

Gravesend Public School Annual Report



2016



2068

Introduction

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

2016 has been full of wonderful experiences and exciting learning opportunities. Each student has worked very hard throughout the year, learnt so many new things and been challenged to produce their very best efforts. It has been a very exciting year for our students in sport, cultural events, academic achievements and excursions.

We continued to employ specialist teachers throughout the year using our RAM Equity Funds. Our students received expert tuition in music and guitar lessons. Thanks to Lyn Lockrey our talented music teacher who travels from Moree and Bill McIntosh, our school Chaplain and guitar teacher.

The main excursion this year was a snow experience. This was a very exciting experience for all the students and parents who attended. Thank you to the parents, Karen Withers, Kerry Lynn Peachey, Jodie Goater, Sue Barwick, Phil Barwick, Fred Witten, Rachel Dorney and Justine Maunder who helped with the supervision of the students. We really appreciated the financial help from the Parents & Citizens Association with their generous donation of \$7000 which helped keep the cost as low as possible for each student. On top of this generous donation the Parents & Citizens Association also paid an extra \$200 to each student. The educational outcomes for our students from this excursion were immeasurable.

Thank you to the parents and community members for your support throughout the year with transporting students to various extra curricula activities, for supporting the students by attending special school events and for providing cakes and slices to cater for our special days like Fund Raising events and Tamai and Erin's Memorial service. Also thanks to Justine Maunder for sharing her au Paire with us on Thursdays to enable our Transition Program for pre-schoolers to continue.

Lastly but not least I would like to thank our wonderful staff – Debbie Motley, Carol Bess, Kay Rolfe, Bill McIntosh, Simon Waller, Lyn Lockrey, Debbie Bullen and Peter Barwick. Much of what the staff do goes unsung and unpublished but it is not unnoticed and it makes an enormous difference to positive student outcomes. The parents and students really appreciate your commitment and your dedication to teaching their children and for keeping them safe and happy.

I have accepted a transfer to Holmwood Public School for 2017 so I would like to welcome Ms Tanya Withers as Relieving Principal for Term 1. I know that she will do a wonderful job ensuring that the students will continue to receive an all round education.

Kristine Pagett

Principal

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School background

School vision statement

Gravesend PS has a culture of high expectations, dedicated staff committed to Quality Teaching and Learning and motivated, engaged students learning in a safe, nurturing and respectful environment. We will inspire students to develop a passion for learning, to achieve personal success in all endeavours and enable them to become responsible local and global citizens who act with integrity.

School context

Gravesend PS is located in north west New South Wales 25km west of Warialda and 55km east of Moree. It is a small, rural school that directly caters for the educational needs of its students from Transition to School to Year 6 and enjoys a reputation for solid achievement in literacy, numeracy and working with technology.

Current enrolments total 37 students, with two full time teachers, one full time temporary teacher, a part time School Administration Officer and a part time School Chaplain. The teaching staff is committed to continuous improvement in the capacity to deliver a broad and high quality curriculum to all the students in an enjoyable, supportive and stimulating learning environment.

The school community is committed to students' welfare in supporting increasing student outcomes.

This commitment, combined with the support from the parents and wider community, and our ability to join with other small schools in the area enables the school to successfully work towards its objectives.

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.

All staff members were instrumental in analysing data throughout 2016 to map the progress of the school against the framework and to decide on the next steps to be pursued.

Across the domain of **Learning**, Gravesend Public School is 'Sustaining and Growing' in the areas of Learning Culture and Wellbeing. In the areas of Curriculum and Learning, Assessment and Reporting and Student Performance Measures, the school is 'Delivering'.

In the domain of **Teaching**, Gravesend Public School is 'Sustaining and Growing' in areas including Collaborative Practice and Learning and Development and 'Delivering' in the area of Effective Classroom Practice, Data Skills and Use and Professional Standards.

In the domain of **Leading**, Gravesend Public School is 'Excelling' in School Resources and 'Sustaining and Growing' in the areas of Leadership, School Planning, Implementation and Reporting and Management Processes and Practices.

With a new Principal starting in 2017 bringing different leadership experiences and qualities the next steps to be pursued will be reflecting on the current self-assessment. This will enable the development of a plan, in consultation with all stakeholders, on how to target and improve identified areas across the three domains of Learning, Teaching and Leading, as well as maintaining those areas identified as high quality practice already embedded within the school.

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-printed>

Strategic Direction 1

Successful Learners

Purpose

To develop our students for the future as successful global citizens by equipping them with the skills to be confident, critical and creative learners who strive for excellence in all endeavours.

Overall summary of progress

Our continued focus on professional learning has enabled the teachers to gain deep knowledge of and to develop scope and sequences for the History, Geography and Science & Technology syllabuses. Teachers collaboratively developed evidenced based, differentiated teaching and learning programs and units of work for History, Geography and Science & Technology to address the learning needs of all students

Effective assessment tasks were trialled and a draft whole school assessment plan and tracking records were developed to map students' progress. Strategies were developed to teach the general capabilities in each subject area.

