

Gunnedah Public School Annual Report



2016



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Introduction

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

Stephen de Roos

Principal

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School background

School vision statement

Teacher/student relationships matter in an equitable environment. When teachers connect with students from diverse backgrounds and students feel valued and appreciated, student engagement and motivation to learn increase. Equity of outcomes requires that educators utilize all the strategies within their repertoire to close achievement gaps between high-performing groups of students and those who are not achieving their potential. Excellence and equity are two sides of the same coin. Whether or not students learn and achieve success in school is a true measure of equity of outcomes

Gunnedah Public School:

- believes that all children can learn and achieve given supports;
- assumes that ability exists in all groups, across demographic lines and that within any group, many students will excel;
- stresses high expectations for achievement and holds students to rigorous performance standards;
- rejects negative stereotypes about students' potential and ability;
- provides challenging and relevant curriculum for all;
- disaggregates data in order to determine individual needs;
- meets individual needs through customization or personalization of the curriculum;
- differentiates instruction;
- accommodates diverse learning styles;
- ensures access and inclusion;
- connects students to real life experiences;
- capitalizes on diversity and creates a positive classroom environment based on respect and empathy; and
- involves parents in meaningful ways in their children's education.

School context

Gunnedah Public School has consistently maintained enrolments of around 122 for the last 3 years. There are currently 11 teaching staff employed in the school with a number of support staff ensuring that all students have opportunities to excel in their learning.

Gunnedah is a rural town with coal mining being one of the major sources of income. Increasingly our students come from a full range of socioeconomic backgrounds.. Gunnedah Public School staff contribute a range of differing skills and

experiences. Gunnedah Public School is well known for providing an excellent student teacher ratio and we are aiming to build on the confidence the community has in our school by providing research based professional learning to our teachers. Our school ensures all teachers know and understand that clear learning goals and success criteria allow students and teachers to share the learning process.

In 2016 Gunnedah Public School will be in the fourth year of the **Early Action for Success** initiative. Early Action for Success improves the capacity of teachers and schools to track the progress of students and provides the information teachers need to build student proficiency in literacy and numeracy.

The **Local School Local Decisions** initiative allows Gunnedah Public School the flexibility to make informed decisions about school and teacher improvement. Our learning environment and the professional practice of staff have been enhanced due to this flexibility.

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 we know that students can't learn unless they are at school so our teachers are working on strategies to engage students. Teachers using PLAN software allows greater understanding of the individual needs of students and the focus on L3 and TEN develops skills to target student need in literacy and numeracy. Parents have the opportunity to discuss learning at PLP meetings and when reports are sent out twice a year.

In the domain of Teaching we have teachers who apply consistent management practices proven to be successful in developing engaged learners. The analysis and interpretation of data provides the knowledge for teachers to individualise learning. Professional learning in data collection, interpretation and the use of continues to be valued by our teachers.

In the domain of Leading we encourage parents to be involved in a range of meaningful initiatives. We have used data to inform school plans and seek out information from our families to participate in planning. Our staff participate in the PDP process actively guiding their own learning and the future directions of 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>

Strategic Direction 1

TEACHING PROFESSIONAL PRACTICE

Purpose

We acknowledge the strongly held belief of educators in the moral purpose of educating all students to high levels of achievement.

Gunnedah Public School respects the professionalism of educators and believes in their desire to bring about improvement from within the profession. We acknowledge the strongly held belief of educators in the moral purpose of educating all students to high levels of achievement.

Professional accountability goes hand in hand with a new sense of the maturing of the profession and DEC initiatives such as **Local School, Local Decisions**. At GPS we realise that this desire to bring about the best in our students can only be realized through the collective efforts of the entire school staff in taking ownership for school improvement.

Teachers' sense of professionalism is enhanced when schools improve. At GPS our teachers are developing greater precision in knowledge, skills and daily practices to enhance student success through collaborative Professional Learning..

Empirical research and "best practice" reports have identified strategies which contribute to improved student learning. These powerful approaches to the teaching–learning process have a record of success. When used in conjunction with current assessment data and rich background information about students, these evidence–based strategies will increase student achievement.

Overall summary of progress

Our continued Early Stage 1 and Stage 1 focus on improving literacy and numeracy achievement has enabled us to achieve progress in this strategic direction through a successful approach to assessment and teaching. The Early action for Success (EAFS) initiatives has ensured a consistent approach to professional learning to improve the quality of teaching. Teachers completed L3K and TEN in accordance with EAFS priorities.

