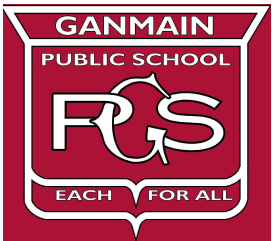


Ganmain Public School
Annual Report



2016



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Introduction

The Annual Report for Ganmain Public School is provided to the community of Ganmain 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 school 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.

Sandy Schmid

Principal

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Message from the Principal

'Each for ALL' – Ganmain Public School's motto.

Ganmain Public School lived up to this motto in many ways during 2016. Firstly each and every staff member gave their all so that your child/children got the best education possible. This year–

- Mrs Graham took pride in her library and shared her love of books with the children, encouraging them to get lost in a world of magic and adventure.
- Mrs Campbell danced her way into the children's hearts with her creative flair and expertise, providing the children with a life time opportunity to perform a top class dance, to a live audience, on the dance floor.
- Miss Newman's calm and beautiful nature cared for the children in Acacia with love and dedication making sure each and every child strived to reach their potential. Her dedication to teaching is an amazing gift shared with us.
- Mrs Fryer worked tirelessly in the garden and in the words of a visiting performer, "Wow! This is one of the nicest looking schools I have been to. The gardens are terrific." Not only does she have a green thumb, she also helped the children in the classes to improve their literacy and numeracy skills.
- Mrs Clark set up the Skoolbag app for the school to keep everyone informed and lent a hand in the classrooms, supporting the teachers and children when needed.
- Mrs Buttigieg kept the school spic and span and deserves the label of the best cleaner ever.
- Miss Hayley Hatcher, who taught Banksia in Term 1, and completed her teacher training with us, provided the children and the school with some fresh and innovating teaching ideas.
- Mrs Booth – the backbone of the school – working behind the scenes tirelessly chasing up permission notes so no child missed out on any extra curricula event, organised excursions, secured transport and kept all well informed with a super weekly newsletter.

Each and every one of these terrific staff members went above and beyond their job descriptions for each and every one of your children.

Each for ALL was also evident through the wonderful efforts of the P & C. A handful of helpers who raised money so all children could participate, at no or a reduced cost, in gymnastics, excursions, visiting shows and Bluearth fitness with Bill Lucas. Money was donated so each and every child could have access to extra resources to make their great education greater– computers, books, healthy food, breakfast, fruit and the new play equipment in production as we speak.

All this hard work and your support allowed me to drive the school forward and provide opportunities for the children to achieve some amazing achievements this year.

- Banksia excelled with their performance titled 'Untamed' in KROP (Kids Rapt on Performing), The Riverina Dance Festival and followed this up by taking out third place at the Leeton Eisteddfod and 1st place at the Wagga Eisteddfod. What a spectacular result for a Year 3 – 6 class.

- Acacia also shone at the Wagga Eisteddfod taking out first place in their section for their great poem recital.
- Sport representation at a district and Riverina level in swimming, athletics, cross country and cricket.
- Many outstanding individual results in NAPLAN showcased our students in top class Literacy and Numeracy skills.
- The Small Schools' Athletics Carnival held at the school allowed the Ganmain Public School community to band together and showcase our little school in an amazing light, emphasising the wonderful team work of staff, students and parents.
- The community came together for our Book Fair and our Art Show. This gave our children a spotlight in which to shine and display more of their many talents.
- The Mini Olympics Fun Day provided the children with an experience of teamwork and sportsmanship.

This high level of participation and enthusiasm and delivering on the motto 'Each for All' shone brightly through this year's School Leaders with Year 5 students stepping up to support Madeline, Blake and Phin in all their fund raising events. I would like to take this opportunity to wish Madeline and Blake all the best for their futures. I have watched them grow over the last four years into beautiful young adults..

Ganmain Public School continued to strive to deliver the three strategic directions of:

1. Creating high performing and engaged learners 2. Delivering high quality teaching, leadership and management 3. Providing well-being for all.

All this was only possible due to the continued support and cooperation of the staff, students, parents, grandparents and community members.

This year has been a superb year but next year will be sensational. We have the new play equipment to be installed in early 2017, we have high quality computer equipment to utilise and we have exciting programs to implement and wonderful staff to deliver quality learning to each of our wonderful Ganmain Public School students.

'Each for ALL' is alive and well at Ganmain Public School.