Student assessment tasks, parent, teacher and student surveys, and reflection tools for the School Excellence Framework were utilised to monitor the school's progress against the improvement measures of the School Plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff have deep knowledge of all the new NSW Curriculums for the Australian Curriculum, developed a Scope and Sequence for each and implemented them according to the DoE's timeline.	Throughout the year teachers have been released from face to face teaching to collaborate with colleagues to unpack the students outcomes and content for the History and Geography Syllabuses. The teachers developed Scope and Sequences and units of work for History and Geography.	
All staff collaborated to develop a whole school assessment plan and authentic tracking records of students' progress.	Teachers unpacked the DoE Policy and developed Procedures for our school. This understanding enabled them to review and modify the Whole School Assessment Plan resulting in student data being effectively analysed. Differentiated Teaching and Learning programs mirrored the requirements of the DoE in meeting the needs of all students.	

Next Steps

As a result of the reflection and self–assessment processes utilised at the end of 2016 the staff will continue to align professional learning with their personal goals and support the achievement of the Strategic Directions of the School Plan 2015 – 2017.

Professional learning will continue around the literacy and numeracy continuums. Teachers will participate in professional learning on utilising and implementing the PLAN software. The Consistency of Teacher Judgement group that was formed this year will continue to function. The group will share assessment tasks and analysis strategies so there will be a continuity of assessment across the Barwon Network.

Teacher capacity will be enhanced and collegial partnerships will be strengthened through continued participation in a network group that is developing STEM activities and sporting allegiances to increase student outcomes for students from a variety of schools – small schools, larger primary schools and central schools.

The New NSW Geography Curriculum for the Australian Curriculum will be fully implemented.

The draft Whole School Assessment Plan will be finalised and implemented as part of the school culture and a PLP will be developed for each student.



Strategic Direction 2

Innovative and Differentiated Teaching

Purpose

To build a dynamic culture of innovation and best practice through quality professional learning and collegiality. Leaders and teachers will have high expectations of themselves and their students in order to foster sustained school improvement.

Overall summary of progress

In 2016 to build a dynamic culture of innovation and best practice the whole staff participated in a wide range of professional learning collaboratively with a collegial network of schools.

The whole staff participated in scrutinising the Performance and Development Framework, the Australian Teaching Standards and the School Excellence Framework.

All teachers participated in and took responsibility for setting personal learning goals in line with the Performance and Development Framework and their individual needs to build their capacity as educators.

After being immersed in assessment policies, assessment strategies, assessment tasks and a variety of processes for assessment and tracking student results, a draft Whole School Assessment Plan was developed, reviewed and adjusted.

All teachers collaborated and mapped the schools performance against the standards articulated in the SEF for the self-assessment process to celebrate areas of strength and inform areas for improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% staff set and achieve learning goals in line with the Performance Development Framework.	Teachers worked together to identify personal learning goals that are aligned with the Australian Professional Standards For Teachers, the School Plan and Strategic Directions of Gravesend Public School. Each teacher set realistic learning goals that were achieved by the end of the year.	
100% of staff participated in professional learning activities to build capacity in the new syllabuses, differentiated curriculum, effective assessment, setting criteria and goals.	All staff participated in a variety of professional learning activities to achieve their personal goals set in their PDP. All staff participated in Professional Learning courses both face to face and online to assist them to achieve their goals. All staff were valued members of the Consistency of Teacher Judgement Group that was formed after a face to face course on Consistency of Teacher Judgement. This group met twice a term and were instrumental in accessing and sharing effective assessment tasks for all stages in all subjects. As a result of this collaborative work a whole school assessment plan was drafted and trialed at Gravesend Public School. All staff accessed and participated in online courses such as Numeracy is the Building Blocks of Mathematics, Grammar and Vocabulary, Programming, Differentiated Curriculum, Unpacking the History Geography Syllabuses and Criteria for Goal Setting.	Global Professional Learning \$3 500

Next Steps

To ensure that the 3 year School Plan remains on track the next steps will be to continue to access professional learning from a variety of sources – face to face, online, collegial networks. Staff will seek out and participate in explicit and systemic learning around the 21st Century general capabilities and how they apply to each syllabi and continue to trial effective assessment tasks and strategies. The draft Whole School Assessment Plan will be modified, adopted and implemented as part of the school culture.

Staff will ensure that their personal learning goals are aligned to the School Plan, the School Excellence Framework and the Australian Teaching Standards.

Through professional learning the staff will develop a deeper understanding of quality evidence to demonstrate achievement of improvement measures in the School Plan and to support claims when mapping the school's progress on the School Excellence Framework.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Assessment was carried out in Term 4. All students could recall information about the Gamilaroi nation's culture, customs and traditions.	<ul style="list-style-type: none"> • Aboriginal background loading (\$881.88)
Low level adjustment for disability	All students were assessed using YARC and results tracked. Teaching and learning programs reflected all student achievements.	YARC, Tracking Documents, Teaching and Learning Program. <ul style="list-style-type: none"> • Low level adjustment for disability (\$2 760.38)
Socio-economic background	Students data mapped on PLAN.	Assessment Data Tracking Sheets, PLAN Software <ul style="list-style-type: none"> • Socio-economic background (\$2 033.23)



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	18	19	20	24
Girls	12	12	10	13

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.3	93.5	95.1	92.8
1	94	95.6	96.4	95
2	95	93.8	96.6	94.1
3	100	94.1	94.4	93.7
4	94	92.5	94.8	94.6
5	89.8	95.8	93.6	93.9
6	78.3	88	100	97.8
All Years	91.9	93.2	95.3	94.1
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

Management of non-attendance

School attendance is stable and in line with the State average.