Early Action for Success strategy will effect improvement. The EAFS Instructional Leader will work with K–2 teachers to model and improve teaching and assessment skills, to build capacity and to improve student outcomes.

Teachers at Gunnedah Public School observe all DEC procedures in Compliance Training and maintain compliance with the Teaching Institute in achieving accreditation and maintenance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A school wide approach to teaching literacy and numeracy in small group interventions based on the needs of students. Professional development for all staff lead to increased understanding of how to achieve this.	At the end of 2016 all Gunnedah Public School staff had a performance development plan based on the new Department policy. Staff members will continue to develop an understanding of managing their own plans and to actively seek feedback and mentoring as an important part of their ongoing growth.	\$12 000 EAFS grant \$12 000 Teacher Professional Learning Funds
Collection of accurate data for student achievement in PLAN Literacy and Numeracy was achieved through regular staff professional learning.	Learning and support team processes have been enhanced to monitor and plan student progress in literacy and numeracy. This has enabled us to improve early identification and intervention to provide stronger, more focused support to individual students in partnership with their parents.	
Increased staff knowledge on the importance of the Professional Development Framework and how it is used to develop professional practice was		

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
achieved by staff.	<p>At the end of 2016 all Gunnedah Public School staff had a performance development plan based on the new Department policy.</p> <p>Staff members will continue to develop an understanding of managing their own plans and to actively seek feedback and mentoring as an important part of their ongoing growth.</p> <p>Learning and support team processes have been enhanced to monitor and plan student progress in literacy and numeracy. This has enabled us to improve early identification and intervention to provide stronger, more focused support to individual students in partnership with their parents.</p>	

Next Steps

- consistency of teacher judgement especially in writing K–6.
- additional professional learning for all teaching staff on improving the writing process.

Strategic Direction 2

LEADING BUILDING CAPACITY

Purpose

Instructional leadership at GPS will be demonstrated when the principal, executive and staff focus their time on the teaching–learning process and work together to bring about growth in student achievement. All staff at GPS are committed to respectfully learning and working with others – teachers, students, parents and community members – in order to improve the quality of instruction at GPS

Ongoing growth depends upon an alliance of key education partners working towards a shared goal of improvement and effectiveness. At GPS planned strategies will require greater precision in learning and teaching practices, systems alignment and strategic allocation of resources to ensure equity of outcomes for all students, all effectively led and managed.

The school will provide ways in which teachers and executive accept responsibility to hold themselves accountable for ensuring that research–based, effective strategies are consistently implemented.

In order to be effective, it is essential that GPS builds capacity with school improvement processes which will be:

- focused on continuous improvement in student achievement;
- collaborative, collegial and respectful;
- open, honest and transparent;
- reflective, self–critical and growth–promoting;
- resulting in capacity building and the acquisition of new knowledge and skills; and
- a basis for dialogue and inquiry.

The over–arching purpose of this process will be to facilitate school effectiveness and achieve equity of student outcomes. It is essential that the process culminate in changed practices where necessary.

Overall summary of progress

All teachers have been trained in school procedures for DEC Performance and Development Framework requirements. All teachers are developing increasingly complex Professional Development Plans (PDPs).

Staff are continuing to work on stronger effective whole school collaborative processes, effective evidence collation practices, collaborative analysis of evidence and the development of school improvement strategies responsive to school needs.

Our staff are committed to the development of a Positive Learning Environment. staff are committed to the development of positive strategies to support learning

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All Aboriginal students participated in the PLP process. Students participated in forming their goals and could talk about the criteria for achieving them.	All students had PLP with goals in learning and social aspects. The LST assisted with the development of appropriate plans for students based on teacher judgements and PLAN data. Students with complex needs have adjustments	\$9000 to support PLP \$12000 to support PLAN

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students with complex needs are identified and individual adjustments applied when appropriate. Student literacy and numeracy data is uploaded every 5 weeks.	made according to their diagnosis. PLAN software is used to record student achievement for teaching and learning programs and to identify more intense interventions.	

