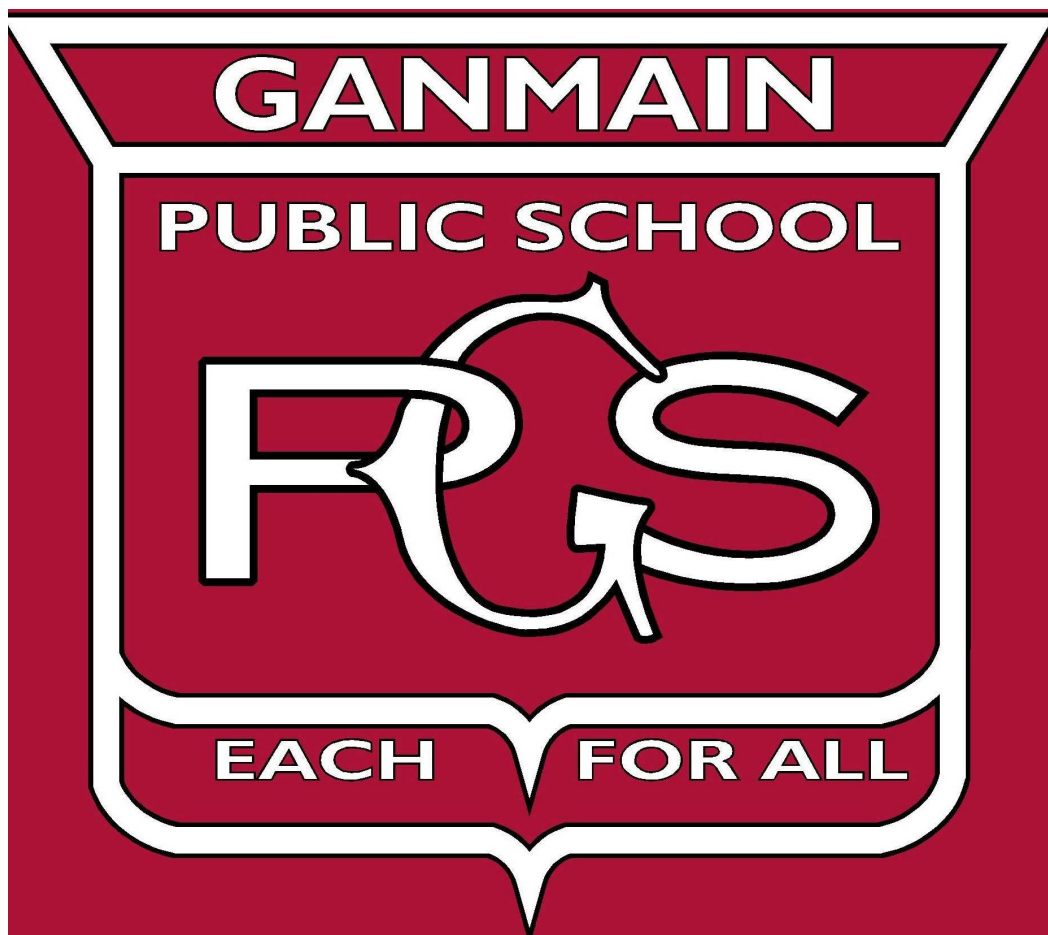


2023 Annual Report

Ganmain Public School



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Introduction

The Annual Report for 2023 is provided to the community of Ganmain Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

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School vision

Ganmain Public School, in partnership with parents, is committed to motivating students to be respectful, responsible, resilient, resourceful and reflective life-long learners. Students are supported by staff focused on the provision of consistent, quality teaching and learning.

School context

Ganmain Public School has served the local community since 1912, maintaining close and supportive ties with our families and the local community. The school has a reputation for successful academic, sporting and cultural programs in a K-6 context. These programs reflect the principle that it is the right of all young Australians to succeed in learning and to have the knowledge, skills and understandings essential to their effective participation in the community. It is a dynamic and progressive place for learning. The school provides a safe and positive learning environment that caters for the individual needs of the students.

The school has completed a situational analysis using a variety of evidence to identify strengths and areas for future development. Based on the outcome of the situational analysis, we have determined the following focus areas are required to ensure student success:

- effective classroom practice in the teaching of reading and numeracy;
- using data and assessment to understand our students and to plan for our next steps;
- developing resilient learners supported by a strong wellbeing program; and
- working in authentic partnerships with our parents and community to ensure every student succeeds and thrives.

