

# 2023 Annual Report

## Girilambone Public School



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# Introduction

The Annual Report for 2023 is provided to the community of Girilambone 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

Girilambone Public School's vision is to provide every child the opportunity to engage in quality learning experiences to achieve their potential and develop respectful and successful life long learners. A strong network of partner schools will support staff and student learning to provide a culture of evidence based practice and collaboration within and beyond the community.

## School context

Girilambone Public School is situated on Ngiyampaa Wongaibon Country. It is situated within the Bogan Shire and belongs to the Mitchell Schools Network. Girilambone is a TP1 school and commenced 2023 with an enrolment of 17 students, 4 of whom identify as Aboriginal. These students are from from eight families who live in the Girilambone and Coolabah districts.

There are 5 students from Kindergarten to year 2, 4 boys and 1 girl, and 12 students in years 3 to 6, 4 boys and 8 girls.

Girilambone's local centre is Nyngan which is a distance of 45km away. Our school is supported by the Nyngan AECG, the Girilambone Public School P&C Association, as well as the Girilambone, Hermidale and Marra Creek Leading and Learning Hub. (GHMC Leading and Learning)

The school is well resourced with excellent facilities for its students; including an extensive library, Stephanie Alexander Kitchen and Garden, extensive playground equipment and large open playground areas. Girilambone Public School has a focus on achievement and growth of student outcomes in literacy and numeracy as well as promoting engagement. Targeted funding is utilised to improve equity and support all students. Students have access to a broad range of activities including performing arts, cultural, leadership, sporting, environmental and academic pursuits.

As a result of our situational analysis, an identified priority is to use data driven practices to ensure all students have access to individualised learning and achieve a years growth for a years schooling. By refining teacher practice in planning and delivering quality differentiated instruction to all students we will achieve enhanced student growth and attainment. Through the NAPLAN gap analysis and teacher collated data the school has identified system negotiated target areas in Reading and Numeracy.

The Strategic Improvement Plan will guide quality formative and summative assessment processes and procedures. Data collection practices will develop greater consistency of judgement within Girilambone and across the Leading and Learning Hub. Student engagement will be supported by embedded practices and procedures around the key elements of the What Works Best, with a focus on; High Expectations, Use of Data to Inform Practice, Effective Feedback and Assessment.

## 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, 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.

- Effective collation and analysis of data to inform classroom practice.
- Evidence based Quality Teaching.

### Resources allocated to this strategic direction

**Socio-economic background**  
**Low level adjustment for disability**  
**Professional learning**  
**Aboriginal background**  
**QTSS release**  
**AP Curriculum & Instruction**

### Summary of progress

Additional teaching staff allocation of 0.8 Fulltime Equivalency (FTE) enables differentiation in teaching within the multi-stage setting. Literacy and numeracy classes are split into two groups, early stage one/stage one and stage two/stage three. Teaching and learning programs target stage outcomes and content and student learning is monitored by the classroom teachers daily. During literacy and numeracy timetabled lessons, the teacher-to-student ratio is currently 1:5 and 1: 12 with a School Learning Support Officer supporting early stage one learners during literacy sessions and Stage 2 and 3 during numeracy sessions.

A thorough analysis of data determines student growth and identifies students who require extra support to achieve expected growth.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving or exceeding expected growth in the area of vocabulary and comprehension measured through Check-in and Essential Assessments.	Using check-in, NAPLAN and Essential Assessment data, student growth in reading has shown satisfactory progress throughout the year, however further development is required in the area of vocabulary development.
Increase the percentage of students achieving or exceeding expected growth in the sub-element of Additive Strategies, against Check-in and Essential Assessment data.	Using check-in, NAPLAN and Essential Assessment data, student growth in Numeracy has shown above expected growth throughout the year.

## Strategic Direction 2: Collaborative partnerships for student learning and engagement.

### Purpose

In order to maximise student learning outcomes and optimise opportunities for all, we will foster collaborative partnerships between all stakeholders: students; parents; staff; GHMC Leading & Learning Hub; community and outside agencies.

### 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 partnerships to facilitate learning.
- Students are engaged partners in their attainment of learning.

