2023 Annual Report

G S Kidd Memorial School

5685

Introduction

The Annual Report for 2023 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.

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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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

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

Professional learning
AP Curriculum & Instruction
Aboriginal background
Socio-economic background

Summary of progress

Data has been a chief focus of the school during 2023 with the aim of ensuring that teaching and learning for students is responsive to their individual needs.

The data collected has included professional learning feedback, Assistant Principal Curriculum Instruction observations, Teaching and Learning Programs, staff observations, student engagement and student reading progressions.

Specifically:

- Leading, Evaluation, Evidence, Data (LEED) professional learning has provided an opportunity for Executive Staff to form questions and reflect on programs within the school which has supported growing student engagement.
- Collaborative professional learning has built collective efficacy as all staff have an understanding of the Students with Additional Needs (SWANs) program.
- The whole school Heggerty approach to Literacy has developed a consistent approach in all classes and led to student growth built on students having key learnings consolidated through this methodology.
- Students Individual Education Plans (IEPs) continued to be working documents providing a practical and succinct goal focused approach to learning for students which in turn supported the school's capacity to differentiate, evaluate and build on student growth.

In 2024 the focus for the school will move towards numeracy goals and an improvement in students reaching their individual goals in this area. The school will be implementing the Passport for Learning tool to provide clear information which will track student learning and will be communicated to families.

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
• 50% of students achieved the expected improvement in functional Literacy, Numeracy and communication as linked to their Individual Education Plan goals.	• Internal school assessement data has demonstrated that 50% of students have shown improvement in their literacy and communication goals. • Internal school assessement data has demonstrated that 25% of students have shown improvement in their numeracy goals.
• All teachers and key shareholders develop an understanding and are implementing SWANs.	• Collaborative professional learning evidenced that all teachers have an understanding of the Students with Additional Needs SWANS, program. However given the introduction of the Department of Education's Passport for Learning tool, staff have begun to develop their understanding around this for implementation in 2024.

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

Professional learning
Socio-economic background

Summary of progress

Wellbeing is a whole school focus.

The Zones of Regulation program has been a very positive initiative in the school and evaluation of its impact in 2023 by reference to school behaviour data, teacher observation and student progress towards achievement of their individual learning goals has demonstrated that this program has provided:

- Increased self-awareness and social and emotional skills for students
- A common language across the school for communication, problem solving, and emotional understanding thereby making it easier for many students to communicate how they are feeling and move towards self regulation
- More time spent on learning instead of on behavior management
- A more inclusive school climate
- Improved student self regulation

In 2023 , this initiative will continue with a focus on developing links with families to share and develop a common language to reinforce school learning. Students will develop their regulation tool boxes to access when required and continue to move towards self regulation.

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
• There is demonstrated commitment within the school community that all students make learning progress.	• A collaborative review of Teaching and Learning Programs and student's Individual Education Plans has shown all students are making learning progress.
• Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.	• All student Individual Education Plans were developed in consultation with families and included a focus on overall wellbeing. • Assessment of school wellbeing data has demonstrated an increase in students reporting positive wellbeing outcomes across the positive wellbeing measures.
• Increase student attendance.	• Attendance has not increased during 2023 and will remain a key improvement focus in 2024. • Review of school processes has demonstrated an improvement in family communication regarding student's absences.

Funding sources	Impact achieved this year
Socio-economic background $56,312.91	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Collection • Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through Heggery Program to support student learning • resourcing to increase equitability of resources and services **The allocation of this funding has resulted in the following impact:** Collaborative staff professional learning has developed staff understanding, including through opportunities for observations and modeling of literacy lessons. This has delivered growth in literacy learning for 50% of students by reference to their Individual Education Plans **After evaluation, the next steps to support our students will be:** Continued whole school focus on Literacy in 2024 and implementation of Passport for Learning program.
Aboriginal background $34,270.29	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Collection **Overview of activities partially or fully funded with this equity loading include:** • creation of school literacy resources embedding local language • creation of school literacy resources embedding local language **The allocation of this funding has resulted in the following impact:** Increased learning opportunities for Support Staff to develop their skills. Growth in differentiated support for individual students. Professional Learning opportunities increasing staff capacity in this aspect of their practice. **After evaluation, the next steps to support our students will be:** Continue to provide staff with opportunities to develop culturally responsive resources to support and engage students.
Location $10,356.80	The location funding allocation is provided to G S Kidd Memorial School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this operational funding include:** • student assistance to support excursions

