

Garah Public School Annual Report



2016



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Introduction

Message from the Principal

2016 has been a wonderfully successful year with all staff and students participating in many educational and extra-curricular activities, which have contributed to a rewarding year. With the ongoing support from the staff and our school community, combined with the hard work from our students, our school has continued to grow and achieve.

At the commencement of the school year we began our transition to become a *Positive Behaviour for Learning (PBL) School*. At Garah Public School our Core Expectations under this program are *Respect, Responsibility and Personal Best in School Community*. For students, staff and parents this means that we are committed to these concepts. We look forward to working in consultation with the students, staff and community of Garah Public School as we move forward, together, on our PBL journey to provide the best outcomes for our students, our future leaders.

Throughout 2016, we have continued to receive support and commitment from our parents and the community. It takes countless hours of time, effort and cohesiveness to come together to help enhance the educational opportunities for our children and the school. This commitment is appreciated by staff and students.

Overall, the staff and students have experienced a productive and busy year. Thank you to all of our students for demonstrating kindness, respect and responsibility for their own learning which has resulted in many successes and moments to be proud of.

I would like to thank my extraordinary staff for their hard work, dedication, support and professionalism and look forward to another successful year in 2017.

School background

School vision statement

At Garah Public School we focus on setting expectations which support our school motto of “I Can”, where we provide our students with an enhanced quality of learning through positive educational experiences and opportunities. We actively encourage and promote a school culture underpinned by the beliefs of respect, responsibility and personal best. This will in turn enable them to become informed and prepared citizens of the future.

School context

Garah Public School is a small rural school located north–west of Moree in the New England West Education Area. It is a school that provides education for students of the town and local farming community. The school takes pride in offering a safe, enjoyable, motivating and challenging learning environment for students from Kindergarten to Year 6. All teaching and non–teaching staff work collaboratively to support all students and parents. The school has a family atmosphere where all of the students interact and learn from each other in a supportive and caring environment. The school is an accredited Asthma Friendly and Sun Safe School. Currently the school operates the Live Life Well@School Program. Sport and PE activities are supported by the Fundamental Movement Skills Program and Move to Learn Program.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

This year, staff members at Garah Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was spent examining the school plan to determine the elements of the School Excellence Framework that the school plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the School Excellence Framework. This ensured that our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have been mainly focused on wellbeing, curriculum and learning. The strong performance of the school in creating a positive and productive learning culture amongst staff and students has been a feature of our progress. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and valuing of each other. The results are evident in the way the students have adopted the Positive Behaviour for Learning Program and the school expectations of Respect, Responsibility and Personal Best. Students are relating to each other in a more productive and positive manner and there has been increased engagement of students in learning. Students with special learning needs are being identified early and support is being provided through the employment of extra staffing, with allocated individual learning programs provided by the school's teaching and support staff.

Our main focus in the domain of Teaching has been on a collaborative practice for staff members. All staff plan, teach and grow as a team across all stages in our school. Changes in teacher practice, including the use of technology, classroom observations, feedback and syllabus knowledge, has resulted in increased levels of student learning and engagement.

In the domain of Leading, the consistency and effectiveness of implementation of our two key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. The collaboration between the school leader and all staff has helped build their capabilities to create a dynamic school learning culture.

Our self–assessment process will 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

Learning: high quality literacy and numeracy learning for every student

Purpose

Use literacy and numeracy as the foundations of learning so all students can become competent, creative and confident learners through the development of whole school programs in all KLAs which include the use of technology.

Overall summary of progress

All students have shown enhanced knowledge, skills, understanding and comprehension the areas of literacy and numeracy through the use of explicit teaching and learning strategies. This is evidenced by improved classroom discussion, growth in NAPLAN results and greater understanding..... problem solving, technology, expressive language.....

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students will display growth in literacy. All students will display growth in numeracy. NAPLAN Data. All students will show progress against the literacy and numeracy continuums achieving at or above their stage appropriate level. Classroom assessment data.	All students have shown growth on the literacy continuums. All students achieved growth on the numeracy continuums. All students have shown improvement in using technology to support learning in both literacy and numeracy.	\$31,145

Next Steps

The school will review current Maths Program and implement new Stepping Stones Online Maths Program across all stages. This program will be delivered in a team teaching environment and will have focusses on small group teacher instruction, independent learning and use of technology to support Maths. In literacy, there will be a heavy focus on reading for meaning to help assist students in developing their comprehension skills across all stages. There will also be a focus on the structure of text in writing for both imaginative and informative writing genres.

Strategic Direction 2

Health and Wellbeing: Positive health and wellbeing for all students.

Purpose

Wellbeing is both central to learning and an outcome of learning. It is multi-faceted and is characterised by feeling and functioning well.

Happy, healthy and confident young people are vital in securing a strong future.

Overall summary of progress

After consultation with staff, students and parents, the Positive Behaviour for Learning Program was implemented into the school with Core Value signage displayed inside and outside of the school. Updated school Wellbeing Procedures which include the PBL program and its Core Values and Expectations Matrix.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Current Positive Behaviour Merit Program records students who demonstrate excellence in consistent work habits, behaviour, respect, responsibility, tolerance and understanding of others.</p> <p>Introduction of PBL program to the school after staff participate in professional development in this program. 100% participation of students in the PBL Program when it commences.</p> <p>All students participate regularly in all school physical education and health activities including Daily PE program, Circuits, Crunch and Sip Program and weekly Sport Program.</p>	<p>Revised school's current Wellbeing Procedures and updated to include the Positive Behaviour for Learning (PBL) Program across the school for staff, students and the school community.</p> <p>Introduced the PBL Expectations Matrix and Core Values of Respect, Responsibility and Personal Best</p> <p>Maintained a consistent approach to all PE and Sport activities with a focus on how they support student wellbeing.</p>	\$15,573

Next Steps

Continue to implement the Positive Behaviour for Learning Program, including displaying the three core values through signage around the school. Begin to plan and implement classroom lessons focussing on the key behaviours in the Expectations matrix.

