

Girilambone Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Girilambone 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.

Angela Lewis

Principal

School contact details

Girilambone Public School

Vega St

Girilambone, 2831

www.girilambon-p.admins.nsw.edu.au

girilambon-p.admin@det.nsw.edu.au

02 6833 1039

Message from the Principal

I am proud of the academic and non-academic achievement of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students. Our school's success is underpinned by three key elements that promote the quality teaching and learning programs that our students, staff and parents value and appreciate.

We have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best. Our students are motivated to learn and participate in the range of educational opportunities provided for them at the school. Girilambone Public School enjoys continued support from our parents and the local community.

There has been some high level of student achievement throughout the year both in the area of sport and performance. Individual students have performed credibly at speech and drama performance at the Dubbo Eisteddfod, as well as one student getting through to the Intergroup level of the Country Women's Association Public Speaking Competition. In sport the 4x50m relay team competed in the Earl Magee Relay at the State PSSA swimming carnival. Anita Lewis represented Western Region again at State Cross Country. At the NSW PSSA Athletics carnival, 2 students competed in individual events, with Drew Hope coming 5th in the state in 11 years boys discuss and the small school's 4x 100m relay team came 3rd in the state in the Norm and Elizabeth Austen Trophy race.

2016 has been a very busy year.

Angela Lewis

School background

School vision statement

Girilambone Public School will provide every child with a high quality education through caring and collaborative partnerships between staff, students, parents and the community. Students will participate in engaging, quality learning experiences, whilst endeavoring to achieve their personal best and become respectful and successful life-long learners. A strong partnership with the small schools in the Western Plains Network will be maintained to provide social, academic and professional learning opportunities for staff, students and parents.

School context

Girilambone Public School is situated in the Bogan Shire and belongs to the Western Plains Network of Schools. It is a small K–6 school situated on the Mitchell highway 45 km North West of Nyngan which is our closest service centre. The school is well resourced with excellent facilities for its students; including a well-resourced library, Stephanie Alexander Kitchen and Garden, covered playground equipment and large open playground areas. Girilambone school has a focus on quality student outcomes in literacy, numeracy and engagement. Students have access to a broad range of activities. from performing arts, cultural, leadership, sporting, environmental and academic pursuits.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

At Girilambone Public School, positive and respectful relationships are evident among staff, students and their families. These relationships promote student well-being and ensure optimum conditions for student learning. The school has clearly defined behavioral expectations and creates a positive teaching and learning environment. The students have extensive opportunities to engage in a wide range of extra-curricular activities, such as speech and drama, sporting and other performance activities.

At Girilambone PS we focus on improving teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understanding of effective teaching strategies in these areas. Teachers actively share learning from targeted professional development and they work together to improve teaching and learning across the school.

The school's financial and physical resources are well maintained and provide a safe environment that supports learning.

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

Student Learning

Purpose

To improve student learning through the development and delivery of consistent high quality teaching practice while supporting their emotional, social, physical and spiritual well-being.

Overall summary of progress

Overall students have been performing well in all aspects of NAPLAN. There has been a particular improvement in the area of writing with 80% of the years 3 and 5 students performing in the top 3 bands.

All other students have shown expected or above expected progression along the literacy and numeracy continuums.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase the number of students achieving in the top three skill bands in NAPLAN. K-2 students to improve two cluster markers, Year 3-6 primary students one cluster marker on the literacy continuums by the end of each year.	50 to 100% of all students in both year 3 and year 5 achieving in the top three skill bands. All K-2 Students progressed two cluster markers in most aspects of the literacy and numeracy continuums. Most years 3-6 students progressed one cluster marker on the literacy and numeracy continuums.	School Operational Funds used to allow teaching principal time to analyse data. \$1600

Next Steps

Continue to focus on the creation of passionate learners from kindergarten through to year 6. This can be done through student engagement using varied strategies to cater for a range of learning styles, a more integrated approach to technology to support teaching and learning within the classroom. Also the use of goal setting to give students a specific focus as well as some control of their learning.

Allow students to see the relevance of their learning and give them clear expectations as to expected outcomes. Discussions with the students around learning intentions.

Allow staff professional learning opportunities to improve their pedagogy in order to engage students in their learning.



Strategic Direction 2

Professional Practice

Purpose

To promote, build and sustain the professional learning of all staff members through providing consistently high level professional practices.

Developing teacher skills and professional learning goals supports current research which indicates that teaching practice has the single greatest impact on student learning.

Overall summary of progress

The staff at Girilambone Public School have worked with the Western Plains Small Schools Network to lead quality educational and organisational practices which are becoming embedded in Girilambone's day to day organisation. Professional learning activities occur throughout the year which are aligned to school learning goals, system requirements and staff professional career aspirations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evidence of curriculum understanding through teaching programs. Staff meeting minutes indicate the level of understanding of all in the focus within the school plan.	Staff have been working from the new syllabus documents when planning teaching units. Staff have copies of school plan and there have been discussions around the school plan strategic directions. Processes implemented to ensure staff have completed all mandatory training.	School Operational Funds used to release teaching principal to attend planning day with neighboring teaching principals. \$800

Next Steps

Further PL for all staff around developing a deeper knowledge of all of the new Syllabus so there is a common understanding of current and new curriculum documents.

Continue to work closely with the Western Plains Small School's network to collaboratively plan, program and evaluate practice within the school.

Investigate best practice in teaching pedagogy to improve student engagement resulting in raised student outcomes.



Strategic Direction 3

School Community Engagement

Purpose

To establish more effective partnerships with families and build community identity by recognizing the role they play in their children's education.