Message from the school community

2016 has been another fantastic year at GPS. Our P & C has once again been active in their efforts to raise funds and work in partnership with the school to enhance learning opportunities and support student wellbeing. This year our major active fundraisers have been the triathlon, catering the Small Schools Athletics carnival, a Bunnings community BBQ, and of course our annual Presentation Night raffle. I was particularly encouraged by the high level of support from families in our Small Schools catering endeavours, with an overwhelming number of families donating goods for sale and helping out on the day. It was exceptional.

We have also enjoyed the benefits of more passive fundraising. We are indeed extremely fortunate to have Beyond Bank on board, benefiting from their generous sponsorship of the triathlon and of course the Community Rewards program. This year we also received a generous cash donation from Logan's and Hitchens/CRT and secured a Kellogg's donation of boxes and boxes of rice bubbles, cornflakes and sultana bran.

Our fundraising endeavours have allowed us to financially support a wide range of activities that our children undertake. The money has gone towards:

- four healthy food days
- a \$25 uniform subsidy for each new student
- the Bluearth fitness program (fortnightly during Terms 1–3)
- subsidising the Little Champions gymnastics program and swimming school
- purchasing new tablets and other equipment (eg. A newly covered high jump mat, a microphone, garden supplies)
- subsidising Breakfast Club and fruit time
- subsidising excursions and students who make it to state for sport.

Thank you to all P & C members on their contributions this year and especially the executive of Brooke, Kellie and Matt. These achievements would not be possible without the effort of our hardworking committee members.

Thank you also to the dedicated and professional teaching and ancillary staff at Ganmain PS, led by our Principal Sandy Schmid. We are indeed very fortunate to have such a fantastic team working with our children to provide the best possible education and welfare to all. It is pleasing to see that we are all in this together and together we can achieve so much.

Kylie Hamblin – Ganmain Public School P & C President

Message from the students

I'd like to start off by saying what a great honour it has been to be School Captain of this great school.

I started at Ganmain PS half way through Kinder in 2010. My teacher was Mrs Jenkins who helped me settle into life at Ganmain Public.

Years 1 and 2 saw Mr Campbell as my teacher. I think he made me laugh everyday with his silly sayings and terrible jokes.

Mrs Schmid took over as my teacher for Years 3, 4, 5 and 6 and has shown me how if I work hard and apply the 5R's—being respectful, responsible, resilient, resourceful and by being reflective good things will come my way.

Mrs Campbell has also been my teacher in Years 5 and 6 and I'd like to thank her for pushing me and making me do my best at all times.

Mrs Schmid and Mrs Campbell have helped me gain confidence and now I can "mix it with the best of them"Well in most situations.

Miss Hatcher, Mrs Steward and Mrs Crocker have been my usual relief teachers filling in and making sure everything runs smoothly.

Mrs Graham has been the Library teacher since Kindie. In that time I have seen book fairs, I have seen art shows and I have met so many interesting characters like Clifford, that has shown me that my imagination can grow in weird and wonderful ways. I would like to thank Mrs Graham for teaching me that to find happiness you just need to open a book and turn the page.

Mrs Booth is the best office lady you could ever imagine. I don't think I've ever seen her without a smile on her face.

Mrs Fryer is always helping people in the classrooms or out in the playground and her fantastic gardens and grounds make our school look great!

The highlights of my days at Ganmain PS were playing "Rizzo" in Grease, dancing "Untamed" at eisteddfods and at Riverina Dance Festival, going to Canberra, going to Borambola and representing Ganmain PS in swimming and athletics.

As head of the Student Leadership Team of 2016 I am very proud to say that we were able to raise over \$360. We have used this money to purchase a gift for the school from the departing Year 6 students.

I would like to thank the Year 5 students: Claudia, Chloe, Angel, Abbey and Seb for all their help with all the fundraising events which included the Easter egg raffle, the Mother's day stall, the snuggle up with a book pyjama day, the Halloween dress up day and our famous honey joy and chocolate crackle Fridays.

Ganmain PS has helped me grow in so many ways, in the brain but also as a person. I'm so glad that I was part of this little school. As Mrs Schmid says, "We may not be the biggest but we are the best".

I can't wait to see what happens next.

Thankyou

Madeline Cutler – Ganmain Public School Captain 2016

School background

School vision statement

Ganmain Public School is committed to providing each student with consistent quality teaching and learning in a happy and safe environment.

The school recognises each child's unique potential and attempts to develop all aspects of the whole child with emphasis on self-confidence, high self-esteem with the whole school community committed to excellence.

