



GIINGANA GUMBAYNGGIRR
FREEDOM SCHOOL



ANNUAL SCHOOL REPORT

2022

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Principal's Report

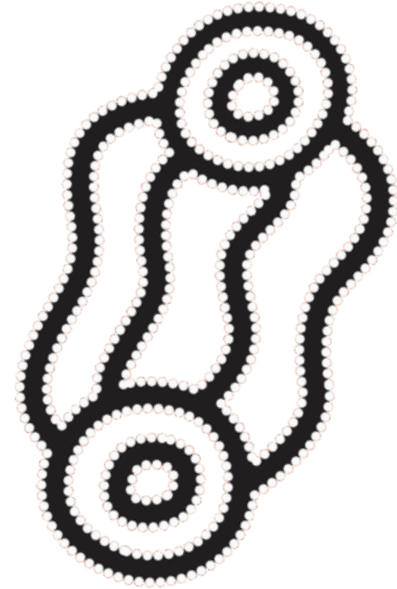


ALANAH JACK
GGFS Principal

Giinagay ngujawiny,

Gumbaynggirr Giingana Freedom School is committed to delivering culturally centred education grounded in the core Values of **Wajaarr (Country)**, **Guunu-Waluuny (Culture)** and **Miindalay-gam (Wisdom)**. We do this by ensuring our students have Gumbaynggirr language, cultural perspectives and traditional philosophies embedded in everything we do, and across all Key Learning areas. Our children are taught in both English and Gumbaynggirr with an emphasis of Gumbaynggirr being the preferred language used.

Traditionally our teaching has always taken place outside, Wajaada (on Country). Our language, knowledge, and stories are written in the land which is why we ensure our students are provided with weekly Wajaada learning experiences.



Our school is the first Bilingual School of an Aboriginal Language within NSW with the goal to be full immersion in the future. Learning in our classrooms is rich, purposeful, hands-on, and based on the traditional learning pedagogies of our ancestors. We have the oldest continuing living culture in the world and it is paramount we are continuing these customs and philosophies for our junuybin (children) to continue our rich culture. Kinship connections are a central part of this which is why we value our family and community as an integral part of our school.

Staff, students, and families are nurtured in a safe and supportive learning environment with small class sizes and two educators with each class. This allows for intense, small group, and individualised instruction; enabling our talented educators to tailor their practice to best meet student needs.

We are pleased to see the growth of our students during our first 12 months of operation and look forward to seeing student growth and achievement in 2023.

School Vision

We believe that when our children feel safe, valued and confident in who they are, they engage much better in meaningful learning. Our vision is to provide our students with an empowering and culturally-centred learning pathway that will equip them to participate and contribute to community and wider society grounded in the core values of the school: Country, Culture and Wisdom.



School Values

COUNTRY

That country (including sea country) is central to our spiritual, cultural and physical existence. Country holds our lore, stories and ceremonial places, which are critical in maintaining balance in our world. Country is our teacher, and through learning about country, and learning on country, we can continue our custodial and cultural responsibility to protect and care for country.

CULTURE

We are part of the world's oldest continuous living cultures in human history. Our cultural lore, values and frameworks have seen our people thrive since creation. Our culture and language is integral to our spiritual, cultural and physical well being. When our young people are grounded in culture, they will succeed and grow into proud, strong and successful community members.

WISDOM

Our culture is centred on "life long learning". We aim to engage our students in rich learning experiences, which values their culture and identity. Our students will continually aspire to gain wisdom through learning to be humble and respectful. We aim to lay the foundations for our students to be the next generation of elders and knowledge holders, who will continue to practice our culture, speak our language and protect our country long after we leave this world.