### Resources allocated to this strategic direction

#### Location

#### Aboriginal background

#### AP Curriculum & Instruction

### Summary of progress

Parent/Student/Teacher meetings were held with all families to identify individual student focus goals. During these meetings strategies were discussed with individual parents to coach them in how to support their child to achieve their personal goals.

Girilambone has engaged in school transition for students entering and leaving the school in 2023. The two Year 6 students engaged in the Nyngan High School transition program, this enabled these students to prepare themselves and become familiar with their new environment for 2024. The school ran a 5-week transition program for 2024 Kindergarten students.

Intended levels of engagement with the local Nyngan Aboriginal Education Consultative Group (AECG) did not occur to the level planned throughout the year due to competing priorities for both the School and Nyngan AECG. Girilambone Public school staff and students did engage in Aboriginal Education workshops and showcase days throughout the year. Students across the Girilambone, Hermidale and Marra Creek Leading and Learning Hub created a unique artwork that will be utilised as the design for the Leading and Learning Hub shirts.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students attending more than 90% of the time in order to be at or above the system negotiated lower bound target.	Students attendance is consistently high, with over 70 % of students achieving an attendance rate at or above 90%.
All family and community members contribute to the life of the school and their student's learning and self assess at Developing, as measured by the, Strengthening Family and Community Engagement Reflexion Matrix, Dimension 7.	Family and community members continue to be active participants in school life and student learning when the opportunities arise as reflected by the Matrix.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$11,836.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Girilambone Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective collation and analysis of data to inform classroom practice.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support literacy and numeracy program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional staffing has enabled differentiation in teaching within the multistage setting. Teaching and learning programs target stage outcomes and content and student learning is monitored by the classroom teachers daily.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to use available funding sources to assist students within the classroom.</p>
<p>Aboriginal background</p> <p>\$6,328.70</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Girilambone 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective collation and analysis of data to inform classroom practice.</li> <li>• Collaborative partnerships to facilitate learning.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Allowed extra School Learning Support Officer time to support Aboriginal Students within the classroom during both literacy and numeracy sessions improving targeted outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to use funding sources to employ additional staff to assist student learning.</p>
<p>Low level adjustment for disability</p> <p>\$17,362.08</p>	<p>Low level adjustment for disability equity loading provides support for students at Girilambone Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective collation and analysis of data to inform classroom practice.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support teachers to differentiate the</li> </ul>

<p>Low level adjustment for disability</p> <p>\$17,362.08</p>	<p>curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</p> <p><b>The allocation of this funding has resulted in the following impact:</b> Students receive differentiated support in literacy and numeracy across all stages. Employment of additional staff has enabled students to be split into smaller groups to allow a higher staff to student teacher ratio.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to engage additional staffing to support student learning.</p>
<p>Location</p> <p>\$20,275.33</p>	<p>The location funding allocation is provided to Girilambone Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative partnerships to facilitate learning.</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate regardless of their family socio-economic circumstances.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students were able to attend a range of cultural, sporting and educational experiences throughout 2023.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Location funding to continue to be used to provide support for students who are socially and geographically disadvantaged in comparison to their counterparts in regional and metropolitan areas.</p>
<p>Professional learning</p> <p>\$6,098.24</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 Girilambone Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective collation and analysis of data to inform classroom practice.</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching mathematics, using modelled, guided and independent techniques.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff being released to engage in Starting Strong for Big Ideas professional learning and to evaluate current practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Staff to continue to use these pedegogies for explicit instruction in mathematics.</p>
<p>QTSS release</p> <p>\$3,314.30</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Girilambone Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective collation and analysis of data to inform classroom practice.</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Classroom teachers provided with additional release time to support</li> </ul>