School context

Ganmain Public School has served the local community since 1912, maintaining close and supportive ties with our families and the local community. The school has a reputation for successful academic, sporting and cultural programs in a K–6 context. These programs reflect the principle that it is the right of all young Australians to succeed in learning and to have the knowledge, skills and understandings essential to their effective participation in civic life. It is a dynamic and progressive place for learning. The school provides a safe and positive learning environment that caters for the individual needs of the students. We have a strong focus on Quality Teaching and Learning which is enhanced by a growing number of digital technologies. The dedicated teaching staff are committed to nurturing the best possible outcomes for all students, with a focus on literacy, numeracy, technology and creativity.

The school's teaching and learning programs create adaptability, skill transference and social awareness in students, preparing them for their future. It is valued for its high expectation of student excellence in all areas and for the diversity of extracurricular opportunities available to students. Technology learning in our digital age is fundamental to this success. A strong participant with local schools consisting of Ganmain Public School, Matong Public School, Marrar Public School, Beckom Public school and Coolamon Central School provides enhanced academic, sporting and social opportunities for the students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

In Learning during 2016 Ganmain Public School was 'Sustaining and Growing' in:

Learning Culture – there was demonstrated commitment within the school community to strengthen and deliver on school learning priorities where positive and respectful relationships were evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

Wellbeing – the school consistently implemented a whole-school approach to wellbeing that had clearly defined behavioural expectations and created a positive teaching and learning environment.

Quality teaching and professional practice were evident in every learning environment, providing students with opportunities to connect, succeed and thrive relevant to their stages of learning and development.

Curriculum and Learning – Curriculum provision was enhanced by learning alliances with other schools and organisations. The school actively collected and used information to support students' successful transitions. Teachers involved students and parents in planning to support students as they progress through the stages of education with the use of Personalised Learning Plans. There were systematic policies, programs and processes to identify and address student learning needs.

Assessment and Reporting was an area for development in 2016 where closer monitoring and analysing internal and external assessment data to monitor, track and report on student and school performance was required. Also teachers

improved their practice of setting transparent criteria for student assessment and consistent assessment was a focus area.

In Teaching during 2016 Ganmain Public School was 'Sustaining and Growing' in:

Effective Classroom Practice – teachers regularly used student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provided explicit, specific and timely formative feedback to students on how to improve.

Collaborative Practice was evident throughout the year with teachers working together to improve teaching and learning in their classes. Teachers provided and received planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes such as lesson observations were in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identified expertise within its staff and drew on this to further develop its professional community.

Learning and Development benefited from teachers actively sharing learning from targeted professional development with others. There was a particular focus on improved teaching methods in literacy and numeracy with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers were actively engaged in planning their own professional development to improve their performance.

Professional Standards were addressed where the teachers demonstrated responsibility, adaptability and ethical practice in working towards the school's goals. Teachers worked beyond their classrooms to contribute to broader school programs.

Data Skills and Use will need to be further developed in 2016. Teachers will need to more closely analyse and use student assessment data to understand the learning needs of students. This will occur through regular PLAN data entry. The school's professional learning will need to build on teacher skills in the analysis, interpretation and use of student performance data. Data analysis will need to be more accurate in informing the school's learning goals and monitor progress towards them.

In Leadership during 2016 Ganmain Public School was 'Sustaining and Growing' in:

To improve Leadership and Management Practices and Processes Ganmain Public School solicited feedback through the 'Tell Them From Me' survey. This gave the students and the community the opportunities to provide constructive feedback on school practices and procedures. Parent participation will need to be improved in 2017 as not enough responses were received to generate a report in 2016. As a result of student responses needy areas on school performance were addressed.

Leadership development is central to school capacity building, so all staff were given the opportunity to take responsibility for a project or area of interest and lead it across the school. This proved to be very valuable for leadership development.

School Resources benefited from careful planning that supported the delivery of quality curriculum and high quality staff were employed, with an example being Paul Lucas from the Blueearth program. Strategic financial management was used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces were used flexibly, and technology was accessible to staff and students.

The Management Practices and Processes in place allowed opportunities for students and the community to provide constructive feedback on school practices and procedures. Streamlined, flexible processes existed to deliver services and information and strengthen parental engagement.

School Planning, Implementation and Reporting will need to be further developed in 2017 where new staff, students, parents and the broader school community is encouraged to contribute further in the development of the vision, values and purpose for the school. Having the new staff, students, parents and the broader school community being able to articulate the purpose of each strategic direction in the school plan will be a priority in 2017.

Ganmain Public School will continue to strive for excellence in all areas of Learning, Teaching and Leading. Our self-assessment process will further assist the school to refine the strategic priorities in our school plan leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Create high performing and engaged learners

Purpose

To ensure all students will be actively and consistently engaged in high quality learning that is meaningful and developmental, ensuring motivated, creative and confident learners.