Objectives

- Provide holistic education that cultivates and supports the whole child.
- Implement bi-lingual learning and Gumbaynggirr language revitalisation.
- Build cultural strength and positive identities.
- Encourage children's independence and autonomy.
- Promote respect for others and for all forms of diversity.
- Improve social, emotional and physical health and wellbeing.
- Encourage strong connection and relationships to country and kin.
- Work closely with families and support them in their parenting role, both at GGFS and in the broader community.
- Nurture and respect children and strive to ensure that every child feels valued, safe and secure.
- Collaborate with elders and community to share and enhance cultural knowledge.
- Support our children's cultural identity giving them a strong sense of belonging as we partner with families to build on their early cultural experiences of life.
- Support staff with ongoing professional development, further study and critically reflecting on practice to ensure best practice.
- Care for the environment, considering sustainability and respect for nature and sea country.
- Facilitate authentic, real world learning experiences focused on maintaining culturally significant practices.
- Develop large, natural learning spaces reflecting connection to land and culture.



Contextual information about the School



STUDENTS

Total Students	14
Kindergarten	8
Grade 1	1
Grade 2	5

100% of student enrolment is Aboriginal.

STAFFING

Teaching Staff	2
FTE Teaching Staff	2
Non-Teaching Staff	5
FTE Non-Teaching Staff	2

Learning at GGFS



WAJAADA

On Country Learning is a major component of the delivery of curriculum at GGFS. Students are provided with opportunities to be on Country learning throughout the week wherever possible. Students also go on Country one day per week, which is facilitated by a range of cultural experts within the Gumbaynggirr community. All KLA's are integrated through this learning and students learn about traditional stories, morals and teachings.

GUMBAYNGGIRR LANGUAGE

Gumbaynggirr Language is embedded across all Key Learning Areas. This immersive style of delivery provides contextualised learning opportunities for our students. Students are also explicitly taught Gumbaynggirr Language through the Accelerated Second Language Acquisition (ASLA) method.

NESA CURRICULUM

GGFS teaches all aspects of the NSW NESA curriculum. GGFS covers the components of this curriculum with a Gumbaynggirr and Goori lens across all aspects of teaching and learning, including on Country learning.

Students Outcomes

Language Acquisition

GGFS STUDENTS (2022)



Highly Proficient Speaker (HP).

These students can tell complex and long stories completely unaided. They can also participate in fully immersive conversations and function in all KLA's completely in Gumbaynggirr.

Proficient Speaker (P).

These students can tell one story completely in Gumbaynggirr, participate in immersive conversations and function completely in Gumbaynggirr in most KLA areas.

Competent Speaker (C).

Competent speaker can function throughout 8 Accelerated Second Language Acquisition (ASLA) Skillsets, tell a story with prompts and partially function in immersive Gumbaynggirr conversations.

Novice Speaker (N).

A novice speaker can function through 5 Accelerated Second Language Acquisition (ASLA) skillsets.

Learner Speaker (L).

A learner is a student who has not demonstrated a speaking ability at ASLA skillset 5.

NAPLAN

As GGFS is a K-2 School in 2022, we did not complete NAPLAN Testing.



Workforce Composition



Dallas Gittins
*Administration Coordinator
& Language Teacher*
Gumbaynggirr Nyami



Amber Hamer
*School Communications
Officer & Learning Support
Officer*
Biripi / Bundjalung Nyami



Ellie Buchanan
Language Teacher
Gumbaynggirr Nyami



Andrew Reid
General Assistant
Wailwan Jaanybarr



Tahnee Vandenberg
Classroom Teacher
Wailwan Nyami



Aunty Jenny Skinner
*Casual Elder in Residence
& Learning Support Officer*
Gumbaynggirr Nyami



Alanah Jack
School Principal
Gomeroi Nyami

100% of staffing at GGFS in 2022 identify as Aboriginal or Torres Strait Islander

Staff professional Learning and Accreditation

Accreditation & Qualifications

Number of Proficient Teachers	2
Teachers having teacher education qualifications from a higher-education institution within Australia	2

Professional Learning

Professional Learning	Number of Staff Attending
Annual Child Protection	All
First Aid	4
Fire Warden	1
Jocelyn Seamer's Reading Success in Early Primary	3
Accelerated Second Language Acquisition	4
ACF Making SPACE for Learning	All



Student Attendance

2022 School Attendance

Kindergarten - Semester 1- 91% - Semester 2 - 89.67%

Grade 1 - Semester 1 - 94.44% - Semester 2 - 96.91%

Grade 2 - Semester 1 - 89.24% - Semester 2 - 85%

Whole School percentage for 2022 - 91.04%

We believe that GGFS's outstanding attendance rates are because our students are happy and love coming to school!