Class sizes

Class	Total
MM Class	17
PB Class	19

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.01

*Full Time Equivalent

There are no employees of Aboriginal descent.

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	100

Professional learning and teacher accreditation

100% of our staff participated in online, face to face, inter-school and in-school courses resulting in knowledge being shared collaboratively with positive student outcomes.

Professional learning in 2016 was aligned to the Strategic Directions and improvement measures of the School Plan 2015 –2017 and the personal learning goals of each staff member. The main focus areas of our professional learning were – developing deep knowledge of the New NSW Geography Syllabus for the Australian Curriculum, effective assessment and tracking plans and analysing student data to ensure that the individual needs of each student were met.

Staff at Gravesend Public School were involved in numerous professional learning opportunities throughout 2016. Mandatory training for all staff included the 2016 Child Protection Update, CPR and Anaphylaxis training and Performance and Development Training. Staff attended Networking Days, online course Numeracy is The Building Blocks of Mathematics, Oliver Training, Principal Network Days and PPA Meetings. Staff also participated in

shared Staff Development Days with neighbouring small schools focusing on assessment tasks and strategies. Teaching staff were involved in a Consistency of Teacher Judgement Course which resulted in the formation of the Consistency of Teacher Judgement Network Group. This group met regularly to share resources and participate in creating assessment rubrics, assessment tasks and tracking documentation.

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

Financial information

This summary financial information covers funds for operating costs to 30.11.16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	61 544.08
Global funds	58 114.35
Tied funds	33 980.23
School & community sources	31 318.75
Interest	1 519.70
Trust receipts	9 838.98
Canteen	0.00
Total income	196 316.09
Expenditure	
Teaching & learning	
Key learning areas	10 967.86
Excursions	24 486.55
Extracurricular dissections	7 804.09
Library	947.74
Training & development	0.00
Tied funds	30 794.12
Short term relief	5 321.20
Administration & office	25 693.71
School-operated canteen	0.00
Utilities	6 907.98
Maintenance	1 891.19
Trust accounts	9 789.11
Capital programs	250.00
Total expenditure	124 853.55
Balance carried forward	71 462.54

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 percentage of students in each skill band could not be reported on because the numbers of students fall below the threshold for reporting NAPLAN yearly data. Parents have been advised of student results.

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

In 2016, Gravesend Public School sought the opinions of parents, students and teachers about the school by surveying each group.

Their responses were very positive.

The majority of parents, students and staff members indicated that they had a high degree of satisfaction about how the school is being managed.

The surveys reflected an appreciation of the range of opportunities provided to students at Gravesend Public School and most parents and students felt that they were welcome at the school and could approach the staff with their concerns.

Most parents felt that the methods of communication between the school and parents had improved through using the newsletter, emails, the noticeboard, the school sign, the school's Facebook page and website.

Parents and staff agreed that overall the school has a welcoming culture where all students are challenged in all aspects of the curriculum. Students are engaged and able to participate in a vast range of extra curricula activities.

The school delivers our Motto 'Always Our Best'.



Policy requirements

Aboriginal education

As a mark of acknowledgement, respect and understanding, the students and teachers of Gravesend Public School use the protocols of the Department of Education, Acknowledgement of Country, in recognising the traditional owners of the land, the Gamilaroi people, at all assemblies, meetings and community gatherings

Gravesend Public School continues to provide an awareness of Aboriginal culture, history and contemporary Aboriginal Australia across all areas of the curriculum. In implementing the Aboriginal Education Policy, all students study Aboriginal history, culture and current Aboriginal Australia in Human Society and its Environment (HSIE) and English teaching and learning programs, incorporating Aboriginal perspectives in all learning areas. In 2016 Gravesend Public School celebrated NAIDOC week by participating in an Aboriginal Art workshop hosted by a group of Aboriginal Artists from the Northern Territory at Pallamallawa Public School followed by an Aboriginal Art workshop using the techniques of the local Aboriginal Nation, the Gamilaroi people, at Gravesend Public School.

Multicultural and anti-racism education

The school has maintained a focus on multicultural education in all areas of the curriculum by providing students with learning experiences which develop the knowledge, skills and attitudes required for a culturally diverse society. Students were exposed to the culture of Kenya through participation in units of work on Kenya for History, Geography and English. A connection was formed with a lady from Newcastle, who has lived and worked setting up schools in Kenya for about 20 years. The students studied Kenya and then wrote narratives and sent them to these children so they would have some books to learn to read from based on their own culture.

In March our school celebrated "Harmony Day", further imparting the message of respect and appreciation of our cultural diversity. Students and staff dressed in orange for the day and shared their knowledge about Kenya with the whole school.