Overall summary of progress

Teachers were actively engaged in delivering quality teaching due to excellent professional learning opportunities. The students set goals for the year which were reviewed at regular intervals in class. Macqlit – Due to staffing issues the Macqlit was not delivered as consistently as hoped. However, the students still made an average of 4 terms growth over three terms of delivery according to the Wheldall Assessment of Reading Passages (WARP)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students will achieve at or above 18 months growth in literacy and numeracy	Student growth for the test aspect of Reading for Year 5 2016 NAPLAN results showed that Ganmain Public School Year 5 students had an average scaled score growth of 96.2. The state growth was 80.1. Student growth for the test aspect of Grammar and Punctuation for Year 5 2016 NAPLAN results showed that Ganmain Public School Year 5 students had an average scaled score growth of 94.8. The state growth was 76.3. Year 3 NAPLAN trend data for Reading shows a gradual incline in achievement from 409.8 in 2014 to 469.5 in 2016. 40.5 points higher than the state. Year 3 NAPLAN trend data for Writing shows a gradual incline in achievement from 414.4 in 2014 to 444.8 in 2016. 20.7 points higher than the state. Year 3 NAPLAN trend data for Numeracy shows a gradual incline in achievement from 448.2 in 2014 to 441.4 in 2016. 34.7 points higher than the state.	Macqlit Professional Learning –\$3 000 Staffing to administer Macqlit Remedial Literacy program–\$37 500
100% of students indicate they are confident in their learning and understand the requirements to progress their learning; eg. using the literacy and numeracy continuums effectively	All students were guided individually through the use of the continuums with the help of the 'I Can' statements that explain the requirements of clusters within the continuums, in child friendly language. It was a very successful procedure that allowed the teachers to inform the students of where they were in relation to their learning and where and what they needed to do to make progress. The senior students understood this process more accurately than the junior students.	Teacher relief days to enable teachers to work with students and parents to set, review and analyse Literacy and Numeracy individualised targets throughout the year–\$5 100
100% of students are engaged in learning developed to meet their needs. Effective assessment tasks are providing explicit data to inform future programming.	Results of Tell Them From Me student survey regarding engagement showed 100% of students in this school valued School Outcomes, 100% of students in this school were interested and motivated and 100% of students in this school tried hard to succeed. Explicit data was gathered throughout the year through regular monitoring of student progress through the continuums on the PLAN data program.	Stationery/classroom resources–\$500

Next Steps

Teachers were actively engaged in delivering quality teaching due to excellent professional learning opportunities. The students set goals for the year which were reviewed at regular intervals in class. This will be refined to explicit short term smart goals, reflecting the continuums, in 2017.

This was the second year of every child having a personalised learning plan. Unfortunately two students of the same family were not represented by their parents. It will be a focus in 2017 to get 100% participation.

A continued explicit approach to assessment tasks will need to be followed with the two new class teachers next year. 5 weekly and end of term plotting on the continuums will be a focus through participation in the Early Action for Success program being applied in the school next year.

Strategic Direction 2

Deliver high quality teaching, leadership & management

Purpose

To build the capacity of each staff member through professional learning to ensure our staff provide high quality learning for every student every day.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students achieving at or beyond expected stage standards.	Results of the Tell Them From Me Survey from the students indicated positive results including: Positive teacher–student relations results of Tell Them From Me student survey showed students feel teachers are responsive to their needs, and encourage independence with a democratic approach. In this school, Positive Teacher–Student Relations were rated 9.7 out of 10. This has led to the positive growth of students as indicated in NAPLAN results mentioned in Strategic Direction 1.	Stationery/classroom Resources—\$278
100% of teachers delivering quality lessons by embedding the elements of the Quality Teaching Framework into everyday teaching practice.	Expectations for success results of Tell Them From Me student survey showed the school staff emphasises academic skills and hold high expectations for all students to succeed. In this school, students rated Teachers' Expectations for Academic Success 9.6 out of 10. The high expectations and quality lesson delivery was evident through lesson observation and teacher program supervision. This was aided with the quality professional learning engaged in by the teachers throughout the year.	Professional Learning—\$3550 Classroom Observation and reflection—\$2700
Improved outcomes for all students across all KLAS.	Some K–2 students are not moving along the continuum as hoped due to learning difficulties and behaviour issues. The staff are still becoming familiar with the continuums through professional learning. The children in Years K–6 engaged further with the continuums and plotted themselves on the continuums with the guidance of the teacher and child friendly 'I Can' statements linked to the continuum. The Year 3–6 students are showing achievement within and across the clusters.	SLSO Individual and small group support.— \$16800

Next Steps

This needs to be a continuing focus for 2017. All students in K–6 will need to be further introduced to the terminology each lesson with learning intentions. 2017 will see the establishing of more specific student goals for Literacy and Numeracy based on the continuums. New 2017 teaching staff will need further professional learning opportunities to expand their knowledge and deliver quality lessons addressing the quality teaching Framework.