The wellbeing and engagement of our students remains a priority. Having a strong connection within the local schools' network, consisting of Ganmain Public School, Matong Public School, Marrar Public School, and Coolamon Central School, provides enhanced academic, sporting and social opportunities for our students.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school will develop systems to monitor and review its curriculum provision to meet the changing requirements of students. There will be a focus on ensuring teaching and learning programs are explicit and engaging, as well as meeting all requirements of the Department of Education and the NSW Education Standards Authority.

The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement.

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	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student in reading and numeracy, all staff will use data to understand the learning needs of individual students, which will be used to inform teaching using evidence based strategies.

Initiatives

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

- Effective Classroom Practice
- Knowing what students can do and where to next

Resources allocated to this strategic direction

AP Curriculum & Instruction
Socio-economic background
Aboriginal background
Low level adjustment for disability
Integration funding support
Professional learning
QTSS release
Per capita

Summary of progress

Effective Classroom Practice and Knowing what students can do and where to next

The focus for 2023 was on teachers identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies in reading and numeracy. The school aimed to build teacher capacity to ensure consistent school-wide practices for assessment were used to monitor, plan and report on student learning across the curriculum. Data collection was used to differentiate curriculum, inform teaching and provide feedback to students so that learning was maximised for all. In this Strategic Direction, the school started with a focus on reading using InitialLit and the Science of Reading (SoR) as the main pedagogy throughout K-6. Students were grouped K-2 (InitialLit) and 3-6 (Science of Reading) with K-2 professional learning focused on establishing the implementation of InitialLit having spent semester 2 of 2022 using the program. Years 3-6 professional learning focused on improving knowledge of Science of Reading pedagogy and how its implementation would look in the 3-6 classroom. InitialLit processes were established in the K-2 classroom, with the classroom teacher leading the program and the school learning support officer (SLSO) providing additional support to all students in individual and small group tuition sessions. The 3-6 class teacher modified the structure of reading sessions through improved goal setting and the use of learning intentions and success criteria specific to students' individual needs. Professional learning identified that teachers were not as confident in teaching reading strategies, therefore Science of Reading professional learning was valuable in improving the capacity of teachers to teach explicitly. Teachers were now better able to use data to determine student progress and where to from here in relation to reading comprehension. InitialLit assessment practices were a good demonstration of regularly 'checking in' to see how students are tracking. Teachers became much more aware and confident in using learning progressions and how to narrow a teaching focus when planning lessons. Professional dialogue around assessment and the learning progressions improved throughout the year.

The school's reading focus was too broad at the beginning of the year. This resulted in staff feeling overwhelmed and unable to make connections between professional learning and their teaching practice. Professional learning was initially too broad also, unmanageable and not meeting the needs of staff. Data was not comparable, which created further confusion and did not allow teachers to track and determine student progress. Inconsistent staffing in the 3-6 classroom also created complexity in relation to the consistency of teacher practice, knowledge and programming. Timing of this initiative in conjunction with the curriculum reform implementation added another barrier in relation to time availability, teacher wellbeing and sustainability of all initiatives. Teachers indicated that assessments, in general, were used sparingly as they required professional learning to enhance their ability and confidence to analyse data. Pressure to teach content, led to teachers feeling there was limited time to fit in meaningful assessment and analysis of learning. Refinement of the assessment schedule will alleviate the lack of clarity around what data the school executive would like to see, to drive and track improvement. Teachers also indicated that they required additional support in using data to accurately program more effectively to drive learning in the classroom. These issues resulted in teaching staff being surveyed on assessment types that were regularly used throughout the year, and their confidence levels when using formative and summative assessments to drive teaching and learning programs. Staff discussions were also used to

collect feedback on teaching programs to further determine teacher needs, and capacity to plan effectively to explicitly teach at point of need. Data indicated that collectively teachers had a basic knowledge, and use of, formative and summative assessment practices. Teachers collaborated and discussed each learning progression, what whole school data sources could be used and how to record findings using a Guttman Chart.

The school will maintain a narrow focus on data analysis and data literacy for all teaching staff moving into 2024. This will support student growth analysis in all curriculum areas and upskill teachers with the support of a whole school assessment schedule. Timetabled professional learning will include curriculum, assessment, and reporting including how to best use data to moderate and triangulate multiple data sources. InitialLit will continue for K-2, with PLAN2 data being utilised across the whole school. The school will use student baseline data from the learning progressions as a starting point to ensure teaching and learning programs are explicit and accurate, with data driving teaching and learning. In 2024, improving data skills and use will be the main focus for Strategic Direction 1.