Management of non-attendance

Parents are asked to email or send an SMS message to the school office by 9.00am to inform the school of their child's absence for that day. The information is recorded by office staff on Sentral that states date, time, parent name, student name, reason for absence and how it was notified e.g. by SMS/email/in person.

- If absences are marked in the roll and are not notified to the office by 9.30am, office staff is responsible for contacting parent/guardians to assess the child's whereabouts and ensure their absences are accounted for. Parents are contacted by SMS message or the Sentral for Parents app and are asked to explain the absence.
- An absence is unexplained if parents have failed to provide an explanation to the school within 7 days. The absence will be recorded as such in the School Attendance Roll and in Sentral school software.
- Enrolment information and attendance is available to the Principal each day on Sentral.
- A summary percentage of each student's attendance is added to student reports each semester.
- The school administration officer informs the Principal if there are 3 unexplained absences in a row.
- Late Arrivals/Early Pick-up: all late arrivals and early pick-ups are to be reported to the office at the time of drop-off or pick-up. Parents/guardians are to see the office staff, giving a reason for partial absence and office staff print off a slip to give to the classroom teacher.
- The partial absence will also be recorded on Sentral by administrative staff.
- All Advised Absences Lists and Late Arrivals/Early Pick up slips are kept on Sentral and are easily accessible if needed. Poor attendance is defined as student attendance at a level low enough to significantly affect student learning and performance at school. When frequent absences are explained as being due to illness, the Principal must ensure that:
 - consultation occurs with parents regarding the health care needs of the student.
 - medical certificates are sought for the absences

If poor attendance by a student is noted by a teacher or office staff, the school principal is informed and a meeting is arranged between the student's parents, the class teacher, and the principal to discuss and develop an Attendance Improvement Plan. Should the student's attendance at school fail to improve following these procedures, then parents/guardians are advised that a Compulsory Schooling Conference will take place. Should all attempts fail to rectify the unsatisfactory attendance at school and parents do not attend the Compulsory Schooling Conference, a letter advising further action will be sent to the parents/guardians. Copies of all correspondence will be documented and filed in the student's file.

Policies

Enrolment Policy

- GGFS welcomes Aboriginal and/or Torres Strait Islander students and acts in accordance with anti-discrimination legislation.
- GGFS meets NESAs registration requirements while teaching on the school site and on Country.
- Students are required to take part in all school activities including, school excursions, camps, festivals and extracurricular education and cultural programs.
- Parents and caregivers are expected to be supportive of and involved in GGFS school community, education policies and programs and to adhere to the Codes of Conduct and school rules.
- To maintain their enrolment, students are expected to support the School's values, demonstrate satisfactory effort, attitude and behaviour, and adhere to the Codes of Conduct and school rules.
- For new Enrolments please Note the following Guidelines:
- All applications should be processed within the school's enrolment policy
- All relevant application paperwork will be provided to the school prior to commencement of the interview process.
- Each applicant's interview responses will be considered regarding their ability and willingness to support GGFS's values and ethos.
- Each applicant's educational needs will be thoroughly considered. To do this, the school will need to gather information and consult with the parents/family and other relevant persons.
- Should the situation arise where, during the interview process it becomes apparent that the child will require additional support, the process for enrollment of students with additional needs will be followed.
- Identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
- Inform the applicant of the outcome
- Should enrollment be accepted, all paperwork and documentation must be provided to the school prior to the commencement of enrollment.
- Priority placement will be given to :
 - Aboriginal and Torres Strait Islander Children (affirmative measure under the Racial Discrimination Act 1975)
 - Aboriginal students transitioning from Kulai Aboriginal Preschool (feeder preschool)
 - Children of School Staff
 - Siblings of students already enrolled at GGFS
 - Affirmative Measures under the Racial Discrimination Act 1975
- Enrolment places in the Gumbaynggirr Giingana Freedom School is open to Aboriginal and Torres Strait Islander students, this is intended to constitute an affirmative measure under subsection 8 (1) of the Racial Discrimination Act 1975.
- Legal Requirements
 - All applications for enrolment will be processed as per GGFS Enrolment Procedures & Process. Applications are processed in order of receipt. Consideration is given for siblings already attending GGFS.
 - Prior to enrolment, parents and guardians must disclose any special circumstances that may need to be taken into account by the School including medical, behavioural, psychological and educational testing information.
 - An enrolment contract (Enrolment Application Form) must be completed for each student enrolled in the School and signed by both parents or guardians.
 - Prior to enrolment, parents and guardians will be advised of the responsibilities under the relevant code of conduct and communication pathways policies.