Strategic Direction 3

Provide wellbeing for all

Purpose

To grow a strong positive culture within the school community so everyone is engaged and has a sense of belonging and wellbeing.

Overall summary of progress

Overall Ganmain Public School provided wellbeing for all. However, this required an increase in suspension rate to maintain the high discipline standards expected at Ganmain Public School, in order to keep the children and staff safe. We had good attendance at all functions. However, the many attempts to get feedback from parents via surveys and letters was disappointing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% return of surveys with 100% of students, parents and staff feeling valued and satisfied with quality learning at Ganmain Public School.	Results of the Tell Them From Me Survey from the students indicated positive results including: In Ganmain Public School: 100% of students had a high sense of belonging, 100% of students had positive relationships, 100% of students in this school valued School, 100% of students in this school were interested and motivated.	Administration staffing –\$1000 Stationery –\$250 Staffing to establish 3 needs based classes for three days per week in Term 1 –\$12 500 Catering/ Resources for Art Show – \$500
Increased attendance at parent workshops & parent/teacher interviews, information sessions & in school community activities.	Unfortunately the Pre –School visits did not occur due to staffing availability. There was no Astronomy Night and musical due to Years 3–6 participation in the (KROP) Kids Rapt on Performing, the Riverina Dance Festival and the Leeton and Wagga Wagga Eisteddfods. Both classes participated in the Wagga Wagga Eisteddfod taking out first place in their classes. This was an amazing achievement and was well received by parents and the community.	Community Groups– Life Skills staffing –\$3060 Data analysis –staffing –\$900 Mini Olympics Fun Day Catering/resources –\$500
'Go for Gold –Catch–a–Kid' reward program and nil suspension rate	The Go for Gold Catch–a–Kid' Program ran successfully for the year for most children. Unfortunately suspensions were necessary for the wellbeing and safety of all the children and staff in the school during 2016.	Professional Learning –\$4500 Stationery/Rewards –\$250

Next Steps

The staff will continue to strive for high discipline standards so as to maintain the wellbeing and safety of all at Ganmain Public School.

The school will also try to promote the school through a communication app called 'Skoolbag'. We will also set up a Facebook page to communicate the wonderful things happening at the school and continue to provide events to engage the community.

Community/Parent response will be a focus earlier in the year so as to get valuable feedback and parent information sessions will again be offered throughout the year.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>SLSO delivered Minilit to three K–2 Aboriginal students for one hour three days a week and the STL delivered Macqlit to two Year 5 Aboriginal students– Minilit and Macqlit are two researched based remedial literacy programs. The children made steady progress with follow up and consolidation planned for next year. The SLSO also supported the class teacher of the K–2 students in the classroom during Mathematics sessions 3 days a week.</p> <p>The support offered to Aboriginal students by the SLSO for 10 hours per week was very successful. All identified Aboriginal students received regular assistance throughout Semester One and Two during Literacy and Numeracy sessions on a Monday, Tuesday and Wednesday.</p>	<p>SLSO 5 hours per week @ \$35 per hour – to provide assistance to Aboriginal students and their learning– \$7000</p> <p>Resources–e.g. Reading and information texts– \$314</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$7 314.00)
Low level adjustment for disability	<p>The SLSO delivered remediation work with targeted students through the delivery of the program MiniLit– a researched based remedial literacy program for Kindergarten to Year 2 students. The extra LST staffing funding allowed the Macqlit program to be delivered more regularly throughout the week. Community Groups consisted of mosaics, computer art, music with bells and papier mache. All works of art were showcased at the Art Show held at the end of the year and in the Ganmain Public School show display at the Ganmain Show.</p>	<p>SLSO 2 hours per week @ \$35 per hour – to provide assistance to disadvantaged students and their learning.</p> <p>Community Groups– Life Skills – Employing SLSO to run a craft group Wednesday afternoons for 4 weeks a term for 2 hours @ \$35 per hour</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$3 961.00)
Socio–economic background	<p>Due to staffing changes and the realisation that the three classes were not having the impact that we had anticipated, two classes were established from Term 2 onwards. This allowed individual remediation work to be completed with targeted students through the delivery of the program Macqlit– a researched based remedial literacy program for Year 3 to Year 6 students. The HOW2Learn program aimed to develop the students' life – long skills of respect, reflection, resourcefulness, resilience and responsibility. Unfortunately suspension data showed an increase in suspensions. It is an ongoing process of skill development which we believe will have positive results over time. The extra staffing was also utilised to support the delivery of Mathematics for the Stage Two and Stage Three students supplying extra support on a one–on–one situation when needed.</p>	<p>Staffing to establish 3 classes 3 days a week (Term 1)</p> <p>Stationery/ classroom resources Relief Days– HOW2Learn training and programming</p> <p>Staffing to administer Macqlit program. (Term 2–4)</p> <p>Teacher relief to cover PLP meetings with teachers, students and parents</p> <p>Additional SAM hours for school promotion and community engagement</p> <ul style="list-style-type: none"> • Socio–economic background (\$57 527.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	22	21	20	16
Girls	16	19	16	14

