

Gunning Public School Annual Report



2016



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Introduction

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

Danny Scott

Principal

School contact details

Gunning Public School

Yass St

Gunning, 2581

www.gunning-p.schools.nsw.edu.au

gunning-p.School@det.nsw.edu.au

4845 1129

Message from the Principal

With the largest intake of Kindergarten students in some time, student numbers have continued to increase significantly. It is anticipated that in 2017 we will be forming a fourth class which will have a positive impact on the school.

2016, was a year that our school consolidated many initiatives and programs that were started previously. Our kitchen garden program continued to have a positive influence on the students; who really enjoyed the opportunity to produce a wide range of vegetables and to cook each week.

The construction of a new computer room was finished late in the year and the canteen rebuild got underway with an anticipated hand over date early in 2017. Both of these new learning spaces have ensured that our students will have access to some amazing facilities.

Both the Binit Binit Learning Community (BBLC) and the Burrinjuck Learning Community (BLC) were formed in 2016. These are school networks formed through geographical proximity with the aim of providing support to staff and opportunity to all students. While the Binit Binit Learning Community involves all schools in the greater Yass area, the Burrinjuck Learning Community consists of four small school; Gunning PS, Wee Jasper PS, Dalton PS and Bowning PS. The Burrinjuck Learning Community combines throughout the year to run all sporting events and participate collectively in a wide range of excursions and learning opportunities.

Gunning Public School has had an amazing year, we have managed to continue with and improve some fundamental programs while introducing a range of other initiatives aimed at improving the education and well-being of students.

Danny Scott

Principal

School background

School vision statement

Gunning Public School strives to create an environment that promotes quality education, that is in keeping with current educational best practices and learning expectations. Our school offers students the chance to succeed in a range of endeavours to promote engagement and enjoyment of learning, while maintaining and developing new educational links with the broader community.

School context

Established in 1871, Gunning Public School is a small rural school situated half way between Goulburn and Yass on the Hume Highway. The school is part of the Southern Tablelands Network of Public Schools and works closely with both the Yass Community and Goulburn Community of Schools.

Initially established as a central school GPS is set in spacious grounds and has excellent facilities with large classrooms, an assembly hall, specialist rooms for craft, cooking and music.

In 2016, there are currently 69 students from K–6 across three classes. With 5% of students identifying as Aboriginal.

The town of Gunning is currently experiencing a growth in population, resulting in an anticipated increase in enrolments in the coming years.

Community support is valued, aiming for partnerships in education between students, teachers, parents and the broader community.

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.

Gunning Public School has made significant progress across all three domains. The school strategic planning documentation utilised the School Excellence Framework to improve student learning and community partnerships. by focusing on all the elements of the framework the school has been able to improve across 11 of the 14 elements outlined in the framework. While the remaining 3 elements have been maintained at a "Delivering" level. Some of the standout improvements have been brought about through the school's focus on creating effective assessment strategies and subsequently utilising data analysis methods to inform school directions.

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

Innovative Teaching and Learning

Purpose

To improve student learning and outcomes through the development and delivery of consistent high quality teaching that reflects current best practices. Teaching that addresses the individual needs of students and is based on quality data analysis.

Overall summary of progress

In 2016, all staff have had access to a wide range of professional development and learning opportunities. These have impacted directly on current practices. Training has include Language, Learning and Literacy, Focus on Reading, iPads in the Classroom, Aboriginal leadership and Quality Learning Environments.

All staff have also collaborated collegial on units of work and have also accessed the Teacher Quality Advisor to support teaching and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School-based assessment data indicates that students are achieving at or beyond expected stage standards. Measured against Literacy and Numeracy continuums. With all students experiencing growth and further development of knowledge.	All student's achievements in literacy and numeracy are plotted onto both the literacy and numeracy continuums. Plotting has been carried out using a range of assessments strategies. Students who have not achieved growth have been identified and specific programs implemented to support their learning.	In 2016, staffing entitlement of 0.351 (FTE) and equity funding was used to facilitate these and a range of other programs at Gunning Public School.
Increase the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019	No ATSI student sat NAPLAN testing in 2016 All ATSI students have clear goals set through the ILP process.	ATSI families and students have met with class teachers to establish ILP.
Increased percentage of students in the top two NAPLAN bands by 8% by 2019	Percentage of students in top two bands. Year 3 <ul style="list-style-type: none">• Reading – 33.3%• Writing – 11.1%• Spelling – 22.2%• Grammar and Punctuation – 11.1%• Numeracy 11.1% Year 5 <ul style="list-style-type: none">• Reading – 25%• Writing – 0%• Spelling – 37.5%• Grammar and Punctuation – 0%• Numeracy – 0%	The School's allocation of 0.2 (FTE; Reading Recovery) has been utilised to support literacy groups. Additional staffing of 0.2 (FTE) has been funded through school allocation to support literacy and numeracy programs.