<p>QTSS release</p> <p>\$3,314.30</p>	<p>development and implementation of effective curriculum programs</p> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased staff capacity to utilise a range of student information to inform curriculum planning, teaching and learning</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to support staff capacity building through release time to engage in identified professional learning and mentoring.</p>
<p>COVID ILSP</p> <p>\$11,927.82</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing intensive small group and individual tuition for identified students in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students received targeted support in literacy and numeracy, improving student outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Further targeted support be made available to students with identified needs.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$31,017.60</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective collation and analysis of data to inform classroom practice.</li> <li>• Evidence based Quality Teaching.</li> <li>• Students are engaged partners in their attainment of learning.</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy</li> <li>• collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum</li> <li>• coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff successfully completed the Mitchell Network Middle Leaders Mentoring Program, building their capacity to implement quality leadership skills, developed a strong networking resource and strengthen their ability to mentor staff to embed effective classroom practices to improve student growth and attainment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Recruit an experienced Assistant Principal Curriculum and Instruction (due to current APCI being placed into higher duties) to continue effective</p>

AP Curriculum & Instruction

\$31,017.60

classroom practice and data use and analysing skills.

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	5	5	7	8
Girls	8	12	10	9

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	97.6	92.0	89.6	87.5
1	92.8		91.7	90.5
2	93.6	91.4	98.8	
3	97.6	90.0	93.8	92.3
4		94.0	88.9	93.3
5	95.3		94.9	92.0
6	84.4	92.3		96.1
All Years	93.3	91.4	91.9	92.3
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7		87.4	90.5
2	92.0	92.6	87.8	
3	92.1	92.7	87.6	90.9
4		92.5	87.4	90.6
5	92.0		87.2	90.3
6	91.8	91.5		89.8
All Years	92.0	92.4	87.5	90.5

## 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

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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)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.91

\*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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	44,763.02
<b>Revenue</b>	495,087.36
Appropriation	485,806.70
Sale of Goods and Services	453.45
Grants and contributions	6,819.00
Investment income	2,008.21
<b>Expenses</b>	-486,095.36
Employee related	-388,333.08
Operating expenses	-97,762.28
<b>Surplus / deficit for the year</b>	8,992.00
<b>Closing Balance</b>	53,755.02

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

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	35,528
Equity - Aboriginal	6,329
Equity - Socio-economic	11,837
Equity - Language	0
Equity - Disability	17,362
<b>Base Total</b>	348,138
Base - Per Capita	4,424
Base - Location	20,275
Base - Other	323,439
<b>Other Total</b>	65,180
<b>Grand Total</b>	448,846

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](https://myschool.edu.au) to access the school data.



## Parent/caregiver, student, teacher satisfaction

As part of the self-evaluation process each year the school is required to seek the opinions of parents, students and teachers about the school through the use of appropriate evaluation instruments to collect relevant data. Girilambone Public School uses self-generated and KidsMatter surveys that seek information about school-based practices to determine areas of strength and areas for improvement to inform future directions.

### Parents

Throughout the year parents have numerous opportunities to raise concerns or discuss school related issues, in both formal and informal settings. These conversations occur during Parent/Teacher meetings, school events and phone and email communications. Parents are also able to respond via survey to provide feedback on their satisfaction with school operations, communications etc. This survey encourages frank feedback and always allows opportunity for parents to raise their own concerns and/or suggestions.

In 2023, all parents expressed that they feel welcome at the school and feel that they can easily speak to their child's teachers and the principal. They said that their children feel safe at school and that the school fosters a culture of high expectations. On the whole, parents feel that written and oral communications are satisfactory and they are well informed about both student progress and school activities. All parents believe the school is well resourced and that their children are offered ample opportunities to engage in a range of extra-curricular activities throughout the school year.

### Students

The students were surveyed about how they feel about their school and the education they received. They were given the opportunity to provide feedback on what they thought was going well and what they would like to see improve. The results show that students generally feel very positive about the school, and they feel safe and cared for. Students said that teachers encourage them to take on new challenges and that they like this school and on the whole most students look forward to coming to school. Students generally believe that the school supports them at school and their families when the need arises.

### Staff

Through feedback at staff meetings, general discussions as well as a staff survey, Girilambone Public School staff have communicated that they feel valued, supported and enjoy being part of the team. They believe they have the resources to carry out their various roles at the school and that leadership within the school is encouraged. The school staff are a cohesive body that support each other and work in a collegial manner.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.