Next Steps

- Continue development of positive schools strategies focusing on student recognition for achieving expected levels of behaviour.
- Staff need to have more input into where they want their professional development
- Staff need to have more control of the structure that will support the class learning environment

Strategic Direction 3

LEARNING 'WHOLE CHILD'

Purpose

Gunnedah Public School will foster a climate of collaboration to deliver outcomes for the 'whole child'.

No sustained change in practice is possible without a climate of collaboration in and across schools and across community sectors. Gunnedah Public staff will talk about their practices, share their knowledge and skills and support one another in the specific contexts in which they work.

Effective schools do not exist in isolation. They are an integral part of the communities they serve. Strategies will allow Gunnedah Public School to break down norms of privacy and isolation to foster learning across networks. GPS will involve parents, families and caregivers in their children's education and help them to connect with relevant resources in the broader community. We will also work in partnership with community groups and service agencies to expand knowledge, skills and resources in order to help all children overcome barriers.

We will harness resources to support learning to develop and deliver improved social, emotional and educational outcomes for the 'whole child'.

Overall summary of progress

- School teams committed to meet on an ongoing basis to review academic, social and emotional progress of students. Syllabus standards, goals, criteria, tasks and assessment were aligned and planned concurrently for students through Stage Meetings and Staff Meetings.

Staff have continued to build partnerships with key local stakeholders so that opportunities and resources are identified to provide relevant and timely support for individual students and families.

Teachers continue to use assessment to develop further understanding of tracking mechanisms, using PLAN K-8, available to all staff and are being used on an ongoing basis for discussions on refining instructional strategies for student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>The assessment schedule and KLA Scope and Sequences develop by staff are being used to inform teaching and learning.</p> <p>Community consultative groups including the AECG and P and C provided specific information and feedback about programs offered at our school.</p> <p>Communication with the community via electronic and hard copy platforms continue to be well used and received by our school and wider community.</p>	<p>Teaching programs reflect the scope and sequence developed by staff. An assessment schedule reflects teacher commitment to understanding needs of students. Professional learning for teachers on PLAN software and the cluster markers.</p>	<p>\$60 000 to support EAfS Instructional leader</p>

Next Steps

- More Professional Learning for staff in Consistency of Teacher Judgement (CTJ) on student writing.
- Establish systemic change in school wide consistent Behaviour and Welfare practices.
- Professional Learning for all staff on improving writing skills in students.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All students have a Personal Learning Plan (PLP) and are making progress in all Key Learning Areas. Cultural significance is embedded in all PLPs in collaboration with key stake holders.</p> <p>Students learning in engaging environments with teachers using 21st Century teaching practices.</p> <p>Cultural awareness of all of our students is improved through regular lessons involving language, art and sharing of local culture.</p>	<p>\$7,200 –casual costs for PLP, \$30 000 – employ SLSO assisting with individual instruction</p> <p>\$50,000 –teacher to reduce the number of students in each class \$45 000 employ additional SLSO to support language and cultural awareness.</p>
Low level adjustment for disability	<p>Additional support for students with identified disabilities with speech therapy and targeted literacy and numeracy interventions.</p>	<p>\$80 000 additional SLSO</p> <p>\$15 000 Speech therapist.</p>
Socio–economic background	<p>Our Early Action for Success (EAfS) Instructional Leader (IL) was appointed for three days. To support the success of the initiative two extra days were provided to make it a fulltime position.</p> <p>An extra teaching position to lower the number of students in K/1/2 was appointed. Supporting students in the younger grades to achieve in literacy an numeracy with the EAfS initiatives.</p> <p>Students with needs identified through assessments including PLAN received increased individual attention based on need.</p>	<p>\$60000 to support the EAfS initiatives</p> <p>\$75 000 to appoint an extra teacher</p> <p>\$80 000 extra SLSO to support student learning.</p>
Early Action For Success	<ul style="list-style-type: none"> • L3 training commences for Kindy teachers –fortnightly ½ day PL sessions • TEN training (2 days PL + in class support) forK–2 teachers not trained. • Data collection every 5 weeks on PLAN, EAfS, to L3 trainer and TEN Lead trainer • Best Start training for Kindy teachers • PDPs completed 	<p>\$40 000 Additional teacher time to support interventions, teacher professional learning in L3 and TEN and 5 weekly collection of data.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	70	61	59	71
Girls	51	54	58	56