Continued regular daily physical education and weekly Sport Programs, both in and out of school. PD/H/PE program to continue to focus on the areas of games, dance and sports, growth and development, interpersonal relationships, personal health choices and safe living.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All students participated in learning programs to develop understanding of Aboriginal history and culture. This complemented learning in History and Geography.	\$1577
Low level adjustment for disability	In 2016, the school focussed on the introduction of strategies to facilitate successful curriculum access for students with diagnosed and undiagnosed learning difficulties.	\$23249
Socio-economic background	Additional staffing enabled strategic focus on curriculum differentiation, particularly in literacy and numeracy.	\$7301

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	15	21	9	10
Girls	8	5	4	7

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.3	91.7	88.4	89
1	93.7	94.5	96.3	84.1
2	88.1	95.4	97.7	93.2
3		79.9	94.9	93.9
4	90.5		91.6	92
5	82.9	67.2		88.1
6	95.6	88.3	74.4	
All Years	89.6	85.9	92.5	90.6
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		95	94.1	94.2
4	94.7		94	93.9
5	94.5	94.8		93.9
6	94.1	94.2	93.5	
All Years	94.7	94.8	94	94

Management of non-attendance

Students non-attendance is recorded in the Class Roll. Parents can notify the school of their child's absence via, an absentee note, the school's application, by phone call or in person.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.7
Other Positions	0

*Full Time Equivalent

In 2016 no staff member at Garah PS was of Aboriginal or Torres Strait islander background.

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

Significant amounts of professional learning were undertaken by Garah PS staff in 2016. With the release of a different funding model and research supporting teacher quality being the single largest indicator of student success. Literacy and numeracy teaching pedagogy was the focus at our school.

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

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	60 470.46
Global funds	62 293.26
Tied funds	25 635.55
School & community sources	17 938.10
Interest	1 411.71
Trust receipts	2 634.86
Canteen	0.00
Total income	170 383.94
Expenditure	
Teaching & learning	
Key learning areas	29 776.09
Excursions	4 659.08
Extracurricular dissections	1 838.24
Library	1 321.60
Training & development	473.98
Tied funds	25 160.77
Short term relief	877.12
Administration & office	12 581.69
School-operated canteen	0.00
Utilities	11 814.67
Maintenance	5 305.05
Trust accounts	2 626.36
Capital programs	3 804.00
Total expenditure	100 238.65
Balance carried forward	70 145.29

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.

Progress reporting in the National Assessment Program in literacy and numeracy needs to take into account the limitations imposed by the small sizes of the Year 3 and Year 5 classes. To maintain confidentiality, the progress of students who sat the NAPLAN in Year 3 and Year 5 are not reported here.

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and staff about the school. Their responses are presented below:

- All parents see the Positive Behaviour for Learning(PBL) values of respect, responsibility and personal best as characterising the type of environment they would like their child to experience at Garah Public School.
- All students are proud of the Core Values chosen for Garah Public School by staff, students and parents and confidently display these values through the school's Merit Program.
- All students are proud of their individual and combined success, being academic or otherwise, achieved through the positive levels in the PBL Program.
- Parents hope their child/ren will become confident, resilient and well educated while at Garah Public School.
- All staff, parents and students support continuous acknowledgement of all achievements, academic and otherwise.
- All staff consistently acknowledge the efforts given by

all students and this provides a positive and supportive culture at school for everyone.

Policy requirements

Aboriginal education

Garah PS provides support for Aboriginal students and provides programs designed to educate all students about Aboriginal culture, history and contemporary Aboriginal Australia. These issues are integrated across all Key Learning Areas. This practice has given all students a broader understanding of Aboriginal history and culture. The school also acknowledges Aboriginal culture by celebrating NAIDOC Week.

Multicultural and anti-racism education

Multicultural content and perspectives are integrated across all Key Learning Areas. As part of the school's multicultural perspective this year the students produced extensively researched work on Mongolia for the Country Womens' Association International Day celebrations. These presentations increased the students' knowledge and understanding of the geography, history, culture and customs of this country.

Other school programs

Positive Behaviour for Learning(PBL)

Garah Public School encourages and rewards high achievement, outstanding performance and excellent behaviour. In support of these standards, the school has begun to implement the Positive Behaviour for Learning Program. This program forms part of the school's Wellbeing Procedures and has the Core Values of Respect, Responsibility and Personal Best. Through rewarding students whose attitudes and actions meet our school's expectations and Core Values, we will encourage higher achievement and personal growth.

Preschool Transition

Garah Public School offers a Preschool Transition program to support and prepare those students who will commence Kindergarten in the following school year. This program provides incoming students with an opportunity to familiarise themselves with staff, students, school routines and classroom routines in a friendly, safe and nurturing environment.

Sport

Garah Public School promotes participation, teamwork and sportsmanship through a variety of sporting activities throughout the school year. All students are encouraged to increase their level of fitness and sporting skills. The school is very proud of the students' achievements in this area of school.