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97	90.9	97.5	91
1	94.7	94.3	92.3	93.5
2	95.7	85.3	96.9	94.5
3	96.8	94.3	92.3	93.1
4	90.1	95.7	96.6	95.2
5	97.3	92.8	94.2	93.4
6	94.4	94.9	96	94.3
All Years	95.3	93.1	95.3	93.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
WATTLE	7
ACACIA	13
BANKSIA	11

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.95
Other Positions	0.01

*Full Time Equivalent

Ganmain Public School has zero Aboriginal composition of the school workforce.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Teachers at Ganmain Public School had professional learning in the following areas: 'Writing in the Middle Years– Teaching Beyond the Standard', Consistent Teacher Judgement– BOSTES, Behaviour Management, Focus on Reading 3–6 (FoR 3–6) training and mentoring, 'Teaching Mathematics K–6', Higher Order ways to Learn (HOW2Learn) and First Aid.

The principal and SAM attended Strategic Financial Management for NSW Public Schools.

The School Teaching Principal attended workshops on Reading Disorders in Childhood, Principal's as Teacher Accreditation Authority, Future Proofing Beginning Teachers–Principals as TAAs Plus, Macqlit –Remedial Literacy Program, Performance and Development Framework and the New Staffing Agreement, Principal Network Meetings, Rural and Remote Leadership Strategy: CV Writing and Interview Skills, A Paradigm Shift: Proficiency is the New Minimum Standard – Leading Your School and Wagga Wagga Primary Principal Council Meetings.

Whole school professional development has included workshops in the following areas:–CPR, Child Protection, Code of Conduct, Disability Standards for

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	88 715.00
Global funds	85 979.00
Tied funds	82 978.00
School & community sources	25 496.00
Interest	2 049.00
Trust receipts	2 299.00
Canteen	0.00
Total income	287 516.00
Expenditure	
Teaching & learning	
Key learning areas	21 678.00
Excursions	2 584.00
Extracurricular dissections	7 737.00
Library	1 092.00
Training & development	7 275.00
Tied funds	79 140.00
Short term relief	7 061.00
Administration & office	27 186.00
School-operated canteen	0.00
Utilities	11 883.00
Maintenance	10 847.00
Trust accounts	2 136.00
Capital programs	0.00
Total expenditure	178 619.00
Balance carried forward	108 897.00

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

Ganmain Public School participated in the 'Tell Them From Me' survey in 2015.

Students

The following results were obtained from the surveyed students.

Social Engagement–83 % of students felt accepted by their peers and by others at this school.

Institutional Engagement– 100% of students believed that education will benefit them personally and economically, and will have a strong bearing on their future.

Intellectual Engagement–100%of students said they were interested and motivated in their learning.

Early Signs of Disengagement–No students surveyed displayed early signs of disengagement.

Drivers of Student Engagement–students rated effective classroom teaching, relevance and well–organised classroom instruction with a clear purpose with appropriate and immediate feedback highly.

Parents

There were not enough parent responses

with the Tell Them From Me survey to formulate a report. However, parents provided the following responses through a paper based survey.

Parents were asked what they liked best about Ganmain Public School. The responses were:

- The individual attention the kids receive
- Ganmain Public School is a happy and safe environment for our children.
- Ganmain Public School offers fantastic opportunities with sport, art and education.
- Ganmain Public School teaches children to communicate with people of all ages.
- The rate of teachers to kids.
- The rate of teachers to kids.
- The technology the school has.
- I like the staff commitment to ALL students.
- Great communication between parents/students and staff.
- The school's resources, facilities and grounds are immense, well looked after and in great supply.
- Ganmain Public School is a very welcoming environment.
- Ganmain Public School offers a whole range of activities like sport, arts, music, groups.
- Ganmain Public School is lucky to have great teachers that specialise in something different from each other.