Current enrolment trends show a stable school population. Numbers are growing in the younger grades.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.5	94.3	90.5	92.3
1	94.1	93.4	88	91
2	91.9	93	94.8	91.6
3	89.6	93.5	87.4	93.3
4	93.5	94.5	91.8	85.3
5	90.7	93.2	91.2	88.2
6	91	93.4	91	81.7
All Years	91.8	93.6	90.9	90.3
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

Management of non-attendance

The school attendance data indicates our younger grades are attending more regularly. Student attendance is monitored through the Learning Support Team (LST) and Home School Liaison Officer (HSLO)

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.49
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.2
School Administration & Support Staff	3.82
Other Positions	1.14

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Gunnedah Public school had six employees identifying as Aboriginal in 2016

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	10

Professional learning and teacher accreditation

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

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

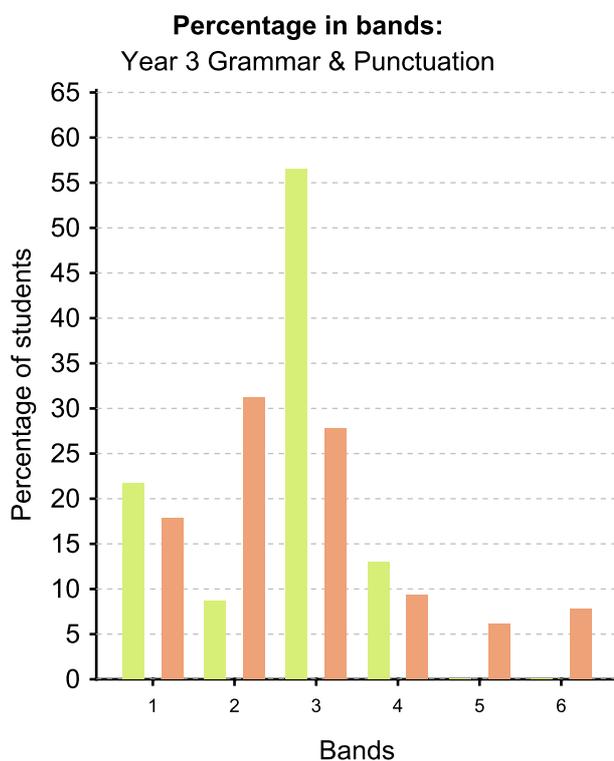
Financial information

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

Income	\$
Balance brought forward	0.00
Global funds	0.00
Tied funds	572 119.23
School & community sources	29 645.91
Interest	5 624.34
Trust receipts	4 549.05
Canteen	0.00
Total income	973 364.65
Expenditure	
Teaching & learning	
Key learning areas	17 428.37
Excursions	3 262.60
Extracurricular dissections	18 163.88
Library	0.00
Training & development	0.00
Tied funds	544 553.27
Short term relief	27 143.51
Administration & office	33 725.49
School-operated canteen	0.00
Utilities	46 825.93
Maintenance	48 802.24
Trust accounts	5 620.46
Capital programs	0.00
Total expenditure	746 009.49
Balance carried forward	227 355.16

in texts. They are beginning to identify persuasive techniques in persuasion texts. Most students are beginning to use narrative structures. Many students are able to apply phonemic spelling strategies and can apply familiar spelling generalisations with suffixes. Most students can apply the correct adverb to modify a verb. They are correctly choosing the appropriate verbs to use in sentences. Students are able to identify punctuation used in direct speech.

Year 5 NAPLAN results indicated our students are working towards achieving at state average levels in literacy. Most students have shown they are beginning to connect information from different parts of a text. Many students are able to locate specific information in a text. Most students are able to understand why characters in texts do certain things. Most students are able to use narrative structure when writing and can briefly describe the characters.



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.