Enrolment Policies continued...

- It is the parent's/guardian's responsibility to inform the School of any change of address, telephone numbers or email as soon as it is known.

Student Health and Wellbeing

- GGFS provides a managed First Aid area where students who are taken ill or injured are observed and supported while contact is made with parents or guardians as required.
- If a student requires urgent medical or hospital treatment of any nature and the School is unable to contact the parent or guardian after making reasonable efforts, parents/guardians authorize the School to give authority for such treatment. Parents/guardians indemnify the School, its employees and agents in respect of all costs and expenses arising directly out of such treatment.
- Students are responsible for their personal belongings and the School will not be liable for any loss of these belongings.
- **Conduct**
- If the Principal considers that a student is in serious breach of or has otherwise engaged in conduct, which is harmful or detrimental to the School or its students or staff, the Principal may remove the student permanently or temporarily at their absolute discretion.
- Before a child is removed permanently, the School will provide the student, parents or guardians with details of the conduct pertaining to the situation and give them a reasonable opportunity to respond.
- If the School Board upon recommendation from the Principal believes that the relationship of trust and cooperation between a parent or caregiver and the school has significantly broken down, then it may direct a parent/guardian to remove their child from the school.
- The GGFS Board may alter these conditions of entry at any time providing not less than one terms notice, and which will take effect from 1 January in the following year.

Attendance, Absence, Withdrawal, Exemption

- Students must comply with attendance procedures. Parents must notify the school administration of a student's absence in person, through a phone call, note or email, texts are not suitable. The School administration will record all messages as per the Attendance Policy. Unexplained absences are followed up by the Office Staff and/or Principal.
- Exemption from Attendance and Enrolment at School: In 2012 the Minister under section 25 of the Education Act 1990 delegated the power to the principal of a non-government school to grant and cancel a certificate of exemption from being enrolled and attending school in certain prescribed circumstances for periods totaling up to 100 days in a 12 month period. Students who are granted exemption from attendance are not included in the absence return.
- Exemption from Enrolment at School: The Principal may grant exemptions to students of compulsory school age from the requirement to be enrolled in school in exceptional circumstances. (refer DEC Guidelines)
- Applications for exemption from enrolment must be made in advance to the Principal using the Application for Exemption from Enrolment form and be approved by the Principal. If approved the Principal will grant a Certificate of Exemption from Enrolment at School. If false or misleading information is given by parents/guardians or the conditions for exemption are not met, the certificate is no longer valid and will be cancelled.
- Exemption from Attendance at School: Application for part-day and full-day exemption from school attendance must be made in advance to the Principal using the Application for Exemption from Attendance at School Form, and be approved by the Principal. The Principal will grant a Certificate of Exemption from Attendance at School.

Enrolment Policies continued...

