will be underpinned by evidence based practice with a focus on functional Literacy, Numeracy and communication.

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 Collection

Resources allocated to this strategic direction

Aboriginal background: \$400.00

Professional learning: \$500.00

QTSS release: \$2,759.60

AP Curriculum & Instruction: \$31,114.20

Summary of progress

- Teaching staff were provided with professional learning to develop their understanding of SWANs.
- 2022 has seen further improvement in the school process for collecting and analyzing data.
- This data is being utilised to inform teaching programs to ensure they are underpinned by evidence-based practice while focusing on the individual student need.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• 50% of students achieved the expected improvement in functional Literacy, Numeracy and communication as linked to their Individual Education Plan goals.	<ul style="list-style-type: none">• Individual Learning Plans were updated to include Key focus areas literacy, Numeracy, communication and well-being.• Individual Learning Plans are updated each Semester.• Based on Semester Two student portfolios 65% of students have shown improvement in Functional Literacy, Numeracy and communication processes.
<ul style="list-style-type: none">• All teachers and key shareholders develop an understanding and are implementing SWANs.	<ul style="list-style-type: none">• Further focus will be provided, and time frames set for SWANs data to be entered.• Limited baseline data has been collected and used to reviewed assessment practice.

Strategic Direction 2: Establishing Goals for Individual Success.

Purpose

To ensure all students are able to connect, succeed, thrive and achieve. Individual goals will be regularly monitored and evaluated.

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.

- Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$4,259.60

Professional learning: \$354.55

Per capita: \$16,904.20

Summary of progress

2022 has seen sound progress towards a constant embedded wellbeing focus across the school community.

Positive Behaviour for Learning requires further adjustment to ensure consistency across all settings. Overall feedback regarding the rewards offered upon obtaining each level has been followed up with students recognizing this as a positive amendment.

Two additional staff have undertaken Zones of Regulation Professional Learning. The whole staff have participated in regular professional learning to strengthen understanding. Staff are able to confidently implement Zones of Regulation across all settings.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• There is demonstrated commitment within the school community that all students make learning progress.	<ul style="list-style-type: none">• Individual student achievement recognized and celebrated at weekly assemblies.• Student achievement is reflected and shared via portfolios each Semester. This includes work samples and visual representations of students' achievements.• Taking into account feedback offered during Semester one the fortnightly school newsletter was placed on hold and replaced with weekly family updates and photos capturing the week. This information has been shared via School Stream.
Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.	<ul style="list-style-type: none">• Individual Education Planning Meeting and semester portfolios provide families with key information regarding their students learning and wellbeing achievement.• Portfolios have been amended to better reflect student achievements.• Staff have continued to work closely with external providers to ensure students individual needs are effectively catered for across the whole school setting.
<ul style="list-style-type: none">• Increase student attendance.	<ul style="list-style-type: none">• Classroom teachers have monitored student attendance.• Assistant Principal has supported teachers to monitor attendance.• Processes have been improved; further improvement required to ensure a consistent approach from Administration staff.• Further promotion to school community to use School stream to explain student absences

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$22,251.92</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at G S Kidd Memorial 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"> • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: All staff have participated in professional learning. linked to Zones - regular Staff Meeting time provided for a focus on Zones</p> <p>After evaluation, the next steps to support our students will be: Zones of Regulation will continue to be a focus in 2023. All classes now have timetabled Zones Lessons each week.</p>
<p>Aboriginal background</p> <p>\$1,750.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at G S Kidd Memorial 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"> • Data Collection • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Embedded culture across the school. Strengthening staff and students' knowledge.</p> <p>After evaluation, the next steps to support our students will be: This is now embedded and will continue to further develop as core business.</p>
<p>Location</p> <p>\$9,871.00</p>	<p>The location funding allocation is provided to G S Kidd Memorial 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: Providing opportunities for all students to access programs such as Community Access and Community Based Learning.</p>

Location \$9,871.00	<p>After evaluation, the next steps to support our students will be: This support will continue into 2023. The current plan is to increase Community Based Learning where possible.</p>
Professional learning \$12,854.55	<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 G S Kidd Memorial 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 Collection • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Supporting Staff to develop their understanding.</p> <p>After evaluation, the next steps to support our students will be: Further development required to assist staff to embed into their practice.</p>
QTSS release \$2,759.60	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at G S Kidd Memorial 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 Collection <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: SWANs data and other relevant data used to inform teaching and learning program..</p> <p>After evaluation, the next steps to support our students will be: There has been an increase in the use of data to effective plan teaching and learning programs.</p>
COVID ILSP \$28,898.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>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 <p>The allocation of this funding has resulted in the following impact: Improved focus on Literacy has increased through the appointment of the APCI.</p>

<p>COVID ILSP</p> <p>\$28,898.00</p>	<p>After evaluation, the next steps to support our students will be: This focus will continue through 2023.</p>
<p>SSP supplementary funding</p> <p>\$339,387.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at G S Kidd Memorial 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 site specific funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support in the creation of high-quality teaching and learning programs <p>The allocation of this funding has resulted in the following impact: SSP funding has provided additional Staffing for 2022 This has provided support in classrooms and allowed for the Sensory Program to be incorporated daily to support students sensory diet.</p> <p>After evaluation, the next steps to support our students will be: To use funds to employ additional staff in 2023.</p>
<p>AP Curriculum & Instruction</p> <p>\$31,114.20</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at G S Kidd Memorial 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 Collection <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Professional Learning. <p>The allocation of this funding has resulted in the following impact: SWANs data and other relevant data used to inform teaching and learning programs.</p> <p>After evaluation, the next steps to support our students will be: Data used to inform 2023 planning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	23	19	19	23
Girls	13	14	14	12

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)	1.2
Classroom Teacher(s)	4.78
Teacher Librarian	0.2
School Administration and Support Staff	6.61

*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	1,079,435
Revenue	2,188,531
Appropriation	2,144,862
Sale of Goods and Services	1,586
Grants and contributions	38,335
Investment income	3,747
Expenses	-1,828,774
Employee related	-1,692,832
Operating expenses	-135,942
Surplus / deficit for the year	359,756
Closing Balance	1,439,191

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	0
Equity Total	78,435
Equity - Aboriginal	23,868
Equity - Socio-economic	54,567
Equity - Language	0
Equity - Disability	0
Base Total	1,505,432
Base - Per Capita	16,904
Base - Location	9,871
Base - Other	1,478,656
Other Total	434,704
Grand Total	2,018,571

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.

Parent/caregiver, student, teacher satisfaction

During 2022 feedback was sought from the school community.

P&C members were offered opportunities to provide feedback at monthly meetings. Topics discussed have included: Individual Education Plans, Presentation Day, Community Based Learning and access to external providers.

Families were able to share their thoughts and feedback in Semester Individual Education Plan Meetings. 90 % of families engaged with this process in some form during 2022.

Staff are regularly provided with opportunities to provide feedback at Staff Meetings and Planning Meetings topics covered include, programming, Community Access, Mini Woolworths Program. The feedback offered has been used to plan for 2023.

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.

Aboriginal Education - School statement

Aboriginal perspectives are embedded in all key learning areas across classes at GS Kidd Memorial School. Teaching and learning programs show evidence of this.

In 2022 we again held NAIDOC celebrations.

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.