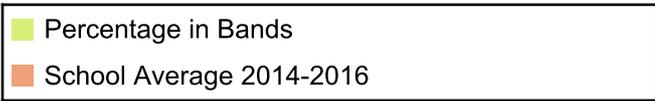
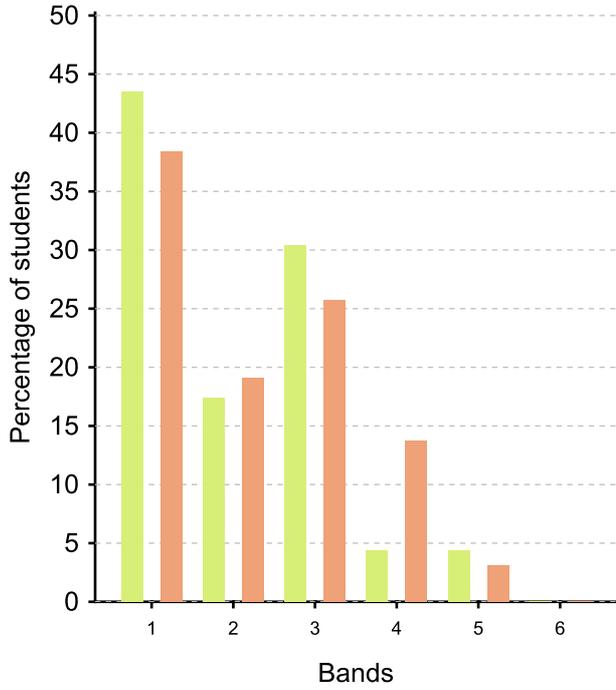
School performance

NAPLAN

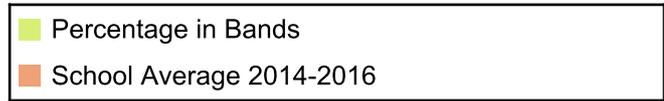
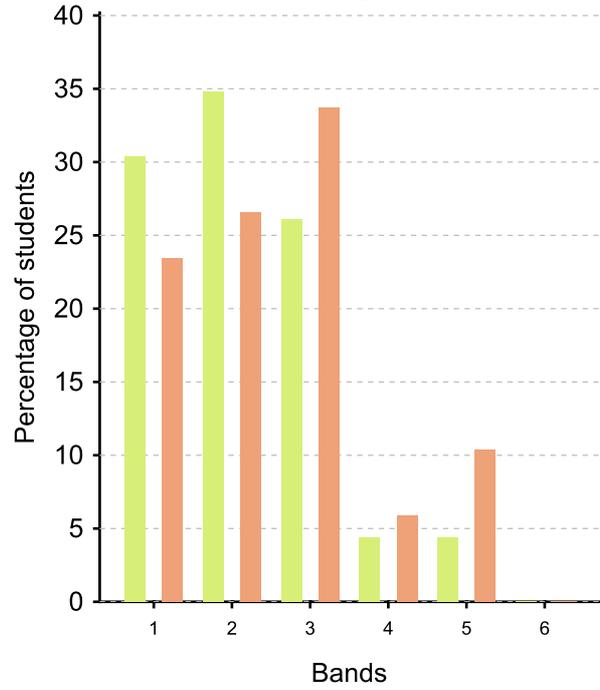
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3 NAPLAN results showed our students are working towards achieving at state average levels in literacy. Students are able to interpret detail contained