Next Steps

Continue supporting teachers in their understanding of current pedagogy approaches to learning. This includes, training in L3, writing in the middle years, Targeting Early Numeracy and a range of technology based learning tools.

A focus will be to establish a school-wide, collective approach for student learning. This will be done through evaluating current practices and instigating new school procedures for Learning Support. This will be supported through assessment data monitoring achievements and gaps in student learning. Data will be used to inform planning for particular student groups and individuals.

Strategic Direction 2

Effective Partnerships in Education

Purpose

To enable effective forms of communication and partnerships across all school stakeholders. To encourage and create channels of communication that enables community, departmental and student's needs to be catered for.

Overall summary of progress

Many achievements have been made in 2016 in regards to creating effective partnerships. Both the Binit Binit Learning Community and the Burrinjuck Learning Community have been well established. These networks have instigated a range of professional development and opportunities for students. Through the establishment of Gunning Public School as a training facility for our network, many training and development opportunities and support networks have been hosted at the school. This has enabled our staff to access a diverse range of training and development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All school members, including parents, students and staff communicate in a genuine and respectful manner. This will be evident through improved positive survey responses and focus group discussions.	<p>In 2016, a range of different communication strategies were established. These included the use of;</p> <ul style="list-style-type: none">• Social media sites,• A School phone App, and• Third Party communication apps. <p>All classroom teachers were provided with additional time to discuss current initiatives with parents via phone conversations.</p> <p>Classes have an average of 90% uptake by parents, on the use of new communication strategies.</p> <p>Parents have consistently provided positive feedback about strategies introduced.</p>	<ul style="list-style-type: none">• Purchase of interactive technology to support online communication.• Establishment of a Gunning Public School App.• Teachers released to phone all parents of their students.

Next Steps

The school's future focus will be to continue to build school-wide and inter-school relationships to provide ongoing support of all staff and to provide a greater level of learning opportunities for students. The aim will be to embed systems for collaboration, classroom observation, modelling of effective practice to drive school-wide improvement in teaching practice and student outcomes.

Strategic Direction 3

Engagement in Learning

Purpose

To actively provide a holistic learning environment that encourages engagement of all students and provides a range of opportunities that reflect the diverse nature of individual learners.

Overall summary of progress

Gunning Public School has continued to develop its strategies for engaging students in education, with a particular emphasis on establishing a variety of opportunities for students from K–6. This has been supported through the establishment of the Burrinjuck Learning Community, which has entered many combined teams in local and state competitions. The School and community kitchen garden program has continued to foster a positive relationship between the school and the wider community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student attendance at or above the state average.	School average attendance for the year is 94.5% which is above the state average of 94%.	
Increased level of student engagement, as indicated through surveys and focus group discussions.	Significantly increased positive feedback from students about satisfaction with school and enjoyment of learning. Introduction of a range of extra-curricular and sporting activities. Establishment of interest groups of staff around the areas of; • Gifted and Talented, • Creative and Performing Arts, and • Middle years.	In 2016, staffing entitlement of 0.351 (FTE) and equity funding was used to facilitate these and a range of other programs at Gunning Public School.

Next Steps

Future focus will be on ensuring that extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities. With teachers involving students and parents in planning to support students as they progress through the stages of education.