Overall summary of progress

The school has received considerable support from the broader community throughout the year. This has been illustrated through attendance at end of term assemblies biggest morning teas and our annual presentation night.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A supportive school community evidenced by sustained or increased numbers of community members attending, PLP meetings, school and community events.	All families have been represented at end of term assemblies. P&C meetings have been well attended with over 80% family representation. Large number of people attended the Girilambone Public School's Annual Presentation night.	
A planned program of student involvement in leadership opportunities and student voice throughout the school implemented.	Senior students attended leadership camp at Warrumbungles Field Study centre. School captains met with the principal to discuss various aspects of the school operation. Captains ran a mini-Olympics afternoon for the students and their families.	School operations funding was used to cover camp costs as well as resources for the mini-Olympics. \$500

Next Steps

More regular publishing of School Newsletters to keep parents and community informed about school activities.

Continue to offer leadership opportunities for students.

Run 3 way PLP meetings in order to have parent, teacher and student input into student learning.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Aboriginal background loading was expended on the employment of a School learning support officer to support students in the classroom during literacy and numeracy sessions.	\$704 SLSO Wages
Low level adjustment for disability	Learning and Support Teacher was employed each week to work with students who required extra assistance in the area literacy and numeracy. Released classroom teacher to assist with analysis of student data. Staff trained in Language, Literacy and Learning (L3) and Targeting Early Numeracy (TEN) strategies to assist student learning.	\$11,123 23 days Teacher salaries 0.1 staffing entitlement L3 and Ten professional learning School Operational Funds
Socio-economic background	The school expended these funds on learning support staff as well as teacher salaries in order to support student learning. Employment of these staff have released the classroom teacher to run assessments and analyse results which inform classroom teaching. Students receive extra support in targeted areas of literacy and numeracy. Funds to support Stephanie Alexander Kitchen Garden project. Employment of Kitchen/ Garden specialist to work with students. 2hrs per week for 30 weeks of the year.	\$10,202 Kitchen Garden specialist \$2469 Staff salaries \$7733



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	8	7	3	6
Girls	7	3	5	5

Student attendance profile

School				
Year	2013	2014	2015	2016
K	87.1	100	96.3	77.4
1	96.3	98.5		93.5
2	91.7	97.8	92.5	86.9
3	96.9	96.4		83.3
4	98.8	97.6	92.9	
5	93.1	98.6	96.3	91.7
6	97.5	93.4	85.4	100
All Years	94.9	97.2	93.6	89.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7		93.9
2	94.7	94.9	94	94.1
3	94.8	95		94.2
4	94.7	94.9	94	
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

Management of non-attendance

2016 saw a higher level of absenteeism than previous years, this was mainly due to extensive periods of wet weather where families were unable to negotiate the unsealed roads safely. There was also a period of student sickness that resulted in families being absent for a period of a week or more at one time.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.91
Other Positions	0.1

*Full Time Equivalent

Girilambone Public School has no teachers who identify as Aboriginal.

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

Throughout the year there was significant professional learning undertaken at Girilambone Public School by teaching and non-teaching staff.

These included:

- Professional association conferences such as PPA and SASS .
- Core Financial literacy.
- SAP training.
- Language, Learning and Literacy.
- Targetting Early Numeracy.
- Attending Principal Network Meetings.

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	13 138.51
Global funds	56 069.47
Tied funds	10 402.13
School & community sources	1 384.78
Interest	295.12
Trust receipts	14 676.22
Canteen	0.00
Total income	95 966.23
Expenditure	
Teaching & learning	
Key learning areas	9 450.69
Excursions	1 216.81
Extracurricular dissections	6 277.07
Library	454.91
Training & development	3 501.96
Tied funds	10 989.68
Short term relief	3 021.63
Administration & office	31 840.78
School-operated canteen	0.00
Utilities	7 439.55
Maintenance	1 164.76
Trust accounts	4 568.78
Capital programs	0.00
Total expenditure	79 926.62
Balance carried forward	16 039.61

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.

Two students from Year 3 and three students from Year 5 participated in the 2016 National Assessment Program in both Literacy and Numeracy. It is impossible to compare our results accurately with those of the state without identifying individual students. Individual student results have been discussed with their parents.

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 believe that Girilambone Public School is a harmonious place where the children are happy to come each day to learn. They are pleased with the extra-curricula experiences that their children are exposed to and the level of confidence that these experiences develop in the students. Parents support continuous acknowledgement of all student achievements, academic and otherwise. Parents like the school's interaction with other small schools and feel this is beneficial for their children. Parents believe that the community is supportive of the school and the programs it runs.

Students are willing to come to school and generally find school a happy place. They enjoy learning and interacting with their friends at school. The students believe they are valued and feel safe at school.

Teachers work collaboratively and share their ideas, strategies and expertise in order to provide a happy, safe and stimulating environment centered around improving student outcomes. Staff at Girilambone Public School feel valued and enjoy coming to work.



Policy requirements

Aboriginal education

Girilambone public school strives to deliver a culturally sensitive curriculum to all students, units of work have an Aboriginal perspective where possible. 8 Ways of knowing pedagogy is incorporated into teaching units.

During 2016 Girilambone received \$704 funding for Aboriginal Background, these funds were expended employing a School Learning Support Officer to assist students in literacy and numeracy sessions.



Multicultural and anti-racism education

In 2016 our school programs fostered students' understandings of culture, cultural diversity, racism and active citizenship.

Some themes covered throughout the year included the issue of refugees, Asian culture, in particular Indonesia, and days of significance in Australian history including ANZAC Day and Remembrance Day. Girilambone fosters a tolerant, inclusive environment where all people live in harmony.