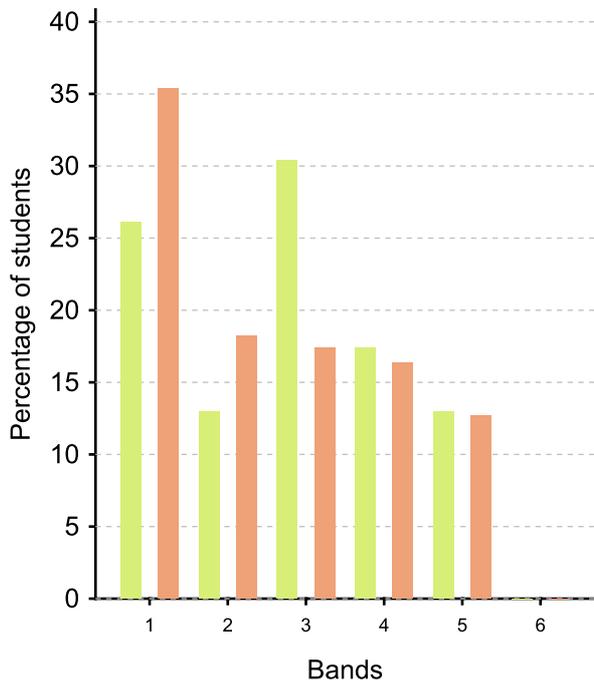
Percentage in bands:
Year 3 Reading



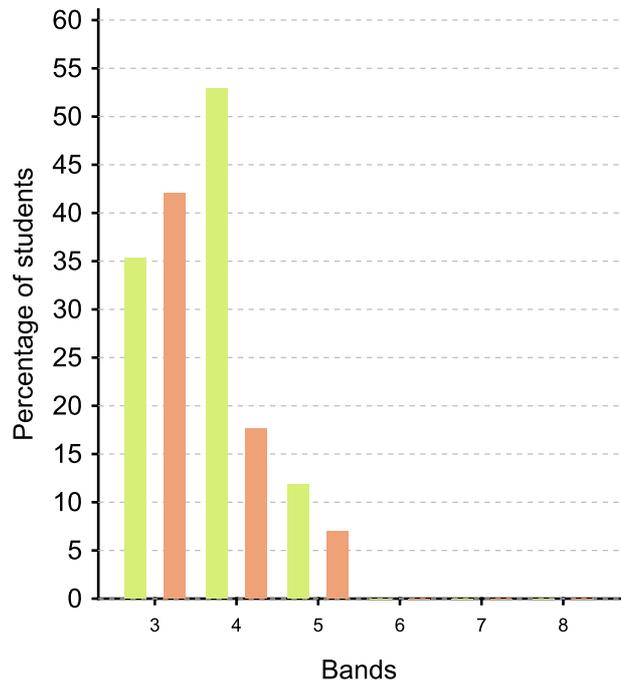
Percentage in bands:
Year 3 Writing



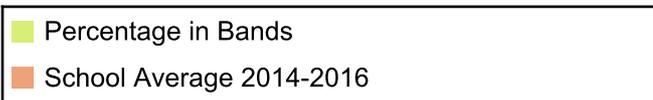
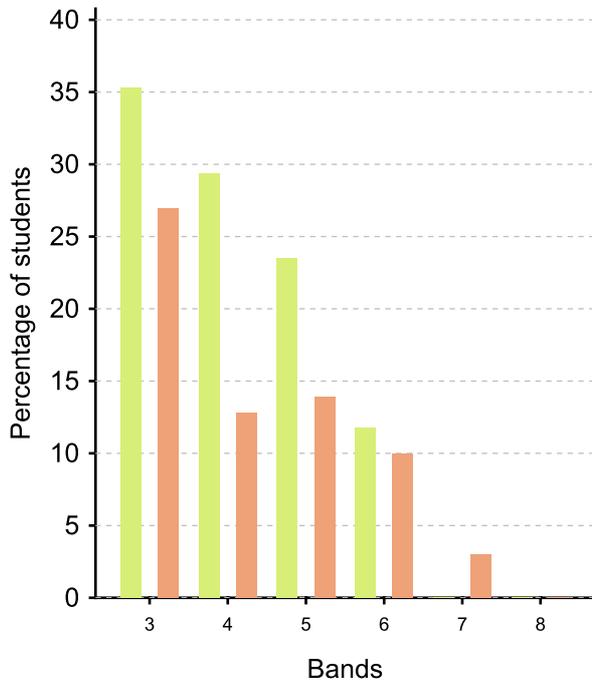
Percentage in bands:
Year 3 Spelling