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
Year 3 and 5 students demonstrate expected growth in reading using internal assessments.	Most students have demonstrated growth in reading, using internal assessments. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Year 3 and 5 students demonstrate expected growth in Number using internal assessments.	Most students have demonstrated growth in number, using internal assessments. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: Wellbeing and Engagement

Purpose

To ensure that all our students are able to connect, succeed, thrive and learn, there will be a 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.

- Wellbeing
- Learning Culture

Resources allocated to this strategic direction

Location

Summary of progress

Wellbeing and Learning Culture

The main focus for 2023 was on establishing systems and processes to be embedded to consistently communicate with parents, to enhance effective partnerships in learning and focus on students being motivated to deliver their best and continually improve. The school consolidated evidence-based strategies to provide a strategic and planned approach to develop whole school wellbeing processes which will support students' positive mental health, resilience and happiness. This involved the school reviewing its Personalised Learning Pathways (PLP) process and creating a new structure and template for consistency and time provisions to allow this to be undertaken with authenticity and clarity. This ensured plans were well developed and specific to Aboriginal students' needs. The Individual Education Plans (IEPs) were less structured and reviewed at a minimum once per semester, in consultation with parents and students. The initial conference commences at the beginning of the year and reflects the personal goals identified by students. The school implemented a more formal structure around monitoring and reporting the school's attendance procedures and NSW Department of Education expectations to parents. Parents received 5-weekly letters outlining the attendance and absences of each student, with support structures in place for students requiring additional and targeted attendance support.

The Resilience Project that commenced in 2022 was embedded throughout 2023. A teacher will now lead this moving forward to ensure the continuation and maintenance of this project. New teachers were provided with professional learning to support embedding the program within classroom practice and to increase sustainability throughout the school.

As a result of the attendance focus, the Principal and P&C collaborated to develop an attendance rewards process to further support this initiative. At this point, it is too early to determine how successful this has been, however, the attendance conversations and communication with parents have been very well received. Feedback from the P&C included a review of the letter format.

In 2024, the focus will be to embed attendance structures and review these against the department's policies and procedures throughout the year along with the continuation of The Resilience Project. This will support further improvement towards establishing systems and processes to be embedded to consistently communicate with parents, to enhance effective partnerships in learning and focus on students being motivated to deliver their best and continually improve.

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
The percentage of students attending for more than 90% of the time increases by 4%.	The number of students attending school 90% of the time or more has decreased.

<p>Tell Them From Me Wellbeing data indicates an increased level of students reporting high expectations, a sense of advocacy, a sense of belonging and higher interest and motivation to learning.</p>	<p>Students reporting positive wellbeing outcomes has increased across the positive wellbeing measures.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$104,171.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ganmain 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"> • Effective Classroom Practice • Knowing what students can do and where to next <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - all students receiving Integration Funding Support demonstrated progress towards their Individual Education Plan goals. Support was provided for all eligible students at point of need. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - a more focused approach and regular monitoring of progress toward Individual Education Plan goals, with a continuation of time provided for teachers, School Learning Support Officers, students and their families to set and discuss progress toward learning goals.
<p>Professional learning</p> <p>\$6,955.37</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 Ganmain 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"> • Effective Classroom Practice • Knowing what students can do and where to next <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 to develop staff capacity <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - time for teaching staff to work with the Assistant Principal, Curriculum & Instruction to improve their understanding of PLAN2 and plot their students against the progressions in reading comprehension. - the upskilling of staff in effective research-based programs being delivered in the K-2 classroom to help improve literacy results. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - time for teaching staff to work with APC&I to identify gaps in student learning in the area of comprehension, and to plan and implement effective teaching and learning experiences to address these gaps at the point of need.
<p>Socio-economic background</p> <p>\$72,916.41</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ganmain 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"> • Effective Classroom Practice

