

Gilgai Public School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Gilgai Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

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School background

School vision statement

At Gilgai Public School we believe in the provision of quality learning, the worthiness and uniqueness of each individual and the necessity of an enriched supportive learning community.

At Gilgai Public School we are committed to:

- The individual development of each member of the school community in our ever changing society.
- Fostering the worthiness and uniqueness of the whole individual; academically, physically, culturally and socially.
- Providing quality teaching and learning programs for life-long learning.

Ensuring a safe, secure and happy technology enriched learning environment

School context

Gilgai Public School is a P5 classification school located in northern New South Wales in the rural village of Gilgai, the traditional land of the Kamillaroi People, serving a diverse low socio-economic community. The school is set on the banks of Gilgai Creek nestled under magnificent trees and surrounded by bushland providing an environment rich in nature.

The school community values Respect, Gratitude, Tolerance, Inclusion and Team Work.

The school's academic programs have been supported in recent years through inclusion in the Low SES National Partnership and the Improving Literacy Numeracy National Partnership.

In 2015 and 2016 support through Early Action For Success Instructional Leader initiative will continue to ensure students are provided with quality teaching and learning leading to achievement of quality learning outcomes.

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.

In the domain of Learning in 2016 Gilgai Public School has progressed in the areas of Well-being, Curriculum and Learning, Assessment and Reporting. The school has developed systematic processes to identify and address students' learning needs. These processes are embedded in the daily operations of all classrooms, providing opportunity for improved student learning outcomes.

In the domain of Teaching the areas of growth include Collaborative Practice, Learning and Development and Professional Standards. Achievement is demonstrated by teachers actively sharing professional learning with colleagues, improved teaching methods in literacy and numeracy supported by the work of the Instructional Leader building teachers' understanding of effective teaching strategies.

In the domain of Leading growth has been identified in School Planning and Leadership. Professional development of the Instructional Leader was central to whole school capacity building.

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

Quality Teaching Quality Learning

Purpose

To ensure consistent quality professional teaching practices are delivering an innovative curriculum to support student achievement of quality learning outcomes.

Overall summary of progress

An enhanced focus on developing personalised learning processes to support student achievement has resulted in school wide understanding of task analysis to inform and ensure the use of differentiated delivery of curriculum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students show progress against the Literacy and Numeracy Continuums and in school assessments. NAPLAN growth data for year 5 students demonstrate improved student achievement in Reading, Writing and Numeracy.	All students demonstrated progress against the Literacy and Numeracy Continuums, with data recorded every 5 weeks throughout the school year.	\$70000.00

Next Steps

The school will continue to build on progress achieved so far by developing staff capacity to transition from literacy continuums to literacy and numeracy progressions in alignment with Department of Education changes in policy and procedures.

Strategic Direction 2

Quality Systems

Purpose

To ensure consistent whole school systems and practices support the delivery of Quality Teaching and Quality Learning.

Overall summary of progress

Some progress was achieved on the implementation continuum of the Positive Behaviours for Learning program. The school laid foundations in preparation for the development of explicit behaviour expectations across all school settings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To ensure consistent whole school systems and practices support the delivery of Quality Teaching and Quality Learning.	Staff and students demonstrate entry level knowledge and understandings of the Positive Behaviour for Learning strategies as a result of learning undertaken in the first year of this 3 year initiative.	

Next Steps

Work continues to consistently implement the behaviour expectations in interactions involving staff, students and the school community. It is anticipated that this learning will facilitate development of student support strategies across home and school environments.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All students have quality Personalised Learning Plans (PLPs) to guide their learning. Data recorded on parent participation in PLP meetings demonstrates high levels of engagement in the development of the individualised student learning plans.	\$7911.54 School Learning Support Officer <ul style="list-style-type: none"> • Aboriginal background loading (\$3 876.00) • (\$0.00)
Low level adjustment for disability	Students showing growth as per individual learning plans, with a strong focus on early arithmetical strategies in numeracy.	\$9138.00 School Learning Support Officer <ul style="list-style-type: none"> • Low level adjustment for disability (\$9 138.00)
Socio–economic background	All student progress in Literacy and Numeracy is tracked and recorded on a digital platform.	\$111037.50 Engagement of a temporary teacher supported student achievement in literacy and numeracy learning. <ul style="list-style-type: none"> • Socio–economic background (\$55 518.00)
Early Action for Success	K–2 Student’s digital Numeracy continuum tracking throughout the year is evident. K–2 Teaching programs clearly show differentiation to cater for identified gaps in student learning for both groups and individual students. Teachers engage in professional dialogue and collaborative practices around assessment, continuum tracking and reporting. Individual student reports include descriptions of the student’s strengths and areas for growth.	\$34697.90 EAfS Instructional Leader, Numeracy intervention teacher, Classroom Numeracy resource kits. <ul style="list-style-type: none"> • Early Action for Success (\$0.00)

Student information

*Full Time Equivalent

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	25	25	26	26
Girls	35	36	35	31

In 2016 no member of staff identified as having Aboriginal or Torres Strait Islander background..