Teachers/Staff

All staff believe that:

- The school is continually looking at ways to improve performance.
- The statement of school purpose is responsive to changing needs.
- The main purpose of school targets is to improve student learning outcomes.
- The school is continually looking at ways to improve its performance.
- Meeting the needs of students is the school's main priority.

All staff were proud of their school.

Policy requirements

Aboriginal education

Ganmain Public School continues to provide support for our Aboriginal students and provides programs designed to educate students about Aboriginal history, culture and contemporary Aboriginal Australia.

All students study Aboriginal perspectives across the learning areas of History.

Multicultural and anti-racism education

The learning area of History provides the vehicle to study other cultures and encourages student attitudes of tolerance and respect for those different to

themselves.

The students of Ganmain Public School work under the motto 'Each for All' which embraces differences in others and allows the students avenues for celebrating uniqueness.

Other school programs

Creative and Performing Arts

At Ganmain Public School students are exposed to the wonderful art forms of visual arts, music, drama and dance.

Visual arts, music, drama and dance offer students of all ages opportunities for personal expression, enjoyment, creative action, imagination, emotional response, aesthetic pleasure and the creation of shared meanings.

In visual arts, students make artworks that represent a variety of subject matter and make choices about the forms and techniques used to best represent the qualities of the subject matter. They discuss reasons why artists make particular artworks and why different interpretations are possible, recognising similarities and differences in how subject matter is represented. Students were able to showcase, display and auction their wonderful visual art pieces at the Schools Art Show and annual Ganmain Show.

Students sing, play and move to music, demonstrating a basic understanding of musical concepts. They organise musical ideas into simple compositions and use understood symbols to represent these. Students listen to a range of music, identifying key features and they make some informed judgements about musical preference. As a part of groups this year, students' had the opportunity of playing and composing pieces using the Tuned Bells. Students learned about musical concepts including duration, pitch, dynamics, tone colour and structure. Students performed their piece at the Principal's Assembly.

Throughout drama lessons, students use movement and voice to build the action and roles of a drama in a variety of situations. They devise and sequence drama to create meaning. Students experience and interpret a range of drama forms and elements by making, performing and appreciating drama. This year our Acacia students performed in the Choral Speech section at the Wagga Wagga Eisteddfod. Students recited two pieces; If You Come to Our House and Be Glad Your Nose is on Your Face. They were awarded first place for their performance. Students in Banksia incorporated monologues and short dramatized pieces in their History presentations on Migration to Australia.

Students perform dances demonstrating a range of dance performance qualities and increasingly complex movement skills. They explore the elements of dance in their own works and how these can be selected and combined to convey meaning. Students discuss the meaning and purpose of dance works and the roles of

the creator and performer. This year, Banksia students engaged in a high energy jazz/hip hop routine entitled 'Untamed'. Students successfully auditioned for Riverina Dance Festival and KROP (Kids Rapt on Performing) performing at the Griffith Regional Theatre along with 21 other selected schools in the Riverina. Due to the incredible success of the routine, Untamed was entered into local competitions, receiving third place at the Leeton Eisteddfod and 1st place at the Wagga Wagga Eisteddfod. Students were also invited to perform at many different community events throughout the course of the year, including the Ganmain Show, Senior Citizens Luncheon, and the Twilight Christmas Markets.

The involvement in creative or performing arts, or another KLA, can be a defining moment for students; an opportunity to self-express, comprehend and display their potential and talent, build confidence and to shine and this was evident throughout our rehearsals and performances this year!

2016 Sport

Carnivals

2016 has been a busy year in sport, and there have been a huge range of sporting events throughout the year for students to become involved in. The first event of the year was the Small Schools Swimming Carnival held in Ardlethan, which was a great day and saw many students from Ganmain Public School go on to the Coolamon-Ardlethan PSSA carnival, with Abbey Hamblin, Seb Hamblin, Nate Hamblin and Chloe Clark progressing through to the Riverina swimming carnival where they represented the Coolamon/Ardlethan District.

Ganmain Public School was in charge of organising and running the Small Schools Athletics Carnival this year, which was held at the school. This was a fantastic day with students doing their best and showing some great sportsmanship and participation. Many students progressed to the Coolamon/Ardlethan carnival held in Coolamon, where they persevered through wet and soggy conditions, with Tristan Hare, Abbey Hamblin, Seb Hamblin, Chloe Clark and Claudia Bingham making it to Riverina level.