Location $10,356.80	**The allocation of this funding has resulted in the following impact:** Enhanced support for all students to access and engage in all school activities including the swimming carnival, sensory learning, gardening and cooking programs. This funding has strengthened inclusive practices and rich learning opportunities for all students. **After evaluation, the next steps to support our students will be:** School staff will investigate ways to develop these activities further to ensure all students are accessing high quality programs in 2024.
Professional learning $13,189.98	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Collection • Wellbeing **Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • other methods of learning designed to improve student outcomes. **The allocation of this funding has resulted in the following impact:** This has supported whole school professional learning focuses in 2023 including Cultural Awareness, Literacy Heggerty program and Zones of Regulation. Student growth in reaching individual learning goals in literacy , communication and numeracy , evidence that this professional learning has had a positive impact on student learning as well as teacher capacity, individually and as a team . **After evaluation, the next steps to support our students will be:** 2024 will see staff focus their learning around numeracy to support further student learning growth in this area.
QTSS release $10,061.28	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at G S Kidd Memorial School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this initiative funding include:** • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** Staff release when casual staff are available has provided an opportunity to develop high quality teaching and learning programs to cater to students' individual learning goals. Positive student learning growth , across the school, evidences the importance of this initiative. **After evaluation, the next steps to support our students will be:** Subject to casual relief staff availability, this program will continue in 2024, to support student learning and build staff capacity.
COVID ILSP $7,662.91	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.

COVID ILSP $7,662.91	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • providing targeted, explicit instruction for student groups in literacy/numeracy **The allocation of this funding has resulted in the following impact:** Supported targeted and positive student learning, linked to Individual Education Plans, regarding strengthening foundational literacy and numeracy skills. **After evaluation, the next steps to support our students will be:** Continue to evaluate and identify students' areas of strength and responsively develop areas for improvement.
SSP supplementary funding $339,387.30	These funds have been used to support improved outcomes and the achievements of staff and students at G S Kidd Memorial School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this site specific funding include:** • additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs) **The allocation of this funding has resulted in the following impact:** Additional staff employed to support curriculum and well-being access for all students which has supported the school's inclusive culture through the provision of differentiated learning and wellbeing goals and activities. **After evaluation, the next steps to support our students will be:** This will continue in 2024 to support all students at the school.

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	19	19	23	20
Girls	14	14	12	11

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)	1.2
Classroom Teacher(s)	4.77
Teacher Librarian	0.2
School Administration and Support Staff	6.61

*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	1,143,225.10
Revenue	2,227,023.16
Appropriation	2,191,588.04
Sale of Goods and Services	2,550.31
Grants and contributions	21,058.61
Investment income	11,826.20
Expenses	-1,939,509.12
Employee related	-1,740,163.10
Operating expenses	-199,346.02
Surplus / deficit for the year	287,514.04
Closing Balance	1,430,739.14

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	0
Equity Total	90,583
Equity - Aboriginal	34,270
Equity - Socio-economic	56,313
Equity - Language	0
Equity - Disability	0
Base Total	1,549,639
Base - Per Capita	17,411
Base - Location	10,357
Base - Other	1,521,870
Other Total	439,094
Grand Total	2,079,315

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 2023 feedback was sought from the school community.

Information was shared with parents and carers during monthly P&C meetings and Individual Education Plan meetings which gave the opportunity for feedback on a range of topics including:

· Community Based Learning,

· Cooking programs including Mini-Woolworths,

· Portfolios,

· Zones of Regulation, and

· Online communication platforms.

Families participated in the development of Individual Education Plans and support plans, offering feedback during meetings. Throughout 2023 there was an engagement rate of approximately 90% from parents and carers.

During Friday Assemblies students are provided with an opportunity to share their feedback on topics, such as Zones of Regulation and other whole school activities.

Staff have been given opportunities to provide feedback during Professional Development Plan meetings, staff and teacher meetings, collegial discussions, and observations. Regular topics covered included:

· Programming and program format,

· Community Access,

· Student and staff wellbeing, and

· Professional development.

This feedback has been used to assist school planning for 2024.

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.