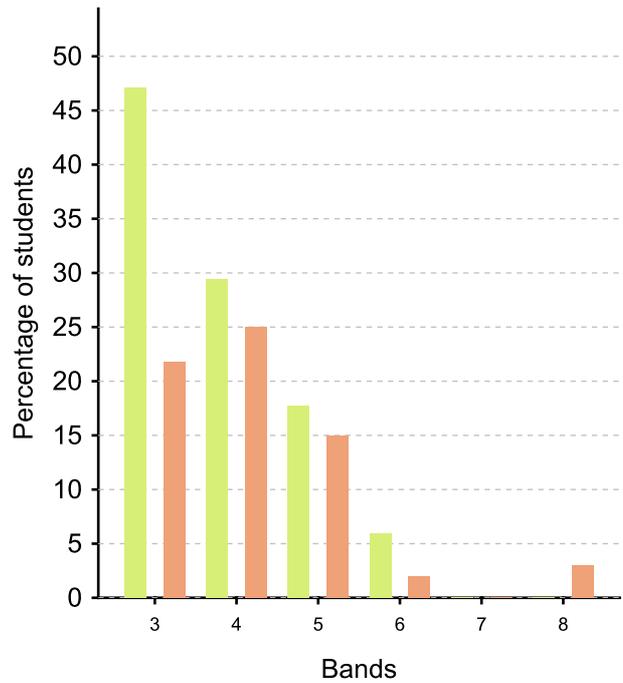
Percentage in bands:
Year 5 Writing



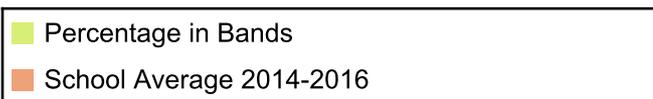
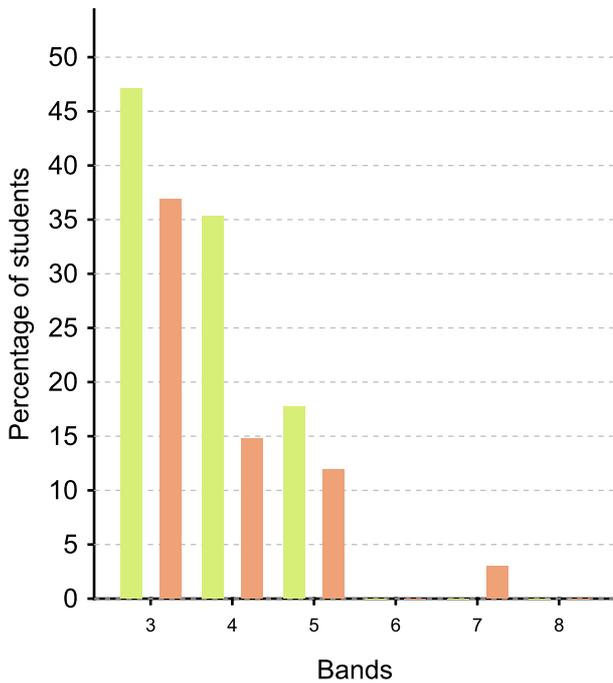
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation



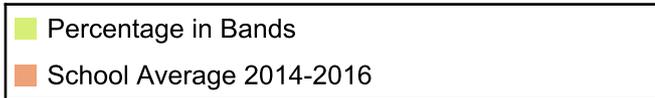
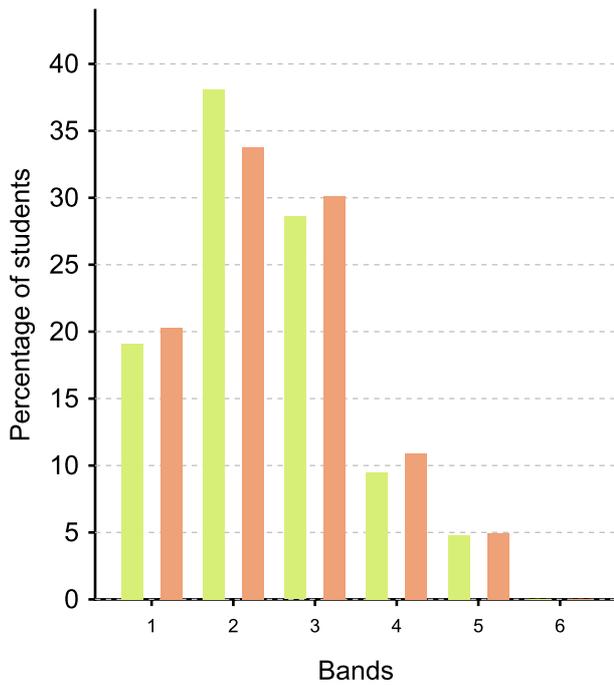
Percentage in bands:
Year 5 Reading