An application for exemption from attendance for extended periods of time (more than a week) must be submitted to the Principal not less than 4 weeks before the anticipated date of departure. As the student is still enrolled at the school, in usual circumstances the school will request that Tuition Fees continue to be during the period the child is exempt, which reserves the child's place in the class. If false or misleading information is given by parents/guardians or the conditions for exemption are not met, the certificate is no longer valid and will be cancelled. In some situations, parents may prefer to end their enrolment contract, in which case, re-entry of the student into the school will be subject to the usual administrative Enrolment Procedure and Process.

Withdrawal of students: For a student to be withdrawn from school once he/she has commenced at GGFS, i.e. for parents to end the enrolment contract, the School requires a minimum of one term's notice. Parents and guardians must inform the school in writing, one term in advance if they intend to withdraw their child from the school and end the enrolment contract. If no such notification is received a Withdrawal of one terms fees will be charged.

The School shall not be obliged to continue the enrolment of any student who does not observe all the listed conditions or whose parents or caregivers do not observe all of the listed conditions of enrolment.

For Parents contacting the school regarding possible enrolment:

Summary Complaints Policy

Within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur that may give rise to complaints which need to be resolved satisfactorily. Complainants may be parents or carers, students, and school community members and the general community (e.g. school neighbours).

The purpose of this policy is to enable the Gumbaynggirr Giingana Freedom School to respond effectively to complaints, ensure complaints are resolved in a fair and timely manner and make sure that complainants understand how their complaints will be managed.

In summary, the figure below outlines the steps GGFS will take when managing a complaint or grievance.

Step 1: Receive

Step 2: Assess and address

Step 3: Outcome and reasons for decision

Step 4: Options for redress and close complaint

Step 5: Monitor and review

Full copy of Policy can be found at:

<https://www.giinganaschool.org.au/policies>

BEHAVIOUR MANAGEMENT AND DISCIPLINE POLICY

GGFS have a comprehensive Student Welfare Policy which includes anti-bullying and discipline procedures. This is in the process of being updated for renewal in 2023.

The purpose of this policy is to outline The Gumbaynggirr Giingana School'S (GGFS) approach to the management of students' behaviour, ensuring disciplinary procedures are based on principles of procedural fairness. GGFS discipline policy does not sanction corporal punishment in any way.

The policy contains four components. They are:

- the discipline code or school rules.
- strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect.
- strategies and practices to recognise and reinforce student achievement.
- strategies and practices to manage inappropriate student behaviour.

Behaviour management

Teachers may use, at their discretion, a range of strategies to encourage appropriate individual or collaborative behaviour and ensure the ongoing maintenance of a positive and productive learning environment. Such strategies should be appropriate to the age and needs of the students, in keeping with the ethos of the school, and evaluated regularly for their effectiveness. Where possible, staff use positive language when discouraging inappropriate behaviour. When necessary, staff will immediately stop a behaviour if there is a risk of harm to the student or others. The same rules also apply during offsite excursions, camps, and extra-curricular activities.

Positive behaviour management

Our aim is to know the child well and recognise good behaviour, effort and achievement at every possible opportunity. Our system involves the formal and public recognition of our students. Rewards are earned in many ways, including good behaviour or attitude, consistently high standard of effort, good attendance and punctuality, helpfulness and contribution to community service. We encourage staff to use positive behaviour management through positive language and regular verbal praise.

Discipline policy

GGFS student discipline practices aim to facilitate the development and experience of responsible self-discipline amongst students and to promote the well-being, safety and effective management of the school community. The Primary School follows an assertive discipline approach in relation to classroom management. Each teacher ensures that students are made aware of the Classroom Standards. The Classroom Standards offer the teacher a support mechanism that ensures consistent standards across the school. As a general rule, teachers are responsible for the management of classes within the school behaviour management framework.