<p>Socio-economic background</p> <p>\$72,916.41</p>	<ul style="list-style-type: none"> • Knowing what students can do and where to next • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services. • employment of additional staff to support [name] program implementation. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - an updating of the school library for all students to access high-quality resources to assist with the achievement of learning outcomes. - all students have been able to access support as needed through additional teaching and School Learning Support Officer staff, resulting in improved achievement of learning goals. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to audit and update school resources to ensure students have access to appropriate and relevant learning tools. - to continue to engage additional staff to ensure that student academic achievement and wellbeing are at the forefront of the school's decision making and to allow all students to receive the help and support they require to achieve their learning goals.
<p>Aboriginal background</p> <p>\$21,309.77</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ganmain Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Knowing what students can do and where to next <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 deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - support at point of need for Aboriginal students through the employment of a School Learning Support Officer to offer in class support for Aboriginal students across the school. This has seen Aboriginal students make important gains in relation to their personalised learning pathways goals. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to support our Aboriginal students through regular, ongoing support and to consolidate and further improve the processes established regarding Personalised Learning Pathways goals.
<p>Low level adjustment for disability</p> <p>\$33,969.21</p>	<p>Low level adjustment for disability equity loading provides support for students at Ganmain 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"> • Effective Classroom Practice • Knowing what students can do and where to next <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 Support Officers • engaging a teacher to create a more intense focus on learning needs in

<p>Low level adjustment for disability</p> <p>\$33,969.21</p>	<p>whole class and small group settings</p> <p>The allocation of this funding has resulted in the following impact: - students receiving a range of targeted teaching and learning programs addressing their individual and collective learning requirements at point-of-need. All students have made progress against their individual learning goals.</p> <p>After evaluation, the next steps to support our students will be: - to further expand the impact of the learning support team, the school will provide additional professional learning for staff to establish more efficient learning and support structures.</p>
<p>Location</p> <p>\$13,846.23</p>	<p>The location funding allocation is provided to Ganmain Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: - an improved attendance data tracking system to enhance the school executive's ability to track and identify attendance concerns and to act accordingly.</p> <p>After evaluation, the next steps to support our students will be: - continue to embed clear lines of communication between the school and families to create a cultural shift around attendance requirements.</p>
<p>QTSS release</p> <p>\$6,155.14</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ganmain 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of new curriculum <p>The allocation of this funding has resulted in the following impact: - improved staff confidence and teaching practice regarding the new curriculum.</p> <p>After evaluation, the next steps to support our students will be: - to continue to release staff to assist with the implementation of the new curriculum.</p>
<p>COVID ILSP</p> <p>\$20,505.18</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 2023.</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>

<p>COVID ILSP</p> <p>\$20,505.18</p>	<ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - targeted students received regular tuition in the areas identified by their classroom teachers. All students made progress against the progressions. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to identify students requiring further tuition to improve their knowledge in identified areas of literacy and numeracy.
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	14	15	18	13
Girls	16	16	13	14

Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.5	90.5	88.4	91.2
1	96.6	92.4	83.6	90.4
2	92.1	92.7	86.5	86.0
3	96.4	93.2	92.3	88.9
4	91.3	84.9	90.6	87.0
5	96.3	88.9	86.7	86.0
6	88.9	94.3	87.2	85.8
All Years	93.7	91.9	87.8	88.3
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	0.2
Classroom Teacher(s)	1.6
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.95

*Full Time Equivalent

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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	137,253.82
Revenue	936,169.72
Appropriation	915,784.96
Sale of Goods and Services	1,906.36
Grants and contributions	15,753.29
Investment income	2,725.11
Expenses	-877,494.52
Employee related	-779,556.15
Operating expenses	-97,938.37
Surplus / deficit for the year	58,675.20
Closing Balance	195,929.02

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.

	2023 SBAR Adjustments (\$)
Targeted Total	104,171
Equity Total	128,195
Equity - Aboriginal	21,310
Equity - Socio-economic	72,916
Equity - Language	0
Equity - Disability	33,969
Base Total	573,104
Base - Per Capita	8,068
Base - Location	13,846
Base - Other	551,190
Other Total	52,633
Grand Total	858,104

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

According to the Tell Them From Me surveys completed by parents/caregivers, students and teachers at Ganmain Public School, it is noted that students, parents and staff continue to believe the school is a safe and happy environment that promotes high expectations of the students.

Ganmain Public School rated higher than the 2022 responses in all aspects of the 'Partners in Learning Parent Survey Report', with the indicators of 'Inclusive school' (+18%), 'Parent contact with teacher' (+15%), 'Safety at school' (+11%) and 'School supports learning' (+11%) demonstrating significant growth.

The Tell Them From Me survey indicated that 82% of Ganmain Public School students had advocacy at school, 100% had a sense of belonging, and 89% of students had a strong expectation for success. All of these are above state norms for government schools.

Teachers were surveyed throughout the year, with 100% of staff agreeing or strongly agreeing that the school is a welcoming and culturally safe space for all students. Staff also rated the school higher than the state average in the area of leadership.

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.