Teacher qualifications

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

Student attendance profile

School				
Year	2013	2014	2015	2016
K	89.6	96.5	95.6	94.3
1	94.8	88	95	93.2
2	93.8	95.6	88.1	94
3	96.4	91.8	95.9	87.1
4	89.3	92.6	92.5	95.1
5	94.4	93.1	92.1	93.1
6	96	94.9	89.2	94.3
All Years	93.9	93.7	93.3	93.3
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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	86
Postgraduate degree	14

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Gilgai PS staff in 2016. Priorities noted in the 2015–2017 School Plan informed the selection of professional development opportunities to support the achievement of staff professional learning goals and student learning outcomes.

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

Financial information

This summary of financial information covers funds for operating costs to 1st December 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
School Administration & Support Staff	1.4
Other Positions	0.13

Income	\$
Balance brought forward	60 231.00
Global funds	101 345.00
Tied funds	238 835.00
School & community sources	10 921.00
Interest	3 037.00
Trust receipts	2 286.00
Canteen	0.00
Total income	416 655.00
Expenditure	
Teaching & learning	
Key learning areas	8 896.00
Excursions	9 424.00
Extracurricular dissections	1 015.00
Library	867.00
Training & development	1 731.00
Tied funds	162 599.00
Short term relief	17 686.00
Administration & office	12 740.00
School-operated canteen	0.00
Utilities	11 204.00
Maintenance	8 267.00
Trust accounts	2 830.00
Capital programs	0.00
Total expenditure	237 259.00
Balance carried forward	179 396.00

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

Parents/Carers were informally interviewed during a number of school functions to gauge their levels of participation and satisfaction in a wide range of curriculum and extra-curricular school activities. Overall satisfaction ratings were high with many parents enthusiastic and optimistic about their child's educational experiences.

Several letters were received by the Principal in which parents expressed their gratitude for the teaching and learning opportunities experienced by their children through-out the school year and their deep satisfaction in knowing that the school's focus on the safety of their child matched their own high expectations.

Staff satisfaction ratings indicated high levels of collegial support through-out the year.

Student pride in the school was again a significant feature of student satisfaction, with many students expressing a great sense of belonging.

Policy requirements

Aboriginal education

Gilgai Public School received Aboriginal background funding in 2016 to support the schools commitment to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education.

All Aboriginal students were supported in engaging with the curriculum and participation in all aspects of school life through a range of strategies including the employment of a Learning Support Officer, a school Chaplain, the development of Personalised Learning Plans reflecting and responding to individual learning needs, development of wellbeing programs and extra curricula activities.

Gilgai Public School has comprehensive educational programs that are redesigned for the academic and cultural growth of all students.

An Aboriginal perspective is embedded in learning sequences delivering the Human Society and It's Environment Syllabus, and the History Syllabus, to assist students to gain appreciation for and understanding of Aboriginal culture.

The weekly whole school assembly and all official school functions include an 'Acknowledgement of Country' acknowledging the Kamillaroi Nations and the elders past, present and future.

Multicultural and anti-racism education

Gilgai Public School provides inclusive teaching practices which recognise and value the backgrounds of all students and promote an open and tolerant attitude towards different cultures, languages, religions and world views.

The school vision provides guidance for all school interactions and clearly articulates the value of individual uniqueness; this forms the basis for building respectful relationships and a culture of getting along in all school activities.

A multicultural perspective is included in the curriculum areas of English, Human Society and It's Environment and History to assist all students to gain knowledge and understanding of other cultures, leading to increased cultural tolerance throughout the school and wider community.

Harmony Day is celebrated as an annual event on the school calendar and provides a focus for discussions and discovery of culturally significant rituals, games and foods. In 2016 all Gilgai Public School students and staff travelled to Tingha Public School to share in this annual celebration. Students enjoyed the opportunity to expand their social contacts and practice cultural tolerance through groupings that extended across both schools and included all year levels K-6.

Staff training through the on-line platform was conducted to ensure that the school has full access to a qualified ARCO to support culturally inclusive processes and practices throughout the whole school.