The Small Schools Cross Country was run by Matong Public School this year, and was a successful day for Ganmain Public School with all students having a great run. Abbey Hamblin and Tristan Hare-Niki travelled to Albury to represent our school at the Riverina Carnival.

Trials

2016 saw many great opportunities for students to compete in trials for sport. This year students participated in AFL, netball, tennis and cricket trials.

AFL trials this year were organised by Ganmain Public School and held at the Ganmain sports ground. It was a great day with many boys and girls from across the Coolamon/Ardlethan district having a good go and showing great sportsmanship. Seb Hamblin and Kaitlin Logan were both selected for the Coolamon/Ardlethan

team to compete in the Eastern Riverina trials in Coolamon.

Netball trials were held in Ganmain this year as well, and Ganmain Public School students had some fantastic success with netball this year. Claudia Bingham, Abbey Hamblin and Kaitlin Logan were selected from the Coolamon/Ardlethan PSSA Trials to travel to Griffith for the Western Riverina Trials. The girls did a fantastic job and although they did not go further they played well on the day. The Coolamon/Ardlethan Netball team also competed in the Wagga Schools Cup Netball competition.

Seb Hamblin had the great experience of attending tennis trials in Wagga. Cricket trials were also held throughout the year, with girls cricket trials held in Term 3 where Kaitlin Logan put in a tremendous effort and made Ganmain Public School very proud by being successful in being selected to represent the Riverina at the State Cricket Trials in Sydney. In recognition of Kaitlin Logan's fantastic achievement in participating in the State Cricket Trials in Sydney, she was awarded the Riverina Representative Perpetual Shield at our Presentation night. Kaitlin Logan was also awarded this year the Sportsperson of the Year Award to recognise her fantastic participation and efforts in her sports endeavours this year. Boys cricket trials were held in Term 4, and James Fysh and Tristan Hare-Niki attended these trials in Arianah Park.

Programs

Ganmain Public School has been extremely lucky to have visits from sporting teams and sports programs running in the school, such as Blueearth in Terms 1 and 2 and gymnastics and circus skills in Term 4. We had a visit from two GWS Giants AFL Players in Term 1, Harry Himmelberg and Matthew Flynn, who gave students some great tips and information about Auskick and AFL. We also were extremely lucky to have a visit from Liam Dedini from the Wagga City Wanderers soccer team running workshops with all students in Term 3.

School sport is held on Friday. We have had some fantastic programs coming in to the school this year which have taught students new skills and have introduced them to new sports.

It has been a great year in sport with students putting in their best effort and showing some tremendous sportsmanship and participating in a diverse range of different sports. Students have had wonderful opportunities to succeed in different sports. Students at Ganmain Public School are praised for their participation, sportsmanship and fair play and should be very proud of the way they have shown these this year.

Art Show and Book Fair

The Library is a vibrant, happy and wonderful place for learning. This year saw the Reading Room take on a new atmosphere – a Reading Tree was created so the children could sit under it and read the many new and exciting titles within our library. The Library was also

fortunate to acquire some comfy cushions and snuggle blankets so on cold wet days there was an inviting space for the children to loose themselves in a good book.

The P&C was again able to donate funds to the library for the purchase of the Children's Book Council Nominated books. These hard covered books are enjoyed for many years, thanks to our supportive hard working P&C for these wonderful books.

The Book Fair celebrations went to a whole new level this year with our school hosting an Inaugural Art Show and Book Fair Night. It was a community event funded by the school where the children displayed many wonderful art pieces created in Community Groups and during class. The show was supported by a silent auction of wonderful group canvases with the proceeds going toward our Community Group organisation next year. Year 6 was also given the opportunity to run a drinks stall and Christmas Craft table to raise funds for their end of year gift to the school. Pizza dinner was provided by Bruno's Wood Fired Pizza, a local business owner. A wonderful night was had by all and well supported by the wider Ganmain community.

Our Book Fair was supported by the generous school community with commission of over \$600. The children helped choose our commission books from the Fair. The library is a dynamic place one that is growing and changing with the needs of the students.

The Ganmain Show

The Ganmain Show is an annual event that takes place in August. The school display is a wonderful chance to showcase the children's tremendous learning opportunities offered at Ganmain Public School. This year the theme was based on the successful CAPA performance 'Untamed'. This was an outstanding display using digital photos and hand-made art and craft to support the dance ensemble. The show display is a great way to promote the wonderful things that happen at Ganmain Public School. The Ganmain community is very supportive of the school and the annual show display lets the community see what wonderful opportunities the children are experiencing.