The school will undertake to ensure quality teaching and professional practices are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	26	31	34	35
Girls	22	24	24	36

The township of Gunning is currently experiencing a growth in population thanks mainly to the influx of new residence moving away from the city of Canberra. Enrolment at GPS has reflected this trend with steady growth of student enrolments. It is anticipated that in 2017 a fourth class will be established.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.9	95.7	94.5	94.4
1	96.1	97.5	95	94.8
2	94.7	97.3	95.6	95.3
3	98.1	97.1	94.5	96.5
4	93.7	98.6	93.2	93.5
5	93.6	95.1	94.2	90.3
6	94.4	95.8	90.8	98.1
All Years	95.4	96.7	94.2	94.5
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

Student attendance is at or above state average in all but one year group. All absences are recorded and monitored in keeping with NSW Department of Education policies and the schools Procedures for their implementation.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration & Support Staff	1.41
Other Positions	0.12

*Full Time Equivalent

Currently there are no members of staff that identify as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

In 2016, significant professional learning was conducted with all staff. This included;

- Language, Learning and Literacy (L3)
- Focus on Reading,
- Aboriginal Leadership,
- Quality Learning Environments,
- Google Apps, and
- iPads in the Classroom.

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

Financial information

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

Income	\$
Balance brought forward	20 618.10
Global funds	96 266.29
Tied funds	150 597.46
School & community sources	65 673.83
Interest	1 466.13
Trust receipts	4 788.90
Canteen	0.00
Total income	339 410.71
Expenditure	
Teaching & learning	
Key learning areas	12 080.51
Excursions	9 550.80
Extracurricular dissections	17 114.07
Library	1 095.93
Training & development	7 915.98
Tied funds	86 626.21
Short term relief	4 948.56
Administration & office	39 633.78
School-operated canteen	0.00
Utilities	27 737.30
Maintenance	24 808.43
Trust accounts	4 484.35
Capital programs	3 863.64
Total expenditure	235 995.92
Balance carried forward	103 414.79

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

School-based assessment

All class teachers use a range of assessment and recording strategies to monitor the progress of students. One key strategy is to plot all students on the NSW Department of Education Literacy and Numeracy Continuums. This has provided the school with data relevant to classroom and whole school learning programs.

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.

In 2016, a very small number of students sat the NAPLAN assessments at Gunning Public School. This has meant that it is very difficult to track trend data across different year groups. It also restricts publishing many specific results due to privacy concerns.

In 2016, students were not well represented in the top two bands of literacy NAPLAN data. Of the four areas assessed, writing, grammar and punctuation were the areas that needed the most improvement and/or support. This was indicated by only 11% of students achieving results in the two bands for years 3 & 5. While performance in spelling and reading were close to the state Department of Education school's average.

Students were not well represented in the top two bands of the numeracy component of NAPLAN. 11% of students in years 3 & 5 achieved a result in the top two bands.

Parent/caregiver, student, teacher satisfaction

In 2017, the school sought to ascertain community/family satisfaction with the relationship between the school and the wider community of Gunning. A range of quantitative and qualitative questions were asked one-to-one over the phone by individual class teachers.

In total 29 individual parents were questioned from across the three classes of the school. Parents were randomly selected and alternated between mothers and fathers.

100% of responses were positive with 20% indicating the highest level of "Very Good".

Qualitative responses were then sought to allow respondents to indicate why they scored the way that they did. Responses are as follows:

Parents indicated that the school was

- Helpful,
- Friendly,
- Approachable – Teaching staff and Administration staff, and/or
- Inclusive

Policy requirements

Aboriginal education

Following the Department of Education's policy and the school's procedures, all families of students that identify as Aboriginal and Torres Strait Islander have the opportunity to undertake an individual learning plan for their children. This plan outlines collaboratively constructed education, social and welfare goals unique to individual students.

All students in K–6 have undertaken units of work designed to increase knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia.

Staff have undertaken a range of training and development to further their understanding of Aboriginal culture and local issues and contexts.

Multicultural and anti-racism education

In 2016, all classes have been provided with teaching and learning programs that develop intercultural understanding, promote positive relationships and enable all students to participate as active Australian and global citizens. The school has ensured inclusive teaching practices which recognise and respect the cultural, linguistic and religious background of all students and promote an open and tolerant attitude towards cultural diversity, different perspectives and world views.