Suspension

- In determining whether a student's misbehaviour is serious enough to warrant suspension, the principal will consider the safety, care and wellbeing of the student, staff and other students.
- Before a suspension is imposed, with the exception of the cases outlined in dot point 4 below or other serious instances of misbehaviour that impact on the safety or welfare of students or staff, the principal will ensure that appropriate school student welfare.

Full copy of Policy can be found at:

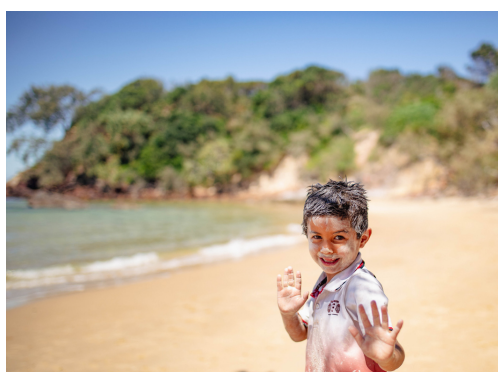
<https://www.giinganaschool.org.au/policies>

School Priority Areas

Area	Priority	
Facilities	Build/ establish classes for 2023	Classes all completed in time for school to start in 2023
Registration	Gain full registration for K-2 and initial for stage 2	Full registration attained and initial registration for stag 2 for 2023
Staff Language	Increase staff language capacity	introduced daily after school language classes for all school staff. To continue in 2023
Outdoor classroom	Create a space for students to play and learn on site	Playground and on country facilities due to open 2023

GGFS will be working with AISNSW in 2023 to establish the school improvement cycle. Our Principal and Secondary Education Development Manager will both be completing the AISNSW Principal Induction Program.

Future priorities will be in language acquisition, site acquisition, site development and increased community engagement.



School Initiatives

GGFS prides itself on being an extension of the Gumbaynggirr Community. We have had a number of rich community engagement activities during the year which engaged a number of families and stakeholders within the community. These included:

- School's Grand Opening
- Book Week Parade
- 100 Days of School
- Athletic's Carnival
- Aboriginal and Torres Strait Islander Children's Day
- GGFS Supporter's Day
- Kindergarten Orientation Day
- GGFS Parent Information Night
- Annual Gawbarri



Parent and Student Satisfaction

Parent Feedback

"My husband and I are extremely pleased that we have choose this school for our son. From the first day he was so excited to be on country and be around his people. He is thriving in this environment and is bursting with confidence".

"The growth I saw in my daughter over the past year has been amazing. Watching her foundations strengthen and her confidence in herself, her community, culture and language is so important".

Student Feedback

"I love coming to school to learn language and culture, it makes me feel strong!".

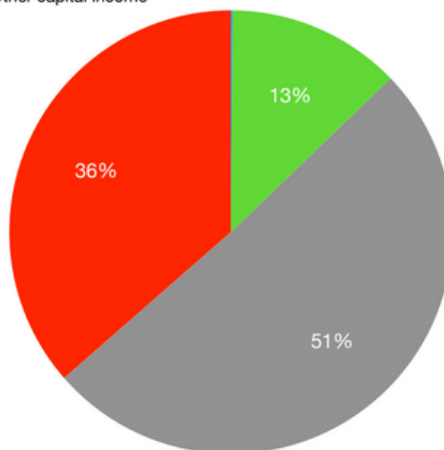
"It's my favourite thing to learn about language, country, my spirit and culture".

Summary of Financial Information

GGFS Summary Financial

2022	Recurrent/capital income
Fees and private income	1359.09
State recurrent grants	149730
Commonwealth recurrent grants	598920
Government capital grants	0
Other capital income	430000
Total	1180009.09

- Fees and private income
- Commonwealth recurrent grants
- State recurrent grants
- Government capital grants
- Other capital income



GGFS Summary Financial

2022	Recurrent/capital expenditure
Salaries, allowances and related expenses	468800
Non-salary expenses	239082
Capital expenditure	594026
Total	1301908

- Salaries, allowances and related expenses
- Capital expenditure
- Non-salary expenses