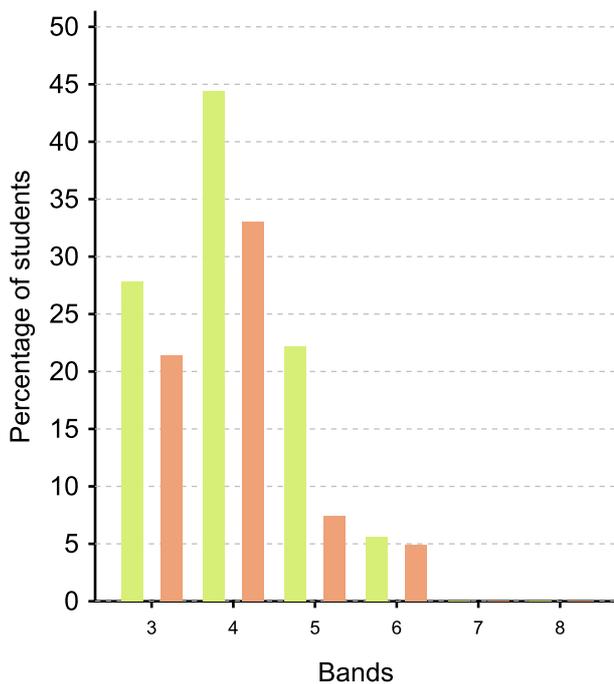
Year 3 NAPLAN results showed our students are working at or working towards achieving at state average levels in numeracy. Students are able to apply an understanding of place value when counting, ordering, reading and representing 2 digit numbers and are able to apply the same skills with numbers up to 5 digits. Results indicated students are able to measure length using informal units. Students are able to interpret data in graphs and identify missing 2 dimensional objects in patterns. Students are able to use mental strategies to solve multiplication, division, addition and subtraction problems.

Year 5 NAPLAN results indicated students are working towards achieving at state average levels They are able to interpret the information in graphs. Students are able to apply strategies to solve addition problems involving 2 digit numbers. They have an understanding of the properties of 3 dimensional shapes. Students are able to apply mental strategies to add, subtract, multiply and divide 2 digit numbers.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Aboriginal Students in Year 5 exceeded the state average for all students but were slightly below the average for Aboriginal students. in reading. There were no students in the top two bands across all aspects of NAPLAN.

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.

Students in Stage 3 were asked to complete a Tell Them From Me (TTFM) survey. 85% of students stated they were motivated to learn. 83% of students believed they were putting in the right amount of effort and 84% expected to be successful at school. 62% of students believed they had positive behaviour at school. 72% believed there was a positive learning climate at school and 85% stated they had positive relationships at school. 85% of students also believed they had positive relationships with teachers. 75% of students believed that school was relevant to them and 85% were motivated to learn. 100% of students valued outcomes that come from school.

All staff were asked about to comment on school improvement. An overwhelming majority believed that their needed to be changes to the way we managed behaviour that impacted on learning. Staff felt that our behaviour and discipline practices needed to involve parents more and to have students more accountable for their choices. They believed we needed more consistency and we needed to have strong structures supporting the rights of students to learn. Staff wanted stronger communication and believed the SENCENTRAL software already in place at the school would support but there needed to be more professional learning available to achieve this. Staff wanted to contribute to school improvement strategies and procedures across the school. They all agreed that improvement strategies needed to maximise teaching and learning time and to improve the image of the school in Gunnedah. Staff also believed there was a need for the executive to establish stronger leadership across the school.

A selection of parents were contacted by phone and asked for their opinions on what was done well in 2016 and what they would like to see happen in 2017. Parents appreciated the public speaking program started this year. The improvement in learning was another feature of the school that parents thought we had done well. Parents also believed that communication between school and home was improving. Parents indicated their support for the quality of teaching their children received. When asked about what they would like to have happen in 2017 parents indicated a lot of support for continuing the public speaking program. They also wanted to have more of a focus against bullying. Parents also indicated their support for students being recognised for

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.>

more than behaviour and more sporting opportunities for students. Parents also suggested changes to the way we managed behaviour including; evaluating the Red Note referral system and different ways of recognising high achievers.

Policy requirements

Aboriginal education

Gunnedah Public School received Aboriginal background funding in 2016. Our plan included:

1 AEW (Aboriginal Education Worker) to support the learning needs of students, provide assistance to Aboriginal families and to assist in the communication of the school's priorities.

A dedicated week of learning experiences and celebration of NAIDOC week.

In 2016 funding for Aboriginal Background was used to continue the school's commitment to providing opportunities for parents and carers to be involved in their child's education. All Aboriginal students had Personal Learning Plans with goals clearly stated and were developed by students in consultation with parents/carers and teachers.

Multicultural and anti-racism education

Gunnedah Public School continues to provide a culturally inclusive environment. Teachers strive to maintain learning opportunities that are sensitive to cultural bias and student needs.

We acknowledge cultural differences exist at our school and in an effort to increase our communication with all families we use our LED screen, maintained our school app and developed the use of Facebook. Our families still appreciate the weekly newsletter but also appreciate the different communication methods being investigated.